

Be a Text Detective

2nd
GRADE

BE A DETECTIVE

When?

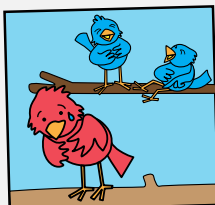
Where?

Who?

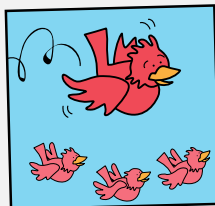
Why?

How?

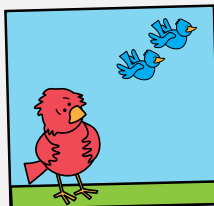
What happened first?



One day, other birds from the tree across the street made fun of the way she flapped her wings, so Jelly stopped flying.



Jelly was flying high and having so much fun with her brothers and sisters that she forgot about the other birds. She learned that you enjoy the things you love more when you stop worrying about what others think.



After a few days, Jelly was bored of walking everywhere and did not want to miss out on the fun.

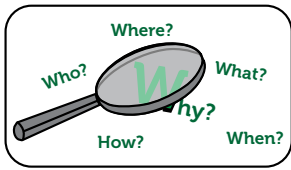
Table of Contents

Be a Text Detective

Questions First
Sequence of Events
Organize the Story
Sequencing Activity: Flying Jelly
Sequencing Activity: Peanut and Kiki
Sequencing Activity: Rocky Sings at Sunrise
Find the Main Idea
What's in a Story?
Story Order: Case 1
Story Order: Case 2
Cause and Effect
Cause & Effect: What's the Cause?
The Man, the Boy, and the Donkey
The Boy Who Cried Wolf
The Ant and the Grasshopper #1
The Ant and the Grasshopper #2
Make a Star Chart

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Questions First

By Julie Williams

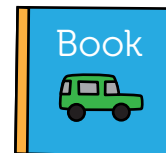
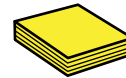
Is your child full of questions? Most kids are! With this activity, your child can ask away and develop some important reading and comprehension skills while he's at it.

A vital goal for young readers is the ability not just to decode text but to make real sense of it. Can your child keep all those characters straight and follow what's happening?

Here's an activity that teachers use all the time, and it works at home, too! It's simple and easy to set up, but it can lead to some very deep and complicated thinking, helping to develop those comprehension skills.

What You Need:

- Pad of sticky notes
- Pen
- Story book you plan to read to your child

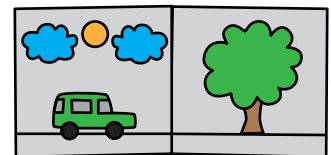


What You Do:

1. Find a book you think is terrific and can't wait to read to your child. Read it front to back, just by yourself...no kid yet! What do you like about it? What does it teach?
2. Now go back, looking at each "spread" (the two pages you see when you hold the book open).

Ask yourself a question:

What's the most important thing happening in these two pages?



This will vary, of course. It may be a change in the action; it may be a new character; it may be the way a main character is feeling.

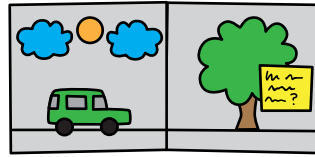
3. For at least five spreads, jot down an open-ended* question that you can ask your child to get at this main idea. Put your note on that page. For a chapter book you can do the same thing, selecting key spots in the book. For instance, on the page where a new character is introduced or a change in the story happens you could mark it.



* For example, you're reading "Curious George." You'll want to avoid close-ended questions such as "What color is George's fur?" This can feel too simple to your child, and too much like a quiz. Instead, ask questions about George himself: "How does George feel about his broken bicycle?" and especially focus on predictions: "Do you think he can get it fixed?"



4. Now read the book with your child, and savor it together. Each time you get to a posted question, stop to talk it over.



5. As you approach the end of the story, you will have had a rich conversation. Now bring it to a close by holding the book shut for the very last page or two.

Ask: OK, after all this, what do you think will happen? Join your child in making predictions, and then read together. How do you feel at the end? Did the author surprise you? What do you think?

6. Note: if you're making a "star chart" this is a great time to stick your evaluation on the wall! Moving forward, encourage your child to try writing some of his own sticky notes sometime on a familiar, favorite book and then reading the book to a younger child. **Nothing improves learning like teaching does.**

Even if your child is up to reading chapter books doing this exercise with a picture book can illustrate the point of asking questions. For picture books with significant text on the page a few stories you can try are *Twelve Dancing Princesses*, *Pegasus*, and *The Seven Voyages of Sinbad the Sailor*. For chapter books, you can also do the above steps at the chapter-level instead of individual spreads.



