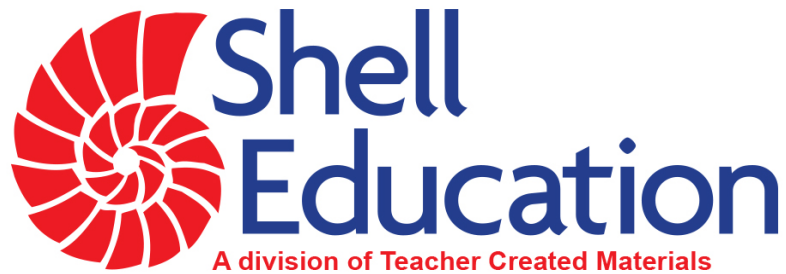


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# 180 DAYS<sup>TM</sup> of Reading for Second Grade

# 2

Updated  
Edition

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

Unit 4  
WEEK 3  
DAY  
4-5

### As You Read

Put a heart next to your favorite part(s) of the story.

#### How Night Came to Be: Part 4

While Bat was gone, Owl and Fox spotted the basket. They wondered what was inside. Fox sniffed it and Owl tried to push it over.

“Should we open it?” Fox asked.

“It is not ours,” Owl answered.

But they were so curious, and they could not resist the mystery. They had to open the basket! Together, they lifted the top. Darkness flew out! Owl and Fox watched as it spread all over the sky.

Just then, Bat was on his way back. He gasped upon seeing the open basket.

“What have you done?” he cried, swooping in.

Startled, Owl and Fox ran away. Bat looked around and saw only darkness. He flew and flew trying to gather it up. It will take all night to put it back in the basket! he thought. And there is so much of it! It will never fit back in!

From that time on, Bat had a new job to do. He rested during the day and he could work at night. All night, he gathered the darkness and hid it in the basket. By morning, it was light again. But the darkness was tricky. Each time Bat pushed the last bit into the basket, the other end of the basket cracked open. Darkness slowly escaped through the crack. By nighttime, it was dark again.



135044—180 Days of Reading



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# Introduction

## The Need for Practice

To be successful in today’s reading classroom, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. According to Robert Marzano, “Practice has always been, and always will be, a necessary ingredient to learning procedural knowledge at a level at which students execute it independently” (2010, 83). Practice is especially important to help students apply reading comprehension strategies and word-study skills. *180 Days of Reading* offers teachers and parents a full page of reading comprehension and word recognition practice activities for each day of the school year.

# How to Use This Resource

## Unit Structure Overview

This resource is organized into twelve units. Each three-week unit follows a consistent format for ease of use.

### Week 1: Nonfiction

Day 1	Students read nonfiction and answer multiple-choice questions.
Day 2	Students read nonfiction and answer multiple-choice questions.
Day 3	Students read nonfiction and answer multiple-choice, short-answer, and open-response questions.
Day 4	Students read a longer nonfictional text, answer multiple-choice questions, and complete graphic organizers.
Day 5	Students reread the text from Day 4 and answer reading-response questions.

### Week 2: Fiction

Day 1	Students read fiction and answer multiple-choice questions.
Day 2	Students read fiction and answer multiple-choice questions.
Day 3	Students read fiction and answer multiple-choice, short-answer, and open-response questions.
Day 4	Students read a longer fictional text, answer multiple-choice questions, and complete graphic organizers.
Day 5	Students reread the text from Day 4 and answer reading-response questions.

### Week 3: Nontraditional Text

Day 1	Students read nontraditional text and answer multiple-choice and open-response questions.
Day 2	Students complete close-reading activities with paired texts from the unit.
Day 3	Students complete close-reading activities with paired texts from the unit.
Day 4	Students create their own nontraditional texts.
Day 5	Students write their own versions of the nontraditional text from Day 1.

