

*Differentiated*

GRADE  
**2**

# HOME LEARNING

Reading & ELA

# 3 WEEKS

OF READING, WRITING, AND GRAMMAR LESSONS

# FREE!

BY: *Teaching and Tapes*





## How Snow Led to Basketball

**A**

This story is about James Naismith. He invented basketball 100 years ago. He was a PE teacher. It was a very cold winter, and his students wanted to play a game. It was too cold to play outside.

**B**

Mr. Naismith had to find a game to play in the gym. He was creative, and he liked to think of new ideas. He got a soccer ball and two big baskets. That was the only equipment for playing the game. He hung the two baskets in the gym. He told the students the rules. That was the first basketball game!

**C**

The rules were simple. The players could dribble and bounce the ball, but they could not hold the ball and move. They could pass the ball to other players. They could also throw it into the basket. Each time they threw it in the basket, it counted as a point.

**D**

Now kids play basketball all over the world. It is still a fun game to play inside when it is cold!

1. Write three questions in which the answers could be found in the text.

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2.  What was James Naismith like?

3.  What supplies did James Naismith use in the first basketball game?

4.  Why did James Naismith invent a new game?

5. How was the first game of basketball different from how we play basketball today?

Complete Sentences	Cite the Evidence	Restate the Question
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6. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

7. Underline three important words in the text.

8. Summarize how basketball was invented.

Complete Sentences	Cite the Evidence	Restate the Question
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[illegible]



## My Fish Spike

**A**

My family has a fish tank. It is tall and big. Inside the tank, we have fish and plants. Some of the fish hide under the rocks. When they move, the sand stirs up in the water.

**B**

Last month, we got a new fish. My mom let me pick him out. He is a lionfish. I named him Spike. His fins stick out like spikes on his body. He is yellow. I think he looks like a porcupine.

**C**

My mom told me that he was born in the ocean. I know where the ocean is. We go there when it is sunny. I have been many times. I have never seen a fish like Spike.

**D**

Last weekend, we went to the beach. I asked my mom if I could bring Spike. He could see his friends in the ocean. I really love Spike, and I do not want him to be lonely. Mom said that the water is too cold at our beach. Spike is from a warm part of the ocean.

**E**

Our fish tank is warm like the ocean that Spike is from. When we came home from the beach, I told Spike about our day. He was happy to see me. He swam quickly around his warm home.

1. Write five questions in which the answers could be found in the story.

**WHO** \_\_\_\_\_?

**WHAT** \_\_\_\_\_?


**WHERE** \_\_\_\_\_?

**WHY** \_\_\_\_\_?

**HOW** \_\_\_\_\_?

2.  When did the boy get a new fish named Spike?

3.  What does Spike look like?

4.  Why is a fish tank a better home for Spike instead of the ocean by the boy's home?

5. Write 1-3 words that sum up the topics of the following paragraphs:

A. \_\_\_\_\_ C. \_\_\_\_\_

6. Underline three important words in the text.

7. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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## PAST TENSE VERBS

Put the word that completes each phrase on the line. If you need a little hint, all of the words are included in the word box, but not all words from the word box are used.

had fell forgot brought ran lost knew opened cleaned  
got sold washed asked played pushed jumped folded found  
knocked hid brushed stomped thought kicked told paid

Today I **jump**. Yesterday I \_\_\_\_\_.

Today I **clean**. Yesterday I \_\_\_\_\_.

Today I **find**. Yesterday I \_\_\_\_\_.

Today I **fold**. Yesterday I \_\_\_\_\_.

Today I **think**. Yesterday I \_\_\_\_\_.

Today I **have**. Yesterday I \_\_\_\_\_.

Today I **tell**. Yesterday I \_\_\_\_\_.

Today I **stomp**. Yesterday I \_\_\_\_\_.

Today I **lose**. Yesterday I \_\_\_\_\_.

Today I **push**. Yesterday I \_\_\_\_\_.

Today I **get**. Yesterday I \_\_\_\_\_.

Today I **run**. Yesterday I \_\_\_\_\_.

Today I **sell**. Yesterday I \_\_\_\_\_.



## Does the Five-Second Rule Work?

A

Do you know the five-second rule? Some people think that you can eat food off of the floor if you pick it up fast. They say that you have five seconds to get it before germs stick.

B

Scientists wondered if this was true, so they tried to find out. They put germs on a surface like a kitchen counter. They left the germs there for one month. Then they put food on the surface. They picked up the food in five seconds. The germs were all over the food!

C

Scientists know that there are small bits of poop on the bottoms of our shoes. You can't even see it! Even if a floor looks clean, you do not see all of the gross stuff.

