

## Rutherford County Schools – Individual Learning Modules

Grade	Course
2nd	ELA
<b>Unit Focus</b>	
<ul style="list-style-type: none"> <li>Read grade level text with purpose and understanding</li> <li>Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text/story</li> <li>Know and apply grade level phonics (long vowels such as <b>play</b>, <b>game</b>, <b>eight</b>, vowel teams such as <b>dream</b>, <b>great</b>, <b>quiet</b>, digraphs such as <b>phone</b>, <b>chip</b>, and blends such as <b>bread</b>, <b>blimp</b>)</li> <li>If internet access is unavailable, there is an informational text within this document along with comprehension questions that your child can use.</li> </ul>	
<b>Day 1</b>	
<p>Use link below to read a nonfiction (informational) text about Alaska. If internet access is not available, students choose a nonfiction book. Have student read along or independently read, depending on ability. Have students give an oral and written response to the text. Draw pictures to illustrate important vocabulary within text. Student writes one paragraph to summarize key details in the story, which might answer the <i>wh</i> questions. Student needs to be aware and make note of grade level phonics like vowel teams, long vowels in multi-syllabic words and prefixes/suffixes.</p> <p><b>Guiding questions:</b> What was this story all about? What are some of the important details from the book? Create an opinion writing about student's view of most important detail(s) of text.</p> <ul style="list-style-type: none"> <li><a href="https://www.getepic.com/app/read/15039">https://www.getepic.com/app/read/15039</a></li> <li>If the above link does not work, the text is from the Epic books website. The text title is <u>Exploring the States: Alaska</u></li> </ul>	
<b>Day 2</b>	
<p>Use link below to read nonfiction text about Alaskan Malamutes. If internet access is not available, students choose a nonfiction book. Have student read along or independently read, depending on ability. Have students give an oral and written response to the text. Draw pictures to illustrate important vocabulary within text. Student writes one paragraph to summarize key details in the story, which might answer the <i>wh</i> questions. Student needs to be aware and make note of grade level phonics like vowel teams, long vowels in multi-syllabic words and prefixes/suffixes.</p> <p><b>Guiding questions:</b> What was this story all about? What are some of the important details from the book? Create an opinion writing about student's view of most important detail(s) of text.</p> <ul style="list-style-type: none"> <li><a href="https://www.getepic.com/app/read/10952">https://www.getepic.com/app/read/10952</a></li> <li>If the above link does not work, the text is from the Epic books website. The text title is <u>Eye to Eye with Dogs: Alaskan Malamutes</u></li> </ul>	
<b>Day 3</b>	
<p>Use link below to read the fiction text <i>The Promise Basket</i> on Epic Books. If internet access is not available, students choose a fiction book. Have student read along or independently read, depending on ability. Have students give an oral and written response to the text. Draw pictures to illustrate important vocabulary within text. Student writes one paragraph to share characters, setting, and beginning, middle and end of the text, which might answer the <i>wh</i> questions. Student needs to be aware and make note of grade level phonics like vowel teams, long vowels in multi-syllabic words and prefixes/suffixes.</p> <p><b>Guiding questions:</b> What was this story all about? Why did the mother give stones and a note to the little girl? Which promises were kept?</p> <ul style="list-style-type: none"> <li><a href="https://www.getepic.com/app/read/67100">https://www.getepic.com/app/read/67100</a></li> </ul>	
<b>Day 4</b>	
<p>Use link below to read fiction text <i>Fiona's Luck</i> on Epic Books. If internet access is not available, students choose a fiction book. Have student read along or independently read, depending on ability. Have students give an oral and written response to the text. Draw pictures to illustrate important vocabulary within text. Student writes one paragraph to share characters, setting, and beginning, middle and end of the text, which might answer the <i>wh</i> questions. Student needs to be aware and make note of grade level phonics like vowel teams, long vowels in multi-syllabic words and prefixes/suffixes.</p> <p><b>Guiding questions:</b> What was this story all about? Why did the leprechaun king order all of the luck to be gathered? How did Fiona trick the leprechauns?</p> <ul style="list-style-type: none"> <li><a href="https://www.getepic.com/app/read/10013">https://www.getepic.com/app/read/10013</a></li> </ul>	
<b>Day 5</b>	
<p>Student choice of narrative or opinion writing. Student should either pick book of choice to complete a narrative writing, making sure to include a complete retell with characters, setting and problem and solution. Another choice is to create an opinion writing about the time spent away from school and friends. Make sure to apply grade level phonics to your writing.</p>	

## Atka and the Wolves of South Salem

by ReadWorks



Alawa and Zephyr are two-year-old Canadian Rocky Mountain wolves. They live in a large pen at the Wolf Conservation Center in South Salem, New York. The pen has trees, two dens, rocks to climb, and a pond. The wolves run by the fence and then stop to look around. They pant in the July sun. "Wolves like the winter," says Alex Spitzer. "They don't like the summer as much."