# How to Use This Resource *(cont.)*

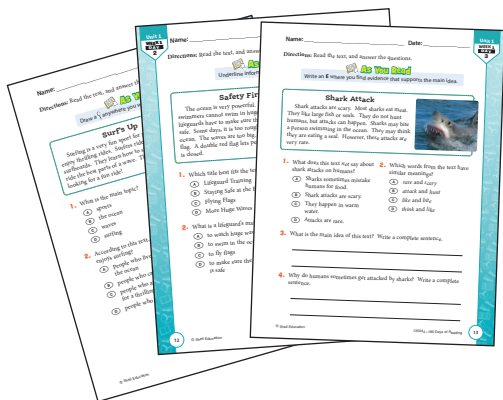
## Unit Structure Overview *(cont.)*

### Paired Texts

State standards have brought into focus the importance of preparing students for college and career success by expanding their critical-thinking and analytical skills. It is no longer enough for students to read and comprehend a single text on a topic. Rather, the integration of ideas across texts is crucial for a more comprehensive understanding of themes presented by authors.

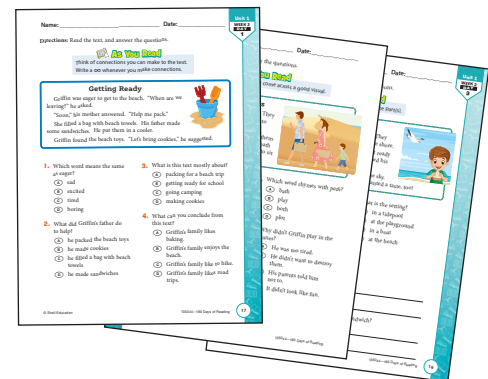
Literacy specialist Jennifer Soalt has written that paired texts are “uniquely suited to scaffolding and extending students’ comprehension” (2005, 680). She identifies three ways in which paired fiction and nonfiction are particularly effective in increasing comprehension: the building of background knowledge, the development of vocabulary, and the increase in student motivation (Soalt 2005).

Each three-week unit in *180 Days of Reading* is connected by a common theme or topic. Packets of each week’s or each unit’s practice pages can be prepared for students.

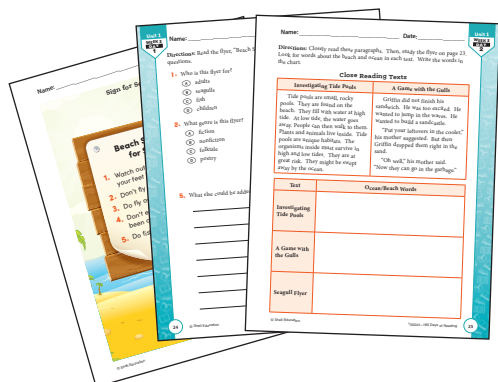


During Week 1, students read nonfictional texts and answer questions.

During Week 2, students read fictional texts and answer questions.



During Week 3, students read nontraditional texts (advertisements, poems, letters, etc.), answer questions, and complete close-reading and writing activities.



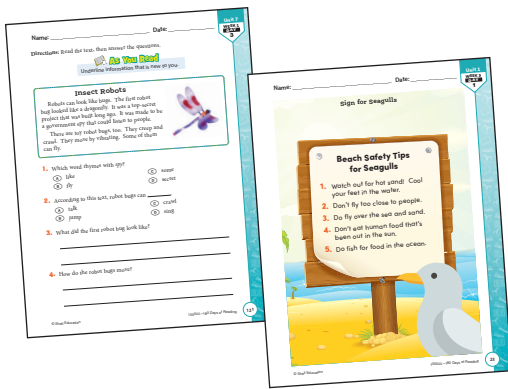
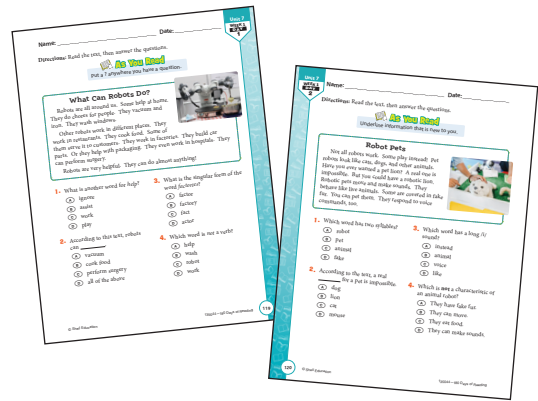
# How to Use This Resource *(cont.)*

## Student Practice Pages

Practice pages reinforce grade-level skills across a variety of reading concepts for each day of the school year. Each day's reading activity is provided as a full practice page, making them easy to prepare and implement as part of a morning routine, at the beginning of each reading lesson, or as homework.

