

Advertencia sobre la impresión:

Este paquete es extenso. Determine si desea imprimir ambas secciones o solamente imprimir la Sección 1 o la 2.



Grado 2 Lectura

Paquete 2 de actividades para el hogar del estudiante

Este Paquete de actividades para el hogar tiene dos partes, Sección 1 y Sección 2, cada una de las cuales incluye aproximadamente 10 lecciones. Se recomienda que el estudiante complete una lección cada día.

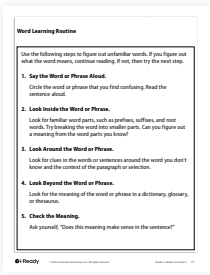
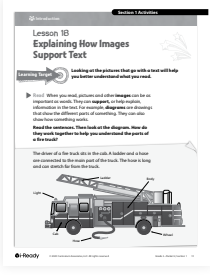
La mayoría de las lecciones las pueden completar independientemente. Sin embargo, hay algunas lecciones que pueden requerir el apoyo de un adulto. Si no hay un adulto disponible, no hay por qué preocuparse. Simplemente pasen a la siguiente lección.

Anime a los estudiantes a que trabajen lo mejor que puedan con este contenido. ¡Lo más importante es que continúen trabajando en su lectura!

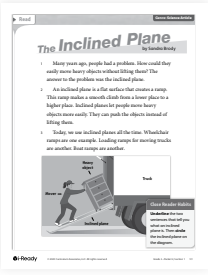
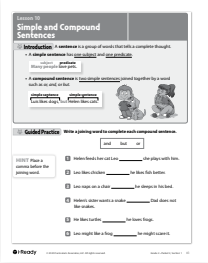
iDé vuelta a la página
para ver las actividades
de Lectura del Grado 2
incluidas en este paquete!



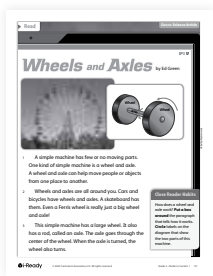
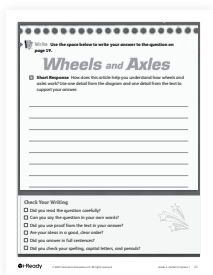
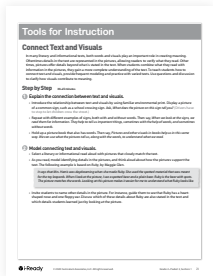
Grado 2 Actividades de lectura en la Sección 1

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
0	<p>Grade 2, Ready Reading Word Learning Routine</p> 	<p>Read the Word Learning Routine together. Keep it handy—you'll need it later! (<i>Lean juntos la Word Learning Routine. Ténganla a la mano -¡van a necesitarla más tarde!</i>)</p>	10
1	<p>Grade 2, Ready Reading Lesson 18, Part 1</p> 	<ul style="list-style-type: none"> • Read the Introduction. (<i>Lean la introducción.</i>) • Complete the graphic organizer chart. (<i>Completa la tabla del organizador gráfico.</i>) 	11-12

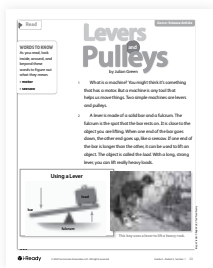
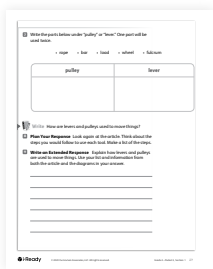
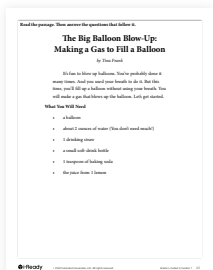
Grado 2 Actividades de lectura en la Sección 1 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
2	<p>Grade 2, Ready Reading Lesson 18, Part 2</p> 	<ul style="list-style-type: none"> • Read <i>Inclined Plane</i>. (Lee <i>Inclined Plane</i>.) • Complete the graphic organizer chart and the short response writing. (Completa la tabla del organizador gráfico y la respuesta escrita corta.) 	13-15
3	<p>Grade 2 Language Handbook, Lesson 10, Simple and Compound Sentences</p> 	<ul style="list-style-type: none"> • Complete the Introduction, Guided Practice, and Independent Practice. (Completa la introducción, la Práctica guiada y la Práctica independiente.) 	16-17

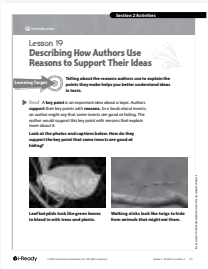
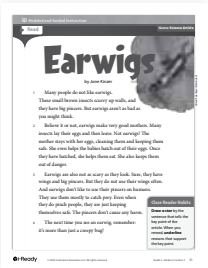
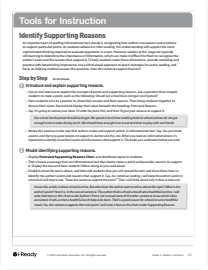
Grado 2 Actividades de lectura en la Sección 1 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
4	<p>Grade 2, Ready Reading Lesson 18, Part 3</p> 	<ul style="list-style-type: none"> • Read <i>Wheels and Axles</i>. (Lee <i>Wheels and Axles</i>.) • Answer questions 1 and 2. (Responde las preguntas 1 y 2.) • Optional: Discuss question 3. (Opcional: Comenta la pregunta 3.) 	18-19
5	<p>Grade 2, Ready Reading Lesson 18, Part 4</p> 	<ul style="list-style-type: none"> • Reread <i>Wheels and Axles</i>. (Vuelve a leer <i>Wheels and Axles</i>.) • Complete the short response writing. (Completa la respuesta escrita corta.) 	20
6	<p>Tools for Instruction Connect Text and Visuals</p> 	<p>Parent/Guardian: Read the instructions and guide the student through the exercise. When the activity requires a text, choose one of the texts the student read in the previous lessons. (Padre/Tutor: Lea las instrucciones y guíe al estudiante a través del ejercicio. Cuando la actividad requiera un texto, elija un texto que el estudiante haya leído en una lección previa.)</p>	21-22