D

The best rule is to throw food away if it falls on the floor. Do you agree?



1. Write 1-3 WORDS that describe the main topic of the text. \_\_\_\_\_

2 Write ONE sentence that tells the main idea of the text.

Complete Sentences	Cite the Evidence	Restate the Question
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3. Underline a sentence in the text that supports the main idea. Explain how this sentence supports the main idea.

Complete Sentences	Cite the Evidence	Restate the Question
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4. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

D. \_\_\_\_\_ E. \_\_\_\_\_

5. Do you think you should eat a piece of candy that fell on the floor? Why or why not?

Complete Sentences	Cite the Evidence	Restate the Question
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## NOUN SEARCH!

Choose a book and find 14 different nouns (person, place, thing, or animal). Write the nouns in the space below.

Book Title:

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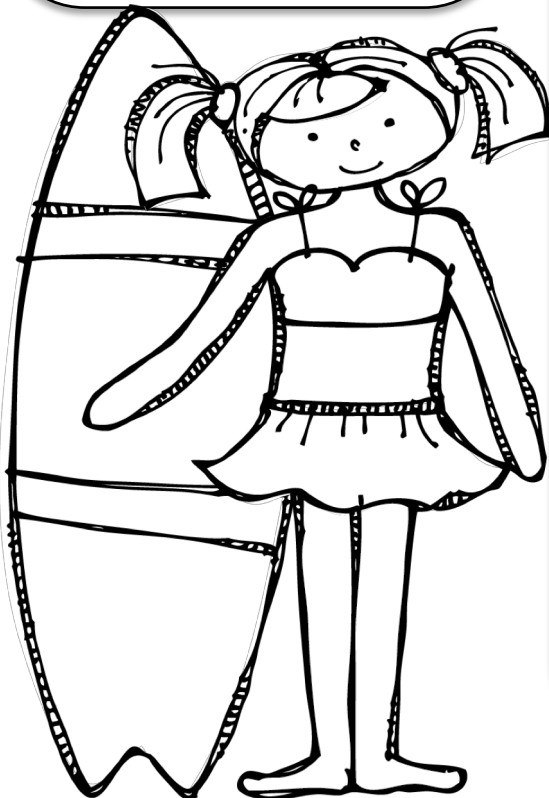
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Author:

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9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

## Golden Fish

A

Long ago, there was an old man and woman. They lived in an old hut made of logs. It was a simple home. They never had much money, but they were happy.

B

One day, the old man went fishing. He fished all day, but he did not catch anything. He threw his net for the last time and began to pull. Inside, he found a golden fish. The fish looked at him. It said, "Throw me back, and I will grant you a wish."

C

The old man threw the fish back. The fish waited for him to make a wish. The old man could not think of anything he wanted because he was happy, so he went back to his small hut.

D

His wife was mad that he did not bring any fish. He told her the story about the golden fish. She made him go back to find the fish and ask for a newer and bigger house.

E

He found the fish. The fish granted his wish. He went back to the hut, which was now a big new house. His wife was excited, but she made him go back and ask the fish for a pile of money.

F

The old man did not want to ask for more, but he obeyed his wife. This time, the fish did not come. Instead, a dark storm came. The old man went back and saw his old hut. His wife had learned a lesson. They happily lived their simple life.

1. Describe the old man's character.

2. Describe the old woman's character.

3. Describe the setting of this fable.

4. What is the central message, lesson, or moral of this story?

5. Write 1-3 words that sum up the topics of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

6. Underline three important words in the text.

7. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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## REFLEXIVE PRONOUNS

Complete the sentence using a word from the word box.

you	ourselves	yourselves	it	himself
she	itself	myself	he	themselves
				I

1. I know how to make fruit salad all by \_\_\_\_\_.
2. My brother prefers to surf by \_\_\_\_\_.
3. \_\_\_\_\_ knows how to braid her hair by herself.
4. "Keep your hands to \_\_\_\_\_" said the lifeguard to the kids.
5. Sometimes my computer turns \_\_\_\_\_ off.
6. \_\_\_\_\_ knows how to tie his own shoes.
7. We prefer to walk \_\_\_\_\_ to the beach without the parents.
8. \_\_\_\_\_ know how to choose a good book by myself.
9. I think \_\_\_\_\_ are good at reading to yourself.
10. My sisters locked \_\_\_\_\_ in the bathroom by mistake.
11. \_\_\_\_\_ fell off the table all by itself.



## Where Did Potato Chips Come From?

A

Potato chips are a good snack. Where did they come from? Did you know that they began as French fries? A chef named George Crum made the first chips. It all began two hundred years ago.

