2nd Grade Reading Packet: The Rough-Face Girl

Directions: Read “The Rough-Face Girl” and “Algonquin Facts for Kids.” Answer one short response prompt each day until you complete the packet.
Once, long ago, there was a village by the shores of Lake Ontario.
Now, in this village there lived a poor man who had three daughters. The two older daughters were cruel and hard-hearted, and they made their youngest sister sit by the fire and feed the flames. When the burning branches popped, the sparks fell on her.

In time, her hands became burnt and scarred. Her arms too became rough and scarred. Even her face was marked by the fire, and her beautiful long black hair hung ragged and charred.

And those two older sisters laughed at her saying, "Ha! You're ugly, you Rough-Face Girl!" And they made her life very lonely and miserable, indeed.
"Why have you come?" she asked.
"We want to marry the Invisible Being," they answered.
"That's why we're here."
"If you want to marry my brother," she replied, "you have to have seen him. Tell me, have you seen the Invisible Being?"
"Of course we've seen him," they insisted. "Can't you see how pretty we are? Can't you see the beautiful clothes we wear? Oh yes, anyone can tell that we've truly seen the Invisible Being."
"All right," she said quietly, "if you think you've seen him, then tell me, WHAT'S HIS BOW MADE OF?" And suddenly her voice was swift as lightning and strong as thunder!
"All right," said the sister of the Invisible Being, "come with me."

And she took them back to the great wigwam and sat them in the seats furthest from the entrance, the guests' seats. Soon they heard footsteps coming along the path. Then Something stepped inside. Though they heard breathing, the two sisters still couldn't see a thing. Suddenly a great bow and a beaded quiver of arrows appeared in the air and were set down. But though those two girls sat there, their eyes wide, all through that night they never saw a thing more. And in the morning they had to go home, ashamed.
The next day the Rough-Face Girl went to her father and said, "Father, may I please have some beads? May I please have a new buckskin dress and some pretty moccasins? I am going to marry the Invisible Being, for, wherever I look, I see his face."

But her father sighed. "Daughter," he said, "I'm sorry. I have no beads left for you, only some little broken shells. I have no buckskin dress, and as for moccasins, all I have left are my own old, worn, cracked, and stretched-out pair from last year. And they're much too big."

But she said, "Whatever you can spare, I can use."

So he gave her these things.
Then she found dried reeds and, taking the little broken shells, she strung a necklace. She stripped birch bark from the dead trees and made a cap, a dress, and leggings. Then, with a sharp piece of bone, she carved in the bark pictures of the sun, moon, stars, plants, trees, and animals.

She went down to the lakeshore and soaked the moccasins in the water until they grew soft. Then she molded them to her feet. But they were still too big and they *flap, flap, flapped* like ducks' feet as she walked. Then all of the people came out of their wigwams. They pointed and stared. "Look at that ugly girl!" they laughed. "Look at her strange clothes! Hey! Hey! Go home you ugly girl! You'll never marry the Invisible Being!"

But the Rough-Face Girl had faith in herself and she had courage. She didn't turn back. She just kept walking right through the village.
At last she came to the lakeshore just as the sun was sinking behind the hills and the many stars came glittering out like a fiery veil in the darkening sky overhead.

And there, standing by the water's edge, was the sister of the Invisible Being, waiting.

Now, the sister of the Invisible Being was a wise woman. When she looked at you she didn't see just your face or your hair or clothes. No. When she looked at you she would look you right in the eyes and she could see all the way down to your heart. And she could tell if you had a good, kind heart or a cold, hard, and cruel one. And when she looked at the Rough-Face Girl she saw at once that, though her skin was scarred, her hair burnt, her clothes strange, she had a beautiful, kind heart. And so she welcomed her dearly saying, "Ah, my sister, why have you come?"

And the Rough-Face Girl replied, "I have come to marry the Invisible Being."
“AHHH!” exclaimed the sister in excitement. “Tell me,” she asked, “if you have seen my brother the Invisible Being—WHAT’S THE RUNNER OF HIS SLED MADE OF?”

And the Rough-Face Girl, looking up into the night sky, said, “The runner of his sled? Why, it is the Spirit Road, the Milky Way of stars that spreads across the sky!”
"AHHHHHH!" cried the sister in wonder and delight. "You have seen him! Come with me!"

And taking the Rough-Face Girl by the hand, she led her back to the great wigwam and sat her in the seat next to the entrance, the wife's seat.

Then they heard footsteps coming along the path, closer and closer. The entrance flap of the wigwam lifted up, and in stepped the Invisible Being.

And when he saw her sitting there he said, "At last we have been found out." Then, smiling kindly, he added, "And oh, my sister, but she is beautiful."

And his sister said, "Yes."
The sister of the Invisible Being then gave the Rough-Face Girl the finest of buckskin robes and a necklace of perfect shells. "Now bathe in the lake," she said, "and dress in these."

So the Rough-Face Girl bathed in the waters of the lake. Suddenly all the scars vanished from her body. Her skin grew smooth again and her beautiful black hair grew in long and glossy as a raven's wing. Now anyone could see that she was, indeed, beautiful. But the Invisible Being and his sister had seen that from the start.
Then at last the Rough-Face Girl and the Invisible Being were married.
They lived together in great gladness and were never parted.
What were Algonquin men and women's roles?
Algonquin women gathered plants to eat and did most of the child care and cooking. Men were hunters and sometimes went to war to protect their families. Both genders took part in storytelling, artwork and music, and traditional medicine. In the past, the Algonquin Indian chief was always a man, but today a woman can be chief too.

What were Algonquin homes like in the past?
The Algonquins didn't live in tepees. For most of the year they lived in settled villages of birchbark houses, called wigwams. Algonquin wigwams were usually dome-shaped and not very large--only a single family unit lived in each one. In some Algonquin communities, multiple families from the same clan would live together in a much larger birchbark longhouse, like their Iroquois neighbors. During the winter, the village split up to go to hunting camps, and each Algonquin family would build a cone-shaped shelter like this for their camp. These shelters were temporary and were discarded whenever the family needed to move. At the end of winter, they would move back to their permanent lodges in their village. Here are some more pictures of American Indian houses like the ones the Algonquins used.

Today, Native Americans only build a birchbark lodge for fun or to connect with their heritage. Most Algonquin people live in modern houses and apartment buildings, just like you.

What was Algonquin clothing like? Did they wear feather headdresses and face paint?
Algonquin women wore long dresses with removable sleeves and the men wore breechcloths and leggings. Both genders wore moccasins on their feet and cloaks in bad weather. Later, the Algonquins adapted European costume such as cloth blouses and jackets, decorating them with fancy beadwork. The Ojibway chief to the left is wearing the same style of clothing Algonquin men did. Here are more pictures of Ojibway and Algonquin clothing styles, and some photos and links about Native American clothing in general.
Some Algonquin warriors shaved their heads in the Mohawk style, using grease to stiffen their hair so that it spiked up. Otherwise, Algonquin men and women both wore their hair in long braids. Some men wore a porcupine roach with a feather in it. (These roaches are made of porcupine hair, not the sharp quills!) In the 1800's, some Algonquin chiefs began wearing a feathered headdress like their neighbors the Sioux. The Algonquins painted their faces and arms with bright colors. They used different patterns for war paint and festive decoration. Some Algonquin men also wore elaborate tribal tattoos.

Today, some Algonquin people still wear moccasins or a beaded shirt, but they wear modern clothes like jeans instead of breechcloths... and they only wear feathers in their hair on special occasions like a dance.

What was Algonquin transportation like in the days before cars? Did they paddle canoes?

Yes--the Algonquin Indian tribe was famous for their birchbark canoes. Here is a website with pictures of Native American canoes. Canoeing is still popular in the Algonquin nation today. Over land, the Algonquins used dogs as pack animals. (There were no horses in North America until colonists brought them over from Europe.) The Algonquins used sleds and snowshoes to help them travel in the winter.

Today, of course, Algonquin people also use cars... and non-native people also use canoes.
What was Algonquin food like in the days before supermarkets?
The Algonquins were hunting people. They hunted for deer, moose, and small game, and went fishing in the rivers and lakes. Some Algonquin communities grew corn and squash in small gardens, but most Algonquins only got foods like those in trade with neighboring tribes. Besides fish and meat, the Algonquins gathered berries and wild plants to eat. They also made maple syrup from tree sap. Here is a website with more information about Native American food.

What are Algonquin arts and crafts like?
Algonquin artists are known for their beadwork and basketry arts. Like other eastern American Indians, Algonquins also crafted wampum out of white and purple shell beads. Wampum beads were traded as a kind of currency, but they were more culturally important as an art material. The designs and pictures on wampum belts often told a story or represented a person's family. Today, Algonquin people also create contemporary art like oil paintings. You can visit this site to see photographs of Algonquin paintings.
The Rough Faced Girl

TDQ: How does the author contrast Rough-Face girl and the sisters?
EXTENSION: How do the illustrations help support the text?
Name: ___________________  Date: ___________________

**TDQ:** What lesson can we learn from reading this book?

_________________________________________________________________________________

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How does the Invisible Being show up in nature?
The Rough Faced Girl and Algonquin Facts for Kids

TDQ: How does The Rough Face Girl represent aspects of the Algonquin culture?
2\textsuperscript{nd} Grade Reading Packet

Directions: Complete at least one Close Reading text/prompt set each day. Try to rotate between fiction and nonfiction texts!
Raining Frogs?

What is odd about what Goran sees?

Winds blew dark clouds across the sky. Goran, in bed with the flu, watched from his window. He expected heavy rain. But instead of water, he saw tiny frogs falling!

Goran wondered if fever made him see things. He called for his mother, who hurried in. “Mama, can it rain frogs?” he asked.

His mother touched his hot forehead. “Your fever makes you dream things. I will bring you cold water to help you feel better.”

On her way to the kitchen, Mama stopped. She saw tiny frogs hopping everywhere outside. They were crossing the road, jumping on the porch, and leaping in her garden.

People were out looking at the frogs. Mama called, “Are they real?”

“Yes!” one said. “This is a windstorm. Winds can spin very fast, like a tornado. These winds probably passed over ponds with baby frogs in them. The wind sucked up the water and the frogs in it. When the wind calmed down, everything fell from the sky. So we did have falling frogs!”

Mama returned to Goran’s room. “Darling, your forehead is warm but your eyes are clear. You did see frogs falling like rain.”
Raining Frogs?

Answer each question. Give evidence from the mystery.

1. Why is Goran in bed (line 2)?
   - A. He cannot walk.
   - B. He doesn’t feel well.
   - C. He wants to see frogs.
   - D. He likes to read in bed.