Example

SEQUENCE OF EVENTS

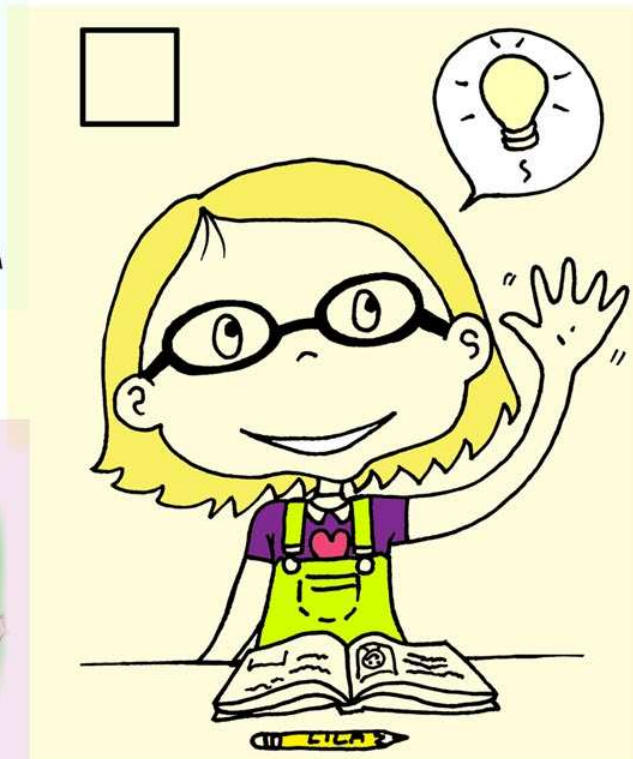
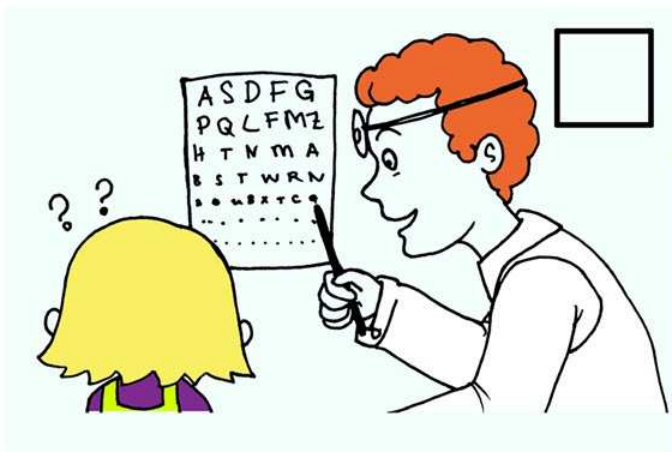
Read the story below, then number the illustrations in the order in which they took place in the story.

Lila's New Glasses

Lila was a girl who had trouble seeing. She loved to ride her bike, but she couldn't see well enough to know which way to turn. She loved to play soccer, but she could never see when the ball was coming her way! Most of all, Lila loved to go to school... but she always had a very hard time reading the lesson on the blackboard.

One day Lila's mother took her to the eye doctor. The eye doctor looked at Lila's eyes and instantly knew that Lila was going to need a pair of glasses. At first, Lila was very sad that she was going to have to wear glasses. The doctor told her that glasses help people see, and that once she had a pair of her own, she would be able to do all of the things that she loved! Lila decided that maybe it wouldn't be so bad after all.

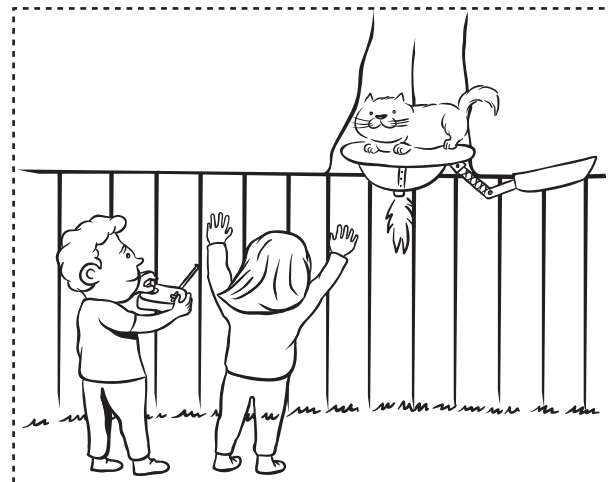
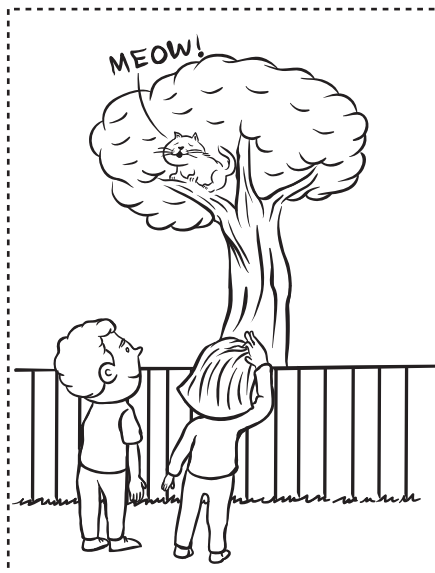
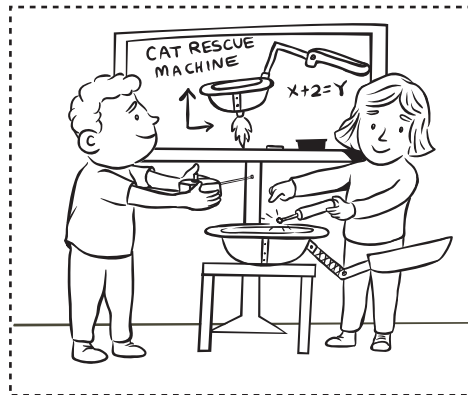
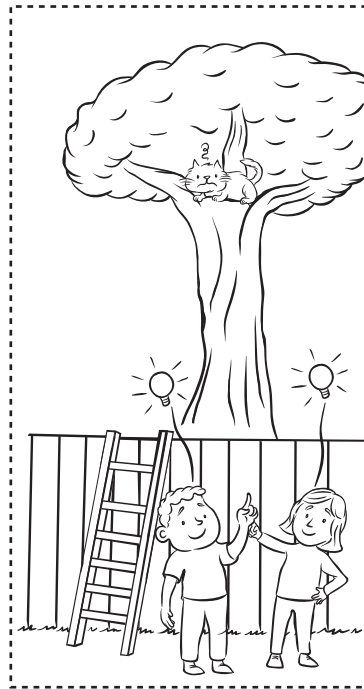
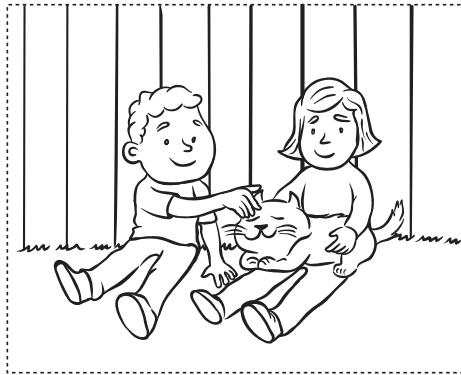
Once Lila put on her glasses, she could not believe all the amazing things there were to see! She could ride her bike up and down the neighborhood. She could play soccer with her friends... and most exciting of all, Lila could finally read the lesson on the blackboard at school. Lila was so happy to finally be able to see, and wore her pair of glasses every single day.



