May 6, 2020

Dear AFE Families,

As we continue to abide by Delaware’s social distancing guidelines, schools will remain physically closed for both students and teachers for the remainder of the year. New learning will begin this week and will continue until June 16, 2020.

Attached you will find the paper/pencil learning packet that you requested for your child. The learning packet aligns with the concepts covered in the online remote learning activities and includes items covering Reading/Language Arts, Mathematics, and Essential Arts. For students receiving special education services, a guideline of support is included in this packet as well. This packet will contain activities for the remainder of the school year.

Students should work through the packet throughout the week at a pace that is determined by the classroom teacher and that works best for your child. In addition to the learning packet, it is recommended that your child does the following independent activities:

✓ Read for 20 minutes per day.
✓ Practice Math Fluency (addition facts, multiplication facts, etc.) for 10 minutes per day.
✓ Participate in physical activity for 30 minutes per day.

Your child’s teacher will be reaching out to you and your child via telephone 1-2 times a week to provide support and review material in the packet. Please be aware that when they call to discuss the packet the caller ID may indicate that the phone number is blocked or an unknown number. If you see these on your phone please pick up the phone as it could be your child’s teacher or a school staff member attempting to contact you. When contacting the home, the teacher will communicate first with the parent/guardian and then speak to the child. You are welcome to remain on the line with your child or put the call on speaker phone if you wish.

Students will get credit for completing the packets based on the phone calls, conversation and dialogue your child has with the teacher regarding the information in the packet.

If your child is having difficulty with a concept or a particular part of the packet, please reach out to your child’s teacher.

Thank you for your support during these unprecedented times. As a community, we will get through this together. Go Riders!

Sincerely,

Julie Lavender

Caesar Rodney School District
238 Sorghum Mill Road · Camden, Delaware 19934 · (302) 697-3279 · Fax (302) 697-4056

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<table>
<thead>
<tr>
<th>Week</th>
<th>Take Home Resources</th>
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<tbody>
<tr>
<td>1</td>
<td>iReady&lt;br&gt;Grade 2 Reading Student At-Home Activity Packet 2&lt;br&gt;Pages 11-15, 18-20, 23-26</td>
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<td>2</td>
<td>iReady&lt;br&gt;Grade 2 Reading Student At-Home Activity Packet 1&lt;br&gt;Pages 13-22</td>
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<td>3</td>
<td>iReady&lt;br&gt;Grade 2 Reading Student At-Home Activity Packet 2&lt;br&gt;Pages 29-43</td>
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<td>4</td>
<td>iReady&lt;br&gt;Grade 2 Reading Student At-Home Activity Packet 1&lt;br&gt;Pages 23-40</td>
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<td>5</td>
<td>iReady&lt;br&gt;Grade 2 Reading Student At-Home Activity Packet 1&lt;br&gt;Pages 38-48 &amp; 55-59</td>
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<tr>
<td>6</td>
<td>Complete any iReady assignment in progress.</td>
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Lesson 18
Explaining How Images Support Text

Learning Target
Looking at the pictures that go with a text will help you better understand what you read.

- **Read** When you read, pictures and other images can be as important as words. They can support, or help explain, information in the text. For example, diagrams are drawings that show the different parts of something. They can also show how something works.

  **Read the sentences. Then look at the diagram. How do they work together to help you understand the parts of a fire truck?**

The driver of a fire truck sits in the cab. A ladder and a hose are connected to the main part of the truck. The hose is long and can stretch far from the truck.
Think  Look again at the page about the fire truck. Fill in the chart to tell what you learn from the sentences and the diagram.

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<thead>
<tr>
<th>What the Text Tells</th>
<th>What the Diagram Shows</th>
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Talk  The sentences and the diagram of the truck help you understand the parts of the fire truck. Talk with a partner about how the diagram makes the sentences easier to understand.

Academic Talk
Use these words to talk about the text.
- support
- diagrams
- images
The Inclined Plane
by Sandra Brody

1. Many years ago, people had a problem. How could they easily move heavy objects without lifting them? The answer to the problem was the inclined plane.

2. An inclined plane is a flat surface that creates a ramp. This ramp makes a smooth climb from a lower place to a higher place. Inclined planes let people move heavy objects more easily. They can push the objects instead of lifting them.

3. Today, we use inclined planes all the time. Wheelchair ramps are one example. Loading ramps for moving trucks are another. Boat ramps are another.

Close Reader Habits

Underline the two sentences that tell you what an inclined plane is. Then circle the inclined plane on the diagram.
How does the diagram of an inclined plane help you better understand the information in the article?

Think

Read the article again. Fill in the chart to show how the text and the diagram work together.

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<thead>
<tr>
<th>What the Text Tells</th>
<th>What the Diagram Shows</th>
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Talk

Reread paragraph 3. What are inclined planes used for? What other reasons can you think of for using an inclined plane?

Write

Short Response  Look again at the diagram. How does it help you understand how an inclined plane works? Write your answer in the space on page 15.

HINT How does the diagram show what you read about in paragraph 2?
Use the space below to write your answer to the question on page 14.

**Short Response** Look again at the diagram. How does it help you understand how an inclined plane works?

**Hint** How does the diagram show what you read about in paragraph 2?

Don't forget to check your writing.
Independent Practice

Choose the correct way to join the two simple sentences.

1 Anna got a frog. She put it in a tank.
   A Anna got a frog and, she put it in a tank.
   B Anna got a frog, and, she put it in a tank.
   C Anna got a frog, she put it in a tank.
   D Anna got a frog, and she put it in a tank.

3 Leo will watch the frog quietly. He will meow at it.
   A Leo will watch the frog quietly or, he will meow at it.
   B Leo will watch the frog, quietly or he will meow at it.
   C Leo will watch the frog quietly, or he will meow at it.
   D Leo will watch the frog quietly, he will meow at it.

Underline the two simple sentences in the compound sentence. Circle the joining word.

2 The frog eats many things. It does not like vegetables.
   A The frog eats many things, but, it does not like vegetables.
   B The frog eats many things, but it does not like vegetables.
   C The frog eats many things, it does not like vegetables.
   D The frog eats many things but, it does not like vegetables.

