

New Paradigm for Education
Daily Read & Respond Homework

Name: _____

Reading Level: _____

Wings: 2nd Grade
Week of: September 24th – 28th 2018
Genre: Informational – Scientific / Technical

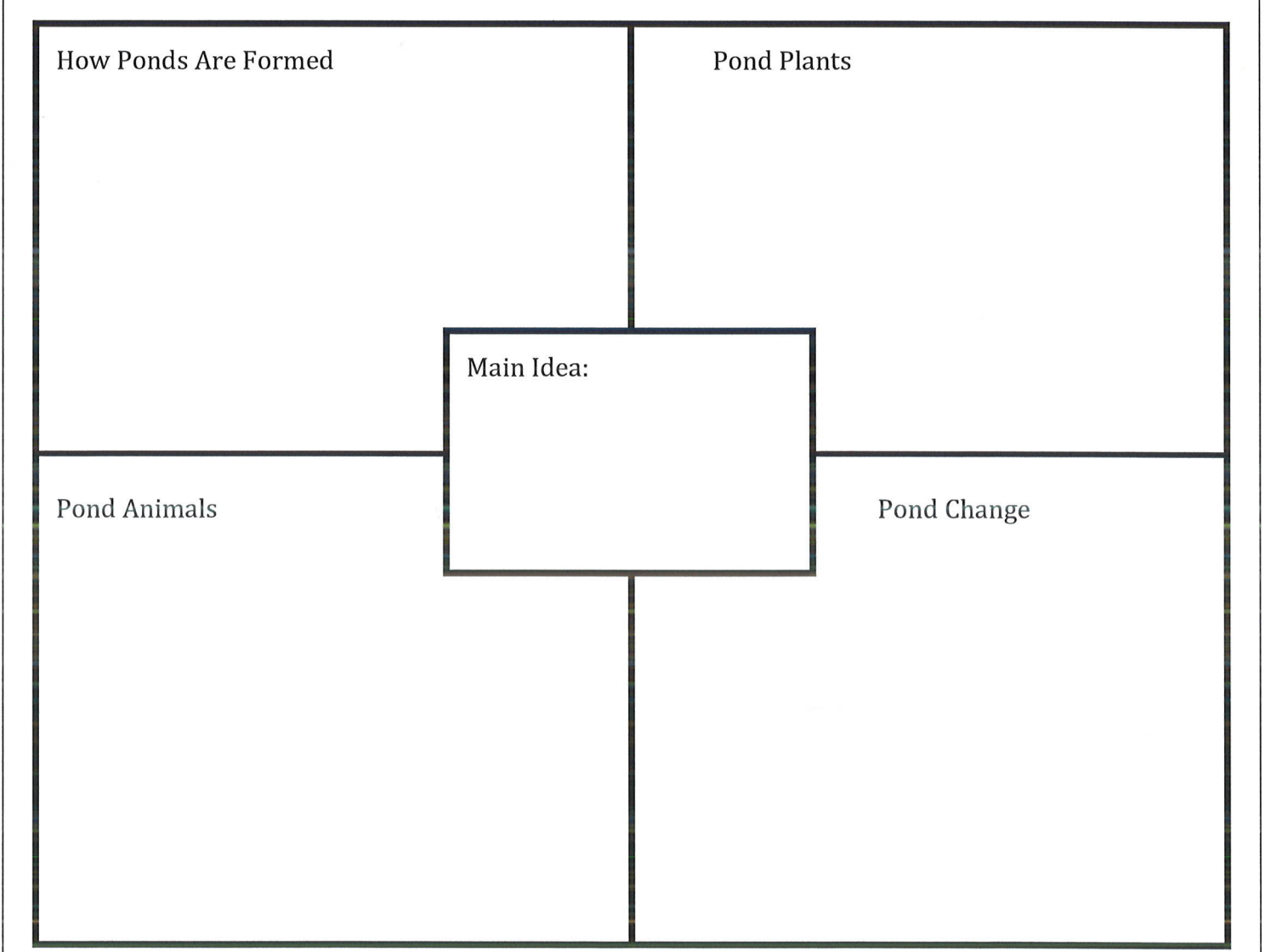
***Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #1. The genres for 2nd Grade Quarter #1 include: **Informational – Scientific / Technical** and **Literature –Story**. ***

| | | | |
|---------------|----------------------------|----------------------------------|-----------------------|
| Monday | Minutes Read: _____ | Listeners Initials: _____ | Week of: _____ |
|---------------|----------------------------|----------------------------------|-----------------------|