ORGANIZE THE STORY

Oh no, the story has been all jumbled up. It's up to you to cut out the images and make the story make sense again.

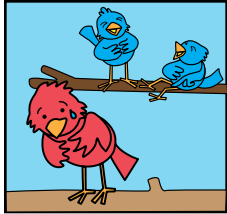
Bonus Activity: Color in the images with your favorite colors.



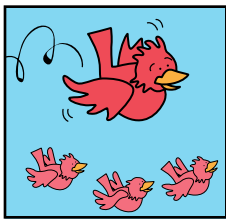
Flying Jelly



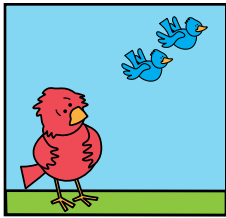
These sentences are out of order and the story doesn't make sense!
Number the sentences below to put them in the correct order.



_____ One day, other birds from the tree across the street made fun of the way she flapped her wings, so Jelly stopped flying.



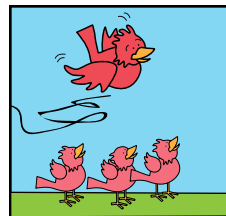
_____ Jelly was flying high and having so much fun with her brothers and sisters that she forgot about the other birds. She learned that you enjoy the things you love more when you stop worrying about what others think.



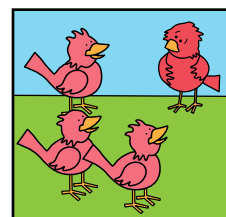
_____ After a few days, Jelly was bored of walking everywhere and did not want to miss out on the fun.



_____ A little red bird named Jelly loved to go flying with her brothers and sisters, but Jelly didn't flap her wings like everyone else.

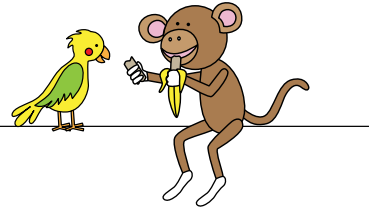


_____ Despite being embarrassed she started flying again and ignored the older birds who teased her: "Yay! Jelly is flying!" cheered her siblings. "Wow! She can fly higher than older birds can."

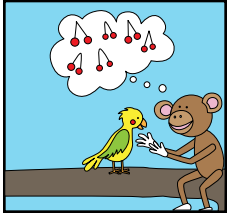


_____ "There is nothing wrong with the way you flap your wings!" Her brothers and sisters begged her to fly with them.

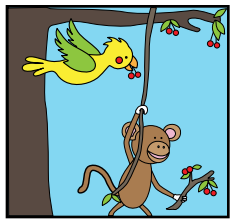
Peanut and Kiki



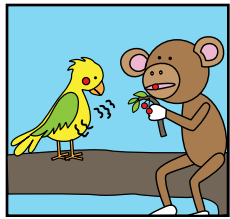
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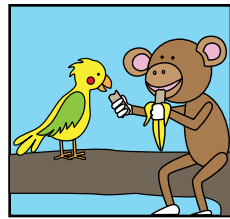
_____ While sharing some cherries with Kiki, Peanut thought it would be fun to start a race.
“Whoever can get around the lake twice and collect the most cherries wins all of the cherries.”



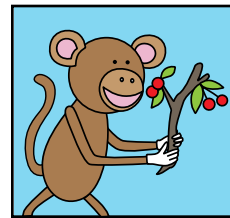
_____ As Peanut flew and Kiki swung around from tree to tree, they tore off branches with cherries on them.



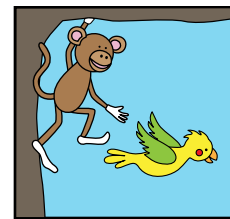
_____ While eating the cherries, she heard Peanut's stomach rumble. Kiki felt bad that she was not sharing her cherries with Peanut. “You can have some of these cherries if you are hungry,” said Kiki.
“Really? Thanks, Kiki,” said Peanut.



_____ A bird named Peanut was good friends with a monkey named Kiki. They spent a lot of time together sharing fruit and searching for bugs.

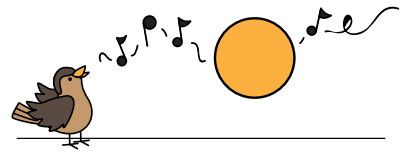


_____ When they both made it around the lake twice, they stopped to count how many cherries they had collected. “Yay! I get all of the cherries!” yelled Kiki as she grabbed all of the cherries.

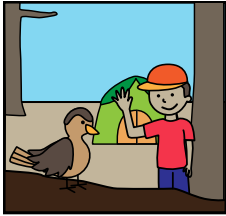


_____ “That's a great idea!” said Kiki. “Ready, set, go!” she said, and they both took off.

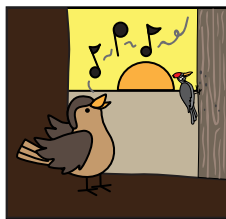
Rocky Sings at Sunrise



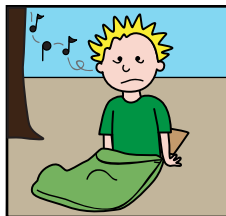
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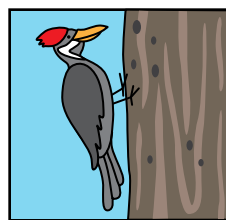
_____ "I guess I don't sing as well as I thought," said Rocky to himself. The one camper who enjoyed Rocky's singing heard Rocky and said, "I love the way you sing, little bird. I'm sure the other campers do too, but you and the woodpecker are a little too loud."



