



Whiteriver Unified School District

Second Grade Packet

Week 2

School:

Teacher:

Reading
Week of April 20, 2020

Second Grade English Language Arts Learning Packet April 20-24, 2020

Hello Parents,

This week's ELA Learning packet consists of two **TEXTS** -**Condors: Giant Birds**-Non Fiction Text and **City Falcons-Fiction. City Falcons**

Students who are independent readers may read and complete the activities by themselves. If not, you may read the passages together and guide your child in completing each task. Make sure you have pencils, paper and coloring materials handy. Instructions for completing the tasks are printed below. Student friendly objectives and goals are written for each day. Make sure to READ the goals to them each day before starting the work so that your child can set a goal or purpose for doing the activity.

Day 1: Nonfiction Text: Condors: Giant Birds

Objective: I Can think about what I already know before reading.

1. Complete before reading!
K: What I Know
W: What I want to know

2. Read Condors: Giant Birds.
3. Choose 2 of the "Words to Know."
4. Complete "Can you Picture It?"
5. Complete "Vocabulary Log" for all words that you can.
6. Choose an activity from the "Reading Choice Board."

Day 2: Nonfiction Text: Condors: Giant Birds

Objective: I Can compare and Contrast a condor to another kind of bird I know about.

1. Read Condors: Giant Birds.
2. Use the information on page 10 to help you complete the **Venn Diagram**.
3. Choose an activity from the "Reading Choice Board."

Day 3: Nonfiction Text: Condors: Giant Birds

Objective: I Can write a summary while I think of the Main Idea and Details.

1. Read Condors: Giant Birds again.

2. Choose a "Main Idea Graphic Organizer" to complete.
3. Use the information from your completed Graphic Organizer to write a summary on the back or in your Journal.
4. Complete the KWLS Chart from **Day 1**.

Day 4: Fiction Text: City Falcons

Objective: I can use what I know to predict (or guess) what might happen in the story.

1. Follow the Instructions to complete the "Prediction Guide" (page 1 of City Falcons)
2. Draw and Label the characters and setting from City Falcons. (page 2 of City Falcons)
3. Choose an activity from the "Reading Choice Board."

Day 5: Poetry: How Many Rhymes

Objective: I can read poetry and find words that rhyme.

1. Read How Many Rhymes.
2. Choose Activities from the "Reading Choice Board."

My Choice Board

Choose 6 activities

to complete by April 20, 2020. Color the activities you complete.

<p>Cause and Effect: Complete and write a funny story about the bird with no feathers on its head!</p>	<p>Write a WOW! or a FUN FACT! about condors!</p>	<p>Quiz Check! <u>Condors:</u> <u>Giant Birds</u></p>
<p>Quiz Check! <u>City Falcons</u></p>	<p><u>Giant Animal Research:</u> Choose a Topic. (pick a giant animal you want to learn more about) Use the page to guide your thinking.</p>	<p>Giant Animal Geography: Get help for this one. Go online or ask your family what giant animals they know about (alligators / Florida)</p>
<p>Discuss and write a response to the "Choice Cards"</p>	<p>Quiz Check! <u>Condors:</u> <u>Giant Birds</u></p>	<p>Complete a "Giant Animal Passport" for each animal you learn about</p>

Name: _____

©Brooke Brown



My Choice Board

Choose #4 activities

to complete by _____ Date _____.

Watch, count,
and keep track of
how many birds
are on the
Apache
Reservation.

What is the most
important bird on
the Apache
Reservation and
why? Write it down
in your journal.

Draw and color a
picture of your
favorite bird in
your journal.

Ask your family
and elders to tell
you stories
about the birds
on the Apache
Reservation.

Name: _____

©Brooke Brown



Condors: Giant Birds

A Reading A-Z Level H Leveled Book
Word Count: 194

LEVELED BOOK • H

Connections

Writing

Imagine seeing a condor in California. Write a letter to your friend, describing what you saw.

Science

Compare condor eggs to ostrich eggs, looking at the size, shape, and color of each. How are they the same? How are they different? Write a list.



Condors: Giant Birds

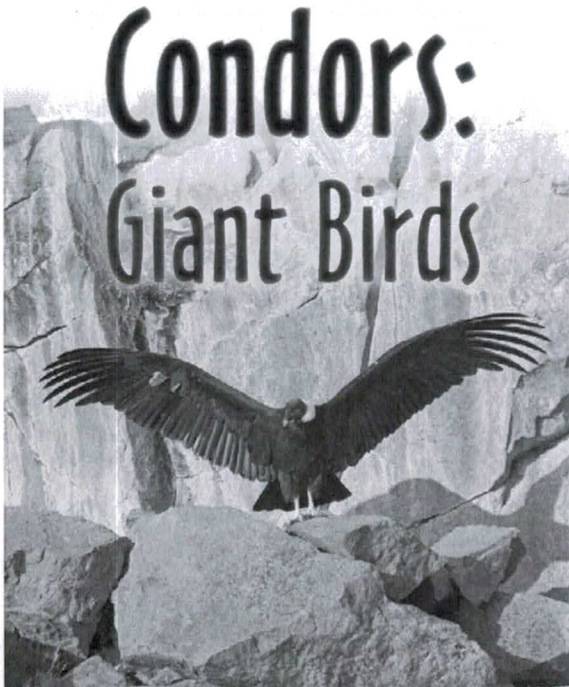


Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

Written by Vivienne Harding

www.readinga-z.com



Condors: Giant Birds

Written by Vivienne Harding

www.readinga-z.com

Focus Question

What makes the condor an unusual bird?

Words to Know

bathing	land
cliff	nests
feathers	wing

Front and back cover: This young condor is in flight over Argentina.

Title page: Condors often sun themselves on tall cliffs.

Page 3: This male Andean condor lives in South America.

Photo Credits:

Front cover, back cover: © Pablo Cersosimo/ardea.com; cover icon: © Elena Belyakova/iStock/Thinkstock; title page, page 3: © imageBROKER/Alamy; page 4: © syntika/iStock/Thinkstock; pages 6, 8, 11, 15: © Tui De Roy/Minden Pictures; page 7 (top): © Francois Gohier/ardea.com; pages 7 (bottom), 9 (top): © Gabriel Roja/NPL/Minden Pictures; page 9 (bottom): © REX USA/Mint Images/Rex; page 10: © John Cancalosi/ardea.com; page 12: © Windzepher/iStock/Thinkstock; page 13 (left): © Pete Oxford/NPL/Minden Pictures; page 13 (top right): © REX USA/FLPA/Rex; page 13 (bottom right): © Murray Cooper/Minden Pictures; page 14: © Tom + Pat Leeson/ardea.com.