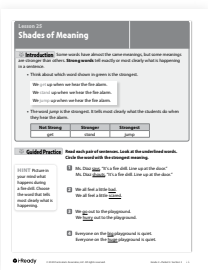
Grado 2 Actividades de lectura en la Sección 1 (continuación)

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
7	<p>Grade 2, Ready Reading Lesson 18, Part 5</p> 	<ul style="list-style-type: none"> • Read <i>Levers and Pulleys</i>. (Lee <i>Levers and Pulleys</i>.) • Answer questions 1–6. (Responde las preguntas 1 a 6.) 	23-26
8	<p>Grade 2, Ready Reading Lesson 18, Part 6</p> 	<ul style="list-style-type: none"> • Reread <i>Levers and Pulleys</i>. (Vuelve a leer <i>Levers and Pulleys</i>.) • Answer question 7. (Responde la pregunta 7.) • Complete the extended response writing. (Completa la respuesta escrita extensa.) 	27-28
9	<p>Assessment <i>The Big Balloon Blow Up</i></p> 	<ul style="list-style-type: none"> • Read the passage <i>The Big Balloon Blow Up</i>. (Lee el pasaje <i>The Big Balloon Blow Up</i>.) • Answer the questions that follow. (Responde las preguntas que siguen al pasaje.) 	29-32

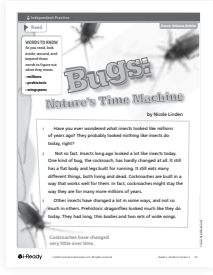
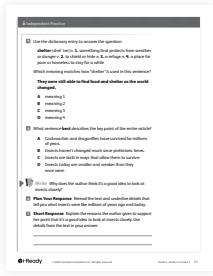
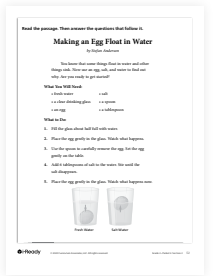
Grado 2 Actividades de lectura en la Sección 2

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
1	Grade 2, Ready Reading Lesson 19, Part 1 	<ul style="list-style-type: none"> • Read the Introduction. (<i>Lean la introducción.</i>) • Complete the graphic organizer chart. (<i>Completa la tabla del organizador gráfico.</i>) 	33-34
2	Grade 2, Ready Reading Lesson 19, Part 2 	<ul style="list-style-type: none"> • Read <i>Earwigs</i>. (<i>Lee Earwigs.</i>) • Complete the graphic organizer chart and the short response writing. (<i>Completa la tabla del organizador gráfico y la respuesta escrita corta.</i>) 	35-37
3	Tools for Instruction Identifying Supporting Reasons 	<p>Parent/Guardian: Read the instructions and guide the student through the exercise. When the activity requires a text, choose one of the texts the student read in the previous lessons. (<i>Padre/Tutor: Lea las instrucciones y guíe al estudiante a través del ejercicio. Cuando la actividad requiera un texto, elija un texto que el estudiante haya leído en una lección previa.</i>)</p>	38-40

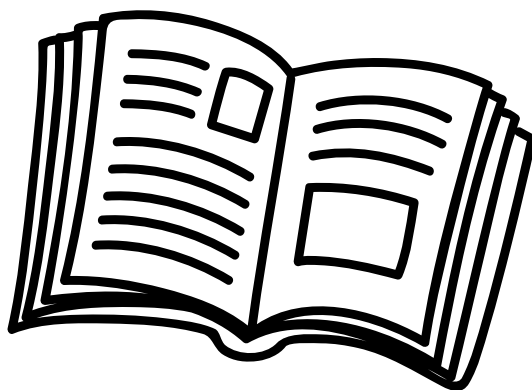
Grado 2 Actividades de lectura en la Sección 2 (continuación)

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
4	<p>Grade 2, Ready Reading Lesson 19, Part 3</p> 	<ul style="list-style-type: none"> • Read <i>Soldier Bees</i>. (Lee <i>Soldier Bees</i>.) • Answer questions 1 and 2. (Responde las preguntas 1 y 2.) • Optional: Discuss question 3. (Opcional: Comenten la pregunta 3.) 	41-42
5	<p>Grade 2, Ready Reading Lesson 19, Part 4</p> 	<ul style="list-style-type: none"> • Reread <i>Soldier Bees</i>. (Vuelve a leer <i>Soldier Bees</i>.) • Complete the short response writing. (Completa la respuesta escrita corta.) 	43
6	<p>Grade 2 Language Handbook, Lesson 25, Shades of Meaning</p> 	<ul style="list-style-type: none"> • Complete the Introduction, Guided Practice, and Independent Practice. (Completa la introducción, la Práctica guiada y la Práctica independiente.) 	44-45

Grado 2 Actividades de lectura en la Sección 2 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
7	<p>Grade 2, Ready Reading Lesson 19, Part 5</p> 	<ul style="list-style-type: none"> • Read <i>Bugs: Nature's Time Machine</i>. (Lee <i>Bugs: Nature's Time Machine</i>.) • Answer questions 1-5. (Responde las preguntas 1 a 5.) 	46-50
8	<p>Grade 2, Ready Reading Lesson 19, Part 6</p> 	<ul style="list-style-type: none"> • Reread <i>Bugs: Nature's Time Machine</i>. (Vuelve a leer <i>Bugs: Nature's Time Machine</i>.) • Complete the short response writing. (Completa la respuesta escrita corta.) 	50-51
9	<p>Assessment <i>Making an Egg Float in Water</i></p> 	<ul style="list-style-type: none"> • Read the passage <i>Making an Egg Float in Water</i>. (Lee el pasaje <i>Making an Egg Float in Water</i>.) • Answer the questions that follow. (Responde las preguntas que siguen al pasaje.) 	52-56

Independent Reading!