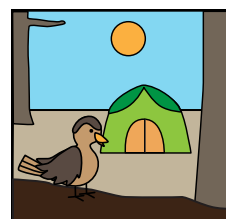
_____ A sweet little bird named Rocky loved to sing loudly from his home in a Redwood tree. He woke up with the sunrise to sing along to the beat of woodpecker's pecking.



_____ One of the campers was awake and enjoying Rocky's singing, but the other campers were unhappy. "Why are those birds making so much noise?" groaned a grumpy camper.



_____ Rocky and the woodpecker made beautiful and soft music. The campers woke up one by one, and Rocky was excited to make them happy.



_____ One summer, some people came and camped under his tree. Rocky thought he would welcome them by singing for them early the next morning.

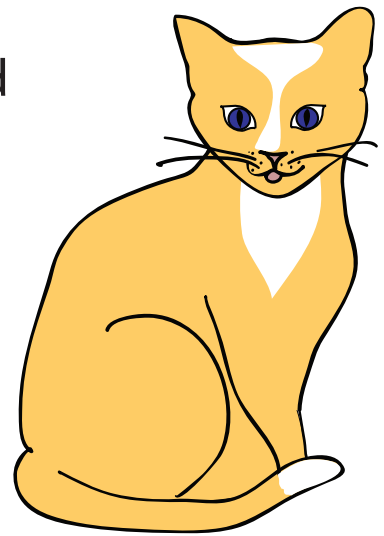


_____ The next morning, Rocky sang softly and the woodpecker pecked softly as well.

Find The Main Idea

The ***main idea*** is the most important idea in a paragraph. Sometimes, the main idea is the first sentence. Sometimes the main idea is in the middle or at the end. Read the paragraphs carefully. Circle the main idea.

Kittens need special care. You have to feed kittens twice a day. They have a lot of energy. You need to play with them often. Kittens will chew on almost anything they find. You have to watch them closely.



What is the main idea?

1. Kittens will chew on almost anything.
2. Kittens need special care.

The puppy began to eat, but then he stopped. He yawned and stretched. He chased his tail. He rolled over and barked. He licked his paw. Finally, he went back to his dish and finished eating.



What is the main idea?

1. The puppy likes to eat.
2. The puppy takes a long time to eat.

What's in a Story?

Read the story, then write the main idea in the middle box. Write one detail in each of the other boxes.

It's the first day of school! Ellie is very excited. She takes her new backpack and lunchbox to school. She is happy to see her friends in the classroom. The students like their teacher. Everyone has a good first day of school.

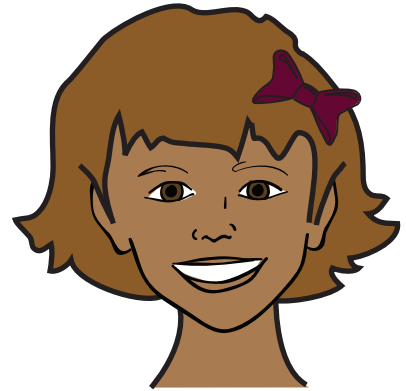


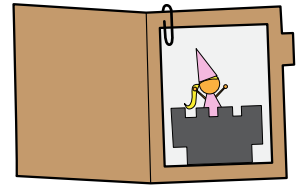
Diagram for identifying the main idea and details of a story:

- Top-left box: Detail:
- Top-right box: Detail:
- Middle box: Main idea:
- Bottom-left box: Detail:
- Bottom-right box: Detail:

Arrows point from the central 'Main idea:' box to each of the four 'Detail:' boxes, indicating that the main idea is supported by these details.



BE A DETECTIVE



Story Order : Case 1

Read the story, then write the main idea in the top box.
Next, summarize three details and a conclusion in the remaining boxes.

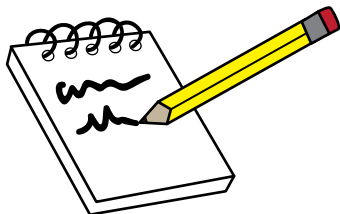
The entire class decided that the movie they watched was very exciting. First, a princess was kidnapped from her castle. Next, the main character magically became a knight in shining armor. Finally, the knight crossed the forest and saved the princess. Clearly, the movie was full of adventure.

Main Idea



Detail

Detail

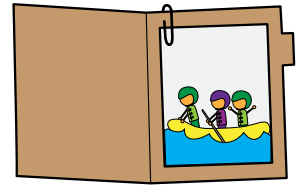


Detail

Conclusion

BE A DETECTIVE

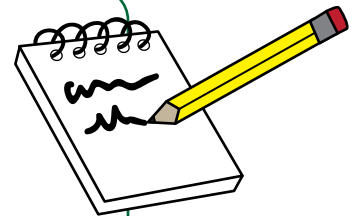
Story Order : Case 2



Read the story, then write the main idea in the top box.
Next, summarize three details and a conclusion in the remaining boxes.

The Smith family would remember this vacation for a long time. They liked going camping, and first they got ready months ahead by going on hikes regularly. On their vacation they hiked down to the bottom of the Grand Canyon. Then they rafted down part of the Colorado River which runs through the canyon. Their river guide was knowledgeable and friendly. And, everyone had a good sense of humor. All these things came together to make for a memorable trip.