Condors: Giant Birds
Giants of the Animal World
Level H Leveled Book
© Learning A-Z
Written by Vivienne Harding

All rights reserved.

www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



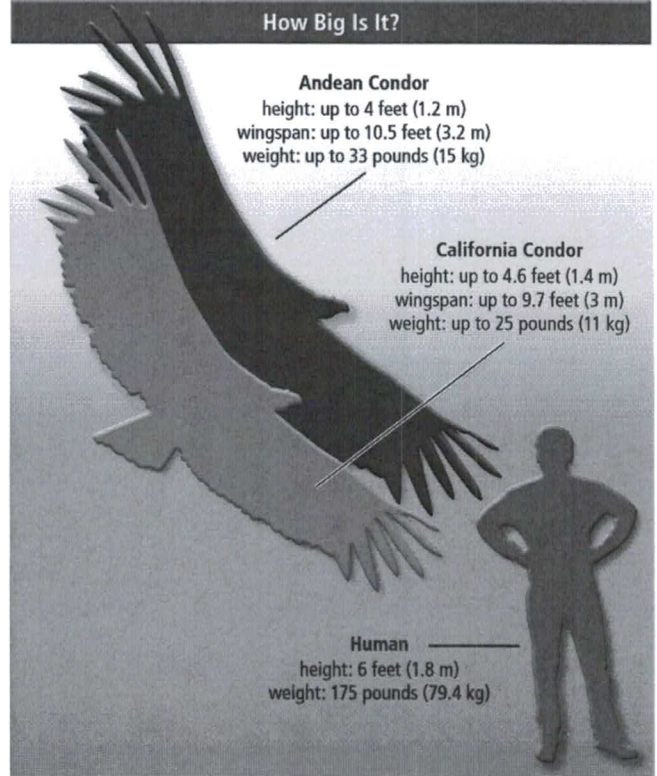
Table of Contents

A Very Big Bird	4
Condor Homes	5
Time to Clean Up	8
From the Neck Up	11
Condors Grow Up	13
Big Wings in the Sky	15
Glossary	16

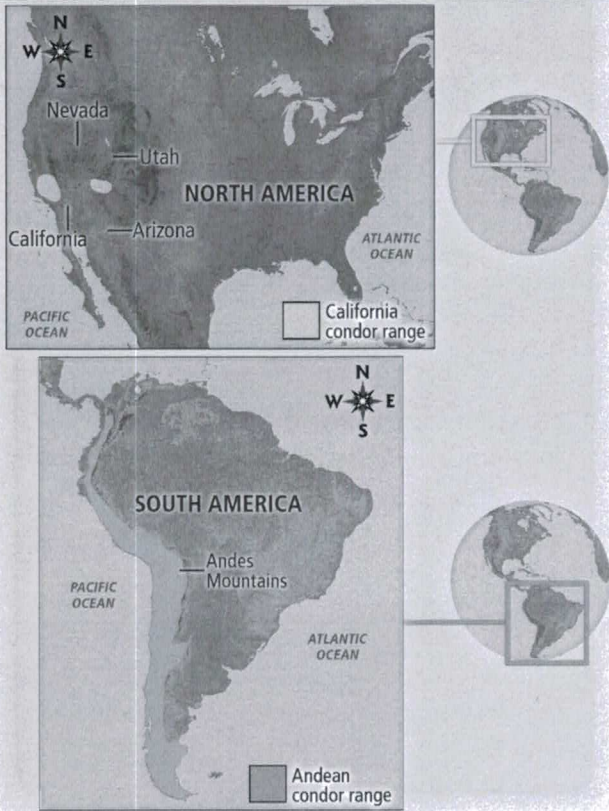
A Very Big Bird

Condors are huge birds.
One **wing** can be almost
as long as a bicycle.

How Big Is It?



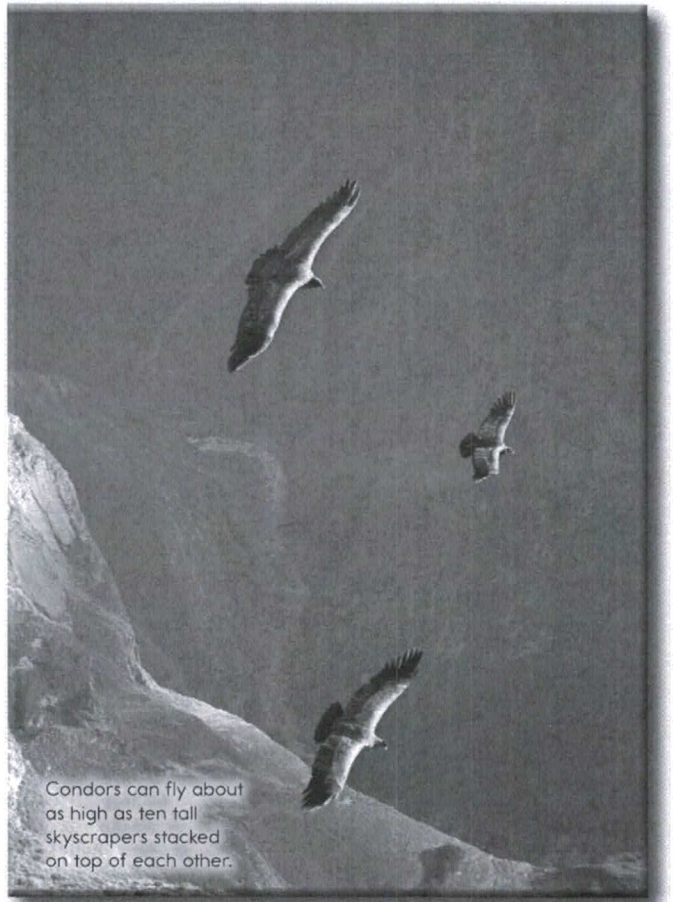
Where Condors Live



Condor Homes

These big birds like wide-open spaces.
They need lots of room to land.

Condors fly high to look for food.
They can fly for a long time.



Condors can fly about
as high as ten tall
skyscrapers stacked
on top of each other.



Condors spend hours taking care of their feathers.

Condors live in high places.
They dry their wings in the sun after **bathing**.
They make **nests** on rocky **cliffs** and in trees.



Condors begin to hunt for food when they are about two years old.



Sharp beaks help condors eat.