4 Helen picks up Leo, and she takes him away.
Wheels and Axles  

by Ed Green

A simple machine has few or no moving parts. One kind of simple machine is a wheel and axle. A wheel and axle can help move people or objects from one place to another.

Wheels and axles are all around you. Cars and bicycles have wheels and axles. A skateboard has them. Even a Ferris wheel is really just a big wheel and axle!

This simple machine has a large wheel. It also has a rod, called an axle. The axle goes through the center of the wheel. When the axle is turned, the wheel also turns.

Close Reader Habits

How does a wheel and axle work? **Put a box around** the paragraph that tells how it works. **Circle** labels on the diagram that show the two parts of this machine.
Think

1. Which sentence from the passage does the diagram help to explain?
   a. "A wheel and axle can help move people or objects from one place to another."
   b. "Wheels and axles are all around you."
   c. "Cars and bicycles have wheels and axles."
   d. "The axle goes through the center of the wheel."

2. How does the diagram add to what the author tells us?
   a. It shows that the machine can have two or more axles.
   b. It shows that the axle must be long and heavy.
   c. It shows that wheels and axles turn in the same direction.
   d. It shows that many things around us have wheels and axles.

Talk

3. The article says that wheels and axles can help move people or objects from place to place. What does this mean?

Write

4. Short Response  How does this article help you understand how wheels and axles work? Use one detail from the diagram and one detail from the text to support your answer. Write your answer in the space on page 20.
Write Use the space below to write your answer to the question on page 19.

**Wheels and Axles**

**Short Response** How does this article help you understand how wheels and axles work? Use one detail from the diagram and one detail from the text to support your answer.

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**Check Your Writing**

☐ Did you read the question carefully?
☐ Can you say the question in your own words?
☐ Did you use proof from the text in your answer?
☐ Are your ideas in a good, clear order?
☐ Did you answer in full sentences?
☐ Did you check your spelling, capital letters, and periods?
WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

• motor
• seesaw

1. What is a machine? You might think it's something that has a motor. But a machine is any tool that helps us move things. Two simple machines are levers and pulleys.

2. A lever is made of a solid bar and a fulcrum. The fulcrum is the spot that the bar rests on. It is close to the object you are lifting. When one end of the bar goes down, the other end goes up, like a seesaw. If one end of the bar is longer than the other, it can be used to lift an object. The object is called the load. With a long, strong lever, you can lift really heavy loads.

Using a Lever

This boy uses a lever to lift a heavy rock.
A pulley is another kind of machine. It can also be used to lift a load. It is made of a rope and a wheel. The rope passes over the wheel. When you pull down on one end of the rope, the other end goes up. If something is tied to the rope, it goes up, too. You might have window blinds that work this way.

Machines like these have been used for thousands of years. Many of today’s biggest machines are still based on levers and pulleys.

A crane uses a pulley to lift heavy cargo.
Think  Use what you learned from reading “Levers and Pulleys” to respond to these questions.

1  This question has two parts. Answer Part A. Then answer Part B.

Part A
Which of the following best tells what a “machine” is?

A  anything that has a motor
B  a tool that helps us move things
C  tools made with wheels and fulcrums
D  anything used to lift heavy loads

Part B
Write the words that name two simple machines.

   motor  lever  fulcrum  pulley  load  pivot

2  Look at the the diagram of the seesaw on page 23. What does the bar rest on?

A  a wheel
B  the load
C  the fulcrum
D  the ground
3 What do the diagrams of a lever and a pulley in the article show?

A how to make objects easier to move
B how to have fun with a simple machine
C how to use a rope to lift something
D how to use a bar to move something

4 Look carefully at the picture showing a person moving a rock. What does it show about using a lever to lift something?

A The center of the bar should rest on the fulcrum.
B The bar should be long and very heavy.
C The fulcrum should be closer to the person.
D The fulcrum should be closer to the load.

5 How do the text and the diagrams help you understand the meaning of “load”?

6 How does the diagram of the pulley help you understand how to use a pulley?

A It shows how to attach the object to the rope.
B It shows how pulling down on the rope lifts the object.
C It shows how fast the wheel has to turn.
D It shows how hard a person needs to pull.
The Lion and the Mouse
an Aesop fable

1. A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!

2. The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, “Forgive me! I didn’t mean to wake you. If you let me go, I’ll do something to help you someday.”

3. The lion laughed at the idea that the little mouse could ever help him. “What could a tiny thing like you ever do for me?” the lion said. But he let the mouse go.

4. The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.

5. The lion couldn’t move. Just then, the little mouse appeared. “Don’t worry, my friend,” he said. “I’ll help you!” The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, “You were right, little one! Already you have helped me and have saved the King of the Beasts!”

Close Reader Habits

Underline sentences that tell important events. As you reread, think how you would retell those events in your own words.
**Explore**

What important events should you include when you recount the story "The Lion and the Mouse"?

- **Think**

  1. Complete the chart by writing the important events in order.

     **What Happens in the Story?**

     | Beginning | Middle | End |
     |-----------|--------|-----|

- **Talk**

  2. Recount the whole story to your partner in your own words.

- **Write**

  3. **Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart to help you write your answer. Write your answer in the space on page 15.

**HINT** What important event happens just before the lion says this?
Write  Use the space below to write your answer to the question on page 14.

The Lion and the Mouse

3 Short Response  Why does the lion tell the mouse, “You were right, little one!”? Use the chart you filled out on page 14 to help you write your answer.

HINT  What important event happens just before the lion says this?

Don’t forget to check your writing.
Retell Details and Events

When students retell text, they repeat orally what they remember after they read. To retell the text successfully, students must recall and organize the most important information in a logical sequence. However, students often struggle with identifying which information to omit. Retelling is useful during and after reading as a way to monitor comprehension. It also paves the way for summarizing, which is a closely related but more complex strategy. The activities below will build students' understanding of what constitutes a successful retelling.