   What helped you pick your answer?  

2. Which best describes how a tornado moves?
   - A. It flashes.
   - B. It leaps.
   - C. It rumbles.
   - D. It twirls.

   How did you pick your answer?  

3. Why did Mama touch Goran’s forehead (lines 10 and 11)?  

4. Why is this story a mystery? Explain.  

How to wash your hands properly

By The Guardian, adapted by Newsela staff on 03.05.20

Word Count 345
Level 450L

One of the best ways to combat the coronavirus is to wash your hands. Photo: Burst/Pexels

Bacteria are tiny living things. You cannot see them with your eyes. You need a microscope to see them. They live all around us. They are in our bodies and on our skin. Most bacteria are harmless. But some can make you sick. These are the ones we want to remove.

Washing your hands is a healthy habit. It helps get rid of bacteria. Wash your hands after using the bathroom. You should wash your hands before eating, too. Also, wash your hands after you ride the bus or the train. If you are sick, wash your hands often. You should wash them after you cough or sneeze. This will help stop the germs from spreading. Try not to cough or sneeze into your hands. If you do by accident, wash your hands right away!

Steps To Wash Your Hands

Use soap and running water to wash your hands. Get your hands wet before using soap. Rub your palms together. Then, interlink your fingers. Now rub them together. Next, place the fingertips of one hand in the palm of the other. Rub your fingertips against your palm. Now do the same to the other hand. This helps rub the bacteria off of your skin. It also creates a lather, or foam. Within that lather is the bacteria you have removed. It is ready to be washed away. Once you have rubbed
all the surfaces together, rinse your hands. Dry them well. Do not forget in between the fingers. If you are in public, try not to touch the garbage can or doorknob with your clean fingers. Use a paper towel if you can. Change hand towels twice a week at home. You should do this more often if someone in your house is sick.
Quiz

1. Which sentence from the introduction [paragraphs 1 and 2] explains why you should wash your hands if you are sick?
   (A) Most bacteria are harmless.
   (B) You should wash your hands before eating, too.
   (C) This will help stop the germs from spreading.
   (D) Try not to cough or sneeze into your hands.

2. What is a reason why you should rub your hands together when washing?
   (A) It gets hands wet and ready for soap.
   (B) It gets germs off the bathroom door.
   (C) It creates lather to remove bacteria.
   (D) It helps to keep your fingers warm.

3. Read the following paragraph from the introduction [paragraphs 1 and 2].

   Bacteria are tiny living things. You cannot see them with your eyes. You need a microscope to see them. They live all around us. They are in our bodies and on our skin. Most bacteria are harmless. But some can make you sick. These are the ones we want to remove.

   What is the focus of this paragraph?
   (A) bacteria and where they live
   (B) bacteria that makes you sick
   (C) removing bacteria from your skin
   (D) looking at bacteria in a microscope

4. What is the section "Steps To Wash Your Hands" MAINLY about?
   (A) why bacteria can make you sick
   (B) why bacteria get onto your hands
   (C) how to keep towels clean at home
   (D) how to clean bacteria off your hands
Sit, Stay, Read

What is the meaning of the title?

It’s Zuri’s day to read to Wrigley. Wrigley is a dog in the Sit-Stay-Read program. He knows to stay quietly beside Zuri as she reads. Zuri has read this week’s book many times and knows all the hard words.

Soon a wet black nose appears at the door. It’s Wrigley! He enters with his owner. Wrigley wears a green bandanna. Zuri shakes Mr. Lim’s hand and tickles Wrigley under his chin. She leads her guests to a cozy corner. Wrigley sits on a folded towel. Zuri sits beside him, with Mr. Lim nearby.

“Thanks for coming, Wrigley. Today I will read you Why Is Blue Dog Blue? I’ll show the pictures, too.” The dog lies down, and Zuri begins.

Even if Zuri misses a word, Wrigley still listens. Zuri describes the pictures to him and links them to the story. She grins when Wrigley noses a page. But she never worries about reading to Wrigley because he is so patient.

After she finishes, Zuri cups one hand. Mr. Lim puts a dog treat in it. Zuri holds the treat near Wrigley. “Great listening, Wrigley. Good dog!”
Sit, Stay, Read

Answer each question. Give evidence from the story.

1. Who is Mr. Lim?
   - A. He is a dog.
   - B. He is an author.
   - C. He is Zuri’s teacher.
   - D. He is Wrigley’s owner.
   What helped you pick your answer?

2. Which word best describes Wrigley?
   - A. wet
   - B. hungry
   - C. patient
   - D. ticklish
   How did you pick your answer?

3. Explain what Zuri tries to do for Wrigley when she links the pictures to the story (lines 19 and 20).

4. Describe what might make a corner cozy (lines 13 and 14). 
The Stonecutter
Fable From Japan

What lesson does this fable try to teach?

Tasaku was a stonecutter.
He worked hard for his good life. One day a prince rode by. Tasaku wept with envy because he wished to be a prince and have a better life.

The mountain spirit granted Tasaku’s wish. Tasaku became a prince. His life was better. One day, he saw that the sun burned the flowers in his garden. This made Tasaku realize that the sun was stronger than a prince. Filled with envy, he begged the mountain spirit to make him the sun.

So it was. As the sun, Tasaku had an even better life. He began to show off. He baked the land and made creatures beg for water. When a cloud covered him, Tasaku saw that a cloud was stronger than the sun. He begged the mountain spirit to turn him into a cloud.

Tasaku the cloud enjoyed his better life. He caused storms that froze and flooded the land. But he wanted still more. “To be truly happy, I must be a mountain!” Tasaku complained.

The mountain spirit granted that last wish. Tasaku the mountain felt stronger than the prince, the sun, and the cloud. But inside he was lonely. One day, he felt a stonecutter tapping at his base...
The Stonecutter

Answer each question. Give evidence from the fable.

What was the first thing Tasaku wished for?

○ A. He wished to be a mountain.  ○ C. He wished to be the sun.
○ B. He wished to be a prince.    ○ D. He wished to be a cloud.

What helped you pick your answer? __________________________________________

Which could be a different title for this fable?

○ A. Show Off When You Get Lucky  ○ C. Be Happy With What You Have
○ B. The Kind and Loving Tasaku   ○ D. Mountain Spirits Are Powerful

How did you pick your answer? ____________________________________________

What is the meaning of envy (lines 4 and 13)? Explain. ______________________

_______________________________________________________________________

The last sentence ends with (...). What do you think will happen next? Tell why.

________________________________________________________________________

________________________________________________________________________
Old Superstition, Long Word

What is a superstition?

Good morning. Today I will tell you something not to worry about. I don’t get how a number could be scary. But poor 13 always gets picked on!

Do you fear the number 13? If so, your problem comes from a superstition. A superstition isn’t a fact, no matter how many people think it is. My Aunt Marge is afraid of black cats. That superstition keeps her from petting my cat Coal, who is as sweet as pie. My brother Theo won’t step on a crack. He says it will “break our mother's back.” That’s just a silly saying. It is totally untrue.

My mom is a math teacher. She taught me a long hard word—triskaidekaphobia. [Hold up the sign.] You read its chunks while I say them: TRISKAI...DEKA...PHOBIA. Now say the whole word with me: tris-kai-de-ka-PHO-bi-a.

Good! This means fear of the number 13. Mom says that the fear came after many bad things happened on a Friday the 13th long ago. People couldn’t explain why the bad things happened so they blamed a number!

Well, I’m not afraid of 13. I can’t wait to be 13 because then I’ll be a teenager. I was born on March 13, and I’m not scary! I say NO more triskaidekaphobia! Thank you.
Old Superstition, Long Word

Answer each question. Give evidence from the speech.

1 Which word means the same as untrue (line 14)?

○ A. silly  ○ B. false  ○ C. scary  ○ D. unfair

What helped you pick your answer? _______________________________________

2 Which of the following sayings is a superstition?

○ A. Wearing socks keeps your feet warm.
○ B. Use an umbrella to stay dry in the rain.
○ C. Eating junk food is bad for your health.
○ D. Break a mirror and get seven years of bad luck.

How did you pick your answer? _______________________________________

3 Tell in your own words what a superstition is. _______________________________________

4 Why does the speaker talk about Aunt Marge and Theo? _______________________________________

25 Complex Text Passages to Meet the Common Core: Literature and Informational Texts, Grade 2 © 2014 by Scholastic Teaching Resources
A mother lion adopts a leopard cub in India

By Smithsonian.com, adapted by Newsela staff on 03.12.20

Gir National Park is a wildlife area. It is in Gujarat, India. In December 2018, scientists saw something very strange there. A lioness had adopted a baby leopard. She treated it as one of her own cubs. She fed him her milk. The little leopard cub was about 2 months old. He played with her two lion cubs. They were around the same age as him. This puzzled the scientists. It was weird, they said.

Rare In The Wild

This is rare in the wild. It does not make much sense to care for another animal's babies. It takes time to raise babies. It also takes energy. A mother has to feed babies milk. She has to get food for them. She has to keep them safe.

Wild animals sometimes raise other animals' babies. This mostly happens among the same type of animal. Cheetahs do this, for example. Cheetah moms sometimes adopt cheetah cubs. They do this if the cub's mother has died. This helps the cheetahs survive as a group.
Lions and leopards are different types of animals. They both hunt for the same food. That makes them enemies. They do not get along. Lions kill leopards. Leopards kill lion cubs. Even so, this lion mother adopted this leopard baby. She cared for him like he was a lion.

Then the baby leopard died. He was not attacked. He was born with a health problem. This caused him to die young.

**A New Mom**

Scientists do not know why the leopard was adopted. The lioness was young. She was a new mom. She did not know much about being a mother. She was already making milk for her cubs. Maybe she did not notice that one of her cubs was a leopard.

In India, male lions do not live with female lions. Lionesses are left by themselves after they give birth. A male lion may have acted differently. Maybe it would not have let the leopard stay with them.

We will never know for certain. The cub died so young.

Stotra Chakrabarti is a scientist. He studied the lions.

"It would have been fantastic to see, when the leopard cub grew up, how things would be," Mr. Chakrabarti said.
Quiz

1. Which sentence from the section "Rare In The Wild" explains why it is so strange for a lioness to care for a leopard cub?
   (A) This is rare in the wild.
   (B) A mother has to feed babies milk.
   (C) Lions kill leopards.
   (D) She cared for him like he was a lion.

2. What is a reason why scientists think the lioness might have cared for the leopard?
   (A) She did not realize that one of her cubs was a leopard.
   (B) A male lion would have killed the leopard.
   (C) The lioness was friends with the leopard’s mother.
   (D) The leopard played with her other cubs.