See pages
57 and 58
of this
packet.



Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. Look Beyond the Word or Phrase.

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"

Lesson 18

Explaining How Images Support Text



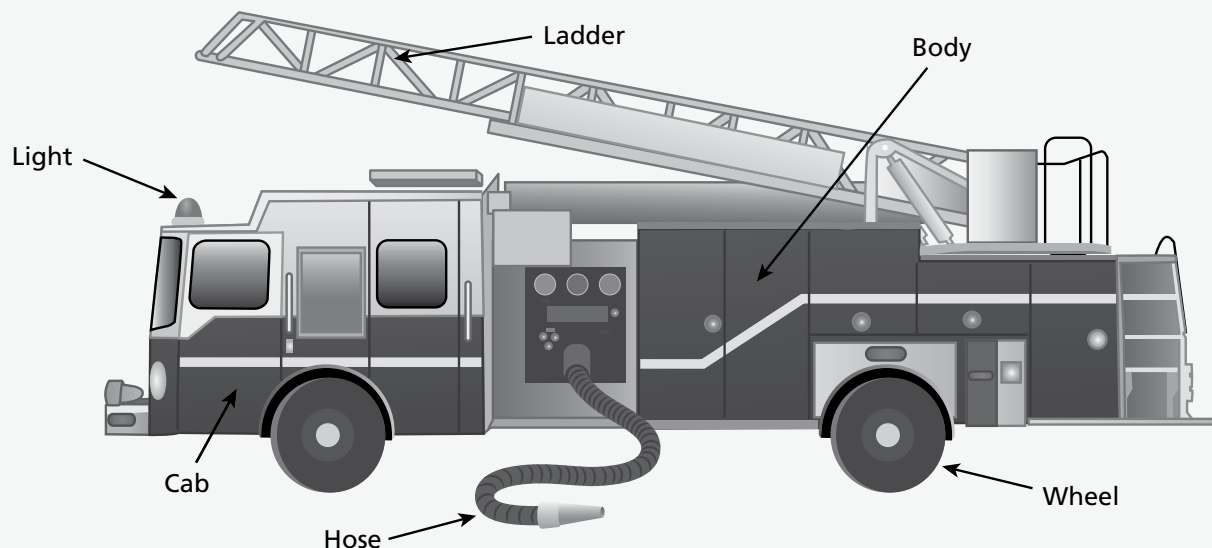
Learning Target

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.

What the Text Tells	What the Diagram Shows

- **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

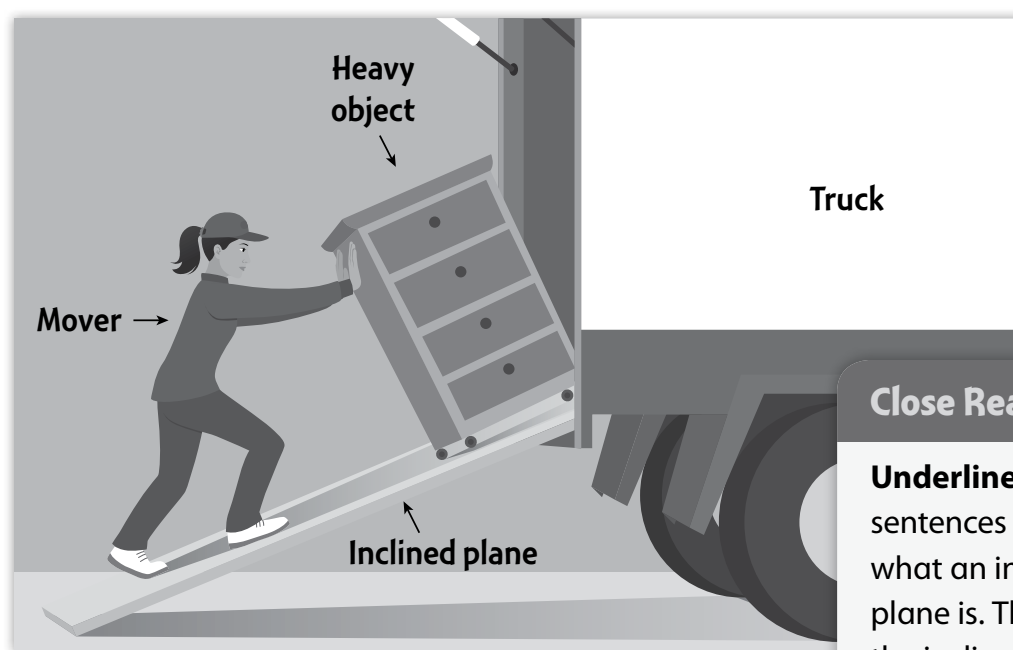
Use these words to talk about the text.

• **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.

Explore

How does the diagram of an inclined plane help you better understand the information in the article?



As I reread the text, I will look at the diagram to help me understand.

► Think

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

What the Text Tells	What the Diagram Shows

► Talk

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

► Write

- 3 **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?



Write Use the space below to write your answer to the question on page 14.

The Inclined Plane

- 3 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.

Lesson 10

Simple and Compound Sentences



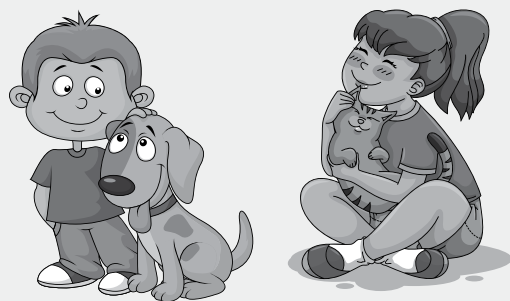
Introduction A **sentence** is a group of words that tells a complete thought.