Main Idea



Detail

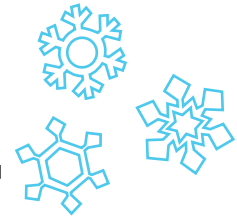
Detail



Detail

Conclusion

Cause and Effect



A cause is why something happens. An effect is what happens.

Example: Anna skipped breakfast, so she was hungry all morning.

cause

effect

Circle the best effect for each cause.

1. Jim did not study...

so he made an A+ on the test.
so he did poorly on the test.

2. The soccer team practiced everyday...

and won the game.
and lost the game.

3. There was a blizzard outside...

so everyone went outside to play.
so school was cancelled.

4. Ava felt sick...

so Mom took her to the doctor.
so I gave her some ice cream.

5. The girl tripped...

and checked her messages.
and skinned her knees.

6. I ate too much candy...

and got a stomach ache.
and felt great.

7. The team won...

and the coach was sad.
and they celebrated with a party.

8. The baby cried...

so Dad held her.
and she made Dad cry.

9. Tony took good care of his dog...

and his dog was very happy.
and his dog ran away.

10. Mary's hands were dirty after painting...

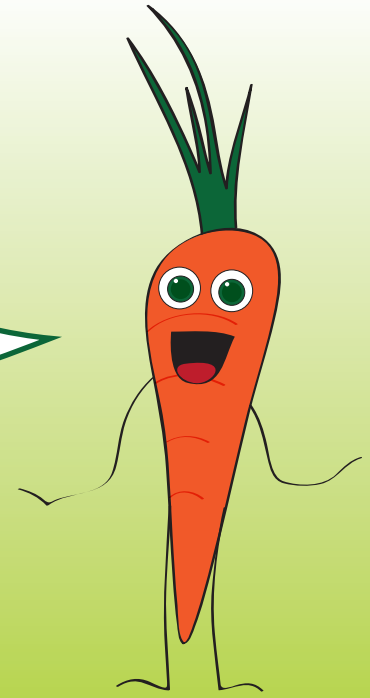
so she washed them with soap and water.
so she sat down to eat dinner.

Cause and Effect (1)

With Caroline the Carrot

Hi! I am Caroline the Carrot. Let's learn the difference between a *cause* and an *effect* together. A *cause* is the reason why something happens. An *effect* is what happens. Here is an example:

Because Bobby watered the garden daily,
(cause)
the vegetables grew beautifully.
(effect)



Circle the best way to end the sentence.

1. Jack is worried

because he lost his homework.

because he got a present.

2. Because the sun came out,

Andrew went to sleep.

Andrew went out to play.

3. Our teacher is happy

because we did well on our tests.

because it is Tuesday.

4. Because Jim is nice,

he likes the color blue.

he has a lot of friends.

5. Kristen's team won the match

because she had fun.

because she scored a goal.

6. Because it is cold,

Isabelle wore a jacket.

Isabelle learned to read.

7. My sister is sad

because she lost her wallet.

because she ate dinner.

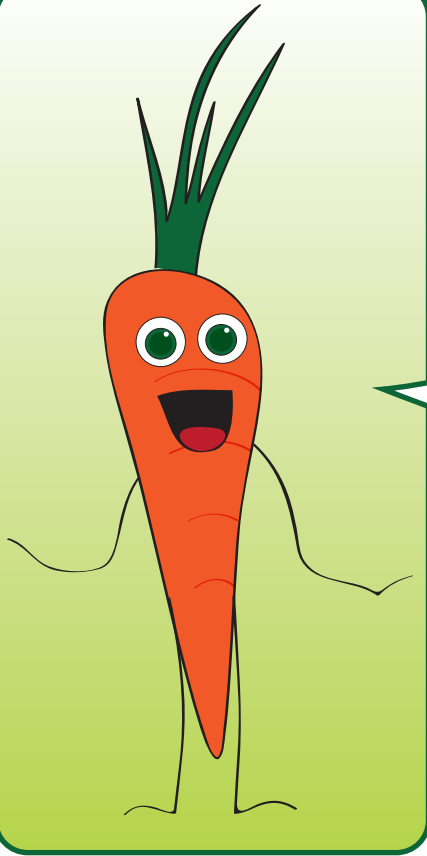
8. Because I did my chores,

I woke up early.

I received my allowance.

Cause and Effect (2)

With Caroline the Carrot



Let's learn some more about cause and effect. Read the stories below and underline the sentence that tells why something happened.

1. Mya was playing frisbee outside with her sister. Her sister threw the frisbee as hard as she could. It sailed over the neighbor's fence. Mya rang the neighbor's doorbell.

Why did Mya ring the doorbell?

She had a delivery for the neighbors. She wanted to retrieve the frisbee.

She was going to the neighbor's house for lunch.

2. A hawk was soaring high above the trees. He soon spotted a rabbit darting through the forest. His stomach began to rumble. The hawk swooped down toward his prey.

Why did the hawk swoop down?

He likes exploring the forest. He was hungry. He saw his friend.

3. Danny was nervous to audition for the play. He tried his best to sing every note on key. When his audition was over, he was worried he wouldn't get the part he wanted. Danny was so happy when he saw the cast list.

Why was Danny happy?

He likes singing. The audition was over. He got the part he wanted.

4. Nancy and her friend Debbie decided to go out to dinner. Debbie forgot to close the window before they left. They enjoyed a delicious meal. When they got back to Nancy's house it was very cold.

Why was Nancy's house so cold?

Debbie forgot to close the window. She went out to dinner with Debbie.

Nancy forgot to close the window.