3. Why did the leopard cub die?
   (A) He was attacked by a lion.
   (B) He drowned in a river.
   (C) He had a health problem.
   (D) He was abandoned by the lions.

4. Why did Chakrabarti want the leopard to grow up?
   (A) He wanted the leopard to find its mother.
   (B) He wanted to keep studying its life with the lions.
   (C) He hoped other scientists could study the leopard.
   (D) He hoped the lioness would keep caring for the leopard.
Making Coins

How do pictures help explain the text?

A mint is a candy with a fresh, tingly flavor. But did you know that there is another kind of mint, too? A mint is also the place where coins are made. Every American coin is made at one of four U. S. mints.

There are many steps to making a coin. Here are the main parts.

1. A big machine punches disks from thin sheets of metal. These disks are called blanks. They have no designs yet.

2. The blanks get heated, washed, and dried. Then they go through another machine that raises a rim around the edge.

3. Now the blanks go to the coining press. It stamps each blank with the designs for both sides. This is called striking.

4. Workers closely check the coins to be sure they look right. Coins with mistakes get sent back to be recycled.

5. A special machine counts the coins. Then it pours them into huge bags. Forklift trucks move the bags into giant safes.

6. The last stop is the bank. Then the new coins can get to the people who will spend them!
Making Coins

Answer each question. Give evidence from the text.

1. What is the job of the coining press?
   - A. It puts the designs on both sides of the coin.
   - B. It decides which designs a coin gets.
   - C. It punches out disks from thin metal.
   - D. It sends the coins out to the banks.

   What helped you pick your answer? ___________________________

2. What happens after striking (line 15)?
   - A. The disks get punched.
   - B. The coins arrive at the bank.
   - C. The coins get washed and dried.
   - D. Workers check the coins for mistakes.

   How did you pick your answer? ___________________________

3. Reread lines 7–9. Why are the metal disks called blanks?

   ___________________________

4. Why are the bags of coins put into giant safes? How do you know?

   ___________________________
Horse Sense

How does the title fit the essay?

Sayings can stand for something other than what the words seem to mean. Such sayings are called idioms. Suppose your dad says, “Hold your tongue!” Does he want you to grab your tongue? No, he wants you to stop talking.

English has many horse idioms. This may be because so many people used to have or use horses. Teachers might ask groups to stop horsing around. This means to stop acting wild and noisy.

Did you ever get a bad leg cramp? A nurse might call it a Charley horse, no matter what your name is! Nobody knows for sure how this old idiom got started.

Car: you trust a report that comes straight from the horse’s mouth? Usually you can. This idiom means that the person who reported the event was there when it happened.

Don’t put the cart before the horse is a warning: Do things in order. If you zip your jacket before you put it on, you put the cart before the horse. Maybe you do this because you have no horse sense!
Horse Sense

Answer each question. Give evidence from the essay.

1. Which of the following is NOT an idiom?
   - A. Comes straight from the horse’s mouth
   - B. Feed hay to that hungry horse!
   - C. Stop horsing around!
   - D. Hold your tongue!

   What helped you pick your answer?

2. Which shows Don’t put the cart before the horse?
   - A. eating your cereal and then pouring milk in the bowl
   - B. opening the closet and then hanging up your coat
   - C. putting on your socks and then your shoes
   - D. washing the dishes and then drying them

   How did you pick your answer?

3. Explain what an idiom is.

4. What does it mean to have horse sense (title and line 25)? Explain.
How can you tell that Chet lived long ago?

Chet was eight years old. He told the boss he was 12 and small for his age. Everybody knew that was a lie. But that lie got him a job as a breaker boy.

Chet woke up every day at five, ate a biscuit, and put on his dusty clothes. He walked for an hour to get to the mine. He had to be on his wood bench by seven. The breaker room was as hot as an oven in summer. It was as cold as an icebox in winter. The air was dirty all year long.

Chunks of coal mixed with other materials passed below Chet’s feet on a moving belt. He and the others picked out anything that wasn’t coal. It might be clumps of clay, slabs of slate, or plain rocks. It was boring and dangerous work. But it earned him money.

Chet’s filthy hands were red with scrapes and cuts. Gloves were not allowed. His back, neck, and arms were sore from bending all day. But what choice was there? He, Ma, and the babies needed money. So no more school for Chet. No more farm work either. Just long, hard days of work.
Breaker Boy

Answer each question. Give evidence from the story.

1. What was the breaker room like in summer?
   - A. It was rocky and dark.
   - B. It was way too hot.
   - C. It was cool and calm.
   - D. It was warm and cozy.

   What helped you pick your answer? __________________________

   ______________________________________________________________________________________
   ______________________________________________________________________________________

2. Why did Chet lie about his age?
   - A. He was too young for the job he needed.
   - B. He liked working with older boys.
   - C. He was ashamed he was so small.
   - D. He wanted to miss school.

   How did you choose your answer? __________________________

   ______________________________________________________________________________________

3. Explain the job of a breaker boy. __________________________

   ______________________________________________________________________________________

4. Look closely at the photo. Tell how it fits Chet’s story. ___________

   ______________________________________________________________________________________
Wenebojo Gets Angry
Ojibwe Myth

Why does Wenebojo change Buffalo and Fox?

In the beginning, Wenebojo kept watch over all animals. Buffalo had no hump then, and Fox lived in the trees. Buffalo ran over the fields to have fun on warm days. Fox raced ahead of Buffalo to warn small animals that he was coming.

But Fox didn’t notice the tiny birds that made nests on the ground. Buffalo galloped hard and trampled the nests. The birds begged Buffalo to be kind but Buffalo paid no attention.

The birds kept crying about their broken nests. Wenebojo took pity. He made Buffalo and Fox stand before him. Buffalo hung his head and humped his shoulders. Wenebojo poked Buffalo in the shoulders with a stick. Fox dashed away. He dug a hole in the ground to hide.

Wenebojo stared at Buffalo and said, “Shame! Shame on you, Buffalo! From now on, you will always have a hump on your back. You will hang your head low in shame forever.”

Then Wenebojo called to Fox. “Shame on you, Fox! From now on, you will live in the cold ground. This is because you did not warn the little birds.”

So buffaloes have humps and foxes live in the ground to this day.
Wenebojo Gets Angry

Answer each question. Give evidence from the myth.

1. Who was Wenebojo?
   - A. the spirit who looked after the animals
   - B. the strongest animal in the world
   - C. the leader of the tiny birds
   - D. the king of the fields

What helped you pick your answer?

2. What made Wenebojo angry with Fox?
   - A. Fox lived in the trees.
   - B. Fox trampled the nests.
   - C. Fox dug a hole in the ground.
   - D. Fox didn’t warn the tiny birds.

How did you pick your answer?

3. How does the picture support the story?

How can we tell that Buffalo knew he had done wrong?
Crows in the Corn
Folktale From Georgia

How do you know that this story is a folktale?

A Georgia farmer slept late one morning because he needed extra rest. This was very odd. The crows met nearby, but saw no people to chase them away. They also saw a field of ripe corn. So they flew right to that field to feast. "Caw-n! Caw-n!" they cackled.

Their noise awoke the rooster, who crowed, "Wake up! Wake up!" The farmer tossed and turned, but kept sleeping as the crows ate her corn.

The rooster crowed louder. "Crows are in the corn! Crows are in the corn!" But the farmer slept on. The rooster tried again and again to wake the farmer, but she still slept. So the rooster finally gave up trying.

Then a turkey came by to watch the crows feasting. Soon she gobbled, "The corn is all gone."

Later the farmer woke up at last and went outside. She saw that her corn was all gone, but she didn’t see a single crow. So when Georgia folks say "the crows are in the corn," they mean that it’s time to get up!
Crows in the Corn

Answer each question. Give evidence from the folktale.

1. What did the farmer do that was odd?
   - A. She slept very late.
   - B. She planted a field of corn.
   - C. She didn’t see any crows.
   - D. She tossed and turned.

   What helped you pick your answer?

2. Corn that is ripe (line 4) ____________.
   - A. smells bad
   - B. looks green
   - C. is ready to eat
   - D. wakes up roosters

   How did you pick your answer?

3. Why were the crows able to feast on so much corn? ____________

4. Why did the author write Caw-n (line 5) for the sound the crows made? Explain.

   ____________
Eleven-year-old's lemonade and dessert business takes off

By Anna Muckerman, Baltimore Sun, adapted by Newsela staff on 08.23.18

Owner and baker Jamaria Crump, 11, begins a list of ingredients to purchase while sitting in her market stand on July 31, 2018. (Karl Merton Ferron/Baltimore Sun/TNS)

Baltimore - Ever thought about running a lemonade stand? Sixth-grader Jamaria Crump did it.

Jamaria took a year to come up with the perfect lemonade recipe. She named her business LemonTopia. She sells lemonade-flavored treats. She makes pies, cakes and cookies.

Jamaria built LemonTopia herself. OK, she got some help from Mom.

No time for a lemonade stand

"She begged for a lemonade stand," said Jasmine Hall. Ms. Hall was a teacher. There was no time for a lemonade stand.

Then Jamaria's school had a bake sale in 2016. It was time to try her recipe. She had to sell baked goods, too.
So Jamaria made cookies. She also made cakes. She added lemon to her recipes. Her lemonade was a hit. She kept selling at school and community events. Now she has her own business at a street market.

**Jamaria Pays Her Mother To Work**

Jamaria pays all her own costs. Her money buys the ingredients. And she pays her mother, too. She pays her for rides to the market and grocery store. Jamaria pays her mother to work at the stand.

Jamaria loves the cooking and mixing. She has to clean up, too. "I make her wash all of her own dishes. That is a constant battle," Ms. Hall said.

The dining room is filled with lemons and mixtures. Soon the dining-room jumble will move. The basement will be a kitchen for LemonTopia.

Doran Brown is a family friend. He says Jamaria is a hit. "She is adorable, and she makes delicious lemonade. She is running her own business," he said.

**Popular In Town**

Jamaria is popular in town. She has 800 followers on Instagram. She sells out her goods. A local cafe sells her bottled lemonade.

The business can have its ups and downs. "I am very proud of her for sticking with it," said Hall. She wondered if Jamaria would get bored. She worried that Jamaria would quit. But that hasn't happened.

**A Good Start For The Future**

Jamaria wants to study in Paris. She wants to be a dessert chef. For now, she'll bake and sell her goods. LemonTopia is a good start. It points to a sweet future.
Quiz

1. Where did Jamaria first sell her food?
   (A) at a grocery store  
   (B) at a lemonade stand  
   (C) at a street market  
   (D) at a school bake sale

2. Which detail in the article shows that Jamaria is in charge of running LemonTopia?
   (A) She added lemon to her recipes.  
   (B) Jamaria pays all her own costs.  
   (C) She has 800 followers on Instagram.  
   (D) She wants to be a dessert chef.