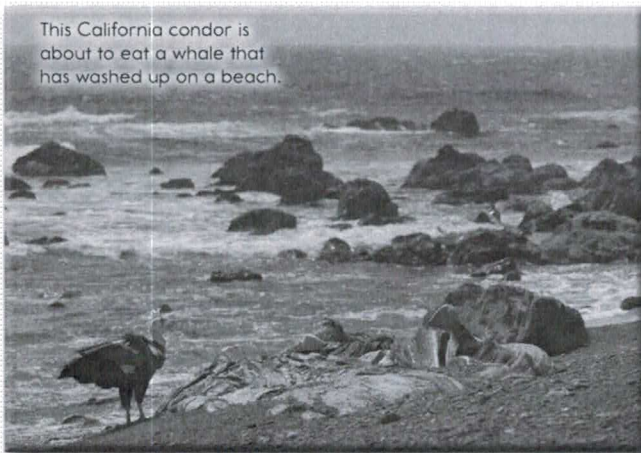
Time to Clean Up

Condors can eat all kinds of dead animals.
They may eat a small rabbit or a big whale.



Condors often share their meals.

Condors can eat dead animals without getting sick.



This California condor is about to eat a whale that has washed up on a beach.

What Makes a Condor a Bird?

A condor's bill is strong and sharp.

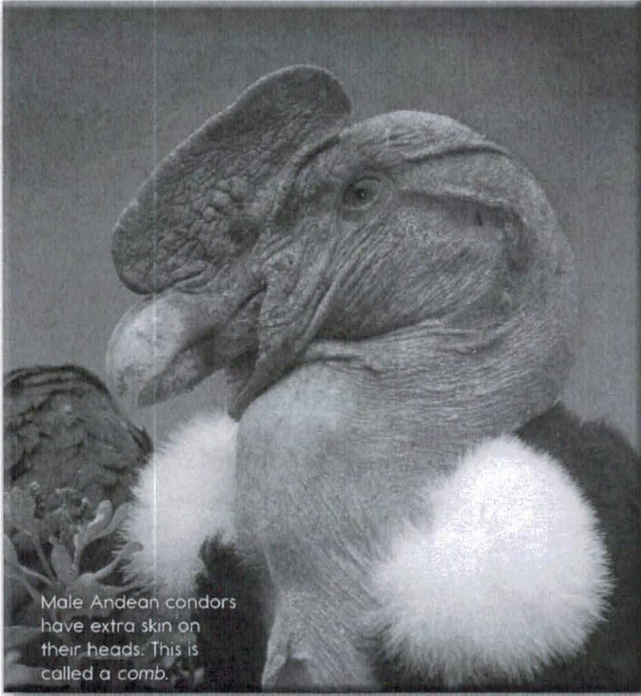
A condor's wings can reach as wide as 10.5 feet (3.2 m).

A condor has feathers on its body but not on its head.

A condor has strong legs and wide talons.

All birds

- have a backbone
- have a bill
- have feathers
- lay eggs
- have wings
- are warm-blooded



Male Andean condors have extra skin on their heads. This is called a comb.

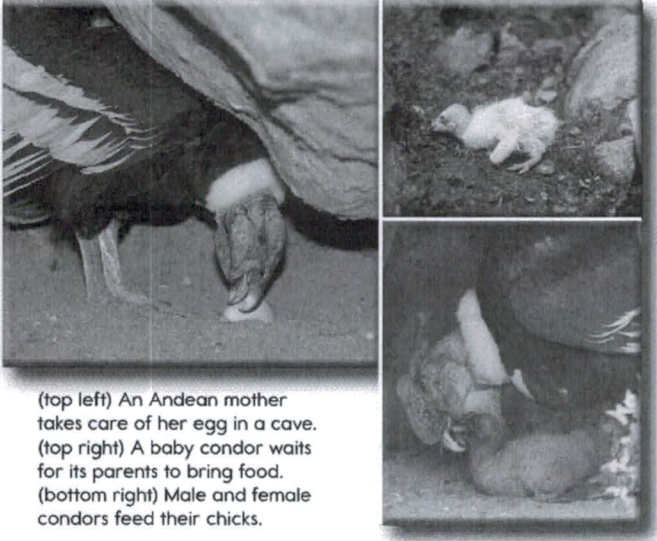
From the Neck Up

Some condors have white **feathers** around their necks. Others are all black. Condors do not have feathers on their heads.

Condor heads can change colors. The color shows how the condors are feeling.



Condors have no feathers on their heads. This helps them stay cleaner after they eat.



(top left) An Andean mother takes care of her egg in a cave.
 (top right) A baby condor waits for its parents to bring food.
 (bottom right) Male and female condors feed their chicks.

Condors Grow Up

Mother condors lay one egg every two years.

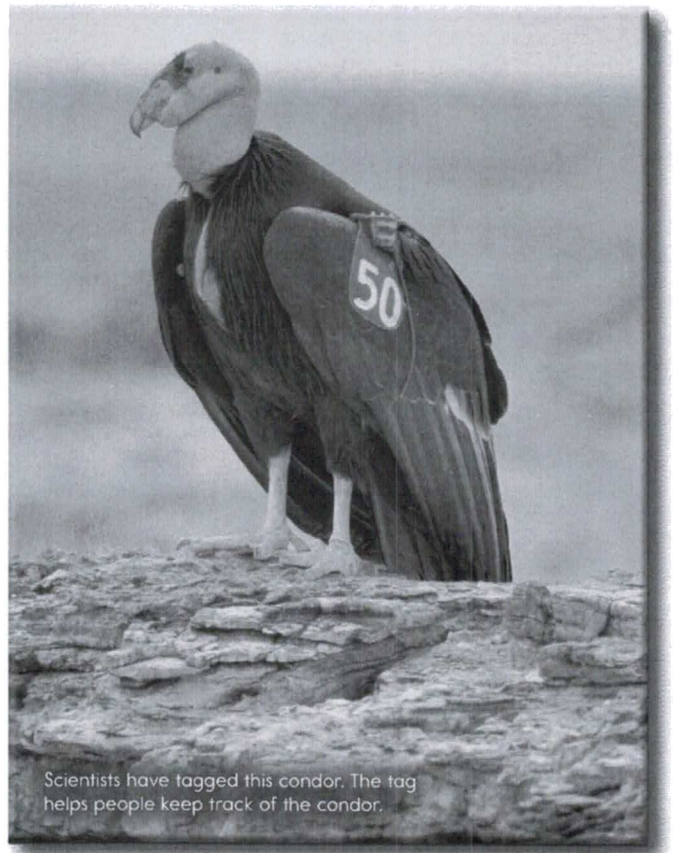
Both parents take care of the egg.