Step by Step  30-45 minutes

1. Introduce retelling.
   - Connect retelling informational text with retelling events in students' lives.
   - Say, *When you retell something that happened to you, you tell the most important events and details so someone else can understand what happened.*
   - Give students a prompt about their everyday lives, such as *Retell what happened to you on a really good day.*
   - Then ask questions such as these, and have students jot down a few notes about their answers.
     - *What was your really good day?*
     - *What were the most important things that happened on that day? Write three or four events.*
     - *Write two details that tell more about each event.*
   - Have students review their notes. Then tell them that they will each have three minutes to tell a partner orally what happened on their really good day. Time each retelling.
   - Come back together as a whole group. Invite a few volunteers to share retellings.
   - Ask, *Did you tell every single thing that happened? (no) What did you tell? (the most important things that happened)*

2. Model retelling informational text.
   - Explain how retelling informational text is similar to the previous exercise. Say, *Readers can retell the most important events in informational text, just as they retell what happened on a very good day.*
   - Select a brief informational passage. and read it aloud.
   - Think aloud as you determine which details to omit, and which to include in your retelling.

   *Abraham Lincoln didn't have very much education growing up, but he did like to read. I think this is an important detail because he was a president, so I want to find out how he learned. I see a list of the titles of books he liked to read, but those details are too specific for my retelling. They are interesting to know, but I will leave them out.*

   - Complete your retelling from start to finish.
Provide guided practice with retelling.
- Select an informational text with rich visuals—photographs, diagrams, maps, and so on. Read the text together.
- Make one-sided copies of the pictures, so that the back of each copy is blank.
- On the back of each copy, work with students to write short descriptions of what each picture shows. Then put the copies of the pictures aside.
- Show the cover of the book, and reread the title. Ask, What is this book about? Work with students to brainstorm a list of the important facts or ideas that the author wants to tell readers about the topic. Then work together to reduce the list to three or four facts or ideas.
- Bring out the copies of the pictures again. Refer back to your list of the most important facts or ideas. Work with students to eliminate some of the pictures.
- When you have reduced the pictures to those that show the most important ideas, put them in order. Say, Now we are going to retell the text, using these pictures. Have volunteers stand in a line, displaying each picture. Have them read the information on the back.

Connect to Writing  Have students write their retelling of the informational text, using the picture cards that they created.

Provide independent practice with retelling.
- Provide repeated opportunities for students to practice retelling the important information in other informational texts.

Check for Understanding

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
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<tr>
<td>confusion about which details to omit</td>
<td>writing the main idea of the text, and then having students list the details they think are most important. Review each detail, and ask Is this detail directly related to [main idea]? If it is not, list it under the heading “Interesting Information.” Gradually decrease the amount of support to allow students to engage in this thought process independently.</td>
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</tbody>
</table>
Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.

Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn’t just ride horses. He could ride anything that came along.

One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.

Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.
Think

1. Which sentence tells something that happens in the middle of the story?
   A. Bill grew up with a pack of coyotes.
   B. Bill was born in Texas a long time ago.
   C. Bill sends Flash home to keep him safe.
   D. Bill rides the giant mountain lion back home.

2. Why does Bill grab the rattlesnake?
   A. to use it like a rope to catch the mountain lion
   B. to save it from being hurt by the mountain lion
   C. to stop it from scaring his horse, Flash
   D. to try to scare away the mountain lion with it

Talk

3. What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

Write

4. **Short Response** Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 20.

**HINT** Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.
Write  Use the space below to write your answer to the question on page 19.

PECOS BILL
and the Mountain Lion

4 Short Response  Recount the end of the story. Tell the most important events in order, using your own words.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

Check Your Writing
☐ Did you read the question carefully?
☐ Can you say the question in your own words?
☐ Did you use proof from the text in your answer?
☐ Are your ideas in a good, clear order?
☐ Did you answer in full sentences?
☐ Did you check your spelling, capital letters, and periods?
Lesson 18
Using Context Clues

**Introduction** When you see a word you don’t know, look at the other words in the sentence. They can give you clues about what the word means.

- Sometimes other words in a sentence tell the definition, or meaning, of the word.
  
The tops of trees in rain forests form a canopy, or covering of leaves.

- Sometimes other words in a sentence give an example that helps explain what the word means.
  
The forest canopy is like a really big sun hat.

**Guided Practice** Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.

**HINT** Look for the words or, like, and such as. They often come before clues that help you figure out what a word means.

1. Many creatures, or animals, live in the rain forest.

2. Big flocks, or groups, of birds dive through the sky.

3. Mammals, like tigers and monkeys, climb on high branches.

4. Bright blue butterflies flutter, or fly, between tall trees.

5. Tiny amphibians such as frogs hide in the leaves.

6. Enormous snakes can be 30 feet long.
Independent Practice

Read the sentence below. Then answer the questions.

Big and small nocturnal animals only come out at night.

1. What do nocturnal animals do?
   A. stay asleep all the time
   B. come out when it gets dark
   C. stay inside all the time
   D. come out only during the day

2. Which words help you know what nocturnal means?
   A. animals only
   B. Big and small
   C. only come out at night
   D. small nocturnal

3. What does the word “prey” mean?
   A. where wild cats live
   B. when wild cats sleep
   C. what wild cats look like
   D. what wild cats eat

4. Which word helps you know what the word “prey” means?
   A. cats
   B. food
   C. dark
   D. Wild
Read the passage. Then answer the questions that follow it.

The Big Balloon Blow-Up: Making a Gas to Fill a Balloon
by Tina Frank

It's fun to blow up balloons. You've probably done it many times. And you used your breath to do it. But this time, you'll fill up a balloon without using your breath. You will make a gas that blows up the balloon. Let's get started.

What You Will Need

- a balloon
- about 2 ounces of water (You don't need much!)
- 1 drinking straw
- a small soft-drink bottle
- 1 teaspoon of baking soda
- the juice from 1 lemon
What to Do

1. Stretch out the balloon a few times. This will make it easier to blow up.

2. Pour the water into the bottle.

3. Add the baking soda to the water. Stir it around with the straw. Make sure the soda mixes with the water.

4. Pour the lemon juice into the bottle.

5. Pull the balloon over the mouth of the bottle. Do this as fast as you can. You won't have much time.

6. Watch what happens!

What Happened?

1. Your balloon should have filled up on its own. How did this happen? Lemon juice and baking soda are very different. Lemon juice is an acid. Baking soda is a base. Mixing them causes them to change. This is called a chemical reaction.

2. Adding the lemon juice to the baking soda makes a gas. This gas is called carbon dioxide. Your body makes the same gas when you breathe.