3. What is the section “Popular in Town” mainly about?
   (A) how Jamaria’s business is doing  
   (B) what types of food Jamaria sells  
   (C) where Jamaria sells her lemonade  
   (D) why Jamaria wants to go to Paris

4. Read the following paragraph from the section “Jamaria Pays Her Mother To Work.”

   The dining room is filled with lemons and mixtures. Soon the dining room jumble will move. The basement will be a kitchen for LemonTopia.

   What is the focus of this paragraph?
   (A) how Jamaria’s mom helps out with the business  
   (B) why Jamaria chose to use lemon in her recipes  
   (C) how Jamaria needs a larger space for her business  
   (D) why Jamaria’s lemonade is popular in her town
WASHINGTON, D.C. - There is a new tell-all book. The writer has been busy. She is telling her story to many people. Still, she makes sure not to miss nap time.

The writer is Parker Curry. She is 4 years old.

Parker took over the Internet last year. Many remember her photo. Parker stared at a painting of Michelle Obama at the National Portrait Gallery in Washington, D.C.

Mrs. Obama is the wife of President Barack Obama. He was president before President Donald Trump. Mrs. Obama is the first African-American first lady in the United States.

Dancing With Michelle Obama

After seeing the photo, Mrs. Obama asked Parker to come over to dance. Ellen DeGeneres is a TV host. She had Parker on her show.

Parker was a star.
Now, Parker's story is told in a book. It is called "Parker Looks Up." She made the children's picture book with her mother. It came out October 15.

Parker answered questions about the book.

How long did it take?

Parker said a few months.

**Her Story Gives People Hope, She Says**

Why is her story so important?

Parker said it gives people hope.

Those who saw the picture gasped at the wonder on Parker's face. The pint-sized black girl looked up at Mrs. Obama.

"This is what America is all about," someone tweeted about the picture. "This young girl can now dream about being someone like Michelle Obama."

"Parker Looks Up" tells all about that March day. Parker was 2 years old. It was a rainy day. She skipped dance lessons. She went to the museum. Her younger sister Ava came. Her best friend Gia went, too.

On the way out, the girls raced to a painting of dancers. Then Parker saw Mrs. Obama.

The book says Parker stopped in her tracks.

Karen Nagel is a children's book editor. She works for Simon and Schuster, which is printing the book. The picture had touched Ms. Nagel deeply.

She said adults do not listen to children enough. Ms. Nagel believes children are wise and tell the truth.
Quiz

1. Read the sentence from the section "Her Story Gives People Hope, She Says."

   Those who saw the picture gasped at the wonder on Parker’s face.

   What is "wonder"?
   (A) panic  
   (B) awe    
   (C) confusion  
   (D) fear

2. Read the sentence from the introduction [paragraphs 1-4].

   Parker stared at a painting of Michelle Obama at the National Portrait Gallery in Washington, D.C.

   What does the word "stared" mean?
   (A) made    
   (B) missed  
   (C) laughed 
   (D) looked

3. Which answer choice is a section title?

   (A) "Four-year-old Internet star is an author, too"  
   (B) "Dancing With Michelle Obama"  
   (C) "Parker Locks Up"  
   (D) "This is what America is all about," someone tweeted about the picture.

4. Read the paragraph from the section "Her Story Gives People Hope, She Says."

   "Parker Looks Up" tells all about that March day. Parker was 2 years old. It was a rainy day. She skipped dance lessons. She went to the museum. Her younger sister Ava came. Her best friend Gia went, too.

   What information can the reader get by reading this paragraph?
   (A) what Parker’s book is about    
   (B) when Parker’s book was written  
   (C) who helped Parker with her book  
   (D) how many books Parker sold
The Napping Dog

What are some funny things about this story?

One afternoon a gray dog wandered into our yard. He sniffed around and then lay down. Since he wore a collar and tags, we thought that he probably was making a visit.

We don’t have a dog, so my sister and I went out for a closer look. The dog lifted his head and wagged his tail. He then followed us back inside, curled up on a rug, and fell asleep. His legs made running movements, as if he was chasing rabbits in a dream.

After an hour, the dog woke up, stretched, and stood by the door. I let him out and off he went. The next day, he returned at the same time, and we followed the same routine. This kept up for almost three weeks, but we still didn’t know whose dog he was.

So I tied a note to his collar. It said, “Who owns this sweet dog? Did you know he visits us for a nap almost every day?”

The next day, there was the dog in our yard again, but with a new note tied to his collar. “This is Scooter. His family has five kids, all younger than seven. Scooter just needs some rest. Can I join him tomorrow?”
The Napping Dog

Answer each question. Give evidence from the story.

1. Which of these is a routine most children follow?
   - A. reading a map
   - B. giving a speech
   - C. visiting the moon
   - D. brushing their teeth

What helped you pick your answer?

2. Who wrote the second note (lines 21–25)?
   - A. Scooter
   - B. the dog catcher
   - C. Scooter's owner
   - D. one of the five young children

How did you choose your answer?

3. Why does the person telling the story think that the dog has an owner?

4. Why would Scooter need rest away from his family?
Ask the Driver

How is an interview organized?

Rico rides the school bus.
He is the first one picked up each
day. He is the last one dropped
off after school. When he had to
ask an adult questions about the
job they do, Rico asked Wanda.
She is his bus driver.

Rico: Wanda, how did you become a bus driver?
Wanda: I like kids and driving, so I took bus driving lessons.
Once I passed my driver tests, I looked for work at different
schools.

Rico: Were you scared at first?
Wanda: No, but I worry about keeping you kids safe. We get
bad weather sometimes. Or I might feel sick now and then.
But I have a perfect safety record. I’m proud of that.

Rico: When do you have to get up?
Wanda: I wake up at 5:30 A.M. I have tea and toast, and
then drive my car to the bus garage. I check my bus and fill it
with gas. I leave by 7:00 A.M. to reach my first stop on time.

Rico: Why don’t you play music on the bus?
Wanda: I don’t want any extra sounds. I need to pay
attention and listen for kids who may call for help.
Ask the Driver

Answer each question. Give evidence from the interview.

1. How does Rico know Wanda?
   ○ A. Wanda drives the school bus, Rico rides.
   ○ B. Wanda is Rico’s music teacher.
   ○ C. Rico lives next door to Wanda.
   ○ D. Rico is her son.

What helped you pick your answer? __________________________

2. What does it mean that Wanda has a perfect safety record (line 15)?
   ○ A. She did very well on her bus driver test.
   ○ B. She has never had an accident driving her bus.
   ○ C. She knows all about how to give first aid.
   ○ D. She always picks up her riders on time.

How did you pick your answer? __________________________

3. Why might Rico have had to ask questions about an adult’s job (lines 4–6)?

____________________________

4. Write two other questions to ask a school bus driver about the job.

____________________________

____________________________
Tani Adewumi overcomes homelessness to win N.Y. chess championship

By USA Today, adapted by Newsela staff on 03.22.19
Word Count 455
Level 580L

Tanitoluwa Adewumi, 8, a Nigerian refugee who had lived in a homeless shelter in New York City, has won the New York State chess championship for his age bracket. Photo courtesy of GoFundMe

Tanitoluwa Adewumi is 8 years old. He recently became a chess champion.

To the surprise of many, Tanitoluwa also was living in a homeless shelter.

Tanitoluwa won the New York State Scholastic Championships for his age group. He beat out other kids from kindergarten through third grade.

"I want to be the youngest grandmaster," said Tanitoluwa. He goes by the nickname Tani.

"Unheard Of For Any Kid"

It was a remarkable win for anyone.

"It's unheard of for any kid, let alone one in a homeless shelter," said Russell Makofsky. Makofsky is in charge of the chess program at P.S. 116, a school in New York City.
Tanitoluwa has not had an easy life. His family is Christian. They are from northern Nigeria. Nigeria is a country in Africa. Christians are being attacked there. His family feared violence, so they left Nigeria in 2017. They moved to New York City over a year ago. There, Tanitoluwa learned how to play chess at school. He and his family lived in a homeless shelter until recently.

**Tanitoluwa A Chess Whiz Kid**

Shawn Martinez is the school’s chess coach. He watched Tanitoluwa learn the game just last year. Martinez watched Tani succeed. After just a few weeks, he knew Tani had talent.

He reached out to Tanitoluwa’s family about joining the school’s chess program. Martinez learned they were unable to pay costs that come with membership. Makofsky decided to let Tanitoluwa join anyway.

A student gave Tanitoluwa a chess clock as a gift. The clock makes sure players aren’t taking up too much time in their turns. Tanitoluwa’s mother took him to regular practice sessions. His dad lets him use a laptop. Tani plays chess online.

He has since won seven trophies. Now, Tanitoluwa is one of the top players in the country for his age group.

"He works very hard at his game," Martinez said. He estimates Tanitoluwa could become a master "in the next year or two." This means he is an official chess expert. The world’s youngest grandmaster earned the title at age 12.

**Tani’s Family Gets Help Through GoFundMe**

Tanitoluwa’s story has been in the news. Now, more people want to help.

Makofsky set up a GoFundMe account for Tanitoluwa. It is a website where you can raise money for special causes. Makofsky said the family has received offers for a car. Others offered jobs and even housing.

"My hope is that he’ll be in a home tonight," Makofsky said.

That wish came true. Tanitoluwa’s family has moved into an apartment. They do not live in the homeless shelter anymore.
1. Read the paragraph from the section "Unheard Of For Any Kid."

Tanitoluwa has not had an easy life. His family is Christian. They are from northern Nigeria. Nigeria is a country in Africa. Christians are being attacked there. His family feared violence, so they left Nigeria in 2017. They moved to New York City over a year ago. There, Tanitoluwa learned how to play chess at school. He and his family lived in a homeless shelter until recently.

Which question is answered in this paragraph?

(A) How did Tani learn to play chess at school?
(B) Why did Tani and his family decide to leave Nigeria?
(C) How did Tani and his family feel about New York City?
(D) Why did Tani learn to play chess at school?

2. Which sentence in the section "Tanitoluwa A Chess Whiz Kid," explains why Shawn Martinez wanted Tani to join the school's chess program?

(A) After just a few weeks, he knew Tani had talent.
(B) He reached out to Tanitoluwa's family about joining the school's chess program.
(C) Martinez learned they were unable to pay costs that come with membership.
(D) This means he is an official chess expert.