- A **simple sentence** has one subject and one predicate.

subject predicate
Many people love pets.

- A **compound sentence** is two simple sentences joined together by a word such as *or*, *and*, or *but*.

simple sentence simple sentence
Luis likes dogs, **but** Helen likes cats.



Guided Practice Write a joining word to complete each compound sentence.

and but or

HINT Place a comma before the joining word.

- 1 Helen feeds her cat Leo _____ she plays with him.
- 2 Leo likes chicken _____ he likes fish better.
- 3 Leo naps on a chair _____ he sleeps in his bed.
- 4 Helen's sister wants a snake _____ Dad does not like snakes.
- 5 He likes turtles _____ he loves frogs.
- 6 Leo might like a frog _____ he might scare it.

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.
- 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.

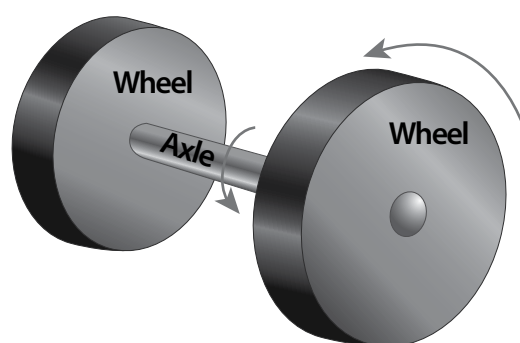
- 3** Leo will watch the frog quietly. He will meow at it.
- A** Leo will watch the frog quietly or, he will meow at it.
 - B** Leo will watch the frog, quietly or he will meow at it.
 - C** Leo will watch the frog quietly, or he will meow at it.
 - D** Leo will watch the frog quietly, he will meow at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

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

- 4** Helen picks up Leo, and she takes him away.

Wheels and Axles

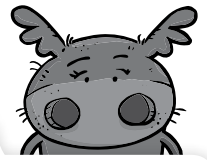
by Ed Green



- 1 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.
- 2 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!
- 3 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.



After I reread the text, I'll look at the diagram. It will tell me more about what I've read.

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?

HINT Look at the article for examples of things that use wheels and axles.



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

- 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.

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?



Tools for Instruction

Connect Text and Visuals

In many literary and informational texts, both words and visuals play an important role in creating meaning. Oftentimes details in the text are represented in the pictures, allowing readers to verify what they read. Other times, pictures offer details beyond what is stated in the text. When students combine what they read with information in the pictures, they gain a more complete understanding of the text. To teach students how to connect text and visuals, provide frequent modeling and practice with varied texts. Use questions and discussion to clarify how visuals contribute to meaning.

Step by Step 30–45 minutes

1 Explain the connection between text and visuals.

- Introduce the relationship between text and visuals by using familiar environmental print. Display a picture of a common sign, such as a school crossing sign. Ask, *What does the picture on this sign tell you?* (Drivers have to stop to let children cross the street.)
- Repeat with different examples of signs, both with and without words. Then say, *When we look at the signs, we read them for information. They help to tell us important things, sometimes with the help of words, and sometimes without words.*
- Hold up a picture book that also has words. Then say, *Pictures and other visuals in books help us in this same way. We can use what the pictures tell us, along with the words, to understand what we read.*

2 Model connecting text and visuals.

- Select a literary or informational read aloud with pictures that closely match the text.
- As you read, model identifying details in the pictures, and think aloud about how the pictures support the text. The following example is based on *Ruby*, by Maggie Glen.

It says that Mrs. Harris was daydreaming when she made Ruby. She used the spotted material that was meant for the toy leopards. When I look at the picture, I see a spotted bear and a plain bear. Ruby is the bear with spots. The picture matches the words. Looking at this picture makes it easier for me to understand what Ruby looks like.

- Invite students to name other details in the picture. For instance, guide them to see that Ruby has a heart-shaped nose and one floppy ear. Discuss which of these details about Ruby are also stated in the text and which details students learned just by looking at the picture.

3 Provide guided practice with connecting text and visuals.

- As you continue reading, pause to provide practice with connecting other visuals to the text. Scaffold understanding with questions such as these.

What did we just read about _____?

What do you see in the picture that matches what we just read about _____?

Which details in the picture tell you more about _____?

- Guide students to phrase their answers in full sentences that include related vocabulary, such as *visuals*, *illustrations*, and *details*.
- Point to the details in the text and illustrations that support students' answers.

4 Provide independent practice with connecting text and visuals.

Connect to Writing To help students understand how visuals function to support text, have them write a brief story about a recent class or family event. Once students' stories are written, have them add an illustration. Encourage them to include in their illustrations some details that are in the text and some details that are not in the text. Invite students to share their stories with the class. Have classmates identify details in the illustration that are and are not included in the text.

Check for Understanding

If you observe...	Then try...
difficulty observing details in the illustrations	<p>reading a text without displaying the illustrations, and then reading it again while showing the illustrations. Use questions such as these to help students understand how words and pictures work together.</p> <ul style="list-style-type: none"> <i>Which part of the picture helps you understand what the word _____ means?</i> <i>What does the picture tell you about _____?</i> <i>How does this diagram give you a better understanding of _____?</i>

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

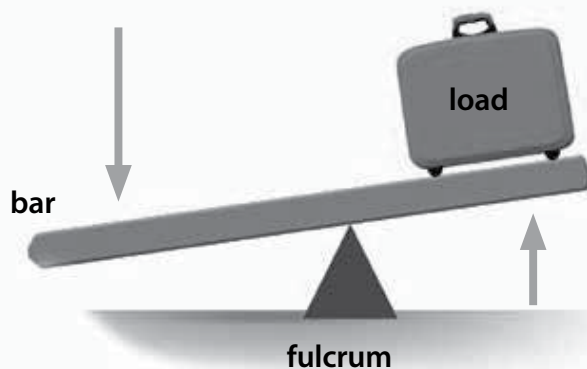
- **motor**
- **seesaw**

Levers and Pulleys

by Julian Green

- 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.

