

New Paradigm for Education  
Daily Read & Respond Homework

Name: \_\_\_\_\_

Reading Level: \_\_\_\_\_

**Wings: 2<sup>nd</sup> Grade**  
**Week of: January 15<sup>th</sup> – 19<sup>th</sup> 2018**  
**Genre: Literature – Traditional Literature**

\*\*\*Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #2. The genres for 2<sup>nd</sup> Grade Quarter #2 include: **Informational – Historical and Literature – Traditional Literature.** \*\*\*

<b>Monday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<p><b>No School</b> <b>Dr. Martin Luther King Day Observed</b> <b>1/15/18</b></p>			

<b>Tuesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<p><b>Constructed Response</b> <b>Directions:</b> Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read &amp; Respond (RI.2.6 / RL.2.6). What is the main purpose of the text? What is the author trying to: answer, explain, or describe? Use evidence from the text to support your answer.</p>			

<b>Wednesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____		
<p><b>Clarification</b> <b>Directions:</b> Use the strategies listed below to clarify a word you had a difficult time with or think others may have difficulty reading. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read &amp; Respond.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>If you can't say a word:</b></p> <ul style="list-style-type: none"> <li>• Blend it</li> <li>• Chunk it</li> <li>• Look for a base word</li> <li>• Reread it</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>If you don't know what a word means:</b></p> <ul style="list-style-type: none"> <li>• Use context clues</li> <li>• Reread or Read on</li> <li>• Use your background knowledge</li> <li>• Make a mind movie</li> </ul> </td> </tr> </table> <p>Word: I struggled to <u>read the word</u> or to <u>understand the meaning of the word</u>: Strategy I used to clarify: What does the word mean? (In your own words): Meaningful Sentence:</p>				<p><b>If you can't say a word:</b></p> <ul style="list-style-type: none"> <li>• Blend it</li> <li>• Chunk it</li> <li>• Look for a base word</li> <li>• Reread it</li> </ul>	<p><b>If you don't know what a word means:</b></p> <ul style="list-style-type: none"> <li>• Use context clues</li> <li>• Reread or Read on</li> <li>• Use your background knowledge</li> <li>• Make a mind movie</li> </ul>
<p><b>If you can't say a word:</b></p> <ul style="list-style-type: none"> <li>• Blend it</li> <li>• Chunk it</li> <li>• Look for a base word</li> <li>• Reread it</li> </ul>	<p><b>If you don't know what a word means:</b></p> <ul style="list-style-type: none"> <li>• Use context clues</li> <li>• Reread or Read on</li> <li>• Use your background knowledge</li> <li>• Make a mind movie</li> </ul>				

*Sharon K. K. 1/18*

New Paradigm for Education  
Daily Read & Respond Homework

Name: \_\_\_\_\_

Reading Level: \_\_\_\_\_

<b>Thursday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>College Bound Questions</b>			
<b>Directions:</b> At this point you have read the entire passage. Please complete the College Bound Section. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
1. <b>Part A:</b> Which statement explains why Coyote steals Fire from the skookums? (A) The skookums are evil, and Coyote wants to trick them. (B) Coyote seeks power and wants to rule all the people and animals. (C) The people are cold, and Coyote agrees to help them. (D) Coyote enjoys challenges and can do things that no one else can do.			
2. <b>Part B:</b> Which sentence from 'Coyote and Fire' supports the answer to Part A? (A) "Please, Coyote,' they begged, 'capture Fire from the skookums"(paragraph 2) (B) "When he reached the top, he spotted Fire in the distance. (paragraph 4) (C) 'He could feel their fiery breath on his fur.' (paragraph 13) (D) ' One of the skookums grabbed the tip of his tail ' (paragraph 13)			
3. What does Coyote do in order to steal Fire from the skookums? Be sure to respond using complete sentences and evidence from the text.			

**Coyote and Fire**

By: D.M. Souza

<sup>1</sup> Long ago when the wood was young, people did not have Fire. They ate their meat and salmon raw. When cold winds blew, or snow covered the ground, they could not warm the1r houses. Only the skookums had Fire. These three evil sisters lived high on a mountain and would not share with anyone.