3. Why does Tani need a chess clock?

(A) to make sure he gets to school on time
(B) so he can be ready when his mother takes him to practice
(C) to make sure he gets to the chess program on time
(D) so he knows the time he is taking when it is his turn playing chess

4. How did Tani's life change because a story about him being a chess champion was in the news?

(A) He won more trophies.
(B) He became a grandmaster.
(C) He got a new place to live.
(D) He won a state championship.
This leap day and year would be the last ever if two scholars have their way

By Washington Post, adapted by Newsela staff on 02.28.20
Word Count 417
Level 570L

February 29ths, like the one tacked to the end of this month, exist because Earth’s orbit and human calendars are slightly out of sync. This is why we have Leap Years. Illustration by: Mibirdy/Getty Images.

Some years we have February 29. Some years we do not.

It is because the calendar and Earth’s orbit do not match up exactly. Earth goes around the sun in 365 days and 5 hours, 48 minutes and 46 seconds. Leap days make up for the extra time. They are on February 29.

Two professors have another idea. They work at Johns Hopkins University in Maryland.

Replacing Calendar With A New One

The professors would replace the calendar with a new one. It is 364 days long. It is always the same. The year always begins on a Monday. Birthdays are always on the same day of the week.

Richard Conn Henry is one of the calendar's makers. “The calendar will be exactly the same, every year,” he said.
February would always have 30 days. So would January, April, May, July, August, October and November. The other months would have 31 days.

There would be no February leap day. Instead, every five or six years, we will have an extra week at the end, Henry said.

About 46 B.C. (2,066 years ago), Julius Caesar made a 365-day calendar to include a leap day. Caesar ruled the Roman republic. The calendar was close to the right time. It was not perfect, though. Each year had an extra 11 minutes and 14 seconds.

Over the years, the extra minutes added up. The seasons of Earth and the calendar got off track. Easter moved toward summer. This upset Pope Gregory XIII, the head of the Roman Catholic Church. He changed the calendar.

To fix the holidays, the pope skipped 10 days. In Italy and some other countries, they jumped ahead. This was in 1582. The pope kept leap years, but there were not as many. This calendar set February 29 as leap day.

We still use this calendar.

**Helping People Plan**

The calendar fits Earth’s trip around the sun pretty well. People do not really need that, Henry said. We need a calendar to help people plan, he said.

Henry got Professor Steve H. Hanke to help him. Hanke said it would cost money to change calendars. Still, not having to make calendars every year would save money, he said.

On their calendar, the main U.S. national holidays, except for Independence Day and Thanksgiving, are on Monday. Christmas would always be on Sunday.

When he explains the new calendar, people seem upset over their birthdays, Hanke said. They would always be on the same day of the week.
Quiz

1. Which sentence from the article states a MAIN idea of the entire article?
   (A) It is because the calendar and Earth's orbit do not match up exactly.
   (B) The professors would replace the calendar with a new one.
   (C) About 46 B.C. (2,066 years ago), Julius Caesar made a 365-day calendar to include a leap day.
   (D) Hanke said it would cost money to change calendars.

2. What is the MAIN idea of the section “Replacing Calendar With A New One”?
   (A) Changing calendars will help people to plan their years more easily.
   (B) Julius Caesar was the first person to create a 365-day calendar.
   (C) The calendar needs to have leap years to match the year with the orbit of the Earth.
   (D) The new calendar will be much more simple than the current calendar.

3. Some people think the new calendar will not be as good as the old one. Why do they think this?
   (A) because their birthdays would always be on the same day
   (B) because it would require more leap days
   (C) because it would get rid of many of the holidays
   (D) because some holidays would continue to move throughout the year

4. Richard Conn Henry said, “The calendar will be exactly the same, every year.” How does he feel about the current calendar?
   (A) He thinks the current calendar is too simple.
   (B) He thinks the current calendar does not match the orbit of the Earth.
   (C) He thinks the current calendar is perfectly fine to use.
   (D) He thinks the current calendar makes it difficult to plan for the year.
The Golden Touch
Legend From Greece

What happens in the story to change King Midas?

Long ago lived a rich man called King Midas. He was richer than anyone on Earth. Still, he always wanted more.

One day, a wizard granted King Midas one wish. “May all that I touch turn to gold!” At once, his wish came true.

King Midas loved his new power. He spent all day touching things. He turned flowers, trees, and rocks into gold. He turned tables and chairs into gold. Midas was giddy with golden delight.

That night, King Midas sat on his golden throne and called for supper. He took a red apple. But before he could bite into it, it turned to gold. He tried to eat some bread, but it turned to gold. He drank from a gold goblet, but the water in it turned to gold as it touched his lips. Midas went to bed hungry.

The next day, the king’s daughter came to him for her morning hug. Before Midas realized what would happen, his touch turned her into a gold statue. “NO MORE!” Midas cried. “What use is gold without my sweet girl? I don’t want this golden touch anymore!”

The wizard appeared and turned everything gold back into what it was before. King Midas hugged his daughter, and the two shared a huge breakfast.
The Golden Touch

Answer each question. Give evidence from the legend.

1. What made Midas want to end his golden touch?
   - A. It was hard turning things into gold.
   - B. He turned his daughter into a statue.
   - C. He grew bored with gold.
   - D. He couldn’t eat or drink.

   What helped you pick your answer? ________________________________

2. When King Midas felt *giddy* (line 11), he felt ____________.
   - A. joyful
   - B. bright
   - C. worried
   - D. ashamed

   How did you pick your answer? ________________________________

3. Why was Midas foolish to wish for a golden touch? ________________

4. Why did King Midas have such a big breakfast (lines 24 and 25)?

   ________________________________
Basketball star Kevin Durant donates money to his childhood rec center

By USA Today, adapted by Newsela staff on 06.14.18
Word Count 284
Level 420L

Finals MVP Kevin Durant of the Golden State Warriors speaks to the media after defeating the Cleveland Cavaliers in Game 4 of the 2018 NBA Finals at Quicken Loans Arena, June 8, 2018, in Cleveland, Ohio. The Warriors beat the Cavaliers 108-85 to win the 2018 NBA Finals.

Photo by Jason Miller/Getty Images

Kevin Durant is a basketball star. He plays for the Golden State Warriors. That is a basketball team in California. A long time ago, he was just a young boy in Maryland. He played basketball at the local gym. It was called the rec center.

Hometown Hero

The rec center has many rooms. There are basketball courts. There is also a room with video games and TVs. Mr. Durant helps out the rec. He has provided money to fix the basketball courts. There are photos of Mr. Durant everywhere.

He still comes around to hang out.

Zion Kirkland goes to the rec. He is 16 years old. He does not know Mr. Durant personally. He does know how much he has done for the rec center. He has seen Mr. Durant hanging around for
years.

**Childhood Coach**

Mr. Durant met Taras Brown at the rec. Mr. Brown is his godfather and mentor. Mr. Durant was only 8 years old when they met. Mr. Brown was coaching there.

Mr. Brown said Mr. Durant was quiet as a kid. He had good manners. Mr. Brown said Mr. Durant loved the gym.

He still does. Mr. Durant sometimes comes back to hang out at the front desk. He takes photos with kids.

He looks for kids he knows. He will ask them how they are doing in school, said Mr. Brown.

The kids see Mr. Durant as a star. But that is not who he is, Mr. Brown said. He loves the center. It is open on Sundays because of money Durant gave.
Quiz

1. Who in the article is a basketball coach?
   (A) Jason Miller  
   (B) Kevin Durant  
   (C) Zion Kirkland  
   (D) Taras Brown

2. In what state is the team Kevin Durant plays for located?
   (A) California  
   (B) Ohio  
   (C) Maryland  
   (D) Florida

3. What is the article MAINLY about?
   (A) how a recreation center in Maryland works  
   (B) a basketball player giving back to his community  
   (C) why it is important for children to do well in school  
   (D) how to become a basketball player in the NBA

4. What is the section "Hometown Hero" MAINLY about?
   (A) how teenagers look up to Kevin Durant  
   (B) how a community fixed old basketball courts  
   (C) how Kevin Durant has impacted his old rec center  
   (D) how Kevin Durant has changed since he became famous
Unicorn Secrets

What makes this story a fantasy?

1. Do you believe in unicorns? Most people say that
   unicorns aren’t real, so you probably don’t. But when my
   grandmother was nine, she met a unicorn in the woods one
   summer night. Both were scared and shy, but they became
   friends. My grandmother learned these unicorn secrets,
   which she shared with me.

2. Swim every night in fresh cold water. This keeps your
   horn and coat clean so they can shine in the moonlight.

3. Sip goat’s milk and dewdrops. These liquids give you
   powerful legs and tough teeth.

4. Eat fresh cobwebs every day. They help your mane and
   tail to grow silky and strong.

5. Run along a sandy beach or rocky trail every day.
   Your hooves and your balance will become sturdy.

6. Look deeply into someone’s eyes to find his or her true
   feelings. Eyes never lie.

7. Pick your friends with care.
   Choose only those who will
   always be kind and true.

8. As for me, I don’t believe
   in unicorns at all. Still, I
   think that my grandmother
   got some very good advice
   somehow!
Unicorn Secrets

Answer each question. Give evidence from the fantasy.

1. What do most people believe about unicorns?
   - A. Unicorns breathe fire.
   - B. Unicorns are friendly.
   - C. Unicorns are not real.
   - D. Unicorns are very smart.
   What helped you pick your answer? 

2. What is the unicorn’s secret for knowing if someone is telling the truth?
   - A. Swim every night in fresh cold water.
   - B. Sip goat’s milk and dewdrops.
   - C. Talk to friends in the woods.
   - D. Look deeply into his or her eyes.
   How did you pick your answer? 

3. In lines 7 and 8, the unicorn tells how to keep your coat clean. What does the unicorn mean by coat?

Library on wheels helps newcomers to Greece

By The Guardian, adapted by Newsela staff on 08.15.17

Word Count 445

Sometimes people have to leave their homes. The country where they live is no longer safe. Some leave to get away from a war. Some are escaping other dangers. These people are called refugees.

Refugees travel to safer countries. Then they need a place to stay. Many end up in refugee camps. These camps provide a place to live. Refugees stay a short time. They plan for a safe place to live.

Two women named Laura Samira Naude and Esther ten Zijthoff work at a refugee camp. They are volunteers. That means they help out for free. The camp where they help is in Greece. This is a country in Europe.

Ms. Naude and Ms. Zijthoff met many refugees. They learned something. The people they met needed food and shelter. Yet that was not all they needed. The refugees wanted to study and learn. They wished to make better lives for themselves.

A Library On Wheels!

The two women decided to help. They wanted to make a quiet space where refugees could read. In this new space, people could study. They could plan for the future.
Ms. Naude and Ms. Zijthoff took action. They opened a library on wheels.