The baby condor comes out of the egg after two months.

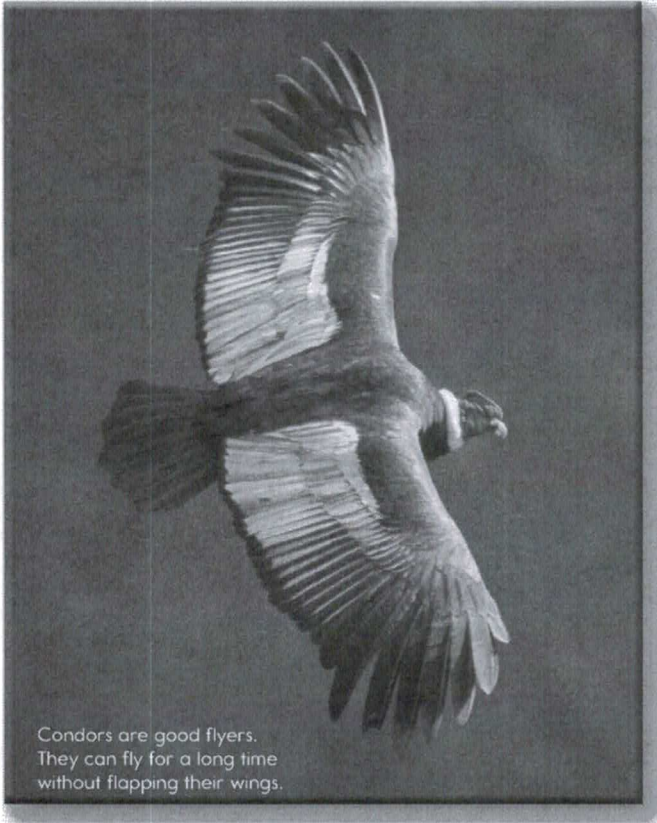
Six months later, it starts to fly.

Condors can live almost as long as a person.

There are very few condors today. People watch condors to keep them safe.



Scientists have tagged this condor. The tag helps people keep track of the condor.



Big Wings in the Sky

Condors are special birds.
They are some of the largest flying
birds in the world.

Glossary

- bathing** (v.) washing or soaking all or part of the body (p. 7)
- cliffs** (n.) steep faces of rock, dirt, or ice (p. 7)
- feathers** (n.) the soft, fluffy parts of a bird that cover its body and make up its tail (p. 11)
- land** (v.) to set down on a place (p. 5)
- nests** (n.) places where birds or other animals lay eggs and/or take care of their young (p. 7)
- wing** (n.) either of the limbs that help insects and birds to fly (p. 4)



Name _____

KWLS Chart

Before Reading K: What I Know	After Reading L: What I Learned
W: What I Want to Know	S: What I Still Want to Know

Instructions: Before reading, have students write what they already know about the topic and what they would like to know. After reading the book, have students write what they learned and what they still want to know.

Name _____



Vocabulary Log

Word: _____

Definition: _____

Word: _____

Definition: _____

Word: _____

Definition: _____

Word: _____

Definition: _____

Word: _____

Definition: _____

Word: _____

Definition: _____

Instructions: Have students write each vocabulary word in the boxes above. Then, have them write a definition for each word.

Name _____



Can You Picture It?

Word	Picture
Definition	
Sentence	

Word	Picture
Definition	
Sentence	



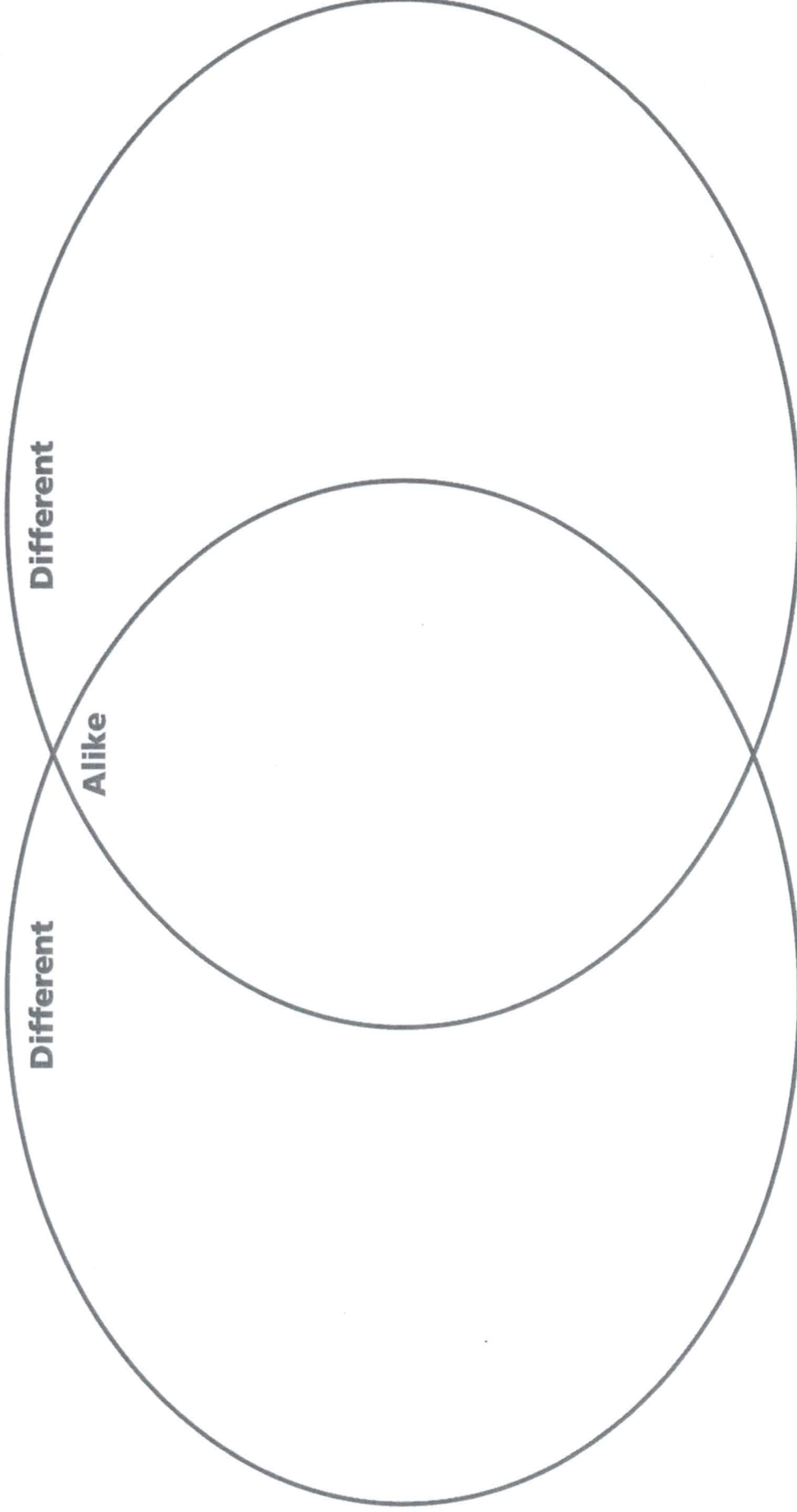
Instructions: Have students choose two vocabulary words from the book and write them in the boxes. Then, have them write the definition, use the word in a sentence, and draw a picture to represent the word.



