K-2 READING
Part 3

Suggested Remote Learning Activities
# Suggested Remote Learning Activities Information

Below is a list of resources that you can utilize to practice your reading skills schools are closed. The activities are designed to reinforce the learning already facilitated during the 2019-2020 school year. This packet includes a list of Most Common Words. You can utilize this list to create flash cards to practice fluency and accuracy with your student. The second activity is the Foundational Skill Practice Book Pages. Review the pages included and select the activities just right for your student. The third activity in the packet is the Sleuth Reading passages. Students can read the passages, complete the comprehension questions, gather evidence, and write a brief summary of each passage. Again, select the activities just right for your student. The table below also includes additional online resources through the Clever portal and general online resources for additional reading and writing practice. These activities are optional for students.

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From: The Super Sleuths  
Subject: Mysteries

Dear Junior Sleuthhound,

Mysteries are all around. There could be a mystery on your playground. There could be a mystery in a faraway land. There could be mysteries between the pages of this book! So what do you do to solve a mystery? Become a sleuthhound! Look for clues. Ask interesting questions. Then put all the pieces together and prove your answers. This book gives you a chance to practice skills that sleuths use. As you read this book use the Super Sleuth Steps to find answers to some really big questions!

Good luck!
SUPER SLEUTH STEPS

Look for Clues
• Look back through the text and pictures. What do they tell you?
• Write or draw what you learn. It will help you remember.
• Look for important ideas and try to put the clues together.

Ask Questions
• Super sleuths ask great questions.
• Be curious.
• Try to find out more.

Make Your Case
• Look at all the clues and summarize what you know.
• Use what you learn and already know to think of your own ideas.
• Tell what you think.

Prove It!
• Show what you have learned.
• Work with others. Share the adventure!
Sleuth Tips

Look for Clues
Where do sleuths find clues?
• Sleuths look at the words. Some clues may be hidden.
• Sleuths find clues in the pictures. Look closely.

Ask Questions
What kinds of questions do sleuths ask?
• Sleuths ask what happened.
• Sleuths try to learn when, where, why, and how something happened.

Make Your Case
How do sleuths decide on an answer?
• Sleuths look back at what they read. They think about what they already know.
• Sleuths look at the clues. Clues may point to the best answer.

Prove It!
What do sleuths do to prove what they know?
• Sleuths think about all they have learned and decide what is important to share.
• Sleuths plan what they will share and check their work.
“Janine, have you seen my ring?” Amelia asked.

Janine had seen her sister’s ring. She had tried it on, but it was a little big, so she took it off . . . but where did she put it? Janine couldn’t remember!

When she told her sister the truth, Amelia was upset. Janine had to find that ring! She crawled under tables, peeked inside dresser drawers, looked behind the couch, and opened every cabinet. Finally, she gave up and went outside to sit on the front steps.

Her neighbor, Mrs. Kim, came up the stairs. “What’s wrong?” she asked. Janine told her.

“I find it is useful to retrace my steps when I can’t find something,” Mrs. Kim said.
Janine thought and thought. First, she had done homework, and then she had a snack. Then . . . ah, ha! She remembered!

Janine helped carry Mrs. Kim’s groceries. Then she ran to her apartment and went to the kitchen windowsill. There it was! The ring was right where Janine had left it when she helped water Mom’s plants. Janine ran to give it to Amelia. She had learned her lesson about taking what wasn’t hers. She also learned that two heads are better than one when there is a mystery to solve!

**Be a Sleuth**

**Look for Clues** How did Mrs. Kim’s suggestion help Janine find the ring? Look for clues in the text.

**Ask Questions** After reading this text, what questions would you have asked Janine to help her find the ring?

**Make Your Case** How do you think the relationship between Janine and her sister change from the beginning of the story to the end? Explain your thinking.
The Hunt for Amelia’s Ring

“Janine, have you seen my ring?” Amelia asked.

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Lesson 3

Name _______________________

Look for Clues
Underline the text that tells how Mrs. Kim helped Janine.

Look for Clues: Extend Your Ideas
What did Janine do once Mrs. Kim gave her that tip?

Ask Questions
Write a question that you might ask someone who has lost something.

Ask Questions: Extend Your Ideas
Ask a question that you might follow up with if the person found the lost item.

Make Your Case
Underline the text that tells how Amelia reacted to Janine losing her ring. Then underline the text that tells how Janine reacted when she found the ring.

