

New Paradigm for Education  
Daily Read & Respond Homework

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

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

Wings: 2<sup>nd</sup> Grade  
Week of: October 8<sup>th</sup> – 12<sup>th</sup> 2018  
Genre: Literature –Story

\*\*\*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 #1. The genres for 2<sup>nd</sup> Grade Quarter #1 include: *Informational – Scientific / Technical* and *Literature –Story*. \*\*\*

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
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Title: \_\_\_\_\_

Author: \_\_\_\_\_

**Graphic Organizer:** Complete the graphic organizer. As you are completing the story map, think of these questions. *What happened in the story? How do you know? What effect did this have on the plot or characters in the story?*

Story Map

Characters:
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Setting:
Where:
When:

Problem:
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Event: \_\_\_\_\_

Event: \_\_\_\_\_

Event: \_\_\_\_\_

Problem:
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<b>Tuesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<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 & Respond ( <i>RI.2.6 / RL.2.6</i> ).			
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.			

<b>Wednesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<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 & Respond.			
<b>If you can't say a word:</b>		<b>If you don't know what a word means:</b>	
<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>		<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>	
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:			

<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. What is this story mostly about?			
(A) how Harold finds an old shirt			
(B) how Harold thinks of a good idea			
(C) how Harold gathers a rock collection			
(D) how Harold counts days on the calendar			
2. Which sentence is most important to the main idea of the story?			
(A) "I need to find the absolutely most perfect thing ever!"			
(B) "I could make a necklace out of one hundred pieces of cereal."			
(C) "These rocks are too heavy to take to school."			
(D) "My sister has over one hundred stickers."			

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3. What idea does Harold finally choose for Hundreds Day? How does he take his idea to school? Use details from the story in your answer.

### Harold's Hundred Days of School

By: Susan Taylor Brown

Harold counts the big red X's on the calendar. "Ninety-eight, ninety-nine, one hundred!" He jumps up and down. "Yay! Tomorrow is Hundreds Day."

"What's Hundreds Day?" asks his mom.

"We've been in school for one hundred days. We get to have a party. Everyone is supposed to bring one hundred of something to count and share. I need to find the absolutely most perfect thing ever!"

Harold opens cupboards in the kitchen. He finds a box of cereal.

"I could make a necklace out of one hundred pieces of cereal." His stomach growls. "But what if I get hungry and eat the cereal off my necklace? Then I won't have anything to share."

Harold runs into his bedroom.

"I know," he says. "I bet I have more than one hundred rocks in my rock collection." He pulls out a big box from under his bed.

Harold puts rocks in his pockets. He stands up. His pants sag.

"Uh-oh. These rocks are too heavy to take to school."

Harold puts back the rocks and walks down the hall.

"I know," he says. "My sister has over one hundred stickers. I can stick them all over me." He looks in his sister's room. "Can I have some of your stickers for school?"

His sister shakes her head. "Sorry. I'm taking them to school tomorrow for show-and-tell."

Harold sighs.

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He walks all around the inside of the house. He walks all around the outside of the house.

Finally he sits down at the kitchen table.

“Time is running out,” he says. “And I still need to find the absolutely most perfect thing ever to take to school.”

Then he sees the grocery list on the wall. “Maybe I should make a list to help me think.” He starts to write.

“I bet I have over one hundred ideas,” says Harold. “But none of them is the absolutely most perfect thing ever.”

He puts his head down on the table. All at once he gets another idea. The absolutely most perfect idea ever.

He finds an old white shirt in the rag basket. “Mom, may I write on this old shirt?” he asks.

“Why?” asks his mom.

“It’s for school. For Hundreds Day.”

“OK,” says his mom.

He gets a black pen. He starts to write. He writes and he writes and he writes.

Harold takes his shirt to school the next day.

“Harold, please show us what you brought for Hundreds Day,” says the teacher.

Harold pulls his shirt out of a bag. He puts it on and turns in a circle.

“I couldn’t make up my mind,” says Harold. “So I brought one hundred ideas.”