Name _____

Venn Diagram

Animal _____ Animal _____



Instructions: Have students compare and contrast the giant animal they read about with another animal. Have them write the animal names on the lines. Then, have students write details that tell how the animals are different in the outer circles and details that tell how the animals are alike where the circles overlap.

Name _____



Main Idea and Details

●	Giant Animal:
	Section:
	Main Idea:
	Detail:
●	Detail:
	Section:
	Main Idea:
	Detail:
●	Detail:



Instructions: Have students write the name of the giant animal they read about at the top of the page. Have them write the name of a section from the book and the main idea of that section. Then, have them write two details that support the main idea.



Quick Check

Condors: Giant Birds

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. Why do condors have no feathers on their head?
 - (A) to allow them better eyesight for hunting
 - (B) to help them stay cleaner while they eat
 - (C) to look more attractive for their mates

2. According to the map on page 5, what is a difference between Andean condors and Californian condors?
 - (A) They live in different continents.
 - (B) They build nests in different parts of the Andes.
 - (C) They live on the opposite ends of the same country.

3. Under which section title would you expect to find details about condor babies?
 - (A) "Time to Clean Up"
 - (B) "Condors Grow Up"
 - (C) "Condor Homes"

4. Which of the following words means *steep faces of rock or dirt*?
 - (A) feathers
 - (B) nests
 - (C) cliffs

5. Why did the author write this book?
 - (A) to inform
 - (B) to entertain
 - (C) to persuade

6. **Extended Response:** What do the pictures help readers understand about a condor's appearance and eating habits? Describe at least two details you learned directly from the pictures. How would you have imagined a condor looks if the book did not include any pictures?



1. **(B)** *Cause and Effect*
2. **(A)** *Compare and Contrast*
3. **(B)** *Main Idea and Details*
4. **(C)** *Vocabulary*
5. **(A)** *Author's Purpose*
6. Answers will describe ways the pictures add details to the text through details captured in photographs that aren't directly described in the book. Answers will provide two details the student learned from looking at the pictures and conclude with a description of how the student might have pictured a condor with no visual input.

City Falcons

A Reading A-Z Level H Leveled Book
Word Count: 208

LEVELED BOOK • H

City Falcons



Connections

Writing and Art

What would happen if people did not build nest boxes for city falcons? Draw a picture and write about it.

Science

Compare city falcons with another species of bird. Create a Venn diagram comparing the two birds, listing ways they are alike and different.

Reading A-Z

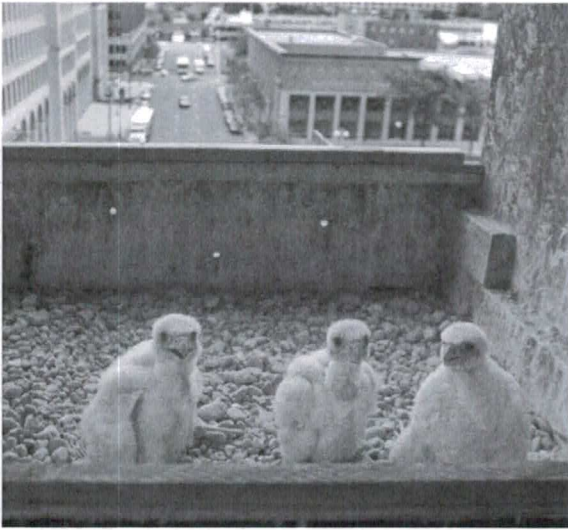
Visit www.readinga-z.com
for thousands of books and materials.

Written by Racheal Rice • Illustrated by Jenny Kincade

www.readinga-z.com



City Falcons



Written by Racheal Rice
Illustrated by Jenny Kincade

www.readinga-z.com

Focus Question

How do people keep
city falcons safe?

Words to Know

chicks	nest box
falcons	prey
hungry	webcam

Photo Credits:

Title page: © Jim West/Alamy; page 15 (top left): © Albanpix/
HawkandOwlTrust2012/Rex Features/AP Images; page 15 (top right):
© Terry Whittaker/2020VISION/NPL/Minden Pictures; page 15 (bottom):
© Richard Drew/AP Images

City Falcons
Level H Leveled Book
© Learning A-Z
Written by Racheal Rice
Illustrated by Jenny Kincade

All rights reserved.

www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14

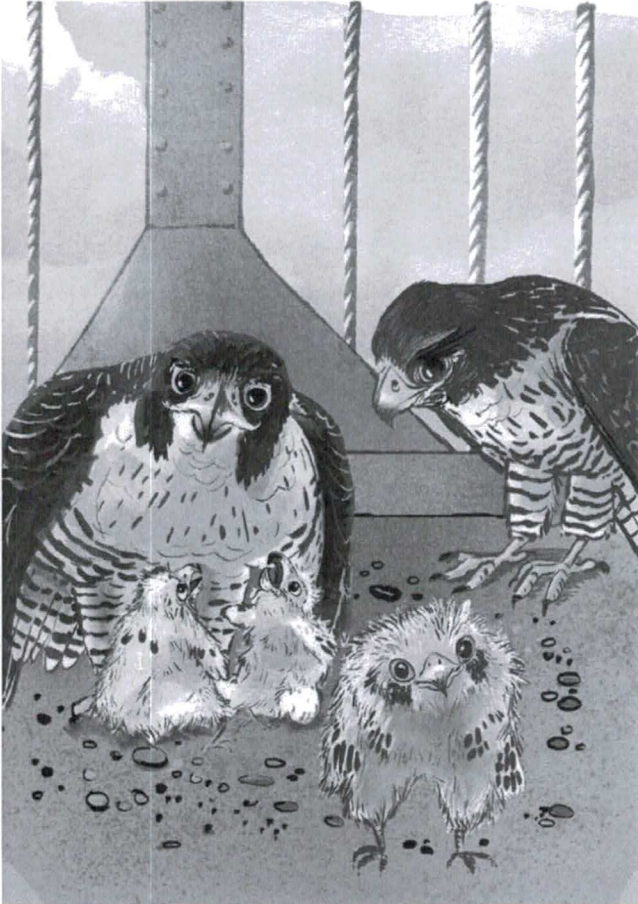


Fran and Fred looked down from their **nest box** on the bridge.