The Man, the Boy, and the Donkey



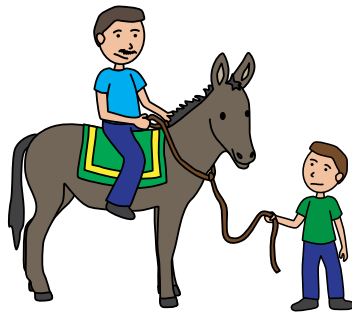
Mission:

Read the story below. Can you predict what will happen next?

Once, a man and his son were going to the market with their donkey. As they walked a man passed them and said, “How silly. You are walking that donkey when you could be riding it instead. What is a donkey for but to ride on?”

Hearing this, the man put his boy on the donkey’s back and they went on their way. But soon they passed a group of women, one of whom said: “You should be ashamed of yourself young man. Your father who is older than you should be riding and you should be walking.” Red-faced and embarrassed the boy jumped down to have his father get up on the donkey.

They hadn’t gone far when they passed a man and woman, one of whom said to the other: “Doesn’t he know they can both fit on that donkey? His boy doesn’t have to walk this dusty road.”



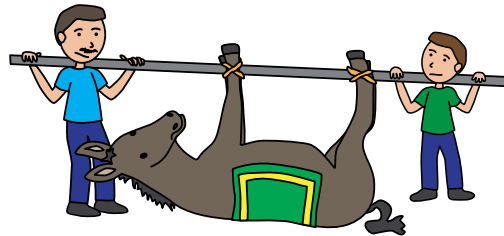
What do you think the father and son will do next? Why?



Keep reading...

Well, the man didn't know what to do, but at last he took his son up and sat him down in front of him on the donkey. They reached the town and people began to jeer and point at them. "You're overloading that poor donkey—you and your son both sitting there. You both look strong! You'd be better off carrying the donkey yourselves."

They got off of the donkey and tried to think what to do. At last they cut down a pole and tied the donkey's feet to it. With it tied to the pole like this they raised the pole to their shoulders and carried the donkey towards the bridge that lead to the market. This was difficult to do.



The townspeople laughed and heckled them so much that the donkey was frightened by everything going on. Its feet slipped loose from the ropes and it fell. Once it got to its feet again it ran away kicking and bucking.

"That will teach you," said an old man who had followed them. "Try to please everyone and you will please no one."

What was the moral of the story?

The Boy Who Cried Wolf



Mission:

Read the story below. Can you predict what will happen next?

Once upon a time in a mountain village, there was a boy who watched over the village's sheep. Being alone up in the hills was very boring. One day the boy thought it would be funny to scare the villagers and scream, "Wolf, wolf!" The villagers grabbed whatever they could and ran up the hill to scare off the wolf.

When they reached the top, they realized there was no wolf. They had been tricked by the mischievous boy. He laughed and laughed while the villagers walked angrily back down the hill. On another day the boy again called, "Wolf! Wolf!" tricking the villagers. They warned him that the next time they would no longer believe him. The boy shrugged at the warning and laid down for a nap.

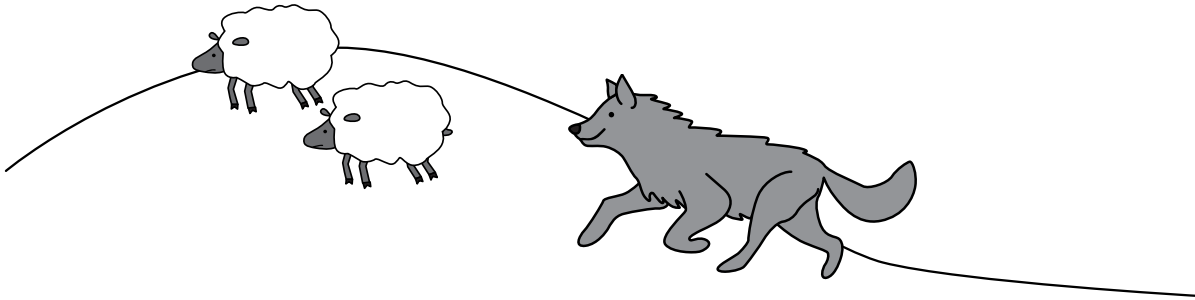


What do you think will happen next? Why?



Keep reading...

One lazy afternoon, the boy heard a terrible sound. Before he could even prepare himself, a wolf appeared and chased the village's sheep! The boy screamed, "Wolf, wolf!" but having lied so many times, the people of the village just ignored him. With no one to help him fend off the wolf, the sheep all ran away and the boy was left crying on the hill.



What was the moral of the story?

The Ant and the Grasshopper



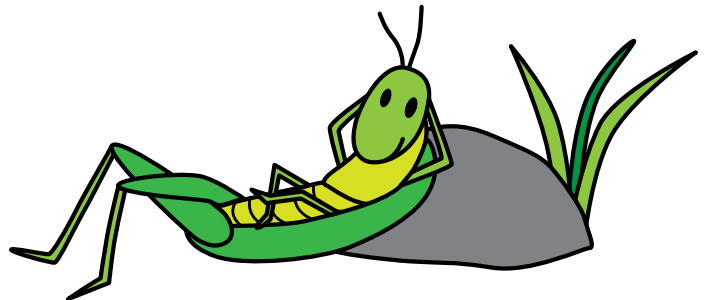
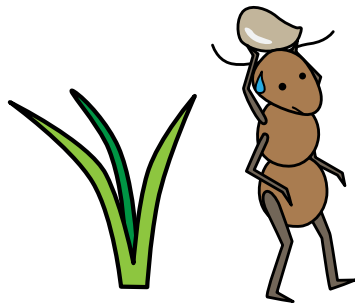
Mission:

Read the story below. Can you predict what will happen next?

Once there was an ant and a grasshopper who lived in a field.

Every day, Ant got up early and walked far to gather seeds. She balanced one seed on her head at a time, walked it back to her home, and then went again to the field to gather more. She was very small, so the walk was very long. She worked the whole day, without ever stopping to rest.