First, the women bought an old, small bus. They built shelves inside. They added computers, too. Then they collected books. They wanted to have books in many languages. Other people gave them books to use.

Slowly, they filled the shelves. The library came to life! Today, it has about 1,300 books. About 115 readers visit the library every week. So far, 904 books have been checked out.

Sometime people want to keep the books. This is mainly true for the language-learning books. People want more time to learn from them. Ms. Naude and Ms. Zijthoff do not mind. They make copies of these books. That way, there are enough to go around.

Children Say It Feels Like Home

Those who come to the library love it. Children say it feels like home. One teacher used many of the library’s books. They helped him write his work in English. Others have used the library to learn English, too. One group even held their own classes there!

Ms. Zijthoff and Ms. Naude spend a lot of time at the library. They work there full time. They get no pay. But they love their work.

Many other countries have refugee camps. The women would like to see libraries on wheels in these places. Ms. Zijthoff hopes the idea will spread.
Quiz

1. Which sentence from the introduction [paragraphs 1-4] explains why Naude and Zijthoff opened the mobile library?
   (A) Sometimes people have to leave their homes.
   (B) Refugees travel to safer countries.
   (C) The people they met needed food and shelter.
   (D) The refugees wanted to study and learn.

2. Who in the article used the van to learn English?
   (A) Laura Samira Naude
   (B) Esther ten Zijthoff
   (C) a group of children
   (D) a group of refugees

3. What is the section "A Library On Wheels" MAINLY about?
   (A) how Naude and Zijthoff made the library
   (B) how many people have used the library
   (C) how Naude and Zijthoff got books for the library
   (D) how to check books out from the library

4. Read the paragraph from the introduction [paragraphs 1-4].

   Refugees travel to safer countries. Then they need a place to stay. Many end up in refugee camps. These camps provide a place to live. Refugees stay a short time. They plan for a safe place to live.

What is the MAIN focus of this paragraph?
   (A) what it's like to live in a camp
   (B) why people live in refugee camps
   (C) how people leave refugee camps
   (D) who lives in refugee camps
About an Illustrator

Why does the writer use Pinkney’s own words?

Jerry Pinkney is a “storyteller at heart.” He has been a book illustrator for nearly 50 years. He has made the art for more than 100 books. Many of them have won awards.

Pinkney began drawing as a young boy. He says, “At some point I realized I’d rather sit and draw than do almost anything else.” By first grade, he was the class artist. He always had a pad and pencil with him. When he wasn’t using them, he would look for little details all around him.

But school wasn’t easy for Pinkney. He didn’t read as well as other kids did. No matter how hard he tried, he was a slow reader. He recalls, “I felt calm when I was making pictures. When I was drawing, I knew that I was using my mind.”

Pinkney focuses hard when he draws. “I don’t see things until I draw them. When I put a line down, the only thing I know is how it should feel. I know when it doesn’t feel right. I work with a pencil in one hand and an eraser in the other.” He believes that every mistake is a new chance to do better.
About an Illustrator

Answer each question. Give evidence from the passage.

1. Jerry Pinkney knew that he was using his mind when he was _______.
   - A. in first grade
   - B. trying to read
   - C. making pictures
   - D. carrying a pad and pencil

What helped you pick your answer? ________________________________

2. What job do illustrators do?
   - A. Illustrators erase things.
   - B. Illustrators win awards.
   - C. Illustrators write books.
   - D. Illustrators make pictures.

How did you pick your answer? ________________________________

3. Explain why school was hard for young Jerry Pinkney.

_________________________________________________________

4. Why doesn’t Jerry Pinkney worry about making mistakes when he draws? Explain.

_________________________________________________________
Changes in Rocks

How are erosion and weathering related?

1. Most rocks are so hard you may think they can’t break. But many forces break down rocks. It doesn’t take a hammer or machine. Nature itself can change rocks.

2. *Erosion* is the word scientists use for when things wear away. When big rocks *erode*, little bits of them break off.

3. Erosion makes rocks change their size and shape. Weather causes some kinds of erosion. This kind of erosion is called *weathering*. Changes from weathering take a long time.

4. **Weathering by Water** When it rains, water gets into cracks in rocks. If the weather gets very cold, the water can freeze. Frozen water takes up more space than liquid water. So ice in a rock can make it crack or break.

5. **Weathering by Wind** Blowing winds can carry dust and pebbles that hit against big rocks. Bit by bit, all that rubbing erodes the rock. So weathering by wind causes changes in size and shape.

6. **Weathering by Waves** Ocean waves are strong. They move toward the land and crash into rocks at the shore. As waves hit the rocks again and again, little bits chip off. In time, many of those little chips turn into sand.
Changes in Rocks

Answer each question. Give evidence from the article.

1. What does erosion do to big rocks?
   - O A. It gets them wet.
   - O B. It builds them up.
   - C. It breaks them down.
   - D. It makes them heavier.

What helped you pick your answer?

2. Which sentence about weathering is TRUE?
   - O A. Weathering happens very quickly.
   - O B. Weathering must take place near water.
   - O C. Weathering works only on broken rock.
   - O D. Weathering takes place over a long time.

How did you pick your answer?

3. Explain how wind erodes big rocks.

   ________________________________
   ________________________________
   ________________________________

4. Describe the kind of weathering that changed the rock in each picture.

   ________________________________
   ________________________________
A Sweet Museum

Who might read a museum review?

Vermont is a small state with many mountains. In those mountains grow many maple trees. So it makes sense that Vermont has a maple museum.

Making Maple Syrup The New England Maple Museum is small and plain outside but inside, visitors go back in time. They learn all about maple syrup. They see old photos of sap buckets hanging from maple trees. Murals painted around the walls show the sap being boiled. There are old tools and handmade buckets. Children can even make maple candy and taste it, too!

The Legend Many visitors say that the best thing about the maple museum is a legend they learn about. It says that maple syrup came from a happy accident. An Indian hunter dropped his things under a maple tree. He pounded his axe into the trunk for safety. The next day, he removed his axe. Watery sap dripped down into his wooden bowl. The sap had no taste. But then it was boiled over a wood fire. It turned brown and thick and sweet!

Syrup Today Today people still make maple syrup the same way. They use gas stoves instead of wood fires, but the sweet taste is the same. Discover the sweetness for yourself. The Maple Museum is worth a visit!
A Sweet Museum

Answer each question. Give evidence from the review.

1. What made watery sap turn brown, thick, and sweet?
   - A. an axe
   - B. an old tool
   - C. a wooden bowl
   - D. the heat of a fire

What helped you pick your answer? ____________________________

2. Which best describes *murals* (line 7)?
   - A. modern photos
   - B. pictures painted on walls
   - C. stacks of old sap buckets
   - D. sweet things made of maple syrup

How did you pick your answer? ____________________________

3. Why does the maple syrup bottle have that shape?

4. What makes this article a review? Explain.
Second Grade: Language

Name: _____________________
Capitalization Rules

Use a **capital letter** for all of the following:

☆ **The first letter of a sentence**

  The race begins at 7:00 a.m.

☆ **The pronoun I**

  My sister and *I* will run in the race together.

☆ **All Proper Nouns** — the names of specific people, places, things, or ideas

  ➢ **The names of specific people**

    My friends *Jasmine Smith* and *Nico Jones* are both coming.

  ➢ **The names of specific places**

    The race is on *Main Street in Atlantic City, New Jersey.*

  ➢ **The names of specific things or products**

    I will be wearing my new *Nike* running shoes.

☆ **The names of all days, months, and holidays (not seasons)**

  The race is *Saturday, April 12th*, the day before *Easter.*
Complete Sentences

♦ A sentence is a complete thought.

♦ A sentence has two parts:
  
  • Subject - who or what
  
  • Predicate - tells something about the subject.

♦ Subjects and predicates combine together to make sentences.

✓ My mom and I had lunch together.

✓ We celebrated my sister’s birthday at the park.

✓ The leaves in the park turned red, yellow, and orange.
Possessive Nouns

A possessive noun shows **ownership**. Writer’s show that something belongs to someone or something by **adding ’s**.

**Singular Possessive**

➔ add ’s

The tiger’s stripes

The tree’s leaves

**Plural Possessive**

➔ add ’s

The children’s food
Past Tense Verbs

A **verb** is an action word. **Past tense** means that it already took place.

**Most Verbs:** add – *ed* to the end of the verb

- visit → visited
- share → shared
- carry → carried

**Some verbs are irregular:** change the spelling

- bring → brought
- sink → sank
- go → went
# Irregular Past Tense Verbs

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Capitalization Practice

1. Rachel celebrated Chinese New Year last week.

2. My cousin is traveling to South Africa.

3. For my birthday my brother got me a new Apple computer.

4. During the Christmas holiday, my family travels to Georgia to visit family.

5. Last summer, I visited my grandma in Texas.

6. I will bring in Oreo cookies next week for our publishing party.

Directions: Rewrite the following sentences with the correct capitalization.

7. On Valentine’s Day my teacher brought in Fritos as a snack.
Directions: Edit the following sentences for the correct capitalization.

1. My family is going to Florida this Easter.

2. We are going to celebrate Thanksgiving early this year.

3. Can you pick up some Campbell’s soup on your way home?

4. In August and September, we harvest the foods that were grown during the summer.

5. Sam will meet me at Frank’s market before the race to buy Gatorade.

6. I love to eat Goldfish crackers and apples after school.

Directions: Rewrite the following sentences with the correct capitalization.

7. On Tuesday we went to the grocery store to buy Kleenex.

8. Last week Elsa went to the library in New York City to get a new book.
Possessive Noun Practice

1. A panda fur is black and white.

2. Pandas are great at climbing trees.

3. The pandas back teeth are wide and flat.

4. Every mosquito body has three main parts.

5. Mosquitos have a head, thorax, and abdomen.

6. The feeler’s help it smell and hear.

Directions: Rewrite the following sentences with the correct capitalization.

7. The mosquitos head has feelers.

8. The mosquito thorax has legs.

9. The mosquito abdomen has wings.
Directions: Edit the following sentences for the correct capitalization.

9. The boy socks went up to his knees.

10. The zebra stripes were beautiful.

11. Sarah backpack fell over on the floor.

12. We saw several types of shark’s at the aquarium last week.


14. The pigs tail was curly and pink.

Directions: Rewrite the following sentences with the correct use of apostrophes.

15. The bears fur keeps it warm during the winter.

16. My neighbor has three dog’s that bark all the time.
Editing Worksheet

Directions: Correct the sentences below. Make sure they include a subject and a predicate.