B

One day, Chef Crum made French fries for some hungry men who were dining at his restaurant. One man did not like the way they were made. He said that they were too thick. He asked the waiter to take them back.

C

Chef Crum made a new plate of French fries. This time, they were thinner. The man was still not happy or content. He said that they were too thick and too soft again. The waiter took them back.

D

Chef Crum was not happy that the man did not like his fries. Everyone else loved them! Chef Crum wanted to show the man that he could make really hard and crunchy fries!

E


He sliced the potatoes as thin as he could. He then fried them in oil until they were very crunchy. He had the waiter take these to the man.

F

Chef Crum did not expect the man to like them. Chef Crum was wrong! The man loved them! In fact, he liked them so much that he shared with the people near him. Soon, everyone in the restaurant was asking for some! Chef Crum had to work fast. He cut the potatoes in circles. These were the first potato chips. They are still as crunchy as they were that day!

1. List the steps that led to the invention of potato chips.

“...Chef Crum made a plate of French fries...”

2.  Color the sentence in paragraph F that summarizes the step of how the French fry became more like a potato chip.

3. Explain why you chose this sentence.

4. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

5. Underline three important words in the text.

6. Summarize how French fries led to potato chips.

Complete Sentences	Cite the Evidence	Restate the Question
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[illegible]





## Sneaky Bart

A

Emily moved into a new home just one year ago. One of the first people she met was Mrs. Smith. Actually, she first met Mrs. Smith's dog. The dog's name was Bart.

B

Bart was a nice dog, but he liked to sneak out of the yard. When Emily played with Bart, Mrs. Smith said, "Be sure to close the gate." Mrs. Smith did not want Bart to sneak away.

C

One day after visiting Bart, Emily had to run home. She was late for drum lessons. She rushed past the gate.

D

Two hours later, Emily got home. She saw Bart out on the street. Emily knew that she had forgotten to close the gate. Mrs. Smith would be worried about Bart.

E

Emily quickly took Bart over to Mrs. Smith's yard. As she walked down the street, she saw Mrs. Smith. She was standing on the street with a dog bowl in her hand. She was looking for Bart. "I am so sorry," said Emily. She knew that she had forgotten to close the gate.

F


Mrs. Smith was not upset. She knew that Emily had learned a lesson. Emily thanked Mrs. Smith for being her friend. It was soon time for Emily to return home. This time, she made sure to close the gate.

1. Describe the main event that happened in this story.

2.  Color the text that tells about this main event.

3. Describe how Emily reacted to this event.

5. Describe how Mrs. Smith reacted to this event.

4.  Color the text that tells how Emily reacted.

6.  Color the text that tells how Mrs. Smith reacted.

7. Write 1-3 words that sum up the topics of the following paragraphs:

B. \_\_\_\_\_ D. \_\_\_\_\_

8. Underline three important words in the text.

9. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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## VERB SEARCH!

Choose a book and find 14 different verbs (action words). Write the verbs in the space below.

Book Title:

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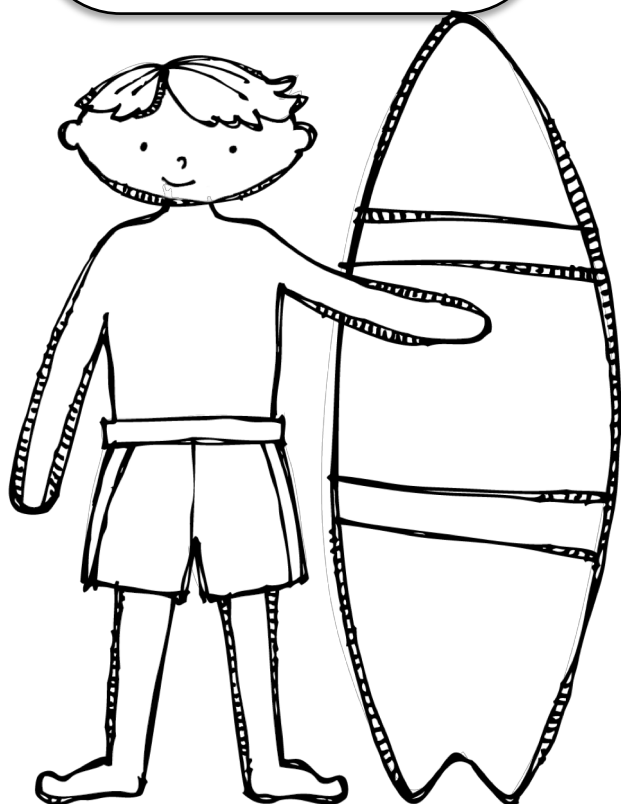
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Author:

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1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

## The Moon's Phases

A

Every night, the Moon appears in the sky. The part of the Moon that we can see is from the Sun's light reflecting off of it. The part of the Moon that we see changes each night. This is called the lunar phase. The lunar phase is how much of the Moon that you can see.