Make Your Case: Extend Your Ideas
Identify one lesson Janine learned. Write the lesson on a sheet of paper.

Children read text closely to determine what the text says.
“Mom will be so surprised!” Sadie said. She looked proudly at the cake that Uncle Curt had helped her and her brother Sam make for Mom’s birthday.

“Let’s put it in the dining room,” Sam said. “That way it will be the first thing Mom sees.”

Sadie agreed, and Sam carefully picked it up. Then trouble arrived. Their cousin Wes bounded through the swinging door. The door bumped the plate, the plate tipped, and *splat!* The cake landed on the floor.

“Oh, no!” Sadie cried. “What can we do now?”

“We’ll have to be creative,” Sam said.
Uncle Curt had made them pancakes that morning before he left for work, and they still had leftovers. “We can’t give Mom a birthday cake. Let’s give her birthday pancakes instead!” Sadie said.

“Great idea!” said Sam. They warmed the pancakes. Sam spread jam on each one. Then Sadie put on banana slices. They stacked the pancakes and put candles on top.

Just then, they heard Mom coming down the stairs. Sam raced to the stairs and asked her to stay in her bedroom. Mom thought there might be a surprise. Then Sadie arrived with the birthday pancakes. Mom laughed. “How did you know that I have always wanted to have a birthday breakfast in bed?” she said.

Be a Sleuth

Look for Clues What clues tell you about Sadie’s talents and personality?

Ask Questions What questions would you have asked if you had been there when the cake fell?

Make Your Case Why is sequence important in this story? Use examples from the story in your answer.
A Birthday Surprise

“Mom will be so surprised!” Sadie said. She looked proudly at the cake that Uncle Curt had helped her and her brother Sam make for Mom’s birthday.

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**Look for Clues**
Underline the text that tells about Sadie’s talents and personality.

**Ask Questions**
Write a question that you might ask someone who has had to fix a problem quickly.

Make Your Case
Underline the first major event. Then underline the next major event.

**Make Your Case: Extend Your Ideas**
Explain why sequence is important in a story. Use examples from this story.
Every Monday afternoon, Anya helped Ms. Hickson with her yard work. Ms. Hickson always watched Anya from her tall porch. She even had a glass of juice waiting for her when the work was done. Anya often brought along her violin. Ms. Hickson would beam with delight when Anya played for her. Anya used to complain about visiting Ms. Hickson, but Anya’s mother always insisted she go. She said that neighbors should take care of each other.

One Monday, Anya came without her violin. When she finished raking the yard, she sat down sadly beside her neighbor. Ms. Hickson asked what had happened. Anya burst into tears. Her brother had broken her violin by accident. There was no way it could be fixed in time for her fall concert.

Ms. Hickson disappeared into the house. She returned a few minutes later with an old violin case.
Inside was the most beautiful violin Anya had ever seen. Ms. Hickson picked it up lovingly and handed it to Anya. Anya played a few notes, laid the violin in its velvet-lined case, and threw her arms around Ms. Hickson. The violin was the best gift Anya had ever received.

**Be a Sleuth**

**Look for Clues** Find clues that show Anya and Ms. Hickson were good neighbors.

**Ask Questions** What questions would you ask Ms. Hickson if you were visiting her?

**Make Your Case** What do we know about the relationship between Anya and Ms. Hickson? Use detail from the story in your answer.
Unlikely Friends
Every Monday afternoon, Anya helped Ms. Hickson with her yardwork. Ms. Hickson always watched Anya from her tall porch. She even had a glass of juice waiting for her when the work was done. Anya often brought along her violin. Ms. Hickson would beam with delight when Anya played for her. Anya used to complain about visiting Ms. Hickson, but Anya’s mother always insisted she go. She said that neighbors should take care of each other.

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Look for Clues
Underline the text that tells how Anya and Ms. Hickson were good neighbors.

Look for Clues: Extend Your Ideas
What word tells you how important the violin was to Ms. Hickson? Circle it.

Ask Questions
Write two questions you might ask Ms. Hickson if you were visiting her.

Make Your Case
Underline the text that supports what we know about the relationship between Anya and Ms. Hickson.

Make Your Case: Extend Your Ideas
Circle the text that tells how Anya used to feel about Ms. Hickson.
Sleuth Tips

Look for Clues
Why do sleuths reread?
• Sleuths reread because they know they may miss something the first time.
• Sleuths reread to find hidden clues!