1. Went to the movies.

2. My mom bought us popcorn I ate so much popcorn.

3. We went home and had birthday cake.

4. The dog went for a walk.

5. She school.

6. The dog barked the dog was very loud.

7. So much fun.
8. She couldn’t wait to tell her mom the news.

9. Went down the slide.

10. The pumpkins looked like monsters.

11. The leaves.

12. Painting a big picture.
**Editing Day – Past Tense Verbs**

**Directions:** Edit the sentences below.

(1) Nan screamed and threwed her hands in the air. (2) Jeff knowed that nan was mad.

(3) He telled her he was sorry

---

**Directions:** Complete the sentences below with the correct past tense verb.

(1) I (write) _______________a letter to my pen pal.

(2) Ms. Williams (teach) ________________ us the cursive alphabet.

(3) Joshua (fly) ________________ to Florida last year.

(4) Kayla (feel) _______________happy on the field trip.

(5) Marcus (choose) _______________a puppy at the animal shelter.

(6) He (bring) _______________ toys to show and tell last week.

---

**Directions:** Edit the sentences below.

(1) My family and I goed to the beach last week for vacation. (2) It was a hot day so I swimmed in the lake. (3) After we got out, my sister and I maked a sand castle on the beach. (4) After we were done in the hot sun we drinked lemonade.
Verb Practice:

(1) Ryan rang the bell loudly.

(2) Rocky begined to sprint towards the sound.

(3) In one swift motion, Rocky sit right in front of Ryan.

(4) We sitted together on the couch and watched a movie.

(5) She go to Target last weekend.

(6) He feel bad that his friend was sad at recess.

(7) Joelle falled when she didn’t tie her shoelaces.

(8) I draw a picture of my teacher during art class.

(9) Marjhory see a sider on the table.

(10) Carlos eat all of his lunch today.
(11) I write a letter to my cousin in Ohio.

(12) I finded a quarter on the ground at the grocery store.

(13) Esvin blowed out the candles on his birthday cake.

(14) Christina buyed a new bike.

(15) Ms. Edwards gived me a slice of pizza on Friday!

(16) We dranked chocolate milk yesterday for breakfast.

(17) My mom and I growed carrots in the garden out back.

(18) I teached my dog how to play fetch.

(19) Last year, I rided my bike on the path every week.

(20) At the baseball game, the pitcher throwed me the ball!
2nd Grade Writing Packet: Narrative and Opinion Writing

Directions: Complete one narrative or opinion prompt daily.

Name ___________________________ Date ___________________________

Essay Writing Prompt: Narrative Prompts

Prompt: Write about a time that someone did something kind for you. What did they do and how did it make you feel?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Prompt: Describe a special day that you and your best friend shared. What made it so memorable?
Prompt: Describe what it would be like to switch lives with anyone in the world for a day. Who would it be and what would you do?
Prompt: Imagine that you’re trapped in your school alone overnight. Tell what happens.
Prompt: Imagine your class is on a field trip to the zoo and one of the animals starts talking to you. What does he tell you?
Prompt: What is your favorite game to play? Why is it better than other activities?
Prompt: If you could choose any wild animal for a pet, what would you choose and why?
Prompt: Write about a food that you like but most people don’t. Why should people give it a chance?

____________________________________________________________________________________

____________________________________________________________________________________

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____________________________________________________________________________________
Prompt: If you could go anywhere with your family, where would you go and why?
Prompt: What school subject is your favorite and why?

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
When you enter the castle through the front door, you are in the living room.
Label this room LIVING ROOM and draw a sofa in it.

As you walk to the east from the living room, you enter the royal TV room.
Label this room TV ROOM and draw a television in it.

The largest room in the castle is the Queen's bedroom.
Label this room QUEEN’S BEDROOM and draw a bed in it.

Directly north of the Queen's bedroom is the queen's closet.
Label this room QUEEN'S CLOSET and draw a dress in it.

Directly west of the Queen's closet is the library.
Label this room LIBRARY and draw a book in it.

The smallest room in the castle is the bathroom.
Label this room BATHROOM and draw a bathtub in it.

Directly east of the bathroom is the kitchen.
Label this room KITCHEN and draw a stove and refrigerator.

The dining room is shaped like a circle.
Label this room DINING ROOM and draw a table in it.

If you walk north from the kitchen, you enter the King's bedroom.
Label this room KING’S BEDROOM and draw a bed in it.

If you're in the King's bedroom and look to the west, you'll see the King's closet.
Label this room KING’S CLOSET and draw a shirt in it.

Outside the castle, just south of the front door, is a sidewalk.
Draw the sidewalk leading up to the front door.

The King and Queen decide to build a secret room in their castle. They will hide their jewels in this room. It will be a small room that is directly east of the queen’s bedroom. Draw the secret room and label it SECRET ROOM. Draw a crown in this room.
Cut out the landform pictures on the next page. Glue each landform next to its description.

- a large area of flat land
- a large, tall, rocky area of land that comes up out of the earth’s surface
- a large crack in the earth formed by a river or earthquakes
- an area of land that is completely surrounded by water
- low, water land that is formed at the mouth of a river
- a large area of flat land that is raised higher than the land around it
- a mound of raised land that is smaller than a mountain
- a narrow strip of land that connects two large areas of land
- a strip of land that extends out into a body of water
- an area of low land between two mountains or hills
island, canyon, plateau, mountain, plain, valley, isthmus, delta, peninsula, hill
Where I Live

House number: _______________

Street: _______________________

Town or city: ________________________

County: ________________________

State: ________________________

Country: ________________________

Continent: ________________________

Hemispheres: ________________________ and ________________________

Planet: ________________________

Draw a picture of your home.  

Draw a map of your state.
Cut out the bodies of water pictures on the next page. Glue each next to its description.

- a large area of water that is surrounded by land
- an area of water that is mostly surrounded by land
- a major body of water that covers large parts of the earth
- a place where water flows over a cliff
- a thin waterway that allows water to flow into a lake or ocean
- a very small body of water that is surrounded by land
- a channel of water that connects two large areas of water
- an area of wet, soggy land with many pools of water
Author teaches kids that bullying is wrong through his books

By Washington Post, adapted by Newsela staff on 12.18.18

WASHINGTON, D.C. — Kids at Plummer Elementary School are shouting insults.

"Stupid!"

"Skinny!"

"Fat!"

"Glasses!"

"Weirdo!"

It isn't because they are mean. They are learning about words that hurt. It is part of a visit from author Rick Daniels.
Daniels knows a lot about bullying. When he was a growing up he had a learning disability. He struggled to keep up with his classmates. He struggled because of lead poisoning. Lead is a metal. It used to be put in paint. It can also be found in old water pipes. It can get into food. Then, sometimes people may eat or drink it. Lead can hurt children's brains.

Daniels got lead poisoning. It made it hard for him to read and write.

**Getting Picked On At School**

"Kids would pick on me," he said. He hated going to school.

Daniels' book is about a boy named Remy. Remy doesn't want to go to school. He has a learning disability, too. Kids pick on Remy. He tries to get people to stop bullying. His mother helps him. The school principal helps, too. Remy becomes a school hero.

Daniels still has trouble with spelling. The spell-checker on his computer helps.

"The most important thing I can do is keep writing books," he said.
Quiz

1. Why was Daniels bullied when he was growing up?
   (A) He hated going to school.
   (B) He knew how to say a lot of mean words.
   (C) He had a learning disability.
   (D) He used a computer to help him spell.

2. Who in the article wrote a book?
   (A) Rick Daniels
   (B) a boy named Remy
   (C) a principal of an elementary school
   (D) some kids at an elementary school

3. What happened because Daniels got lead poisoning?
   (A) He had a hard time reading and writing.
   (B) He was able to keep up with his classmates.
   (C) He bullied people at school.
   (D) He became a good speller.

4. Read the list of book events in order.
   1. A boy named Remy has a learning disability.
   2. Kids pick on Remy at school.
   3. Remy gets help from his mother and the school principal.
   4. ______

Which event happens last?
   (A) Remy does not want to go to school.
   (B) Remy becomes a school hero.
   (C) Remy stops going to school.
   (D) Remy tries to stop people from bullying him.
Compass Points

Cut out the direction names and glue them onto the compass rose.

Super Teacher Worksheets - www.superteacherworksheets.com
Knowing the difference between facts, fake news and opinions is a skill

By Washington Post, adapted by Newsela staff on 04.05.17

Last fall, many people shared a scary news story. It was about clowns. The story said clowns were waiting near schools. They wanted to hurt students, the story said.

Many kids were frightened. Not Danina Garcia-Fuller's students, though. Ms. Garcia-Fuller is a language arts teacher. She teaches her students how to be smart readers of news.

The students learned their lesson: They did not believe the clown story.

"Some people were getting scared," said Patricia Visoso. Patricia is 13 years old. She is in Garcia-Fuller's class.

People saw the story online, Patricia said. They never looked at who was posting it. It was not from news groups. The story was being shared by teens. The teens did not have any proof of the story. They were sharing it anyway.

The clown story turned out to be made up. It was fake news: news that is wrong on purpose.
Fake News Is A Problem

There are different kinds of fake news. Some have incorrect facts in them. A fact is something that can be proven. It is either true or false. Other fake news stories are opinions. They just pretend to be facts. An opinion is something a person thinks. Opinions change from person to person.

Fake news is a problem. It spreads wrong information. That is why Ms. Garcia-Fuller is teaching her students how to spot it.

Do Some Research

Ivy Brooks is another student in Ms. Garcia-Fuller's class. Sometimes people read a story, she said, and they think it is true. So they don't do any more research.

Instead, they should look to see where the story came from, Ivy said. Is it from a news group? Is it an opinion? Or is it fact?

Anyone Can Make A Story Look Real

Knowing the difference is important. Today, stories spread very fast. It is easier than ever to share incorrect information. Almost anyone can make a website. The news on it might look real. But that doesn't mean it is true.

This makes it hard to spot fake news. Some groups are trying to help students learn how. Peter Adams works for one. It is called News Literacy Project.

Look For Proof

Mr. Adams says the first step is to slow down. After you read a story, stop and think, he says. Ask yourself some questions: Is there any proof in the story? Where did this story come from? Who is the writer? Does he or she have a reason to make up this story?

Ms. Garcia-Fuller's students do this. They also do more research after reading a news story. They double-check the facts. This helps them decide if they can trust the story. They decide if the story has facts, opinions, or both.

It Looked Real, But It Wasn't

Ms. Garcia-Fuller wanted to test her younger students. She showed them a website. It was all about an animal called the Pacific Northwest Tree Octopus. The website had lots of information. It even had blurry pictures. They seemed to show an octopus in a tree.