Image Credits: ©Ralph Volt; ©Ted Foxx/Alamy

3 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.

4 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.

Using a Pulley

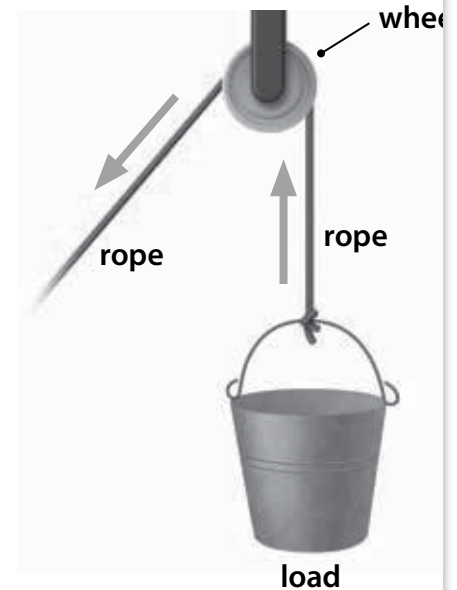


Image Credits: © Ralph Volt; © Faraways/Shutterstock

► **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.

- 7 Write the parts below under “pulley” or “lever.” One part will be used twice.

• rope • bar • load • wheel • fulcrum

pulley	lever



Write How are levers and pulleys used to move things?

- 8 **Plan Your Response** Look again at the article. Think about the steps you would follow to use each tool. Make a list of the steps.
- 9 **Write an Extended Response** Explain how levers and pulleys are used to move things. Use your list and information from both the article and the diagrams in your answer.



Learning Target

How does looking at the pictures that go with a text help you better understand what you read?

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?

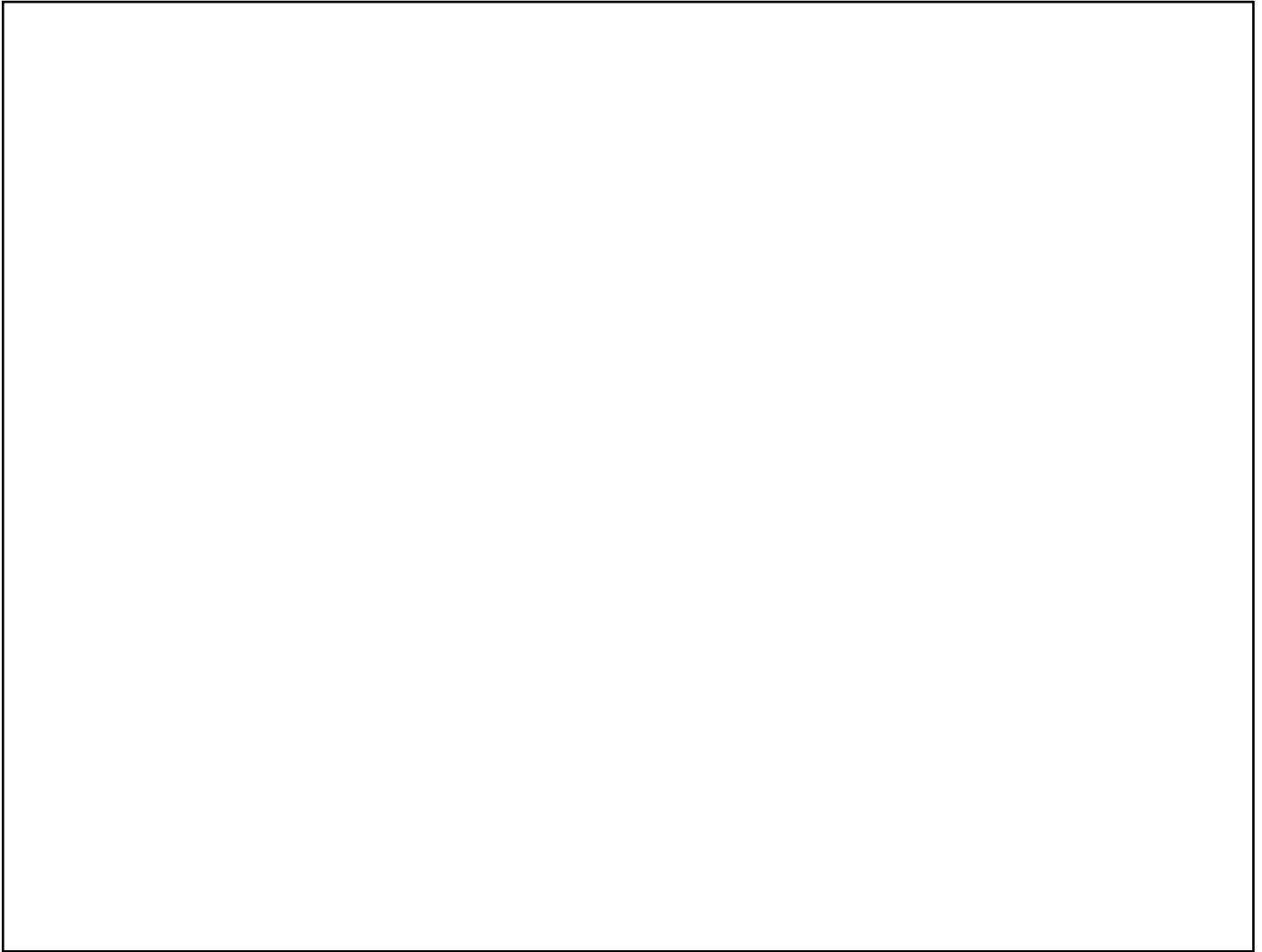
- 1 Your balloon should have filled up on its own. How did this happen? Lemon juice and baking soda are very different. Lemon juice is an acid. Baking soda is a base. Mixing them causes them to change. This is called a chemical reaction.
- 2 Adding the lemon juice to the baking soda makes a gas. This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