3. The gas in the bottle is very light. It rises up into the balloon. The gas can't escape, so it pushes on the balloon. The gas blows up the balloon!
6. What should you do after you stir the baking soda into the water?
   A. Fill the balloon with some of the gas.
   B. Put the balloon on the top of the bottle.
   C. Add the lemon juice to the bottle.
   D. Add 2 more ounces of water to the baking soda.

7. What makes the gas form in the bottle?
   A. the water and air from the balloon
   B. the lemon juice and water in the bottle
   C. the water mixing with the baking soda
   D. the lemon juice mixing with the baking soda

8. Why is it important to put the balloon on the bottle as fast as you can?
   A. so nothing in the bottle will spill out
   B. so the gas cannot get loose into the air
   C. so all the things in the bottle mix together
   D. so no one breathes the gas from the bottle

9. How does the picture help you understand what happens after you complete step 5?
   A. It shows how the gas rises up into the balloon.
   B. It shows how to mix the water and baking soda.
   C. It shows how quickly the balloon fills up.
   D. It shows how much lemon juice to add.
10  In step 3, you add baking soda to the water. Then what do you do?

Draw a picture. Show what else you must do in step 3.

Now write a sentence that tells about your picture.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

"Go On"
Lesson 19
Describing How Authors Use Reasons to Support Their Ideas

Learning Target

Telling about the reasons authors use to explain the points they make helps you better understand ideas in texts.

Read

A key point is an important idea about a topic. Authors support their key points with reasons. In a book about insects, an author might say that some insects are good at hiding. The author would support this key point with reasons that explain more about it.

Look at the photos and captions below. How do they support the key point that some insects are good at hiding?

Leaf katydids look like green leaves to blend in with trees and plants.

Walking sticks look like twigs to hide from animals that might eat them.
Think  Look again at the photos and captions. Write two reasons that support the key point in the chart.

**Key Point:** Some insects are good at hiding.

**Reason:**

**Reason:**

Talk  Look again at each reason in your chart. Talk with a partner about the way the reasons support the key point.

**Academic Talk**
Use these words and phrase to talk about the text.
- key point
- reasons
- support
Many people do not like earwigs. These small brown insects scurry up walls, and they have big pincers. But earwigs aren’t as bad as you might think.

Believe it or not, earwigs make very good mothers. Many insects lay their eggs and then leave. Not earwigs! The mother stays with her eggs, cleaning them and keeping them safe. She even helps the babies hatch out of their eggs. Once they have hatched, she helps them eat. She also keeps them out of danger.

Earwigs are also not as scary as they look. Sure, they have wings and big pincers. But they do not use their wings often. And earwigs don’t like to use their pincers on humans. They use them mostly to catch prey. Even when they do pinch people, they are just keeping themselves safe. The pincers don’t cause any harm.

The next time you see an earwig, remember: it’s more than just a creepy bug!
Explore: How does the author show that earwigs are not as bad as they might seem?

Think

Read the key point. Then write the reasons the author uses to support the key point.

Key Point: Earwigs are not as bad as they seem.

Reason:

Reason:

Talk

After reading the article, do you agree that earwigs are not as bad as they seem? Talk with a partner and tell why.

Short Response Why don’t people have to worry about the earwig’s pincers? Use reasons from the text in your answer. Write your answer in the space on page 37.
Write Use the space below to write your answer to the question on page 36.

Earwigs

3 Short Response Why don’t people have to worry about the earwig’s pincers? Use reasons from the text in your answer.

HINT Reread paragraph 3. What reasons can you use?

Don’t forget to check your writing.
Tools for Instruction

Identify Supporting Reasons

An important part of reading informational text closely is recognizing how authors use reasons and evidence to support particular points. As students advance in their reading, this understanding will support the more sophisticated thinking required to evaluate arguments in a text. However, readers at this stage are typically still learning to determine the importance of information, which can make it difficult for them to recognize the author’s point and the reasons that support it. To help students make these distinctions, provide modeling and practice with determining importance. Use a think-aloud approach to teach strategies for active reading, and focus on helping students answer the question, Does this sentence support the point?

Step by Step 20–30 minutes

Introduce and explain supporting reasons.

- Use an oral exercise to explain the concept of points and supporting reasons. Ask a question that compels students to state a point, such as the following: Should our school have a longer lunch period?
- Have students turn to a partner to share their answer and their reasons. Then bring students together to discuss their views. Record and display their ideas beneath the headings Point and Reasons.
- Say, I’m going to restate your ideas. I’ll state the point first, and then I’ll give your reasons to support it.

> Our school lunch period should be longer. We spend a lot of time working hard at school and we do not get enough time to relax during lunch. We should have enough time to eat and then to play with our friends.

- Relate this exercise to the way that authors make and support points in informational text. Say, You just made a point, and then you gave reasons to support it. Authors do this, too. When you read an informational text, it’s important to identify an author’s point and the reasons that support it. This helps you understand what you read.

Model identifying supporting reasons.

- Display Point and Supporting Reasons Chart, and distribute copies to students.
- Then choose a passage from an informational text that clearly states a point and provides reasons to support it. Display the text and have students follow along as you read aloud.
- Establish what the text is about, and then tell students that you will reread the text and show them how to identify the author’s point and reasons that support it. Say, As I continue reading, I will keep the author’s point in mind and I will stop to ask, “Does this sentence support the point?” Then I will think about why it does or does not.

> I know this article is about school lunches. But what does the author want to tell us about this topic? What is the author’s point? Here it is, in the second sentence. The author thinks schools should serve healthful lunches. I will write that here on this chart under Author’s Point. Let’s reread some of the other sentences to see which ideas are related. It tells us that a healthful lunch helps kids learn. That’s a good reason for schools to serve healthful meals. Yes, this sentence supports the main point. I will write it here on the chart under Supporting Reason.
• Record your ideas on the chart, and have students fill in their own copies.

**Author’s Point**
School lunch programs should serve healthful meals.

**Supporting Reason**
A healthful lunch gives kids the brain energy they need to learn.

Provide guided practice with identifying supporting reasons.

• Help students continue to look for supporting reasons. Use questions such as these to help them distinguish the point from the details that support it.

