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Common Core State Standards Correlations

Each lesson meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or <http://www.teachercreated.com/standards>.

Reading: Literature Standards	Pages
Key Ideas and Details	
ELA.RL.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	13–16, 17–18, 25–28, 29–30, 39–42, 49–50, 51–54, 55–56, 57–60, 65–68, 69–70, 77–80, 81–82, 91–94, 95–96, 107–108, 109–112
ELA.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	25–28, 29–30, 51–54, 55–56, 57–60, 65–68, 77–80, 95–96, 107–108, 109–112
ELA.RL.2.3: Describe how characters in a story respond to major events and challenges.	25–28, 29–30, 51–54, 55–56, 57–60, 65–68, 77–80, 107–108, 109–112
Craft and Structure	
ELA.RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	39–42, 69–70, 91–94, 107–108
ELA.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	25–28, 29–30, 39–42, 49–50, 57–60, 65–68, 95–96, 107–108, 109–112
ELA.RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	107–108
Integration of Knowledge and Ideas	
ELA.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	25–28, 29–30, 55–56, 65–68, 95–96
Range of Reading and Level of Text Complexity	
ELA.RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All informational passages allow students to read and comprehend informational texts in the grades 2–3 text complexity band.

Common Core State Standards Correlations *(cont.)*

Reading: Informational Text Standards	Pages
Key Ideas and Details	
ELA.RI.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	19–22, 23–24, 31–34, 43–44, 45–48, 71–74, 75–76, 83–86, 97–100, 101–102, 103–106
ELA.RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	31–34, 71–74, 75–76, 97–100, 101–102, 103–106
ELA.RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	23–24, 43–44, 45–48, 83–86
Craft and Structure	
ELA.RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	19–22, 23–24, 31–34, 45–48, 71–74, 83–86, 97–100, 101–102, 103–106
ELA.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	19–22, 23–24, 45–48, 83–86, 97–100, 101–102
ELA.RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	19–22, 23–24, 31–34, 43–44, 71–74, 75–76, 83–86, 97–100, 101–102, 103–106
Integration of Knowledge and Ideas	
ELA.RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	19–22, 23–24, 45–48
ELA.RI.2.8: Describe how reasons support specific points the author makes in a text.	19–22, 31–34, 71–74, 75–76, 97–100, 101–102, 103–106
Range of Reading and Level of Text Complexity	
ELA.RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All informational passages allow students to read and comprehend informational texts in the grades 2–3 text complexity band.

UNDERSTANDING WORDS

- Find the word or phrase in the text.
- Read that sentence and some of the words around it to help you determine the meaning.
- Replace the word with each choice given, and say the sentence aloud to see if it sounds correct.
- Always check all possible answers before deciding on your answer.

FINDING INFORMATION

- Identify keywords in the question to make sure you know what information you need.
- Find the keywords in the text and read the information around them carefully.
- Always check all possible answers before deciding on your answer.

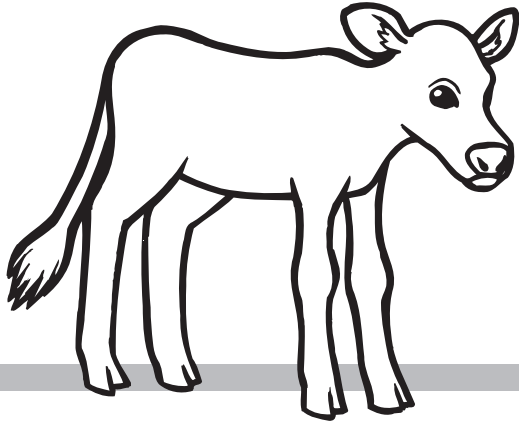
IDENTIFYING THE MAIN IDEA

- The main idea links all the other ideas together and tells what the text is mainly about.
- The title and opening sentence are good clues for identifying the main idea of the text. Look for these things first.
- Ask yourself, "Is my choice the most important idea in the text?"
- Always check all possible answers before deciding on your answer.

Name _____

We use words to tell people things. We need to understand what words mean. We also need to know some ways to determine what new words mean.

Activity: Read the story below and complete pages 14–16.