Ask Questions
What makes a great question?
• Sleuths know that a great question is focused on the topic.
• Sleuths choose their words carefully when they ask a question.

Make Your Case
How do sleuths make a clear case?
• Sleuths clearly state what they believe at the beginning and again at the end.
• Sleuths tell the clues they found in the text and pictures.

Prove It!
What do sleuths do when they work with other sleuths?
• Sleuths share what they know. This is the time to share your clues with others.
• Sleuths share the work so everyone gets a chance to shine!
Samuel couldn’t wait to show his mom and grandma the new skateboard he had just gotten from Ben. Ben couldn’t wait to give his sister the new shawl he had just gotten from Samuel. Ben and Samuel were best friends!

Samuel’s grandma had worked for weeks knitting the shawl. Ben had wondered for weeks what to get his sister for her birthday. Then one night Ben saw the shawl Samuel’s grandma was knitting. He knew his sister would love it!

Samuel spent every day after school skateboarding with Ben. Samuel wished for his own skateboard. Ben knew how much Samuel would love having a skateboard. Suddenly a trade was born!

Trading one thing for another was a way of life. Samuel’s mom and grandma remembered when people used something called money instead.
Money paid for things they needed. Samuel and Ben were too young to remember that time.

Sometimes, Samuel’s mother opened a secret drawer in her jewelry box. She let him hold the shiny coins and smooth dollar bills she had saved. Then they were put away for safekeeping.

People no longer used money. They traded things instead. Samuel couldn’t imagine life any other way. Samuel knew how to draw, so he always traded his drawings to get what he wanted. His family and Ben’s family traded often. Samuel didn’t understand why anyone might need money. Trading was so much easier!

Sleuth Work

Gather Evidence  How can you tell that this story takes place some time in the future? Write details that support this.

Ask Questions  If you could talk with Samuel and Ben, what questions would you ask them about life without money? Write two questions.

Make Your Case  What is the most important idea the writer wants to share about trading? What information is given to support that idea?
I’LL TRADE YOU!

Samuel couldn’t wait to show his mom and grandma the new skateboard he had just gotten from Ben. Ben couldn’t wait to give his sister the new shawl he had just gotten from Samuel. Ben and Samuel were best friends!

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Trading one thing for another was a way of life. Samuel’s mom and grandma remembered when people used something called money instead. Money paid for things they needed. Samuel and Ben were too young to remember that time.

Sometimes, Samuel’s mother opened a secret drawer in her jewelry box. She let him hold the shiny coins and smooth dollar bills she had saved. Then they were put away for safekeeping.
People no longer used money. They traded things instead. Samuel couldn’t imagine life any other way. Samuel knew how to draw, so he always traded his drawings to get what he wanted. His family and Ben’s family traded often. Samuel didn’t understand why anyone might need money. Trading was so much easier!

**Look for Clues**
Underline details that support the fact that this story takes place in the future.

**Ask Questions**
On a separate sheet of paper, write a question you would ask Samuel and Ben about life without money.

**Make Your Case**
Underline the text that tells the most important idea the writer wants to share with readers about trading.

**Make Your Case: Extend Your Ideas**
Do you agree that trading is easier than using money? Write an opinion about this.
Have you ever visited an ATM? Did you stare in wonder when, like magic, money came out of the machine? Several decades ago banking wasn’t so convenient.

People use banks to safely keep and save money. Then, when they need to spend it, they withdraw the money. That’s hard to do if your bank isn’t nearby. It’s even harder to do if your bank is closed. So how do you get cash when you need it?

In the early 1970s, the first ATM, or automated teller machine, was introduced. ATMs are machines. Using a plastic bank card and a PIN, or personal identification number, people can access their bank accounts. They can do this at any time of day or night or even when the bank is closed. They can withdraw money, and they can deposit money.
and checks. What’s even more helpful is that ATMs can be found everywhere!

Banks are adding new ATM services every year. For example, people can now deposit checks without using an envelope. That’s because ATMs scan, or read, checks. Another improvement is talking ATMs. These machines have audio, so people who cannot see well or at all can access their bank accounts by listening to instructions.

ATMs keep improving. Some ATMs now have video screens. A banker uses the video screen to talk with the person using the ATM. Other banks are even testing ways mobile phones can be used at ATMs. Just imagine what ATMs will be able to do next!