Alex is a teacher at the Wolf Conservation Center. He is in charge of teaching visitors about the wolves at the center. The Wolf Conservation Center is home to 22 wolves. They live in ten pens on 26 acres of land. Most of the wolves live in packs. As of July 2013, there are ten packs at the center. "Our largest pack has seven wolves," explains Alex.

Alex studied wildlife biology. Before coming to work at the Wolf Conservation Center, he worked at the International Wolf Center in Minnesota.

Alex runs Wolf Camp. At Wolf Camp kids learn about wolves. The day before, Alex helped the kids make enrichment boxes for the wolves. They put catnip, blackberries and oranges, into boxes. Alex left the boxes in the wolf pen for the wolves to examine. "Anything to stimulate their sense of taste and sense of smell is interesting for the wolves," says Alex.

Another wolf at the center is Atka. Atka is an Arctic Gray Wolf. Atka is white with long legs and green eyes. Atka, Alawa, and Zephyr are the three socialized ambassador wolves at the center. Alex calls them the "teacher wolves." They were raised at the center and have no fear of people. These three wolves help with the educational programs. Atka is very popular with people. He travels to schools and educational events. Alex works with Atka a lot.

Alex walks up to the pen where Atka lives at the center. He kneels down, getting closer to Atka's height. Alex asks, "Do you want to talk?" Alex makes a long howling noise. He sounds just like a wolf! Atka hears Alex howling, and lifts his head and howls back. Then the wolves in the pen next to Atka howl, too. Pretty soon the wolves all over the center are howling.

"It's really nice to get a conversation going like that," says Alex.

Wolves howl to communicate with one another, Alex explains. He says this is one of the main ways wolves are different from dogs. Dogs bark. Wolves only bark to warn each other of danger.

Wolves only eat once or twice-a-week. When they eat, they eat a lot. The wolves at the center eat deer.

Another important difference between dogs and wolves is that dogs are domesticated. Alawa, Zephyr and Atka are socialized. They are not domesticated. When a wolf is socialized, that means it is used to people. Dogs are domesticated. That means they have learned to live with humans over thousands of years. They have evolved with humans, and want to do things to please humans. Wolves are different. "You can't ask a wolf to sit," says Alex.

Atka and the other socialized wolves at the center are not afraid of people. The other 19 wolves at the center are afraid of people. Alex explains they want to keep it that way. Alex explains the goal is to one day release the wolf packs back into the wild. These wolves that will be returning to the wild live in separate pens. People are not allowed to visit them.

Wolves are important. "They keep everything in balance," says Alex.

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

1. What is Atka?

- A. a wolf
- B. a dog
- C. a coyote

2. The author contrasts wolves with dogs. What is one way that wolves and dogs are different?

- A. Wolves are domesticated, but dogs are not.
- B. Dogs live in packs, but wolves live alone.
- C. Wolves howl to communicate with one another, but dogs bark.

3. The three socialized ambassador wolves have no fear of people. Which evidence from the text supports this statement?

- A. The three wolves are not domesticated.
- B. The three wolves help with educational events.
- C. The three wolves live at the Wolf Conservation Center.

4. Which type of wolf from the Wolf Conservation Center would most likely be released into the wild?

- A. a socialized wolf
- B. a wolf that has not been visited by people
- C. a "teacher wolf"

5. What is the passage mostly about?

- A. wolves and the Wolf Conservation Center
- B. how wolves communicate
- C. the domestication of dogs

6. Read the following sentences: "They put catnip, blackberries and oranges, into boxes. Alex left the boxes in the wolf pen for the wolves to **examine**."

What does the word **examine** mean in the sentence?

- A. to throw away the boxes
- B. to avoid the boxes
- C. to look at the boxes carefully

7. Choose the answer that best completes the sentence below.

Wolves only eat once or twice-a-week, \_\_\_\_\_ they eat a lot when they do eat.

- A. second
- B. first
- C. but

8. What is a socialized wolf used to?

9. Atka and the other socialized wolves at the center are not afraid of people. Why are the other 19 wolves at the center afraid of people?

10. Alex explains the goal of the Wolf Conservation Center is to one day release the wolf packs back into the wild. The wolves that will be returning to the wild live in separate pens. People are not allowed to visit them.

Explain whether people should be allowed to visit the wolves that will return to the wild. Use evidence from the passage to support your answer.