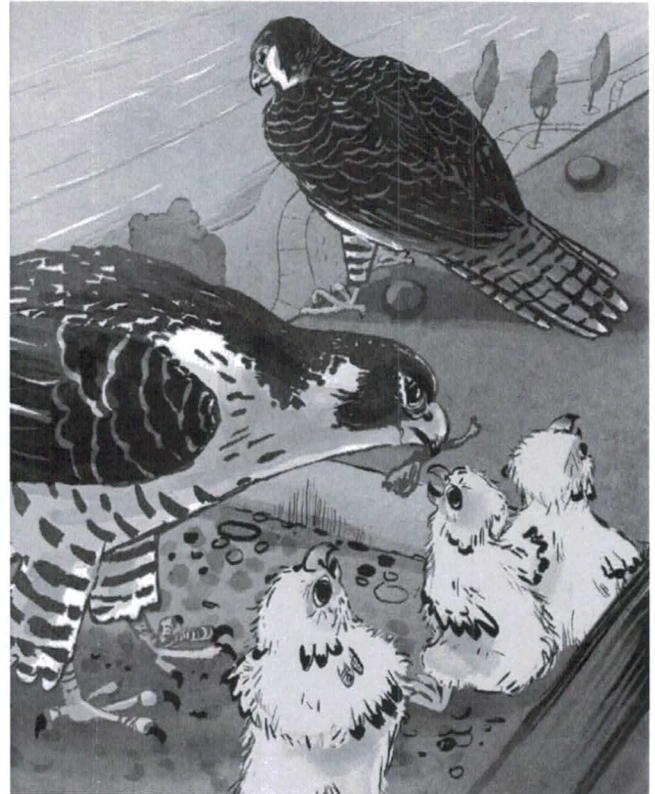


People liked to watch Fran, Fred, and their **chicks** in the nest box. They watched the **falcons** on a **webcam**.

They also watched from a park below the bridge.



People made the nest box so the falcons could have a safe nest.

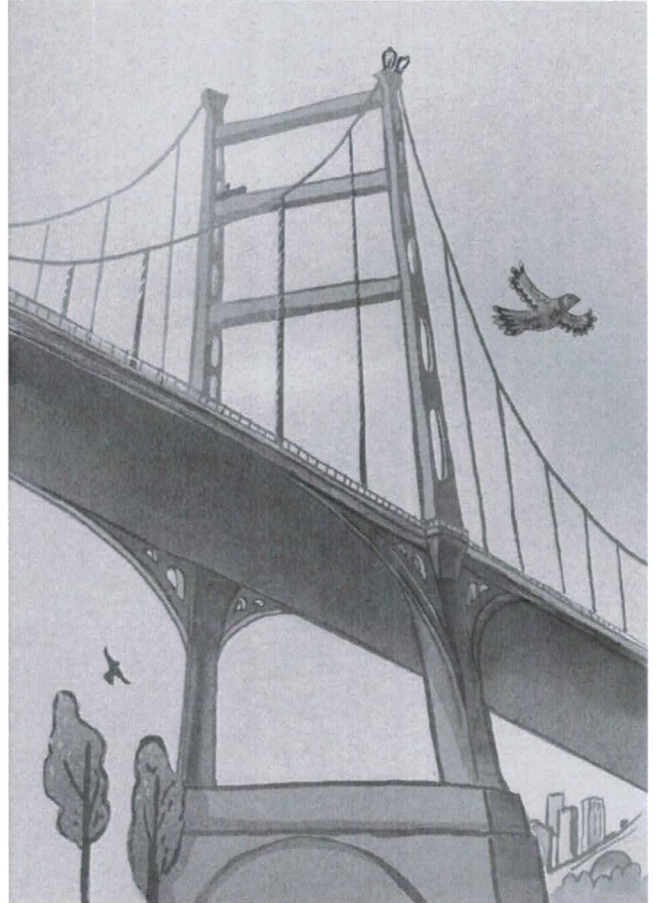


Fran and Fred had three **hungry** chicks in their nest.

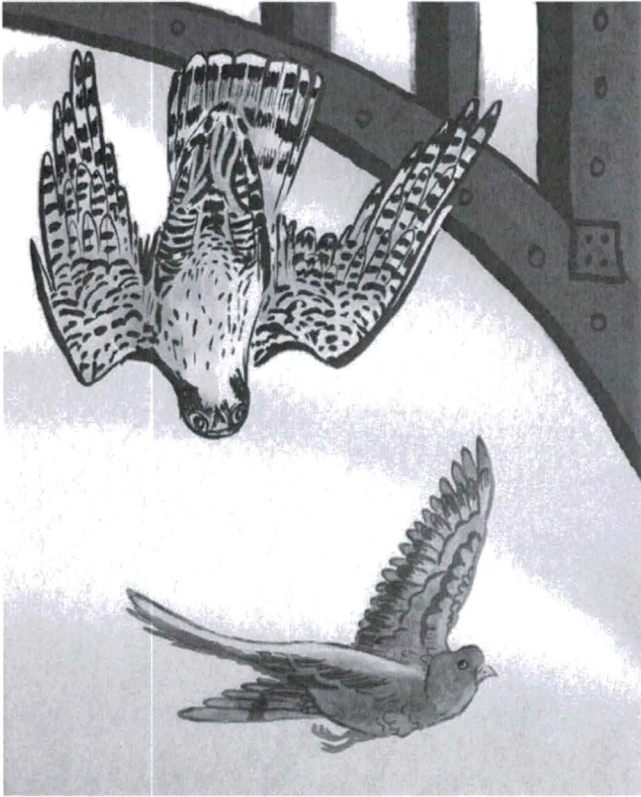
They needed to find **prey** to feed them.