The Farm Trip

1. On Friday, everyone in our class got on a bus and went to visit a farm to learn more about farm animals. Some parents came to help Mrs. White look after us.
2. Our lunches and snacks were in plastic bags with our names written on labels. They went in a colored plastic box in a secret place in the bottom of the bus. My mom put a small bottle of sunscreen in my lunch bag so I could put more on and not get sunburned.
3. We all wore our school hats and name badges in case we got lost.
4. We took a long time to travel there. The big bus was noisy and uncomfortable because we had to sit with three people to a seat. We didn't have to wear seatbelts.
5. When we finally arrived at the farm, we got into small groups and wandered around, looking at and touching all the animals.
6. By the time we got on the bus to go back to school, we were all exhausted. Some kids even fell asleep! We all had great fun!

Name _____

Follow the steps below to learn how to determine the meaning of new words.

- Find and underline the word in the text.
- Read the sentence the word is in. Think about the other words in the sentence to find out what clues they may give.
- If you are still not sure, read the sentences before and after, and even the whole paragraph if needed.
- Always check all possible answers before choosing one.

Step 1: Read the question.

What does the word **parents** mean?

- (a) fruit (b) to run
(c) pets (d) moms and dads

Step 2: Draw a line under the word **parents** in paragraph 1. Read the sentence it is in.

Step 3: Choose the best answer by replacing each answer choice in the sentence instead of the word **parents**.

- (a) The sentence tells about something or someone who is going to help Mrs. White look after the children. **Fruit** couldn't do this! This is not a good answer.
- (b) If we put the words **to run** in the sentence in place of **parents**, the sentence would say "Some **to run** came to help Mrs. White look after us." This makes the sentence sound wrong. This is not a good answer.
- (c) **Pets** would not be able to help Mrs. White look after the children. This is not a good answer.
- (d) If we put the words **moms and dads** in the sentence instead of **parents**, it makes sense, because moms and dads would be able to help Mrs. White look after the children. This is the best answer.

Understanding Words

Name _____

Practice defining the meaning of words. Use the clues in the “Think!” boxes to help you.

1. Find the word **labels** in paragraph 2.

What is the best meaning?

- (a) tags or stickers (b) food
(c) books (d) posters

Think!
Try each choice in the sentence. See which one makes the most sense.

2. Find the word **snacks** in paragraph 2.

What is the best meaning?

- (a) toys (b) food and drink
(c) animal food (d) games

Think!
The sentence will give you a clue.

3. Choose the best answer.

Badges (paragraph 3) are:

- (a) animals that build burrows.
(b) labels you wear to tell who you are.
(c) kinds of trees.
(d) homes.

Think!
The word before **badges** tells you what they are used for.

4. Choose the best answer.

Sunscreen (paragraph 2) is:

- (a) a small tent to give you shade.
(b) something to block the sun from your eyes.
(c) a cream to stop you from getting a sunburn.
(d) a place to hang wet clothes.

Think!
The sentence will give you a clue about what it is used for.

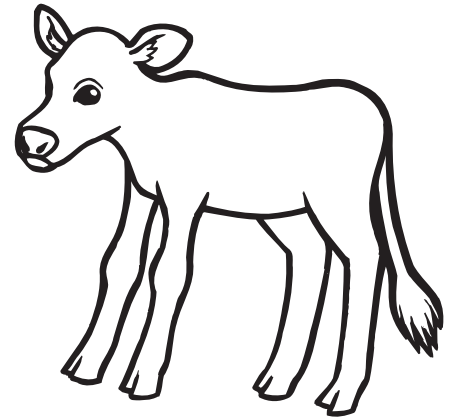
Name _____

Use the strategies you have been practicing to help you determine the meanings of these words.

1. Find the words **to travel** in paragraph 4.

What is the best meaning?

- (a) to go somewhere (b) to walk
(c) to paint (d) to work



2. Find the word **uncomfortable** in paragraph 4.

What is the best meaning?

- (a) not pretty (b) running
(c) quiet (d) felt bad

3. Find the word **wandered** in paragraph 5.

What is the best meaning?

- (a) smelled (b) took pictures
(c) walked (d) cleaned

4. Draw a picture to show what **exhausted** means (paragraph 6).

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating the meaning of the word 'exhausted'.