Go On

- 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



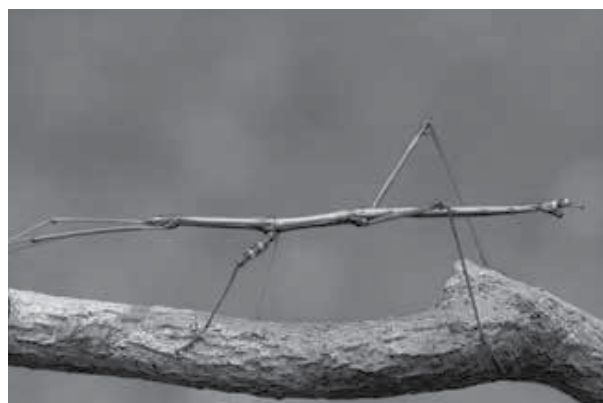
Telling about the reasons authors use to explain the points they make helps you better understand ideas in texts.

- **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**

Earwigs

by Jane Kinzer



©David Peter Ryan/Shutterstock

- 1 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.
- 2 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.
- 3 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.
- 4 The next time you see an earwig, remember: it's more than just a creepy bug!

Close Reader Habits

Draw a star by the sentence that tells the key point of the article. When you reread, **underline** reasons that support the key point.

**Explore**

How does the author show that earwigs are not as bad as they might seem?

I need to look for reasons that explain the key point.

Think

- 1 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

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

**Write**

- 3 **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.

HINT Reread paragraph 3. What reasons can you use?



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

1 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.*

2 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.

3 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.

Can 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.

4 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

If you observe...	Then try...
difficulty recognizing the author's point	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.
difficulty distinguishing which is the point and which is the support	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.

Name _____

Point and Supporting Reasons Chart

Author's Point

Supporting Reason

Supporting Reason

Supporting Reason

Supporting Reason

Soldier Bees

by Melissa Maron



©rtbilder/Shutterstock

- 1 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.
- 2 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.

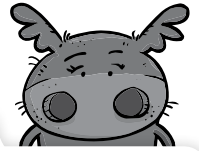
Close Reader Habits

What is the key point in paragraph 1 and paragraph 2?

Underline the key point in each paragraph.

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.



I'm going to look for details that support the key point I underlined.

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

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

HINT Use reasons that you just talked about in your answer.

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?



Shades of Meaning



Introduction

Some words have almost the same meanings, but some meanings are stronger than others. **Strong words** tell exactly or most clearly what is happening in a sentence.

- Think about which word shown in green is the strongest.

We get up when we hear the fire alarm.

We stand up when we hear the fire alarm.

We jump up when we hear the fire alarm.

- The word *jump* is the strongest. It tells most clearly what the students do when they hear the alarm.

Not Strong	Stronger	Strongest
get	stand	jump



Guided Practice

Read each pair of sentences. Look at the underlined words. Circle the word with the strongest meaning.

HINT Picture in your mind what happens during a fire drill. Choose the word that tells most clearly what is happening.

- Ms. Diaz says, "It's a fire drill. Line up at the door."
Ms. Diaz shouts, "It's a fire drill. Line up at the door."
- We all feel a little bad.
We all feel a little scared.
- We go out to the playground.
We hurry out to the playground.
- Everyone on the big playground is quiet.
Everyone on the huge playground is quiet.



Independent Practice

Circle the word in the box that best completes each sentence.

- 1** Read the sentence below.

The fire truck _____ up the street to the school.

Which word tells most clearly how fast the fire truck goes?

comes	races	moves	hurries
-------	-------	-------	---------

- 2** Read the sentence below.

_____ firefighters run into the school.

Which word tells exactly how many firefighters there are?

Some	Few	Several	Five
------	-----	---------	------

- 3** Read the sentence below.

Smiling, they _____ out the door of the school.

Which word tells most clearly how they leave the building?

come	march	move	walk
------	-------	------	------

- 4** Read the sentence below.

This fire drill was _____!

Which word tells most clearly about how the fire drill went?

good	okay	excellent	fine
------	------	-----------	------

**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- millions
- prehistoric
- wingspans

Bugs!