B

A lunar phase lasts 29 days. It starts when you cannot see the Moon at night. This is called the new moon. You cannot see the new moon because the Sun is on the other side of it. The side that does not face Earth gets all of the sunlight. After the new moon is the crescent moon. This is when you see just a small part of the Moon. After that is the quarter moon. When most of the Moon is lit but some is dark, it is called the gibbous moon. Finally comes the full moon. This is when all of it is lit!

C

After the full moon, it gets smaller. This is called waning. Each stage happens again. Then it starts all over. In one lunar phase, the Moon moves around Earth once.

D

The Moon has been helpful in history. Native Americans used the moon phases as an instrument, or tool, to keep track of time. The world's oldest calendars used the lunar phases. Explorers used the Moon to help them know what direction they were going.

E

The Moon is so fun to watch!

1. Use the text to find and explain the meanings of the following words and phrases.  
 Step 1: Underline the text that helps you understand the meanings.  
 Step 2: Explain the meanings in your own words.

Paragraph A <u>appears</u>	
Paragraph A <u>lunar phase</u>	
Paragraph C <u>new moon</u>	
Paragraph C <u>crescent moon</u>	
Paragraph C <u>gibbous moon</u>	
Paragraph D <u>waning</u>	
Paragraph E <u>instrument</u>	

2. Write ONE word to summarize each of the following paragraphs:

C. \_\_\_\_\_ D. \_\_\_\_\_

3. Underline three important words in the text.

4. Summarize what you know about the lunar phases.

Complete Sentences	Cite the Evidence	Restate the Question
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# CONTEXT CLUES

The following stories have make-believe words. Use the clues in the sentence to figure out the meaning of the make-believe word.

<p>Last summer I went to the beach with my grandma. She loves to look for <u>snarples</u> hidden in the sand. Her favorite kind of <u>snarples</u> are the ones that have no broken pieces. The coolest <u>snarples</u> I found still had a small crab living inside. I left that <u>snarples</u> on the beach instead of putting it in my collection.</p>	<p>What do you think <u>snarples</u> are?</p> <p>_____</p> <p>What words help you figure out the meaning of the word <u>snarples</u>?</p> <p>_____</p> <p>_____</p>
<p>It was the hottest day of the summer so Lucy and Susie decided to sell some refreshing <u>blarling</u> on the street outside their house. They sold cups of the ice cold <u>blarling</u> outside their house. Susie picked fresh fruit from a tree in her yard and Lucy was in charge of getting ice from her house. The drink was a little sour, so they had to add some sugar.</p>	<p>What do you think <u>blarling</u> is?</p> <p>_____</p> <p>What words help you figure out the meaning of the word <u>blarling</u>?</p> <p>_____</p> <p>_____</p>
<p>"Don't forget to put some <u>clinket</u> on before you go outside" said Claudio's mother. Claudio did not like to wear <u>clinket</u> because the lotion sometimes gets in his eyes and stings. But, <u>clinket</u> is important so that you do not get a sunburn so he rubs it all over his skin. Claudio had a painful sunburn last summer so now he has learned his lesson and wears <u>clinket</u> whenever he is playing in the sun.</p>	<p>What do you think <u>clinket</u> are?</p> <p>_____</p> <p>What words help you figure out the meaning of the word <u>clinket</u>?</p> <p>_____</p> <p>_____</p>



## Among the Trees

**A**

Bryce likes to go hiking. He lives next to the forest. His parents let him go out into the woods by himself. He can only go during the day, and he must come home every few hours.

**B**

One day, Bryce went on a hike. His mom told him to be home by lunch. Bryce went deep into the woods. The bushes were thick. He could not see the ground.

**C**

Bryce tripped over a log and fell down a hill. His ankle began to swell. He could not walk. He screamed and began to cry. Then he took a deep breath. He crawled to a nearby tree. He began making a shelter and fell asleep.

**D**

Meanwhile, Bryce's mother worried. Her son should have been home by now. She called the police. She needed to find Bryce.


**E**

Bryce woke up to the sound of whistles. He heard people shouting his name. He came out of the shelter. He stood up on one foot. He started yelling. The rescuers found him among the trees. He was cold, wet, and hurt. When he got home, his family celebrated with joy. Bryce was so thankful to be safely home with his family.