As Ant worked, Grasshopper spent his days playing music, lazing in the sun. “Why do you work so hard, Ant?” he laughed. “Summer is here! Why waste the sunshine gathering seeds.



What do you think Ant will do?

What do you think Grasshopper will do? Why?

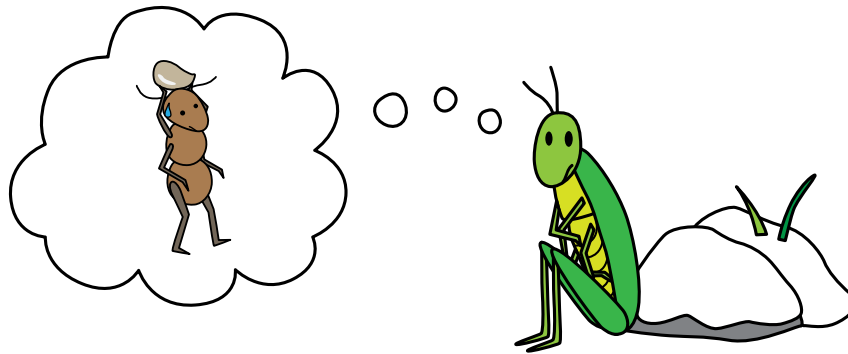


Keep reading...

Ant ignored Grasshopper's teasing and continued gathering, which only made Grasshopper laugh even more. "You are a silly little ant," he said.

Autumn came, and then winter. The days were short. Snow fell on the farmer's field, burying the plants and seeds that had been so easy to get.

Grasshopper had no food to eat. "What will I do? I am hungry," Grasshopper said to himself. Then, he remembered how many seeds Ant had stashed away during the summer.



Grasshopper hurried to Ant's home. He knocked on her door. "Ant," he said, "Give me some seeds?"

Ant looked at Grasshopper. "I worked hard all summer long, while you laughed at me," Ant said. "You should have worked in the summer instead of singing and dancing. Then you would have a full belly now."

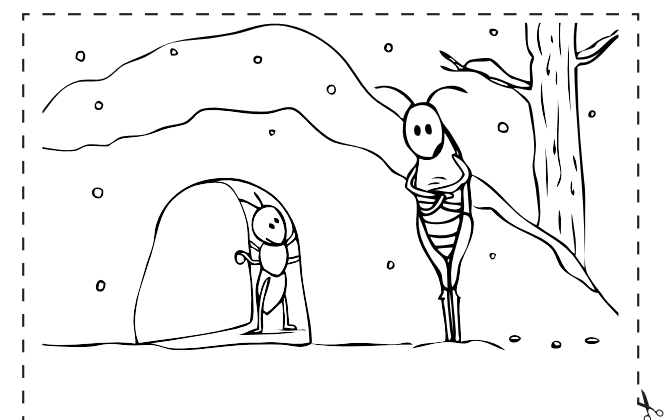
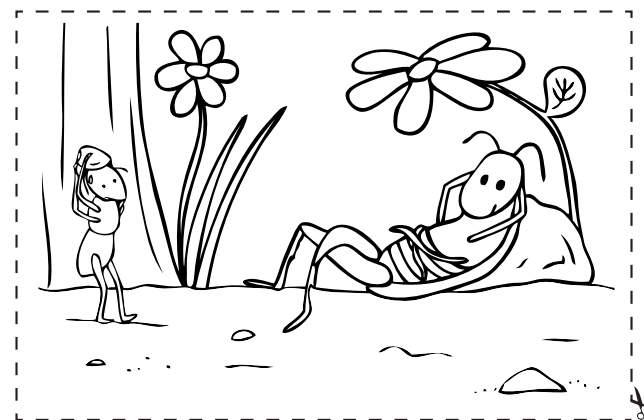
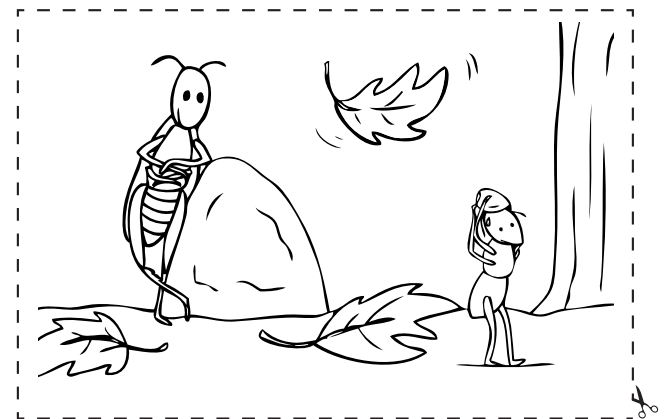
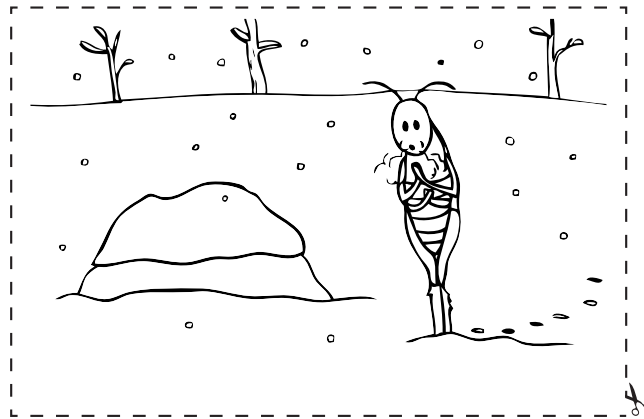
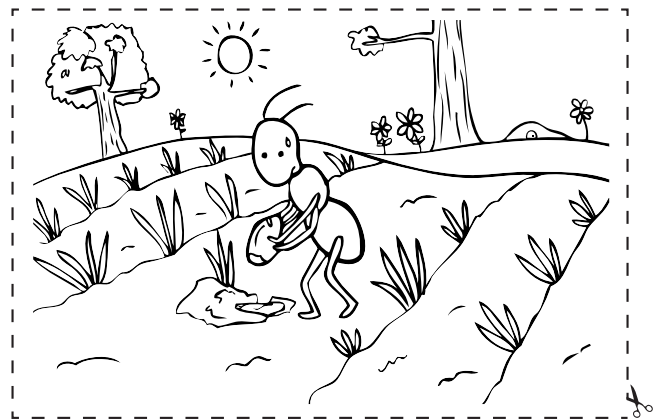
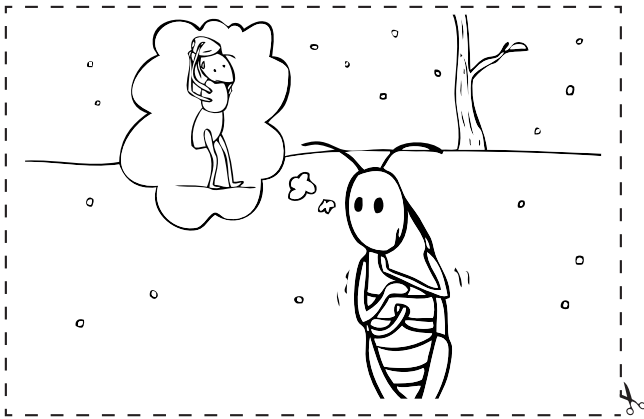
What was the moral of the story?