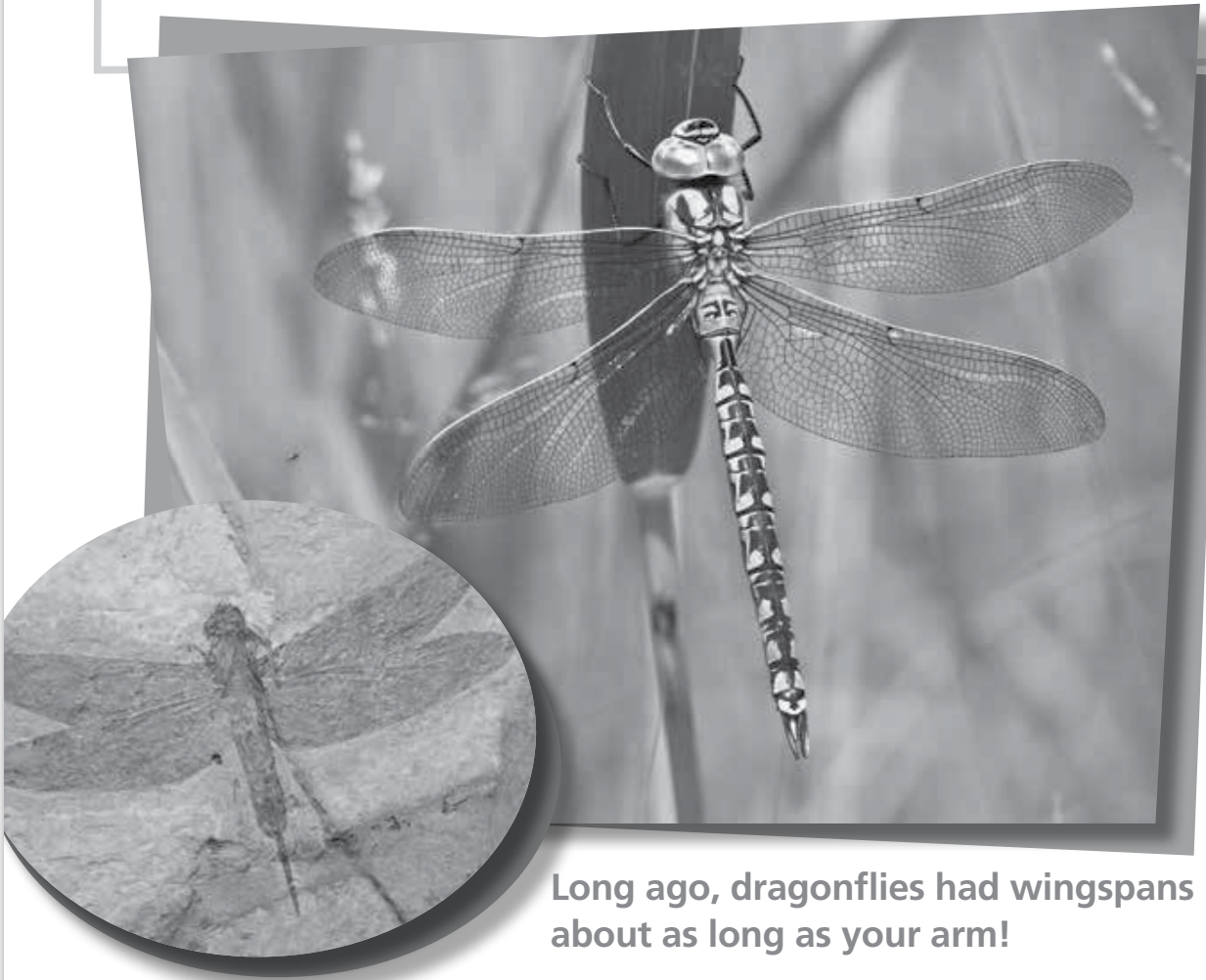
Nature's Time Machine

by Nicole Linden

- 1 Have you ever wondered what insects looked like millions of years ago? They probably looked nothing like insects do today, right?
- 2 Not so fast. Insects long ago looked a lot like insects today. One kind of bug, the cockroach, has hardly changed at all. It still has a flat body and legs built for running. It still eats many different things, both living and dead. Cockroaches are built in a way that works well for them. In fact, cockroaches might stay the way they are for many more millions of years.
- 3 Other insects have changed a lot in some ways, and not so much in others. Prehistoric dragonflies looked much like they do today. They had long, thin bodies and two sets of wide wings.

Cockroaches have changed very little over time.

- 4 But there was one big difference: dragonflies a long time ago were much larger. They had wingspans of up to two feet long. This means that a dragonfly could be as big as a dog! That could cause problems for people today. We are lucky that today's insects are mostly smaller than they once were.
- 5 Scientists think that many insects have not changed much because they haven't needed to. They were still able to find food and shelter as the world changed. So they didn't need to change themselves.
- 6 The next time you see an insect squirming in a garden, don't say "Eww!" Instead, look at it closely. You might just be looking into the far-off past!



Long ago, dragonflies had wingspans about as long as your arm!

► **Think** Use what you learned from reading “Bugs: Nature’s Time Machine” to respond to these questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What key point does the author make about cockroaches?

- A** Cockroaches have hardly changed at all.
- B** Cockroaches have flat bodies and legs that are good for running.
- C** Cockroaches eat many different things.
- D** Cockroaches used to be much larger.

Part B

What are **two** reasons the writer gives to support the point you chose in Part A?

- _____

- _____

2 The author says that insects today look a lot like they did millions of years ago. Underline **three** facts to support this key point.

- A** Dragonflies from long ago could be as big as a dog.
- B** Today's cockroach still has a flat body.
- C** Prehistoric dragonflies had long, thin bodies.
- D** Cockroaches are built for running.
- E** Ancient dragonflies had wingspans of up to two feet.
- F** Most insects today are much smaller than they once were.

3 Reread paragraph 5. What key point does this sentence from paragraph 5 support?

They were still able to find food and shelter as the world changed.

- A** Insects haven't changed much because they haven't needed to.
- B** Some insects have changed a lot in some ways and not so much in other ways.
- C** Insects long ago looked a lot like insects today.
- D** Cockroaches are built in a way that works well for them.

- 4** Use the dictionary entry to answer the question.

shelter (shel' ter) *n.* **1.** something that protects from weather or danger *v.* **2.** to shield or hide *n.* **3.** a refuge *n.* **4.** a place for poor or homeless to stay for a while

Which meaning matches how "shelter" is used in this sentence?

They were still able to find food and shelter as the world changed.

- A** meaning 1
- B** meaning 2
- C** meaning 3
- D** meaning 4

- 5** What sentence **best** describes the key point of the entire article?

- A** Cockroaches and dragonflies have survived for millions of years.
- B** Insects haven't changed much since prehistoric times.
- C** Insects are built in ways that allow them to survive.
- D** Insects today are smaller and weaker than they once were.



Write Why does the author think it's a good idea to look at insects closely?

- 6 Plan Your Response** Reread the text and underline details that tell you what insects were like millions of years ago and today.

- 7 Short Response** Explain the reasons the author gives to support her point that it's a good idea to look at insects closely. Use details from the text in your answer.



Learning Target

How does understanding the way authors use reasons to support key points help you understand ideas in a text?