1. Describe the main event or challenge in this story.

2.  Color the text that tells about this main event.

3. Describe how Bryce reacted to this main event or challenge.

3.  Color the text that tells how Bryce reacted.

4. Describe how Bryce's family reacted to this main event or challenge.

6.  Color the text that tells how his family reacted.

7. Write 1-3 words that sum up the topics of the following paragraphs:

C. \_\_\_\_\_ D. \_\_\_\_\_

8. Underline three important words in the text.

9. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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# PREFIXES

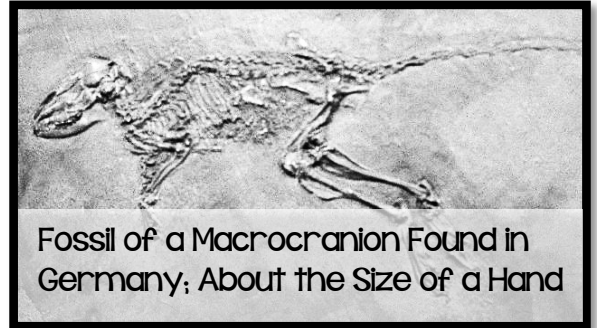
Compare the two words. How did the meaning of the word change when the prefix was added?

<b>fair</b>	<b>unfair</b>	How did adding "UN" change the meaning of the word?
<b>build</b>	<b>rebuild</b>	How did adding "RE" change the meaning of the word?
<b>connect</b>	<b>disconnect</b>	How did adding "DIS" change the meaning of the word?
<b>understand</b>	<b>misunderstand</b>	How did adding "MIS" change the meaning of the word?

# Fantastic Fossils

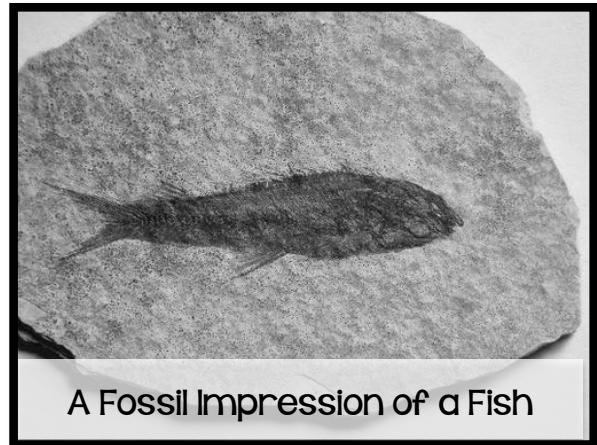
## What Are Fossils?

A fossil can be a footprint. It can be a skeleton. It can also be an impression in a rock. Fossils can also be bones, teeth, or shells. A fossil shows us something from long ago that has now turned to rock!



## Dinosaur Fossils

We have learned about dinosaurs mostly from fossils. Dinosaur fossils have been found on every continent. This tells us that they were inhabitants everywhere. Paleontologists study fossil remains of extinct animals. After finding a clue, such as a bone, they dig and look for more. The paleontologists then study all of the parts they find.



## Vocabulary

**inhabitants** – a person or animal that lives or occupies a place

**impression** – a mark pressed down on a surface

**paleontologist** – a scientist who studies dinosaur fossils

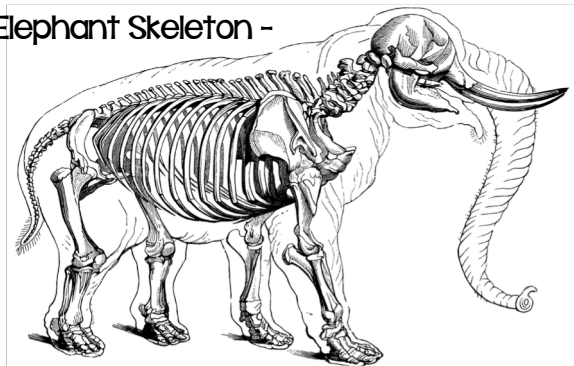
## What can Fossils Tell Us?

We can compare fossils to animals and plants that are alive today. This helps us learn about the extinct animals and plants. Fossils can show the sizes of the animals. They can also show what the animals ate.



Paleontologists study this fossil of an extinct woolly mammoth.


Elephant Skeleton -



How might an elephant be similar to an extinct woolly mammoth?

1. What are three text features used in the passage? Describe how these text features can help the reader better understand the text.


Name of Text Feature	How does this text feature help the reader better understand the text?
1.	
2.	
3.	

2.  Color the photo captions. Explain what information you find in the photos and photo captions that CANNOT be found in the text.

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3.  Color all parts in the text that talk about what a paleontologist is. Explain what it is in your own words.

