

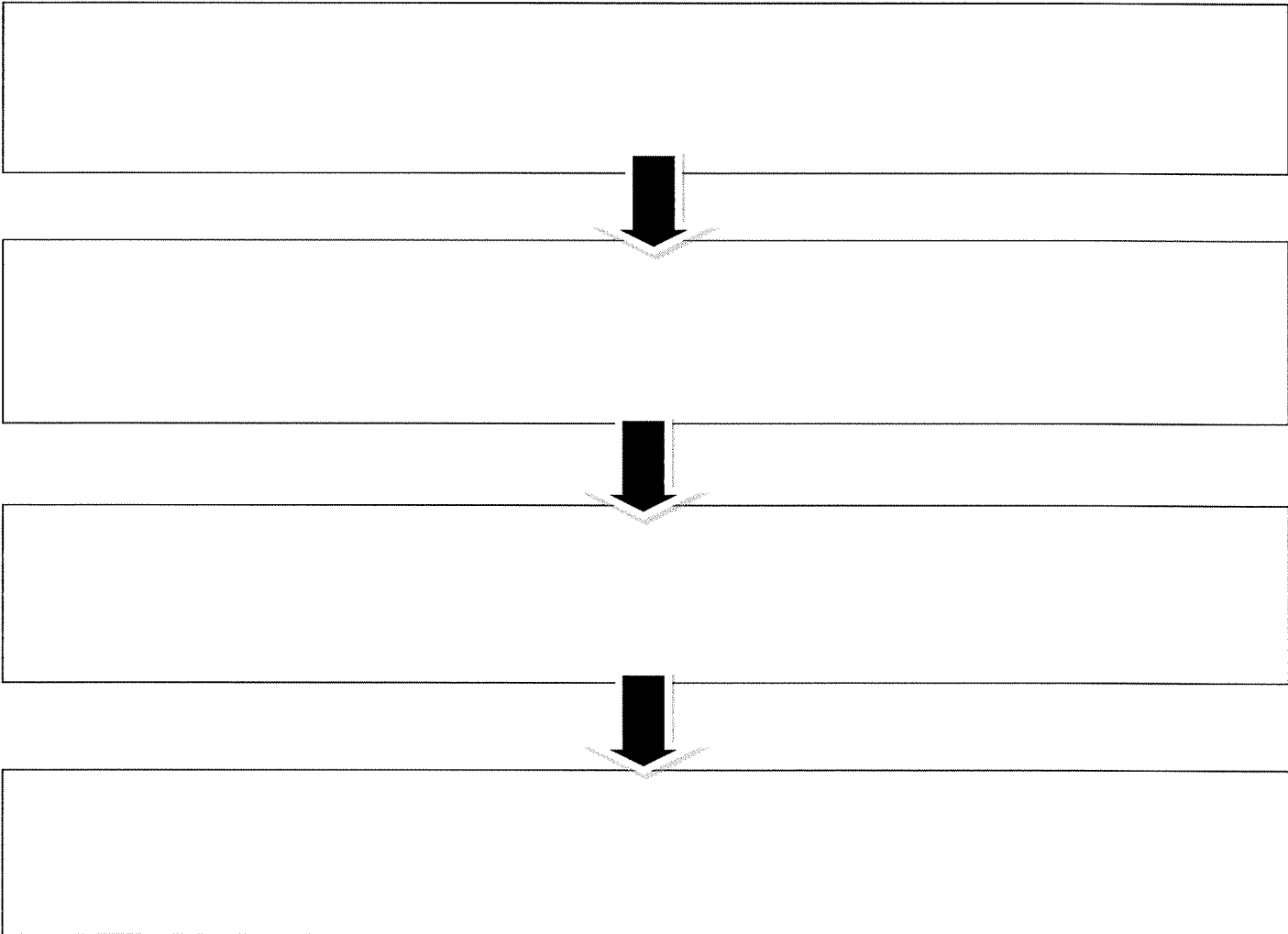
New Paradigm for Education
Daily Read & Respond Homework