*Cann you repeat the author's point?*
*Is this sentence related to the point?*
*If so, does it give more specific details about the point?*
*Which of these sentences does not support the point? How do you know?*

• Guide students to phrase their answers in full sentences that include related vocabulary, such as point, reasons, and support.

• Review details that support students' answers, and record new information in the chart. As you continue reading, use examples in the text to help students understand that sometimes a sentence adds an interesting detail, but is neither a point nor a supporting reason.

Provide independent practice with identifying supporting reasons.

**Connect to Writing** Have students practice with additional on-level informational texts, using the questions from the previous step. Provide them with a copy of the chart to complete for each new text.

### Check for Understanding

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>difficulty recognizing the author's point</td>
<td>reading a brief informational paragraph and giving two choices of the author's point, one of which is related but unsupported. Work with students to understand why one sentence is not the point, and help them verbalize why the other one is the point.</td>
</tr>
<tr>
<td>difficulty distinguishing which is the point and which is the support</td>
<td>asking students how they would sum up the paragraph in one phrase. Then match the words in students' phrases with the point as stated in the text.</td>
</tr>
</tbody>
</table>
Point and Supporting Reasons Chart

Author's Point

Supporting Reason

Supporting Reason

Supporting Reason

Supporting Reason
We could learn a lot about working together from honeybees. There are three types of bees in a hive. They all do different jobs to help make their hive a home. The queen bee lays eggs. Drones are the fathers. And worker bees do everything else. They clean the hive, feed the young, and find nectar. In South America, some honeybees have added a new kind of worker: the soldier bee.

Soldier bees stay at the opening of the hive to protect it from robber bees. Robber bees like to steal the honey from other hives. In most hives, the worker bees stand guard for only one or two days. Then they fly off to do other jobs. But soldier bees are different. They spend their whole lives defending the hive from other insects. They are very good at keeping the other bees safe. The soldier bees are some of nature's tiny heroes.
Describing How Authors Use Reasons to Support Their Ideas  Lesson 19

Think

1. What key point does the author make about honeybees in paragraph 1?
   - A. All the bees work to make their hive a home.
   - B. The three types of bees are queen, drone, and worker.
   - C. Robber bees like to steal honey from other bees.
   - D. Soldier bees are a special kind of worker bee.

2. What reason does the author give to explain the key point she makes about honeybees in paragraph 1?
   - A. Robber bees like to steal honey from hives.
   - B. Each type of bee in a hive does a different job.
   - C. Some bees have added a new kind of worker.
   - D. Soldier bees are different from worker bees.

Talk

3. The author makes the key point that soldier bees are different from worker bees. What are two reasons from the passage that support this point?

Write

4. **Short Response** Write about how soldier bees are different from worker bees. Write your answer in the space on page 43.

HINT Use reasons that you just talked about in your answer.
Write: Use the space below to write your answer to the question on page 42.

Soldier Bees

Short Response: Write about how soldier bees are different from worker bees.

Check Your Writing

☐ Did you read the question carefully?
☐ Can you say the question in your own words?
☐ Did you use proof from the text in your answer?
☐ Are your ideas in a good, clear order?
☐ Did you answer in full sentences?
☐ Did you check your spelling, capital letters, and periods?
The Wolf in Sheep’s Clothing

an Aesop fable

1. Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.

2. Then one night, the wolf found a sheep’s fluffy, white fleece. The shepherd had forgotten it. “Aha!” cried the wolf. “I think this fleece might solve my problem.”

3. With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.
The wolf trotted into the meadow wearing the fleece. He walked among the sheep. And this time, the shepherd didn't chase him away.

That very night, the wolf carried off a large sheep to have for his dinner.

The next day, the wolf wore the fleece again and strolled freely among the sheep. But this time, the shepherd did notice the wolf. He said to himself, “That looks like a fine sheep for my stew tonight.”

Before the wolf could leap away, the shepherd grabbed him. And that night, the shepherd enjoyed a delicious stew.
Think  Use what you learned by reading “The Wolf in Sheep’s Clothing” to respond to the following questions.

1  Read this sentence from the story.

   Every time he saw the wolf, he chased him back into the forest.

Why is this event important to the beginning of the story?

   A  It tells why the wolf can’t get near the sheep.
   B  It tells why the sheep are not afraid of the wolf.
   C  It tells why the wolf wanted to eat the sheep.
   D  It tells why the shepherd forgot the fleece.

2  This question has two parts. First, answer Part A. Then answer Part B.

   Part A
   How did the wolf fool the shepherd?

      A  He made a noise like a sheep.
      B  He hid in the forest.
      C  He waited until the shepherd left.
      D  He wore the fleece of a sheep.

   Part B
   Write the sentence from the text that explains why the wolf’s trick worked.
Look at the chart. It tells the order of some of the events in the story.

1

The wolf puts on a sheep's fluffy, white fleece.

2

4

The wolf carries off a sheep for his dinner.

Which sentence belongs in the empty box?

A. The shepherd chases the wolf into the forest.
B. The wolf walks into the herd of sheep.
C. The shepherd notices the wolf.
D. The shepherd cooks a delicious stew.

Which choice best shows what “strolled” means in the following sentence?

The next day, the wolf wore the fleece again and strolled freely among the sheep.

A. He ran through the herd of sheep.
B. He walked slowly among the sheep.
C. He stayed away from the sheep.
D. He chased the sheep in the meadow.
Independent Practice

Write  What happens in this story?

Plan Your Response  List important events from the beginning, middle, and end of the story.

Short Response  Recount the whole story. Be sure to use your own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.
Learning Target

Now you know how to recount a story. Why is it important to tell the important events in order?
Read the two passages. Then answer the questions that follow them.

Cinderella

*a Brothers Grimm fairy tale*

*retold by Annika Pedersen*

1  Cinderella missed her real mother. Her new stepmother made Cinderella work day and night. She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing. At night, Cinderella slept in the cold ashes by the fireplace. The ashes and cinders made her face and clothes look dirty. That is how she came to be called “Cinderella.”

2  One day her father was going to town. His new wife and stepdaughters told him to bring back fine dresses and jewels. He asked Cinderella what he might get for her.