Title: _____

Author: _____

Graphic Organizer: After reading the attached passage, complete the graphic organizer below. Make sure to include evidence from the text in your answers.



Handwritten signature
9/24/18

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| | | | |
|---|---------------------|---------------------------|----------------|
| Tuesday | Minutes Read: _____ | Listeners Initials: _____ | Week of: _____ |
| Constructed Response | | | |
| 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 (<i>RI.2.6 / RL.2.6</i>). | | | |

| | | | |
|---|---------------------|--|----------------|
| Wednesday | Minutes Read: _____ | Listeners Initials: _____ | Week of: _____ |
| Clarification: Use the strategies listed below to clarify a word you had a difficult time with while reading. | | | |
| 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 | |
| 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: | | | |

| | | | |
|---|---------------------|---------------------------|----------------|
| 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. Imagine that the author wants to add facts about geese to the article. Under which section heading should the author put facts about geese? | | | |
| <ul style="list-style-type: none"> a. How Ponds Are Formed b. Pond Plants c. Pond Animals d. Ponds Change | | | |
| 2. Which question is answered by paragraph 2? | | | |
| <ul style="list-style-type: none"> a. How do animals use ponds? b. Where do migrating birds go? c. How do streams change direction? d. Where does pond water come from? | | | |
| 3. Based on the article, what can cause a pond to disappear? Respond using 2-3 complete sentences and be sure to cite evidence from the text to support your answer. | | | |

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Reading Level: _____

Ponds

By: Colleen Sexton

How Ponds Are Formed

1. Ponds are small, shallow¹ bodies of water surrounded by land. Ponds form when a hollow² in the earth fills with water.
2. Rain and melted snow supply water to some ponds. Ponds can also be filled by water from an underground spring.³ Sometimes the path of a stream changes direction. It can leave behind water that fills in hollows to make ponds.
3. Some ponds are made by people. Farmers dig ponds to hold water that drains from their land. Beavers make ponds, too. They build dams⁴ that hold back water from a river or stream.
4. Ponds are different from lakes. Lakes are deep enough to have layers of water that are different temperatures. Ponds are shallow. All the water in a pond is the same temperature.

Pond Plants

5. Sunlight can pass through shallow water. The sunlight helps plants grow on the bottom of a pond.
6. Many kinds of plants grow in a pond. Tall cattails and reeds may poke above the water near shore. Water lilies have flat leaves that float on the water. They bloom in warm weather. Duckweed looks like small peas. It floats to the top of the water in summer and sinks to the bottom in winter. Algae⁵ sometimes forms a slimy, green blanket on a pond.

Pond Animals

7. Many animals live in and around ponds. Fish, worms, and tiny animals called zooplankton⁶ feed on algae. Ducks, loons, osprey, and other birds dive to catch fish. Small birds perch on cattails. In fall, birds stop at ponds to rest as they migrate⁷ to warm places. Mosquitoes, midges, black flies, and other insects swarm above ponds. The wings of colorful dragonflies shimmer in the sunlight.
8. Animals use ponds in different ways. Frogs, salamanders, and turtles spend much of their lives in ponds. Beavers and muskrats splash as they build their lodges.⁸ Wolves, moose, deer, and other animals visit ponds to find food and water.

Ponds Change

9. Ponds change over time. Dead plants and mud slowly fill in a pond. Shore plants grow toward the center of the pond. The area of open water gets smaller and smaller until the pond turns into dry land. It can take less than 100 years for a small pond to disappear.

Sexton, Colleen. "Ponds." *Scholastic Children's Press*, Dec. 2009, 4–22. Print.