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4. Underline three important words in the text.

5. Summarize what you learned about fossils.

Complete Sentences	Cite the Evidence	Restate the Question
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# ROOT WORDS

All of the words below have a "root word". Write the root word.  
For example, in uncomfortable - "comfort" is the root word.

additional	
carefully	
unhappy	
unsuitable	
faithful	
precaution	
freezer	

Take a look at these "root words". How many new words can you "grow" from each root word?  
For example, from **light** you can grow **lighter** and **lightest**.

love	
dark	
great	
big	



## First Day at a New School

**A**

It was the first day at a new school for Alice. She missed her friends. She had moved because her father had gotten a new job.

**B**

Her mother made pancakes for the big day. Alice usually loved them, but she just looked at the plate. "Why are you worried?" her mother asked.

**C**

"They will not like me," said Alice.

**D**

"Just be yourself," her mother said. Alice opened the door and went to her new school.

**E**

Mrs. Winters was waiting for Alice in the hall. Mrs. Winters showed Alice into the classroom. Alice felt all of the children staring at her. She looked down at her hands all morning. At break time, Alice sat down while the other kids played.

**F**

A girl came up to Alice. "I'm Julie. Do you want to play blocks with me?" she asked. This surprised Alice. After only 20 minutes, they seemed like old friends. With Julie as a friend, Alice was never scared of school again.

1. Circle the BEGINNING of the story.
2. Describe how the author introduces the beginning of the story.

3. Describe what happens in the middle of the story.

4. Circle the ENDING of the story.
5. Describe how the author concludes the story.

6. Write 1-3 words that sum up the topics of the following paragraphs:

A. \_\_\_\_\_ G. \_\_\_\_\_

7. Underline three important words in the text.

8. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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## **IF I COULD GO ANYWHERE...**

If I could go anywhere today, I would go to

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Let Recess Stay

A

Is recess a good thing? Some adults think that kids have too much recess. They think that we need more time for school work and academics. I think recess needs to stay!

B

Kids are at school for six hours each day. They learn a lot! I think they need time to relax. A break helps a brain focus when learning.

C

Another reason for recess is to help kids get rid of extra energy. Kids squirm and wiggle if they have too much energy. This can get them in trouble. Running outside fixes that problem!

D

Recess helps kids with social skills. This means that they learn to talk out problems. They learn to work together. They also learn to follow rules in games. Being in the classroom all day takes a lot of this away.

E

I say let recess stay!



1. Do you think the author wrote this text mostly to:

(choose one)

- ☐ EXPLAIN something
- ☐ DESCRIBE something
- ☐ ANSWER a question



Color the sentences in the text in which the author is trying to explain something.



Color the sentences in the text in which the author is trying to describe something.



Color the sentences in the text in which the author is answering a question.

5. What is the main purpose of this text? What is the author trying to EXPLAIN, DESCRIBE, or ANSWER?

Complete Sentences	Cite the Evidence	Restate the Question
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6. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

D. \_\_\_\_\_

7. Underline three important words in the text.

8. Summarize the author's reasons for believing that recess should be a part of the school day.

Complete Sentences	Cite the Evidence	Restate the Question
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## CAUSE AND EFFECT

**CAUSE:** An event that happens.

**EFFECT:** An event that happens after the cause.

Read each sentence. Find the cause and effect.

Since it was sunny outside, Mia wore shorts.

**Cause:** \_\_\_\_\_

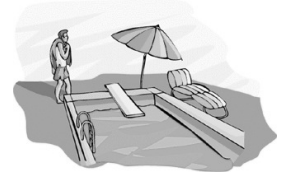
**Effect:** \_\_\_\_\_



The water in the pool was cold so we got out and sat in the sun.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_



I got a blister on my foot after walking all day.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_



A sunflower plant grew in my yard after I planted the seeds.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_



Claudio turned off the TV when his mother told him to go outside.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_





## The Boy Who Never Told a Lie

- Anonymous

A

Once there was a little boy,  
With curly hair and pleasant eye—  
A boy who always told the truth,  
And never, never told a lie.

B

And when he trotted off to school,  
The children all about would cry,  
"There goes the curly-headed boy—  
The boy that never tells a lie."

C

And everybody loved him so,  
Because he always told the truth,  
That every day, as he grew up,  
'Twas said, "There goes the honest youth."

D

And when the people that stood near  
Would turn to ask the reason why,  
The answer would be always this:  
"Because he never tells a lie."