3  “Bring back the first branch that strikes your hat on the way home,” she said.

4  Her father found this strange. But he brought her what she had asked for.

5  Cinderella planted the branch on her mother’s grave. Then she cried and cried. Her many tears watered the twig. It grew at once into a beautiful hazel tree. A white bird sat in it. The bird told Cinderella it would grant any wish.

6  At that time, the king made plans for a great party. His son, the prince, would choose a bride at the party.

Go On
7 Cinderella wanted to go. But her stepmother and stepsisters just laughed at her. “You do not even have a nice dress or shoes!” they said.

8 Cinderella went to the hazel tree and made a wish. The white bird gave her a gold dress with gold slippers. Cinderella put them on and ran to the party.

9 No one knew her in her beautiful new dress. But the prince liked her so much, he would dance with no one else! And she liked him. As soon as the party ended, though, Cinderella ran away. But one of her gold slippers stuck to some mud and came off.

10 The next day, the prince and his men searched for the owner of the gold slipper. But the slipper did not fit anyone, not even the stepsisters. The prince sadly asked, “Is there no one else?” And the family said, “Only Cinderella.”

11 Her foot fit easily into the slipper. At last, the prince had found the lovely woman who had danced with him. So Cinderella would become his bride. As they rode to the castle, the white bird landed on Cinderella’s shoulder. At last, all her wishes were coming true.
The Turkey Girl

a Zuni folktale

1 Long ago, there lived a poor girl who herded turkeys for a living. Every morning, she drove them out to the fields. And every evening, she drove them back to the safety of their cages. She treated them with great kindness, and the turkeys loved her for this.

2 One day, the girl heard some people in town talking. They wanted to go to the Dance of the Sacred Bird. This great event happened only once a year. And it was to take place in just four days.

3 “Oh, how I wish I could go!” the girl said to the turkeys. “But I cannot go in such old, ugly clothes.”

4 The girl never once thought the turkeys could understand her. But on the day of the dance, one turkey stood tall and spoke. “Dear friend,” he said. “We will help you go to the dance. You shall laugh and be merry. You have earned some fun!”

Go On
At first, the girl was shocked. Then somehow it felt right that the turkeys—her only friends—should speak.

“We only ask that you come back before sunset,” said the turkey. “You are the one who keeps us safe.” The turkeys then danced around the girl. They turned her old, ragged clothes into a beautiful white dress.

The girl thanked the turkeys again and again. She promised them she would return before sunset. Then she turned and ran down the path toward town.

At the dance, no one knew the girl in her new dress. Everyone praised her beauty. And all the young men wanted to dance with her. She was having so much fun that she forgot all about her friends the turkeys.

Finally, the sun set. The turkeys wondered why the girl had not returned. “She has forgotten us,” one of them said. “For that reason, we will give her no more help! Come, let us move up into the hills. Our keeper is not as kind as we had once hoped.”

When at last the dance ended, the girl ran back to the fields. She looked for the turkeys everywhere. But they were gone. As she stood there, sad and alone, her dress turned back into rags. She was the poor turkey girl once more.
22 What challenge does Cinderella face because of her new stepmother?
   A She must find a way to leave for town with her father.
   B She must keep her two stepsisters from getting new dresses.
   C She must learn to love her stepmother as much as her real mother.
   D She must do all the hard work while her stepsisters do nothing.

23 Read these sentences from paragraph 1 of “Cinderella.”
   She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing.

Which best explains why the author repeats the words “cleaned” and “cooked”? 
   A to show that Cinderella wanted to please her new stepmother
   B to show that Cinderella had so much work that she could never stop
   C to show that Cinderella was very good at both cooking and cleaning
   D to show that Cinderella liked to keep busy to make her stepsisters happy

24 What do the stepsisters think about Cinderella wanting to go to the dance?
   A They would let her go if she had better shoes.
   B They are surprised she even knows how to dance.
   C They feel she is foolish for thinking she could go.
   D They are worried the prince will like her the best.

Go On
25 What do we learn about Turkey Girl at the beginning of the story?
   A  She is a good dancer who has a lot of friends.
   B  She is very poor but takes good care of the turkeys.
   C  She is tired of taking care of turkeys and wants to dance.
   D  She is sometimes late because she forgets what time it is.

26 Which sentence best tells what happens soon after Turkey Girl wishes she could go to the special dance?
   A  The girl hears some people in town talking about a dance.
   B  The turkeys turn the girl's old clothes into a beautiful dress.
   C  The girl runs back to the fields, but the turkeys are gone.
   D  The girl's beautiful white dress turns back into old rags.

27 Which sentence best tells the lesson to be learned from "The Turkey Girl"?
   A  Don't worry about others.
   B  Be happy with what you have.
   C  Enjoy your life.
   D  Keep your promises.
28 What is one way both Cinderella and Turkey Girl are alike?
   A Both sleep by a fireplace at night.
   B Both have stepsisters who laugh at them.
   C Both are kind to the animals they herd.
   D Both have to spend all day working.

29 Which story event is the same in “Cinderella” and “The Turkey Girl”?
   A The girls are given new dresses so they can go to the dance.
   B The girls plant twigs that quickly grow into pretty hazel trees.
   C The girls need to fit their feet into slippers only they can wear.
   D The girls almost forget to go back to the birds who helped them.
Lesson 9
Describing How Characters Act

Describing how characters in a story respond to important events and challenges will help you understand how and why they act the way they do.

Read: Characters are the people or animals in a story that face a challenge. A challenge is a problem that needs to be solved. Describing how characters respond to challenges will help you get to know them better.

Look at the picture. What is the challenge? How does each character respond? Think about why each boy acts that way.

It's broken forever.

I can fix that for you!
**Think** Complete the chart. Tell what the challenge is. Then tell how each character responds to it.

<table>
<thead>
<tr>
<th>What the Challenge Is</th>
<th>How the Characters Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little boy</td>
</tr>
<tr>
<td></td>
<td>Older boy</td>
</tr>
</tbody>
</table>

**Talk** What will make the little boy happy? Use what you see in the picture to answer.

---

**Academic Talk**
Use these words to talk about the text.
- characters
- respond
- challenge
A Puppy for Oscar

by Jane Lawrence

1 Oscar wanted a puppy more than anything in the world. But his mom kept saying they could not have a dog in their apartment.