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

Making an Egg Float in Water

by Stefan Anderson

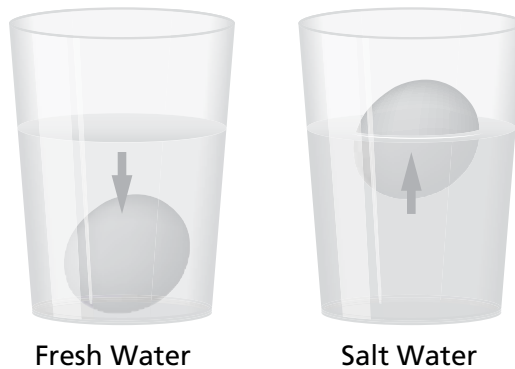
You know that some things float in water and other things sink. Now use an egg, salt, and water to find out why. Are you ready to get started?

What You Will Need:

- fresh water
- salt
- a clear drinking glass
- a spoon
- an egg
- a tablespoon

What to Do:

1. Fill the glass about half full with water.
2. Place the egg gently in the glass. Watch what happens.
3. Use the spoon to carefully remove the egg. Set the egg gently on the table.
4. Add 6 tablespoons of salt to the water. Stir until the salt disappears.
5. Place the egg gently in the glass. Watch what happens now.



What Happened?

- 1 The egg sank in the fresh water. It floated in the salt water. Why? The answer can be explained by looking at what things are made of.
- 2 Everything is made up of tiny bits of matter. The bits are so small that people can't even see them.
- 3 Some things are made of tiny bits that are packed close together. These things are **dense**. Other things are made of tiny bits that are spread far apart. These things are less dense.
- 4 In the fresh water, the egg sank. The egg was denser than the water. But when you added salt to the water, you packed more tiny bits into it. You made the water denser than the egg. This caused the egg to float.
- 5 A glass of salt water and a glass of fresh water don't weigh the same. Which one do you think weighs more? The glass of salt water does. Salt water is denser, which means it's made up of more tiny bits. These extra bits add extra weight.

Go On

7 What should happen **before** you place the egg in the glass for the first time?

- A** The water should be stirred well with the spoon.
- B** Salt should be added to the glass of water.
- C** The glass should be filled about half full of water.
- D** The water and salt should be mixed together.

8 What is the meaning of the word “remove” in step 3?

- A** break apart
- B** stir around
- C** settle down
- D** take out

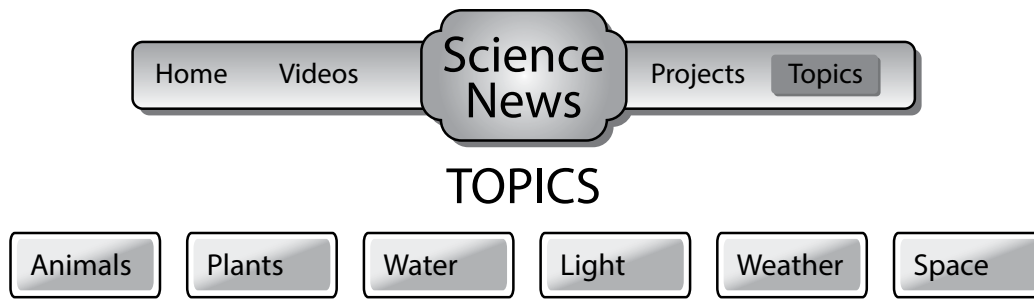
9 How does the picture help you understand what happens in steps 2 and 5?

- A** It shows how to pour an equal amount of water into each glass.
- B** It shows that the egg sinks in fresh water and floats in salt water.
- C** It shows which kinds of eggs are less dense than other eggs.
- D** It shows why fresh water is always clearer than salt water.

- 10 What does paragraph 3 under “What Happened?” **mostly** tell about?
- A why salt water weighs more than fresh water
 - B how to make an egg float in water
 - C why we can’t see the tiny bits that things are made of
 - D what it means when things are dense or less dense
- 11 Which sentence from the passage tells why the egg sank in the fresh water?
- A “Everything is made up of tiny bits of matter.”
 - B “The bits are so small that people can’t even see them.
 - C “The egg was denser than the water.”
 - D “You made the water denser than the egg.”
- 12 Look back at the last paragraph of the passage. The author makes the point that salt water weighs more than fresh water. What reason does the author give to support this point?

Go On


- 13** Look at this electronic menu.



Which link would be best to click on if you wanted to learn about the size of an owl egg?

- A** Animals
- B** Plants
- C** Light
- D** Weather

Reading Discourse Cards


UNDERSTANDING LITERATURE 

How does a character change in the story?

First, the character _____.
Then, the character _____.

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5

UNDERSTANDING LITERATURE 

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

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11

UNDERSTANDING LITERATURE 

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

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14

UNDERSTANDING INFORMATIONAL TEXTS 

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

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16


KNOWLEDGE BUILDING 

What does this text help you understand?

Now I know _____.

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32


KNOWLEDGE BUILDING 

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

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33


KNOWLEDGE BUILDING 

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

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
37

KNOWLEDGE BUILDING 

What were you surprised to learn from the text?

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
40

ACADEMIC TALK 

I'm curious about _____.

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70


ACADEMIC TALK 

Can you tell me more about _____?

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77

Tarjetas de discusión


TEXTOS LITERARIOS 

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

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5

TEXTOS LITERARIOS 

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

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11

TEXTOS LITERARIOS 

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

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14

TEXTOS INFORMATIVOS 

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

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16


ASIMILAR CONOCIMIENTOS 

¿Qué te ayuda a entender este texto?

Ahora sé _____.

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ASIMILAR CONOCIMIENTOS 

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

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ASIMILAR CONOCIMIENTOS 

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

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ASIMILAR CONOCIMIENTOS 

¿Qué aprendiste en el texto que te haya sorprendido?

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
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LENGUAJE ACADÉMICO 

Siento curiosidad por _____.

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LENGUAJE ACADÉMICO 

¿Puedes decirme algo más sobre _____?

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