<sup>2</sup> One icy cold winter, the people met Coyote on the road. "Please, Coyote,' they begged, ' capture Fire from the skookums or we will freeze.'

<sup>3</sup> 'I will do what I can," he said

<sup>4</sup> That night Coyote climbed the snow-covered mountain where the skookums lived. When he reached the top, he spotted Fire in the distance. Moving closer, he saw one of the skookums sitting in front of a house, warming herself by Fire.

<sup>5</sup> For a long time Coyote watched until the skookum went to the door and called, ' Sister, sister, get up. It's your turn to guard Fire.'

<sup>6</sup> The second sister appeared and took her place. After a while, she called the third sister. Coyote could hear the sleepy one yawning and groaning loudly inside.

<sup>7</sup> 'She is taking so long to come out, maybe I could seize Fire now," Coyote whispered to himself. 'But the skookums are swift. They would surely catch me before I got very far. I must think of a good plan.'

New Paradigm for Education  
Daily Read & Respond Homework

Name: \_\_\_\_\_

Reading Level: \_\_\_\_\_

<sup>8</sup> Coyote thought and thought, but his mind was foggy. So he asked his sisters, the three huckleberries who lived in his stomach. They were wise. They would surely know what to do. And they did.

<sup>9</sup> Carefully, Coyote listened to their plan. Then he went back down the mountain and called together all the animals to tell them what they must do.

<sup>10</sup> The next evening Coyote trudged up the mountain side again. Patiently, he watched while the first two skookums took their turns in front of Fire. When the last sister was called, again only yawns and groans drifted outside.

<sup>11</sup> Quick as an arrow, Coyote raced into the open, seized a burning stick, and ran across the snowy field

<sup>12</sup> 'Aieeee, a thief!' Two skookums began chasing Coyote and throwing ice and snow at him.

<sup>13</sup> Coyote's legs moved faster and faster. His feet barely touched the ground. Still, the skookums came closer. He could feel their fiery breath on his fur. One of the skookums grabbed the tip of his tail. Her hot hand burned it black. (Even today all coyotes have black tips on their tails.)

<sup>14</sup> At last Coyote reached a thicket of shrubs and fell to the ground exhausted. Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside. For a minute the skookums were confused. But soon they were racing after Cougar.

<sup>15</sup> When Cougar reached a grove of trees, Fox was wailing. She took the burning stick and ran until she came to a tall tree. There Squirrel grabbed the flaming torch, raced up the trunk, and jumped from branch to branch. She leaped along even as the flickering flame burned a black spot on the back of her neck, and her tail curled forward. (Even today squirrels have black spots on their necks and their tails curl forward.)

<sup>16</sup> At the forest's edge, the skookums almost caught up with Squirrel. That's when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer. One animal after another passed Fire on, keeping it just out of reach of the skookums, until it became a tiny hot coal.

<sup>17</sup> Frog swallowed the coal and hopped away, but he wasn't quick enough. A skookum grabbed hold of his tail. So Frog took the biggest leap he had ever taken and



New Paradigm for Education  
Daily Read & Respond Homework

Name: \_\_\_\_\_

Reading Level: \_\_\_\_\_

left his tail in the skookum's hand. (Even today frogs do not have tails.)

<sup>18</sup> Finally Frog slipped into a river and swam to the other side. By now he was too tired to jump again. He spit out the coal, and it landed on Wood. Wood swallowed it.

<sup>19</sup> The skookums looked at one another. Neither one knew how to take Fire from Wood. With a heavy sigh and a shrug of their shoulders, they turned back and returned home to their still sleeping sister.

<sup>20</sup> Meanwhile, Coyote told all the people to stand in a circle around Wood. He gathered branches and leaves and piled them high. Then he began rubbing two pieces of Wood together.

<sup>21</sup> Minutes passed. The people watched. Suddenly sparks flew up. Coyote blew and blew as Fire slipped out of Wood. The flames danced higher and higher, and the people came closer, smiling when they felt Fire's warmth. Now they could cook their food and warm their homes. (Even today people know how to draw Fire out of Wood.)

*Reprinted by permission of SPIDER magazine, January 2010 copyright, 2010 by Carus Publishing Company.*