2 "We do not have a yard," she said. "And a dog needs space to run."

3 Oscar had an idea. There was a city park very close to their apartment. The park was really big. Maybe part of it could be turned into a park for dogs. Then Oscar's puppy would have a place to run!

4 Now Oscar needed to turn his idea into a plan. Oscar worked very hard. He wrote letters to newspapers. He wrote to the mayor about his idea for a dog park. He talked to people about his idea. Then he got many of them to sign their names to a letter saying they wanted a dog park, too.

5 It took over a year, but Oscar finally got his dog park. And then he got what he really wanted—a new puppy!
What is the challenge in this story, and how does Oscar respond to it?

Think

1. Complete the chart to help you understand Oscar’s challenge and how he responds to the challenge.

<table>
<thead>
<tr>
<th>Oscar’s Challenge</th>
<th>How Oscar Responds to the Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rereading the story will help you figure out how Oscar responds to his challenge.

Talk

2. What is the main thing Oscar does to respond to his challenge? Describe an event from the story to explain your answer.

Write

3. **Short Response** What do Oscar’s actions tell you about him? Use an event from the story to explain your answer. Write your answer in the space on page 40.

**HINT** What does Oscar do? Make a list of the things he does in the story.
Write  Use the space below to write your answer to the question on page 39.

A Puppy for Oscar

Short Response  What do Oscar’s actions tell you about him? Use an event from the story to explain your answer.

HINT  What does Oscar do? Make a list of the things he does in the story.

Don’t forget to check your writing.
Tools for Instruction

Understand Characters

Understanding characters is central to understanding a literary text. Students need to know why characters are in the story and how their words, actions, and choices affect the development of the plot. However, the leap from describing characters to making inferences about them can be challenging for students who may not think about characters as relatable people. To help students take this important step toward thinking critically about characters, teach them to use what characters say, do, and think as a bridge to inferring judgments about them.

Step by Step  20–30 minutes

1 Introduce and explain understanding characters.
   • Ask, If you hear someone say “please” and “thank you,” and you see him share his toys with others, what is something you can tell about him? (He has good manners.)
   • Say, Even if no one tells us that this boy has good manners, we can decide for ourselves that he does by thinking about what we see him say and do. This is also true for characters that we read about. Just like with people in real life, one of the ways we understand characters is by listening to what they say and watching what they do.
   • Use familiar stories or films to illustrate this point. For example, say, In Beauty and the Beast, we see Belle offer to take her father’s place in the dungeon so that he can go free. We also hear her say that she loves him. These things tell us that Belle is a kind and loving person.
   • Invite students to share additional observations about characters in the same story.

2 Teach and model understanding characters.
   • Select an on-level read aloud such as The Fire Cat, by Esther Averill, and display Character Chart.
   • Say, Good readers make sure they understand the characters they read about. As I read this story, I will stop from time to time to think about what certain characters say and do. This chart will help me organize my thoughts.
   • As you read aloud, pause to think about what a character says or does, and model how to make an inference based on those details.

     Pickles tries to slide down the pole like the firemen, but it’s not easy. When Pickles says, “Bumps or no bumps, I must try again,” it reminds me of how hard it can be to learn something new. But Pickles doesn’t give up! I think this shows that he is a determined cat. He wants to learn everything he can about living in the firehouse.

   • Record the details on the character chart.

<table>
<thead>
<tr>
<th>What the character does</th>
<th>What the character says</th>
<th>How the character feels</th>
</tr>
</thead>
<tbody>
<tr>
<td>tries again and again to slide down the pole</td>
<td>“Bumps or no bumps, I must try again.”</td>
<td>determined</td>
</tr>
</tbody>
</table>

What I think about the character: Pickles works hard to learn new things. He doesn’t give up.
• Then think aloud about why it is important to understand this about the character. Say, *It is important to know that Pickles doesn't give up. This information helps us understand that Pickles will do whatever it takes to become the Fire Cat, which is his main goal in the story.*

3 Provide guided practice with understanding characters.

• Choose another character from the text, and select an event in which that character appears. Have students use the prompts in the chart to share their observations, and record them on the class chart.

• Guide students to make an inference about the character, based on their observations. Help them point to text or illustrations that support their observations.

• Then guide a brief discussion on how understanding the character in this way helps readers to better understand the story.

• Repeat for the remaining number of characters in the story.

**Connect to Writing** Distribute a copy of the character chart to each student. Have them complete the chart in their own words as you complete it with the group.

4 Provide independent practice with understanding characters.

• Have small groups of students practice understanding characters in a different story. Choose a story that is familiar, and provide the following questions to guide students in thinking about a character’s words and actions. You might wish to assign one group member to be in charge of asking the question prompts.

  *Why do you think [character] did ________?*
  *Why do you think [character] said ________?*
  *If you were [character], how would you feel when ________ happened?*
  *How would you describe [character] to someone who has not read this story? Why?*

• Listen in on group discussions and provide support as needed.

**Check for Understanding**

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>difficulty seeing characters, especially animals, as relatable people</td>
<td>taking a picture walk, using a story in which the characters are animals. Take turns with students pointing out details that make a character seem like a real person, such as wearing clothes or doing chores.</td>
</tr>
<tr>
<td>difficulty using details to support inferences about characters</td>
<td>rereading a passage and stating an inference based on a character’s words or actions. Have the student point to details in the text that support the inference.</td>
</tr>
</tbody>
</table>
Character Chart

What the character does
What the character says
How the character feels

What I think about the character

What the character does
What the character says
How the character feels

What I think about the character
The Snowstorm

by Annika Pedersen

1. The wind blew hard, shaking the barn. Outside, the falling snow whipped this way and that. Inside, Greta and her mother counted the sheep they had just brought down from the mountain. One of the sheep was missing, but which one? They saw that Lizzie, one of the new lambs, had been left behind.

2. Greta and her mother started back up the mountain to look for her, but there wasn't much time. Already, they could hardly see a thing in the heavy, blowing snow. "Lizzie! Lizzie!" they called out.

3. At last, they heard her crying back baa-aa-aa! They had found Lizzie, but now they were lost. How would they find their way home? Their whole world had gone white!