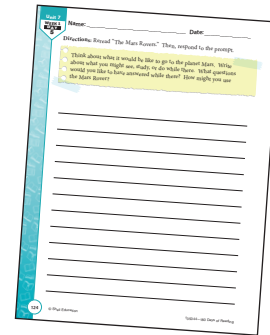
## Practice Pages for Weeks 1 and 2

Days 1 and 2 of each week follow a consistent format, with a short text passage and multiple-choice questions.



Days 3 and 4 have a combination of multiple-choice, short-answer, and open-response questions.

On day 5, students complete text-based writing prompts.



**As You Read**  
Put a star next to information you already knew.



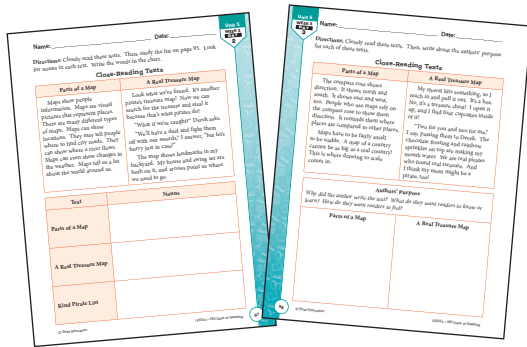
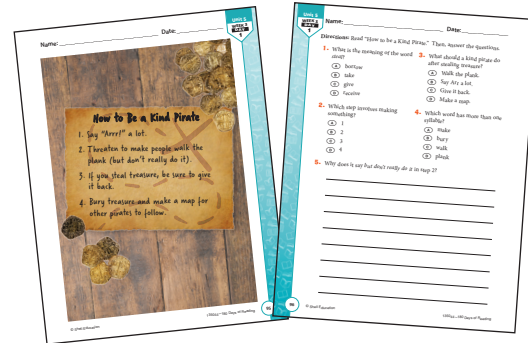
The As You Read activities give students a purpose for reading the texts and provide opportunities to practice various reading skills and strategies.

# How to Use This Resource *(cont.)*

## Student Practice Pages *(cont.)*

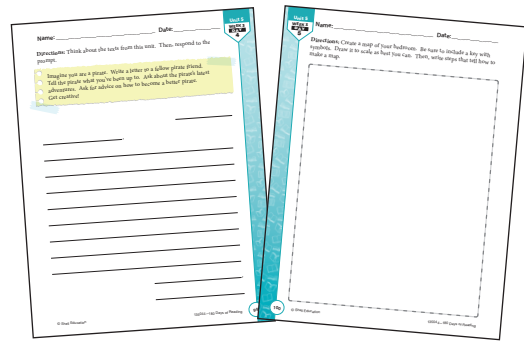
### Practice Pages for Week 3

Day 1 of this week follows a consistent format, with a nontraditional text and multiple-choice and open-response questions.



On days 2 and 3, students engage in close-reading activities of paired texts. Students are encouraged to compare and contrast different aspects of the texts they read throughout the unit.

On days 4 and 5, students think about the texts in the unit, respond to a writing prompt, and construct their own versions of diverse texts. Students are encouraged to use information from texts throughout the unit to inspire and support their writing.



## Instructional Options


*180 Days of Reading* is a flexible resource that can be used in various instructional settings for different purposes.

- Use these student pages as daily warm-up activities or as review.
- Work with students in small groups, allowing them to focus on specific skills. This setting also lends itself to partner and group discussions about the texts.
- Student pages in this resource can be completed independently during center times and as activities for early finishers.

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

**Directions:** Read the text, and answer the questions.

## As You Read

Draw a  anywhere you have questions or want to know more.

### Surf's Up

Surfing is a very fun sport for people who enjoy thrilling rides. Surfers ride waves on their surfboards. They learn how to stand up. They ride the best parts of a wave. They are always looking for a fun ride!