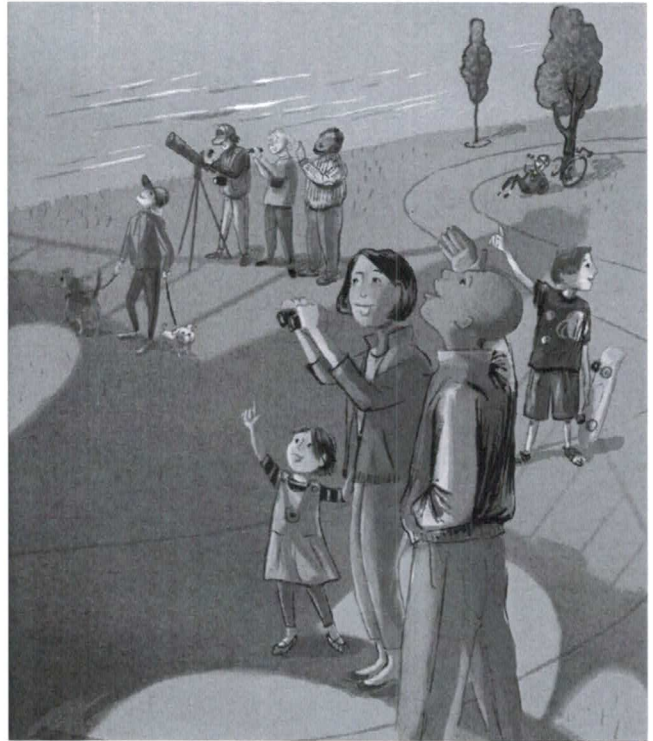
Fran and Fred flew to the top of the tall bridge.



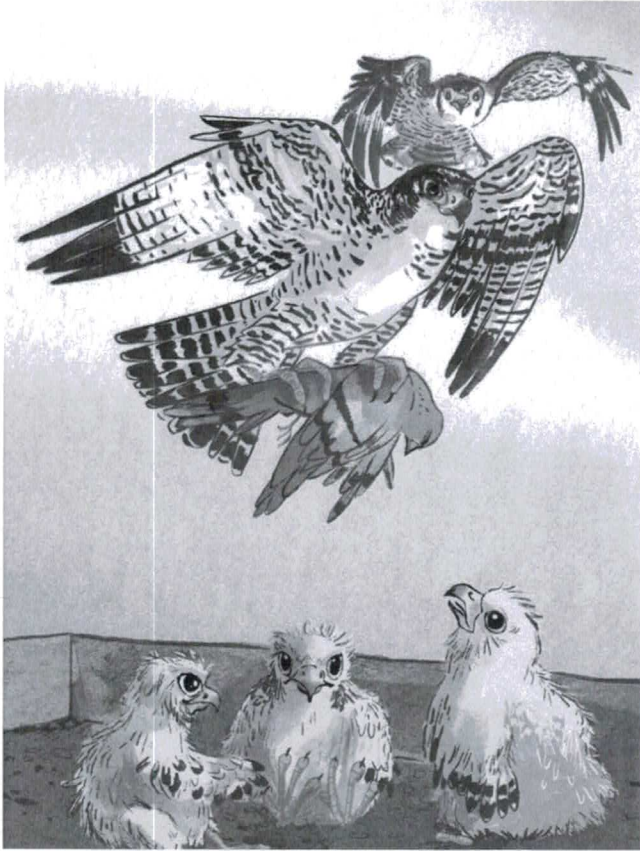
They waited for smaller birds to fly below them.



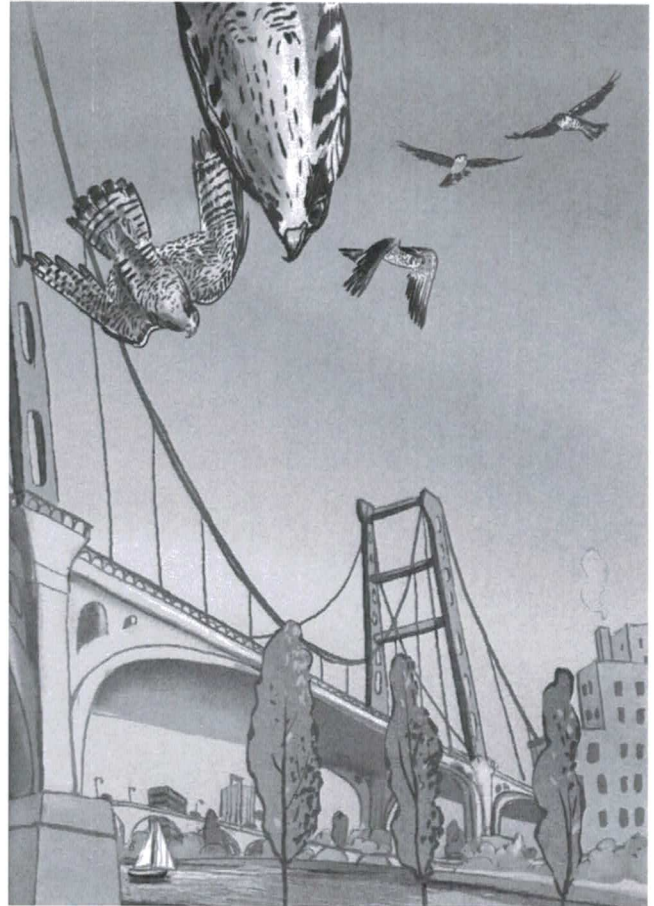
Fran made a fast dive, or stoop,
to catch a bird.
Fran made many stoops to catch
her prey.



People in the park by the bridge
watched Fran.
They liked to watch falcons stoop.
Fran's stoop was the fastest
the people had seen.