4. Then Greta saw a stream nearby. The blinding snow was still melting in it! She and her mother could follow the stream's twisting dark line down the mountain. It would lead them back to the gate near their barn.

5. Greta held the little lamb tight. Soon, everyone would be safe at home.

Close Reader Habits

What problem do Greta and her mom have after they find Lizzie? **Underline** two sentences that tell you what challenge they face.
Think

1. Why is finding the lost lamb a challenge for Greta and her mother?
   A. They are not really sure the lamb is still missing.
   B. They know they will be in great danger from the storm.
   C. They have already climbed the mountain once and are worn out.
   D. They are afraid to leave the sheep alone in the barn.

2. Which best tells about the challenge that Greta and her mother must face after they find Lizzie?
   A. They can’t get Lizzie to stop crying baa-aa-aa.
   B. They are getting very cold from the wind and snow.
   C. They have to make sure there aren’t any other lost sheep.
   D. They can’t see how to get back home in the snowstorm.

Talk

3. What do Greta and her mom do to respond to the challenge of finding the lost sheep? Tell your partner.

Write

4. **Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home. Write your answer in the space on page 46.

HINT Think about how Greta responds to the new challenge they face.
Write  Use the space below to write your answer to the question on page 45.

The Snowstorm

Short Response  Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home.

HINT  Think about how Greta responds to the new challenge they face.

Check Your Writing

☐ Did you read the question carefully?
☐ Can you say the question in your own words?
☐ Did you use proof from the text in your answer?
☐ Are your ideas in a good, clear order?
☐ Did you answer in full sentences?
☐ Did you check your spelling, capital letters, and periods?
Lesson 26
Using Adjectives and Adverbs to Describe

**Introduction**  When you write, choose **adjectives** and **adverbs** that make your ideas clear and interesting.

- Use the best adjective you know to tell about a noun. An **adjective** can tell how something looks, smells, tastes, sounds, or feels.

  Sue heard a squeaky noise.
  She smelled sweet muffins baking.
  Bright light came through the window.

- Use the best adverb you know to tell about a verb. An **adverb** can tell about how, where, or when something happens.

  Sue woke up late.
  She dressed quickly.
  She ran downstairs.

**Guided Practice**  Choose the adjective or adverb in parentheses ( ) that best completes each sentence. Write the word on the line.

**Hint**  Try each answer choice in the sentence. Does the sentence make sense?

1. Sue hears a ___________ horn.
   (loud  happy)

2. The bus came ___________!
   (tomorrow  early)

3. Sue grabs her ___________ backpack.
   (warm  heavy)

4. Dad says, “We have to run ___________!”
   (quickly  slowly)
Choose the correct word to complete each sentence.

1. The _____ school bus stops.
   A. hungry
   B. yellow
   C. round
   D. sleepy

2. Sue climbs _____.
   A. inside
   B. after
   C. down
   D. outside

3. She finds an _____ seat.
   A. excited
   B. angry
   C. unhappy
   D. empty

4. She smiles and waves _____ to her dad.
   A. meanly
   B. noisily
   C. happily
   D. badly
SESSION 1

Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

1. Zelda pressed the button on the spaceship’s food maker. Normally, a food maker could make anything you wanted. All you had to do was say pizza, popcorn, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents’ planet.

2. “Yum! This is great,” said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.
“Well, I for one am getting tired of ice cream,” grumbled Zelda’s dad. “A bowl of soup would taste great about now!”

Zelda’s sister Anka piped up. “How can anyone get tired of ice cream? This is like a dream come true!”

Zelda’s dad sighed. “We wouldn’t even have this problem if we had lived two hundred years ago.”

“I know,” replied Zelda. “People used to fix their own food. They grew it or shopped at places called grocery stores. They never knew how great a broken food maker could be!”

But after two more days, even Zelda and her sister were tired of ice cream. Zelda just wanted something—anything—that wasn’t cold and sweet.

Suddenly, Zelda smiled and said, “I have an idea! Let’s fix some food for ourselves, like in the old days. We could ask to pick some vegetables from the ship’s garden. It might even be fun to make our own meal.”

“Make a meal? How will we know if we’re picking beans or beets or broccoli?” Anka blurted out, shaking her head. “And, and . . . just how do we fix a potato?”

“That’s easy!” laughed Zelda. “The ship’s computer can help us. C’mon, let’s get started!”
All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

1 Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?
A  How do food makers work on a spaceship?
B  What kinds of food does the food maker make?
C  Why does the food maker make only ice cream?
D  What does a food maker look like?

2 What can you tell about the setting from the picture and the story?
A  It takes place outside a restaurant.
B  It takes place on another planet.
C  It takes place inside a spaceship.
D  It takes place next to an ice cream shop.
3 Read these sentences from the story.

"How can anyone get tired of ice cream?" Zelda's sister Anka piped up.
"This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?
A an excited voice  
B a quiet voice  
C a mean voice  
D a surprised voice

4 How does Zelda meet the challenge of having a broken food maker?
A She makes the best of having to eat so much ice cream.  
B She remembers that people who fix meals are called "cooks."  
C She thinks about planting a vegetable garden on the spaceship.  
D She comes up with the idea of cooking a meal themselves.

5 Read the central message of this story.

Even good things are best in small amounts.

Which detail from the story supports this central message?
A The food maker stops working the way it should.  
B People in Zelda's time no longer shop at grocery stores.  
C Zelda and Anka get tired of eating ice cream every day.  
D Zelda thinks it might be fun to be a human food maker.
In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

Zelda is happy about the broken food maker. Her dad doesn’t like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.
Reading Discourse Cards

Understanding Literature

How does a character change in the story?
First, the character ______. Then, the character ______.

If the story were told by a different character, which details might be different?

Understanding Informational Text

How do the illustrations help you understand the characters, setting, or events in the story?

What is the main topic of this text? How do you know?

Knowledge Building

What does this text help you understand?
Now I know ______.

What does this part of the text make you want to learn more about?
The text makes me want to know ______.

What do you already know about this topic? Where have you learned about this topic?
I already know ______ from ______.

What were you surprised to learn from the text?

Academic Talk

I'm curious about ______.

Can you tell me more about ______?