The website looked real. But the information was not. Like the clown story, it was made up. An octopus cannot climb a tree! It was totally fake.

Ms. Garcia-Fuller said this was a good lesson for students. It reminded them to double-check. What you are seeing may look real. That does not always mean it is true, however. Her biggest advice is: "Question everything."
Is it fake news?
Questions to ask yourself:

1.) Does the news sound real?
   Sometimes, news can sound bizarre. That doesn't mean it's necessarily fake. But, if you think it seems a bit strange, try looking it up online (with parental permission, of course).

2.) If you look up the news on a search engine, will you find that it actually happened?
   If you don't find it online or on another credible source, the news might not be real.

3.) Is there a source credit? If so, is it from somewhere trustworthy?
Read the summary below. Choose the answer that BEST fits into the blank to complete the summary.

Fake news has become a problem for readers.
________________________________.

One teacher worked with her students to figure out when stories are fake.

(A) People see stories and photos online that aren't true.

(B) Students learned about clowns that hurt children.

(C) Opinions are things that a person believes are true.

(D) Teens write the most fake news on websites.

How is a fact different from an opinion?

(A) A fact is something that is correct and an opinion is something that is incorrect.

(B) A fact can be proven and an opinion is something a person thinks.

(C) A fact is something written by an adult and an opinion is written by kids.

(D) A fact is something that someone thinks is true and an opinion is never true.

Which answer choice is a section title?

(A) Knowing the difference between facts, fake news and opinions is a skill

(B) "Some people were getting scared," said Patricia Visoso.

(C) Her biggest advice is: "Question everything.".

(D) "Fake News Is A Problem"

Which section gives information of how Ms. Garcia-Fuller tested her students to see if they could spot fake news?

(A) “Do Some Research”

(B) “Anyone Can Make A Story Look Real”

(C) “Look For Proof”

(D) “It Looked Real, But It Wasn’t”
A **good** is something you buy and consume. Goods are things that you can keep, eat, or use.

If you go to the store and buy an apple, you get to keep the apple and take it home with you, so it is a good.

A **service** is something that someone does for you. When you buy a service, you hire people to perform work. You are not buying something you can touch or hold.

If your car is broken, you might hire someone to fix it. You are paying for a service.

Read each scenario and tell whether you are purchasing goods or a service. Write the word **good** or **service** on each line.

1. You get your hair cut.
2. You buy a book from a garage sale.
3. You buy your mother a flower from a flower shop.
4. You hire someone to cut your lawn.
5. You visit the doctor for a checkup.
6. You purchase a game to give as a birthday gift.
7. You pay your sister $5 to clean your messy bedroom.
8. You buy an ice cream cone from an ice cream truck.
9. You take an airplane when you go on a trip.
10. Your brother sells you his old baseball mitt for $2.

11. Give an example of someone purchasing a service. (Do not use an example from above.)

______________________________________________________________________________________

12. Give an example of someone purchasing a good. (Do not use an example from above.)

______________________________________________________________________________________
The Eastern hellbender is North America’s largest amphibian. An amphibian can live in water and on land. The hellbender looks like a long, slimy potato. It goes by many names. It is called the snot otter and lasagna lizard. Some call it a mud puppy.

Meet The State Amphibian!

Anne Puchalsky is a student. She studies at Pennsylvania State University. She and her friends helped get the hellbender its newest name. It is now the state amphibian of Pennsylvania.

Hellbenders Are In Trouble
They wanted to find out more. They went to the Clean Water Institute. It is in Williamsport, Pennsylvania. Dr. Peter Petokas works there. His team has studied the hellbender for 20 years. Hellbenders live in cool mountain streams. They live under rocks the size of cars. They are not doing well, though.

Dr. Petokas found that hellbenders are dying off. The reasons are pollution, warming water and blocked streams.

**Writing A Bill**

Scientists decided to help them.

Then Ms. Thorpe and her students called. They wanted to help build shelters. They also wanted to learn about the hellbender from the experts. They wanted to show people that bad water quality was a problem in Pennsylvania.

They had the idea to name the hellbender as the official state amphibian. About half of the country’s states have one. Pennsylvania did not.

The students gathered to study other laws. They used those laws to write a bill of their own.

**Hellbender Defenders!**

Then the problems began. Lawmakers would not even vote on the bill. More than a year went by. The students called lawmakers about it. They continued building hellbender shelters. They made hellbender cookies and T-shirts. The T-shirts said "Hellbender Defender."

Lawmakers began their work for 2019. This time, the bill came up for a vote. It passed. The governor signed the bill into law. He even wore a "Hellbender Defender" T-shirt!

On April 23, the bill became law. It was a major victory. Ms. Thorpe says that it is not enough, though. The fight to help the hellbender must continue.

The students want to make water quality better. It will help animals in danger like the hellbender.
Quiz

1. What is the section "Hellbender Defenders!" MAINLY about?
   (A) where most hellbenders live
   (B) what hellbenders like to eat
   (C) how the hellbender bill passed
   (D) why the hellbender is in danger

2. Read the first paragraph of the article below.

   The Eastern hellbender is North America's largest amphibian. An amphibian can live in water and on land. The hellbender looks like a long, slimy potato. It goes by many names. It is called the snot otter and lasagna lizard. Some call it a mud puppy.

   What is the focus of this paragraph?
   (A) what the Eastern hellbender is and what its names are
   (B) how many Eastern hellbenders are in North America
   (C) who studies the Eastern hellbender in Pennsylvania
   (D) why the Eastern hellbender is the new state amphibian

3. WHY did students try to make the hellbender the state amphibian?
   (A) because they wanted to get better grades
   (B) because they wanted to make some fun T-shirts
   (C) because they wanted to make Ms. Thorpe happy
   (D) because they wanted to help the hellbenders

4. What happened because of the water quality in Pennsylvania?
   (A) Hellbenders got a new name.
   (B) Hellbenders became more slimy.
   (C) Hellbenders were starting to die.
   (D) Hellbenders had to live under rocks.
Cut out the landform pictures on the next page. Glue each landform next to its description.

- a large area of flat land
- a large area of flat land that is raised higher than the land around it
- a large, tall, rocky area of land that comes up out of the earth’s surface
- a mound of raised land that is smaller than a mountain
- a large crack in the earth formed by a river or earthquakes
- a narrow strip of land that connects two large areas of land
- an area of land that is completely surrounded by water
- a strip of land that extends out into a body of water
- low, water land that is formed at the mouth of a river
- an area of low land between two mountains or hills
island
canyon
plateau
mountain
plain
valley
isthmus
delta
peninsula
hill
Cut out the boxes on this page. Glue each one under **needs** or **wants** on the t-chart.

<table>
<thead>
<tr>
<th>Needs</th>
<th>Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your parents pay a dentist to clean your teeth and fill a cavity.</td>
<td>You go to the store to buy a new tennis racket.</td>
</tr>
<tr>
<td>Your uncle buys a bouquet of flowers to give to your aunt who is in the hospital.</td>
<td>Your mom or dad purchases a new stove for the kitchen because the old one is broken and can’t be fixed.</td>
</tr>
<tr>
<td>Your mother has the flu, so she goes to the pharmacy to pick up medicine.</td>
<td>You go to the grocery store to pick up breakfast cereal, milk, eggs, and a loaf of bread.</td>
</tr>
<tr>
<td>Your friend buys a bucket of popcorn and a soda at the movie theater.</td>
<td>Your mother uses the computer to pay the electric bill.</td>
</tr>
<tr>
<td>Your cousin spends five dollars on a chapter book he wants to read.</td>
<td>You accidentally broke a window on your house playing baseball. You pay to have it replaced.</td>
</tr>
<tr>
<td>Your mom or dad purchases a new stove for the kitchen because the old one is broken and can’t be fixed.</td>
<td>Your older brother buys you a new fishing pole so he can take you fishing.</td>
</tr>
<tr>
<td></td>
<td>You go to the grocery store to buy a bag of candy and a magazine.</td>
</tr>
<tr>
<td></td>
<td>Your mom or dad puts gasoline in the car on their way to work in the morning.</td>
</tr>
<tr>
<td>NEEDS</td>
<td>WANTS</td>
</tr>
<tr>
<td>-------</td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A **need** is something you and your family must have in order to live safe, healthy lives. You need clothes, food, shelter, medicine, and transportation.

A **want** is something that you or your family spends money on and enjoys, but does not need.

Read each scenario and tell whether each purchase is a need or a want. Write the word **need** or **want** on each line.

1. Your socks are worn out, so you go to the store to buy new ones.

2. Your basketball is worn out so you go to the sporting goods store to buy a new one.

3. You are sick so your mother goes to the drug store to buy cold medicine.

4. Your house needs a new roof, so your parents hire a roofer to fix it.

5. Your father’s birthday is coming up. You buy him tickets to a football game to give him as a gift.

6. You buy paper and markers so you can make your grandmother a special card for Mother’s Day.

7. You go to the store and buy eggs, butter, milk, and a loaf of bread.

8. Your mother takes your sister to the eye doctor and buys her a pair of glasses.

9. Your family has a brand new swimming pool put in the backyard.

10. Your father stops at the gas station and puts 10 gallons of gasoline in his car.
A timeline is a type of chart that shows events in the order they happen. Some timelines show basic information, like dates or times. Others describe each event on the timeline or have pictures to show what happened at each event.

Elise attended a 5-day summer camp. She made a timeline to show which activities she participated in.

**My Week at Summer Camp**

- **Monday - Sack Race**
  - On Monday morning, we had a sack race. Tommy beat Lisa to win the trophy. I came in third.

- **Tuesday - Marbles**
  - Leo won the marble shooting contest on Tuesday afternoon.

- **Wednesday - Tag**
  - Wednesday afternoon we had a game of tag that Leann won.

- **Thursday - Relay Race**
  - Thursday morning was the relay race. My team won!

- **Friday - Water Gun Fight**
  - On Friday afternoon, before we headed home, the whole camp had a water gun fight!

Use the time line above to answer the questions on the next page.
Summer Camp Timeline
Comprehension Questions

1. On which day of the week did Elise play tag?

2. Which did Elise do first: participate in the water gun fight or run a relay race?

3. What did Elise do the day after the sack race?

4. Who won the sack race?

5. Did Elise win the marble shooting contest?

6. What did Elise do on the third day at camp?

7. Tell whether each sentence is true or false. Write T or F on each line.

   ______ Elise’s team won the relay race after Elise participated in the sack race.

   ______ Elise played marbles three days before the water gun fight.

   ______ Two days after she played marbles, Elise played tag.

   ______ Elise beat Leann in a game of tag.

   ______ Three days before the relay race, Elise played marbles.