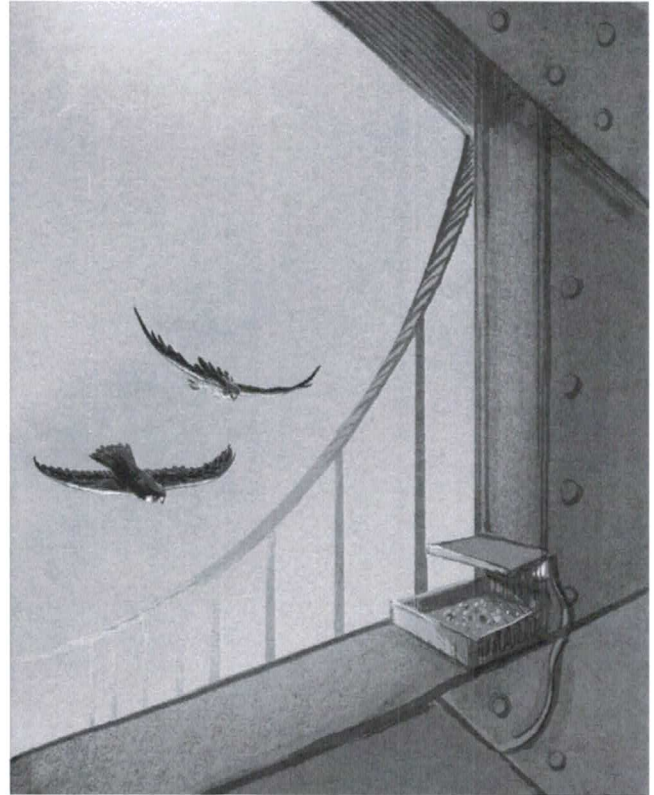
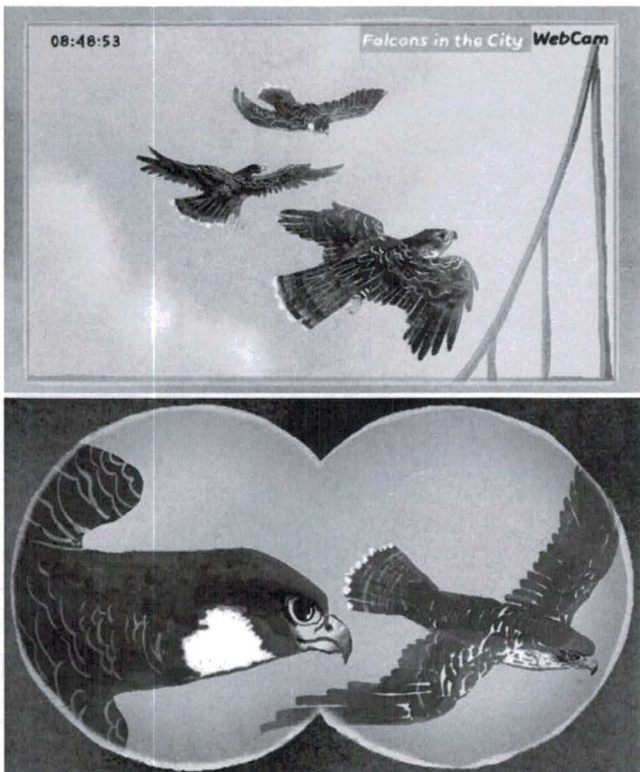


Fran and Fred took their prey back to the nest.
They fed their three hungry chicks.



In a few weeks, the chicks grew big enough to fly and stoop.

People watched them on the webcam and from the park. Soon, all the falcons flew away from the nest box.



The people waited a year for Fran and Fred to return. They waited to watch Fran and Fred have more chicks on the bridge.

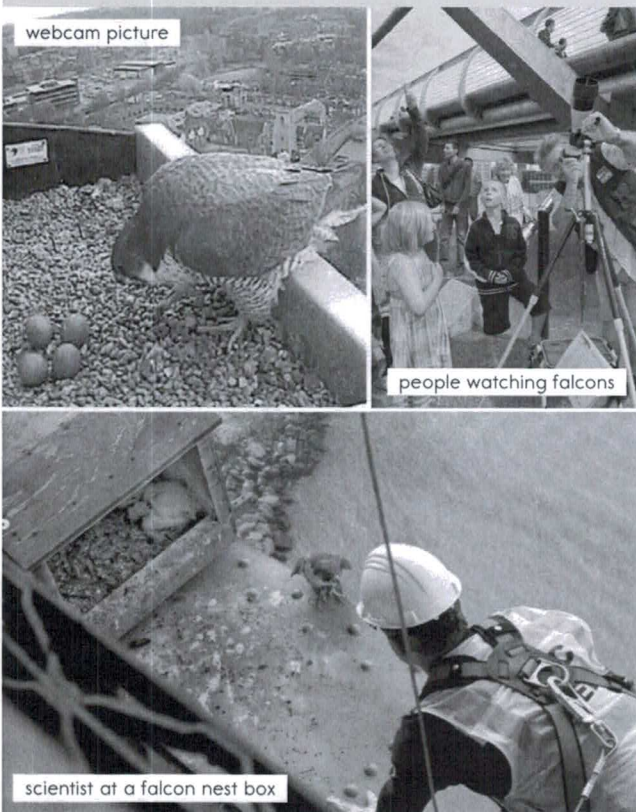
Nest Boxes and Webcams

Falcons don't make nests like bowls. They use just a few rocks.

Nest boxes help city falcons keep their eggs safe.

Webcams help people and scientists watch the falcons.

Find webcams in nearby cities. Search online for "falcon webcam" and a city name.



Glossary

- chicks** (*n.*) baby birds (p. 4)
- falcons** (*n.*) birds of prey with long, pointed wings that are active during the day (p. 4)
- hungry** (*adj.*) wanting or needing food (p. 6)
- nest box** (*n.*) a box provided as a safe place where animals can raise young (p. 3)
- prey** (*n.*) an animal that is hunted and eaten by a predator (p. 6)
- webcam** (*n.*) a camera that shows website visitors live pictures or videos (p. 4)

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. Where does this story take place?
 - (A) on a bridge in a city
 - (B) in a tree in the forest
 - (C) on the roof of a house
2. After a nest box was placed on the bridge, _____.
 - (A) the falcons flew away
 - (B) the falcons had a safe home
 - (C) the nest box blew away
3. This story is mostly about _____.
 - (A) how people help falcons living in the city
 - (B) how Fran and Fred found each other
 - (C) what types of food falcons eat
4. Why did the author write this story?
 - (A) to entertain us with funny stories about falcons
 - (B) to inform us about how people help falcons in the city
 - (C) to persuade us to keep falcons as pets
5. Read this sentence: *Fred and Fran had three **hungry** chicks in their nest.* What does **hungry** mean?
 - (A) going back to where you came from
 - (B) having the right amount
 - (C) wanting or needing food
6. **Extended Response:** What will happen the following year when Fran and Fred return to the city?

Main Comprehension Skill: Characters and Setting

1. **(A)** *Story Elements*
2. **(B)** *Sequence Events*
3. **(A)** *Main Idea and Details*
4. **(B)** *Author's Purpose*
5. **(C)** *Vocabulary*
6. *Answers will vary. Sample: Fran and Fred will come back and lay more eggs in the nest box on the bridge.*



Name _____

Giant Animal Research

My Topic _____

Questions I have about my topic:	Answers I found during my research:	Where I found my answers:

Instructions: Have students decide on a topic to research that relates to the giant animal. Then, have them think of questions about the topic that they want to know more about. Have students write answers they find and where they found those answers.