SLEUTH WORK

**Gather Evidence** How are modern ATMs different from ATMs from the early 1970s? Give at least one piece of evidence from the text.

**Ask Questions** After reading the text, what ATM service would you like to learn more about? Write a question to guide your research.

**Make Your Case** What information does the writer give to support the idea that ATMs are more than cash dispensers?
More Than Cash Dispensers

Have you ever visited an ATM? Did you stare in wonder when, like magic, money came out of the machine? Several decades ago banking wasn’t so convenient.

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In the early 1970s, the first ATM, or automated teller machine, was introduced. Using a plastic bank card and a PIN, or personal identification number, people could access their bank accounts. They could do this at any time of day or night or even when the bank was closed. They could withdraw money, and they could deposit money and checks. ATMs started springing up everywhere, making it easy for people to withdraw money from their bank accounts.

Banks are adding new ATM services every year. For example, people can now deposit checks without using an envelope. That’s because ATMs scan, or read, checks. Another improvement is talking ATMs. These machines have audio, so people that cannot see well or at all can access their bank accounts by listening to instructions.
ATMs keep improving. Some ATMs now have video screens. A banker uses the video screen to talk with the person using the ATM. Other banks are even testing ways mobile phones can be used at ATMs. Just imagine what ATMs will be able to do next!

Look for Clues
Underline one piece of evidence from the text that tells how modern ATMs are different from ATMs from the early 1970s.

Ask Questions
Write a question you have about ATMs.

Make Your Case
Underline the most convincing statement the writer makes to support the idea that ATMs are more than just cash dispensers.

Make Your Case: Extend Your Ideas
Write why you agree or disagree that ATMs are more than cash dispensers.
For weeks, I had seen a big, red circle on the calendar. It was my parents’ anniversary. I got the sense this was an important day, and I wanted to do something to celebrate . . . but what?

Mom had once told us that Dad asked her to marry him after taking her out for pizza and a romantic movie. We decided to have a movie night that Mom and Dad would never forget.

We bought the ingredients to make Mom’s favorite pizza. My older sister Bethany found out what movie they had seen, and we rented it for the night.

But everything started to go wrong.
First, the pizza slid off the pan and onto the floor as I carried it to the table. Next, Bethany burned the popcorn, so the whole house smelled awful. Then we discovered that the DVD wouldn’t play. Bethany and I were upset, but Dad chuckled as he opened a window to air out the house. He took us out to dinner, to the same restaurant where he and Mom had eaten that special night. Over pizza, we heard the story of how Mom and Dad met. It was better than the best romantic movie—even without popcorn!

Look for Clues  What clues can you find to show that Mom and Dad were not upset about the problems that happened with the surprise?

Ask Questions  After reading the text, what questions would you ask someone who is celebrating a special day?

Make Your Case  Choose words the writer used to describe her feelings. Replace them with words that have similar meanings. Read the story aloud.
Another Movie Night to Remember

For weeks, I had seen a big, red circle on the calendar. It was my parents’ anniversary. I got the sense this was an important day, and I wanted to do something to celebrate . . . but what?

Mom had once told us that Dad asked her to marry him after taking her out for pizza and a romantic movie. We decided to have a movie night that Mom and Dad would never forget.

We bought the ingredients to make Mom’s favorite pizza. My older sister Bethany found out what movie they had seen, and we rented it for the night. But everything started to go wrong.

First, the pizza slid off the pan and onto the floor as I carried it to the table. Next, Bethany burned the popcorn, so the whole house smelled awful. Then we discovered that the DVD wouldn’t play. Bethany and I were upset, but Dad chuckled as he opened a window to air out the house. He took us out to dinner, to the same restaurant where he and Mom had eaten that special night. Over pizza, we heard the story of how Mom and Dad met. It was better than the best romantic movie—even without popcorn!
Look for Clues
Underline details that support the idea that Mom and Dad were not upset about the problems that happened with the surprise.

Ask Questions
On a separate piece of paper, write a question that you would ask someone who is celebrating a special day.

Ask Questions: Extend Your Ideas
What questions would you ask the girls who planned the event?

Make Your Case
Write three words or phrases that describe the narrator's feelings. Then, on a separate piece of paper, write a new version of the story, using your own words.

Make Your Case: Extend Your Ideas
Do you think it was smart for the girls to plan a surprise for their parents? On a separate piece of paper, write an opinion about this.