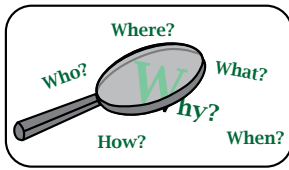
BE A DETECTIVE

The Ant and the Grasshopper



We need your help, gumshoe! The story cards are mixed up and don't make sense. Please solve this case by cutting the cards out and putting them back in the correct order.





Make a Star Chart

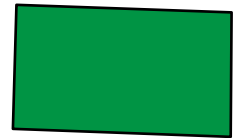
By Julie Williams

It's important for young readers to stop and reflect on what they have read and understood.

Here is a way to keep track of new books, mark the achievement of reading them, and most importantly, step back and think: Which ones were really, really great?

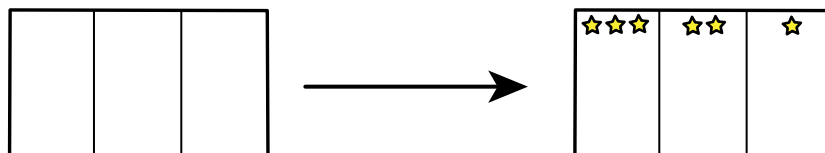
What You Need:

- 11" x 17" sheet of paper
- Markers
- Package of shiny gold stars
- 12" x 17" sheet of construction paper in a favorite color



What You Do:

1. Explain to your child that every week in the newspaper you can find ratings for all kinds of things. There are so many movies, for example, that we often rely on other people to help us narrow the choices based on their opinions of what's good and bad and why. Sometimes that means we talk to friends; other times, we look in a newspaper, magazine, or TV to read the words of a critic. You might even want to look a review up together.
2. In this activity, invite your child to be a literary critic for the family. In this exciting new world of books, which ones are the very best? Which ones were just okay? Which ones were unbelievably bad? And most importantly in every case: Why?
3. Take your sheet of 11x17" paper and start by folding it vertically in thirds. Across the top, in block letters, help your child write a catchy title using her name, such as "Becca's Best Books." Your child may want to do the printing; it's also OK if you help.
4. Now take out those gold stars. Your left column is for the big winners—three gold stars! The middle column is for the books that were OK but not great—two stars. And the column on the right has no stars at all—that's for books your child decides are just plain awful.

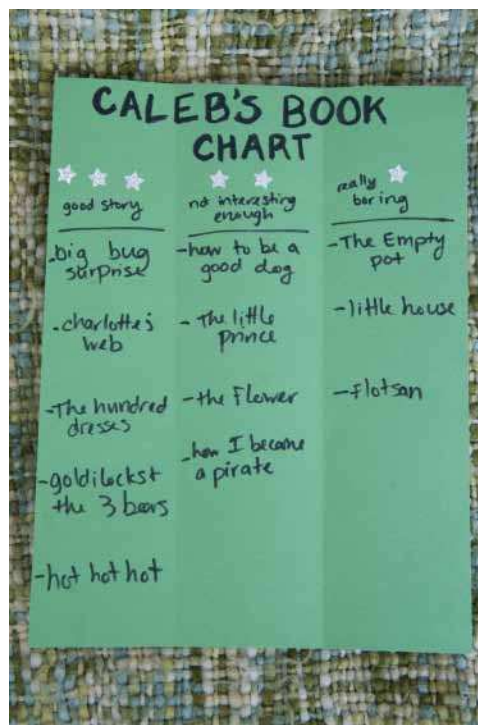




5. In clear writing below each category (parents, you may want to help with this), write your child's explanation of criteria. What makes a book really good? (This is obviously a conversation that will continue for a lifetime. Now's a great time to start! For young kids expect simple, concrete answers; that's just fine.

6. Mount your "star chart" on a construction paper frame, and invite your child to decorate it as she likes. Then tape it to a wall near a place where you and your child often read.

For the next several months, whenever you read together, stop and have a chat. How was that book? What column does it belong in? Write your "critic's choice" selections, and celebrate them. When the chart is full, write the dates it covers, and keep it. You and your child will have marked two marvelous accomplishments: a long list of books read...and the start of a lifelong conversation about what makes a book really great.



Example

Great job!

is an Education.com reading superstar