1. What is the main topic?
  - (A) sports
  - (B) the ocean
  - (C) waves
  - (D) surfing
2. According to this text, who enjoys surfing?
  - (A) people who live near the ocean
  - (B) people who can swim
  - (C) people who are looking for a thrilling ride
  - (D) people who can stand up
3. Which of these words from the text is a compound word?
  - (A) thrilling
  - (B) looking
  - (C) surfboards
  - (D) surfers
4. What does the word *thrilling* mean?
  - (A) very exciting
  - (B) wet
  - (C) very scary
  - (D) water



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

**Directions:** Read the text, and answer the questions.



## As You Read

Underline information that is new or interesting to you.

### Safety First

The ocean is very powerful. Even the strongest swimmers cannot swim in huge waves. So, lifeguards have to make sure that beaches are safe. Some days, it is too rough to swim in the ocean. The waves are too big. Lifeguards fly a flag. A double red flag lets people know the beach is closed.



- Which new title best fits the text?
  - Lifeguard Training
  - Staying Safe at the Beach
  - Flying Flags
  - More Huge Waves
- What is a lifeguard's main job?
  - to watch huge waves
  - to swim in the ocean
  - to fly flags at the beach
  - to make sure the beach is safe
- What is the root word in *powerful*?
  - owe
  - power
  - wer
  - ful
- Which of these things might be considered too rough?
  - sitting on a bed
  - swinging high on the swings
  - a hard push in a game of tag
  - a soccer goal

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

**Directions:** Read the text, and answer the questions.**As You Read**

Draw a ☆ next to information you think is important.

**Shark Attack**

Shark attacks are scary. Most sharks eat meat. They like large fish or seals. They do not hunt humans, but attacks can happen. Sharks may bite a person swimming in the ocean. They may think they are eating a seal. However, these attacks are very rare.



- What does this text **not** say about shark attacks on humans?
  - Sharks sometimes mistake humans for food.
  - Shark attacks are scary.
  - They happen in warm water.
  - Attacks are rare.
- Which words from the text have similar meanings?
  - rare* and *scary*
  - attack* and *hunt*
  - like* and *bite*
  - think* and *like*

- What is the main idea of this text?

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- Why do humans sometimes get attacked by sharks?

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



## As You Read

Underline information that is new to you. Draw a ☆ next to information you think is interesting.

### Investigating Tide Pools

Tide pools are small, rocky pools. They are found on beaches. They fill with water at high tide. At low tide, the water goes away. People can then walk to them. Plants and animals live inside them.

Tide pools are unique habitats. The organisms inside must survive in high and low tides. They are at great risk. They might be swept away by the ocean. Or seagulls could snack on them. Too much sun can dry them out, too.

Sea stars live in tide pools. Sea stars come in a variety of sizes and colors. They like to eat mussels. A sea star wants to eat a mussel before a seagull eats it instead!

Anemones (uh-NEH-muh-nee-z) also live in tide pools. They eat very tiny fish. Anemones are fun to spot. They look a bit like flowers. They add a lot of color to tide pools.



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

**Directions:** Read “Investigating Tide Pools.” Then, answer the questions.

1. Which shows a strong connection to the text?
  - (A) I like to play in the sandbox at the park.
  - (B) I play at the beach with my grandparents.
  - (C) I noticed a tide pool on the beach and studied the creatures inside.
  - (D) A sea star is a star.
2. When does the water leave the tide pool?
  - (A) at high tide
  - (B) at low tide
  - (C) at sunset
  - (D) at sunrise
3. Why is a tide pool a unique habitat?
  - (A) Sea stars all look the same.
  - (B) Birds prey on the food there.
  - (C) It survives in low and high tides.
  - (D) It is found on the beach.
4. Which is the best summary of the text?
  - (A) Tide pools are unique habitats with interesting plants and animals.
  - (B) Sea stars like to eat mussels.
  - (C) Tide pools take up space on our beaches.
  - (D) Anemones eat tiny fish.
5. Use details from the text to draw and write about each type of tide pool.

<b>Low tide tide pool</b>	
<b>High tide tide pool</b>	

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

**Directions:** Reread “Investigating Tide Pools.” Then, respond to the prompt.

Think about what you would want to see on a trip to the beach. Write about which creatures you would look for when you walk along the sand. Then, draw a picture of it.

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