**Remember: An author sometimes uses regular beats or rhymes in a story to add rhythm and meaning.**

1.  Color the words in the story that rhyme with "lie".

2. Describe the pattern of rhyming in this poem.

3. Why do you think the author chose to use this pattern of rhyming in this poem?

4. Write 1-3 words that sum up the topics of the following stanzas:

A. \_\_\_\_\_ D. \_\_\_\_\_

5. Underline three important words in the text.

6. Summarize this poem.

Complete Sentences	Cite the Evidence	Restate the Question
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## PROPER NOUNS

Read the words in each box.

Circle the word or phrase in each box that is a proper noun and needs a capital letter.

Hint: Names of people, products names, and proper names of places are all proper nouns

nintendo doll car	map maria marbles	beach california sand
susie surfboard saltwater	disneyland waterpark slide	lemonade driving spring street
chipmunk simon singing	pepsi water ice cube	miss swanson teacher vacation

Write a sentence that includes two proper nouns:

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## Designed to Survive

A

Why do cacti have spikes? There are two reasons. The first reason is that the spikes protect them from animals. Some animals eat cacti for food. The spikes can scare animals away from eating them. The second reason for the spikes is that they lead rainwater down the cacti. This helps the roots get water.

B

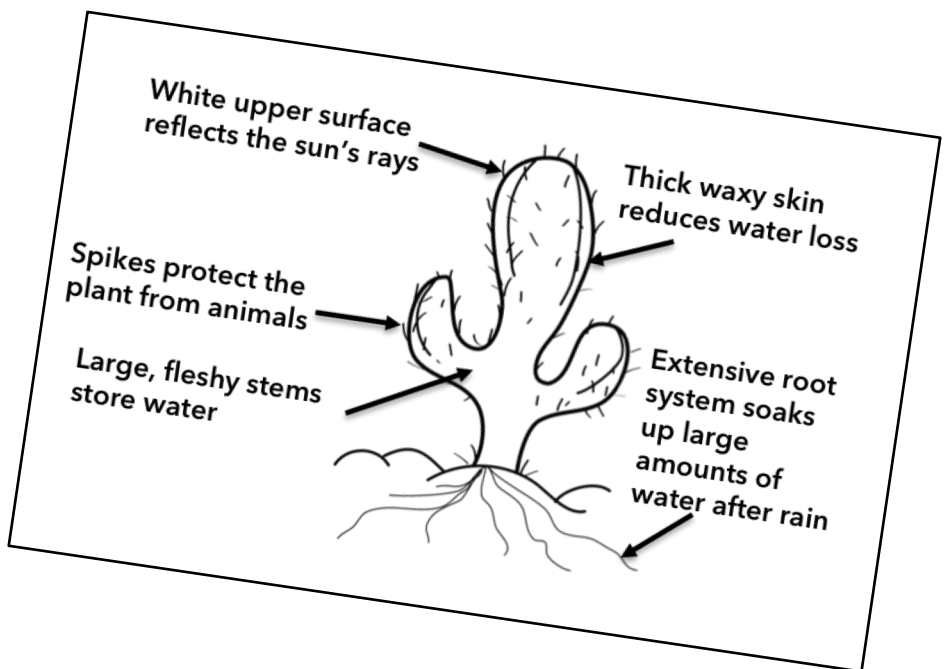
Cacti have waxy skin. This keeps water inside. Other plants do not have this skin. Those plants lose water. Cacti skin is like a water balloon. Water does not escape. Remember, every drop counts!

C

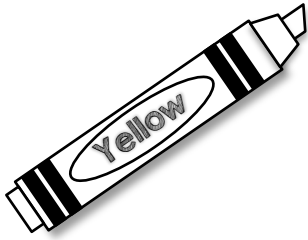
Another way they survive is by their special roots. Their roots do not reach deep into the ground. They are just below the surface, or top of the ground. This helps them get water as soon as it gets to the soil. A cactus grows more roots in the rainy season. This helps it collect more rain.

D

These extra roots break off in the dry season. They break off so that the cactus can keep as much water as it can. A cactus was made to survive dry in weather!



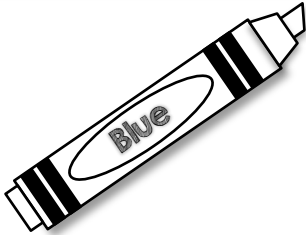
1.



Color a sentence in the text that explains why cacti have waxy skin.

Now color the part of the diagram that explains why cacti have waxy skin.

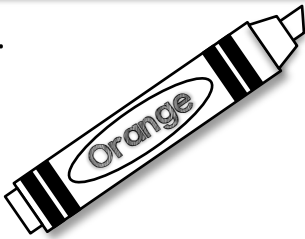
2.



Color a sentence in the text that explains how the root system of a cactus helps it survive.