Name: _____

Reading Level: _____

Wings: 2nd Grade
Week of: March 19th – 23rd 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 #3. The genres for 2nd Grade Quarter #3 include: Informational – Scientific / Technical & Linked Passage Set: Literature – Traditional Literature. ***

| | | | |
|--|---------------------|---------------------------|----------------|
| Monday | Minutes Read: _____ | Listeners Initials: _____ | Week of: _____ |
| Title: | | | |
| Author: | | | |
| Graphic Organizer: After reading the attached passage, complete the graphic organizer below. Use the sequencing chain to record what major events occurred in the text you read. Use textual evidence from the passage to support the details you record in each box. | | | |
| Sequencing Chain | | | |
|  | | | |

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|---|---------------------|---------------------------|----------------|
| Tuesday | Minutes Read: _____ | Listeners Initials: _____ | Week of: _____ |
| Constructed Response | | | |
| Directions: 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. | | | |

| | | | |
|---|---------------------|--|----------------|
| Wednesday | Minutes Read: _____ | Listeners Initials: _____ | Week of: _____ |
| Clarification | | | |
| Directions: 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. | | | |
| If you can't say a word: | | If you don't know what a word means: | |
| <ul style="list-style-type: none"> • Blend it • Chunk it • Look for a base word • Reread it | | <ul style="list-style-type: none"> • Use context clues • Reread or Read on • Use your background knowledge • Make a mind movie | |
| 1. Word: | | | |
| 2. I struggled to <u>read the word</u> or to <u>understand the meaning of the word</u> : | | | |
| 3. Strategy I used to clarify: | | | |
| 4. What does the word mean? (In your own words): | | | |
| 5. Meaningful Sentence: | | | |

| | | | |
|--|---------------------|---------------------------|----------------|
| Thursday | Minutes Read: _____ | Listeners Initials: _____ | Week of: _____ |
| College Bound Questions: At this point you have read the entire passage. Please complete the College Bound Section. Feel free to attach a separate piece of paper with your answers. | | | |
| 1. Why is the old man in the forest at the beginning of the story? Use two details from the story to support your answer. Write your answer in complete sentences. | | | |
| 2. Describe the way the poplar grows his branches. Explain why the tree decides to grow them this way and how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision. Use details from the story to support your answer. | | | |
| In your response, be sure to include the following: | | | |
| χ the direction in which the poplar tree's branches grow | | | |
| χ the events that made the tree's branches grow this way | | | |
| χ the roles that the Old Man, Iris, Zeus, and Mercury play in the decision | | | |
| χ details from the story to support your answer | | | |

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Write your answer in complete sentences.

3. What are the key understandings of this poem? How do you know? (Hint: think about the central theme AND what evidence from the passage supports this theme.)

The Poplar Tree

By: Flora J. Cooke

Long ago the poplar used to hold out its branches like other trees. It tried to see how far it could spread them.

Once at sunset an old man came through the forest where the poplar trees lived. The trees were going to sleep, and it was growing dark.

The man held something under his cloak. It was a pot of gold—the very pot of gold that lies at the foot of the rainbow. He had stolen it and was looking for some place to hide it. A poplar tree stood by the path.

“This is the very place to hide my treasure,” the man said. “The branches spread out straight, and the leaves are large and thick. How lucky that the trees are all asleep!”

He placed the pot of gold in the thick branches, and then ran quickly away. The gold belonged to Iris, the beautiful maiden who had a rainbow bridge to the earth. The next morning she missed her precious pot. It always lay at the foot of the rainbow, but it was not there now.

Iris hurried away to tell her father, the great Zeus, of her loss. He said that he would find the pot of gold for her.

He called a messenger, the swift-footed Mercury, and said, “Go quickly, and do not return until you have found the treasure.”

Mercury went as fast as the wind down to the earth. He soon came to the forest and awakened the trees.

“Iris has lost her precious pot of gold that lies at the foot of the rainbow. Have any of you seen it?” he asked.

The trees were very sleepy, but all shook their heads.

“We have not seen it,” they said.

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“Hold up your branches,” said Mercury. “I must see that the pot of gold is not hidden among them.”

All of the trees held up their branches. The poplar that stood by the path was the first to hold up his. He was an honest tree and knew he had nothing to hide. Down fell the pot of gold. How surprised the poplar tree was! He dropped his

branches in shame. Then he held them high in the air.

“Forgive me,” he said. “I do not know how it came to be there; but, hereafter, I shall always hold my branches up. Then everyone can see that I have nothing hidden.”

Since then the branches have always grown straight up; and everyone knows that the poplar is an honest and upright tree.