Now color the part of the diagram that explains how the root system of a cactus helps it survive.

3.



Color a sentence in the text that explains how the spiky needles help a cactus survive.

Now color the part of the diagram that explains how the spiky needles help it survive.

4. How does the diagram help the reader understand the text?

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5. What is one thing the diagram shows or explains that is not explained in the text?

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6. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ D. \_\_\_\_\_

7. Summarize what you know about how cacti survive dry weather.

Complete Sentences	Cite the Evidence	Restate the Question
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[illegible]





## Let's Ride!

A
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Cindy and Ian were friends. They rode bikes with each other. Ian had a short bike with wide tires. Cindy's bike had thin tires and gears.

B
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Cindy asked Ian why his bike had wide tires. Ian said, "I need wide tires to climb and jump hills." Cindy rode on the street. She stood by the road and watched Ian ride in the dirt. She did not like to get so dirty.

C
---

Ian had a big race last Saturday. Cindy went to the race because she was a good friend.

D
---

Cindy found a clean spot in the grass to watch. The horn blew, and the race began. Ian slid around a muddy corner. He jumped over a dusty hill. He spun his tires. He had mud all over. He rode his bike faster and faster. What a race!

E
---

Ian won a blue ribbon that day. He let Cindy wear his ribbon because they were good friends.

1. Describe how Cindy and Ian have different points of view or personalities in this story.

**Cindy**

**Ian**

2. What are three words you would use to describe Cindy?

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3.  Color the words or sentences that give you clues about Cindy's point of view or personality.

4. What are three words you would use to describe Ian?

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5.  Color the words or sentences that give you clues about Ian's point of view or personality.

6. Underline three important words in the text.

7. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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## SENTENCE OR FRAGMENT?

Circle the COMPLETE sentences.

Cross out the incomplete sentence FRAGMENTS.

**HINT:** There are FIVE complete sentences and SEVEN fragments.

<b>The kitten is playing.</b>	<b>At the swimming pool.</b>	<b>On the white porch.</b>
<b>Kyle turned off the TV.</b>	<b>Do you like waterslides?</b>	<b>Drippy ice cream.</b>
<b>Fran's favorite shoes.</b>	<b>Fran's shoes are on the porch.</b>	<b>The huge red beach ball.</b>
<b>Do you have shorts?</b>	<b>Outside by the big barn.</b>	<b>Laughing and playing at the beach.</b>



## The Value of a Tree

**A**

Trees are important. Should we worry about cutting down trees? The answer is yes! Trees are critical, and we need them.

**B**

Trees give us shade on hot days. Trees give animals more than shade. Many animals live in trees. This is called a habitat. They may make nests in the branches. Some live under the bark. Others even live inside the trunks of trees.

**C**


Trees give us some of the air we breathe. The leaves of the tree take in the old air we breathe out. Then they give us clean air, called oxygen, to breathe in.

**D**

Trees can be fun. You can climb trees. You may have been in a tree house. Maybe you have been on a swing tied to a branch. There are many ways in which we can enjoy them.

**E**


It is time that we see the value of trees!

1.  Color a reason the author gives to support the point that trees are important.

Describe how this reason supports the point the author is trying to make.

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2.  Color a reason the author gives to support the point that trees are important.

Describe how this reason supports the point the author is trying to make.

---

---

3.  Color a reason the author gives to support the point that trees are important.

Describe how this reason supports the point the author is trying to make.

---

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4. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

D. \_\_\_\_\_ F. \_\_\_\_\_

5. Underline three words in the text that show why trees are important.

6. Summarize what you know about why trees are important.

Complete Sentences	Cite the Evidence	Restate the Question
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## ADJECTIVE SEARCH!

Choose a book and find 14 different adjectives (describing words). Write the adjectives in the space below.

Book Title:

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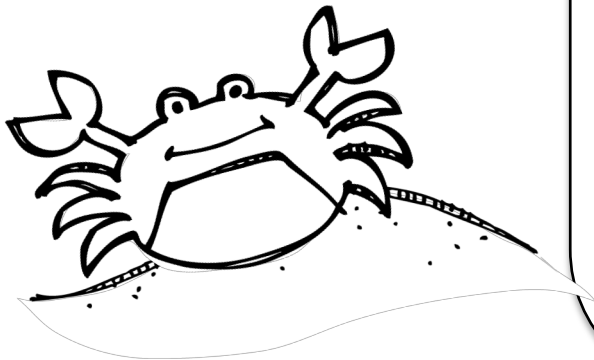
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Author:

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1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

WE ARE ALL  
IN THIS  
TOGETHER!

*Alyssa*  
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