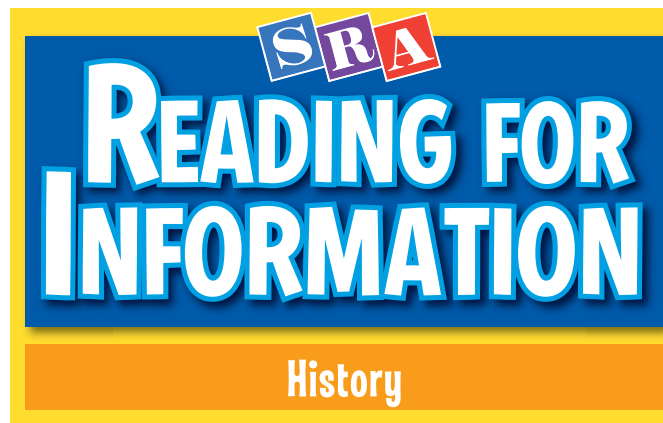


César Chavez

SAMPLE ONLY

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César Chávez

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Before You Read

Do these things to help you learn as you read.

Features Photos and Captions

Photos help readers understand the story. Captions tell what is happening in photos. Look at the photo and caption. How does the caption add to the information in the photo?



Farmworkers gathered to protest against poor conditions on farms.

Structures Sequence

Sequence means order of events. Words such as *first*, *then*, *next*, and *last* show sequence. The words *before* and *after* can also show sequence. How will finding these words in this book help you?

Vocabulary Words to Know



belief something that a person thinks is true



cause a person or thing that makes something else happen



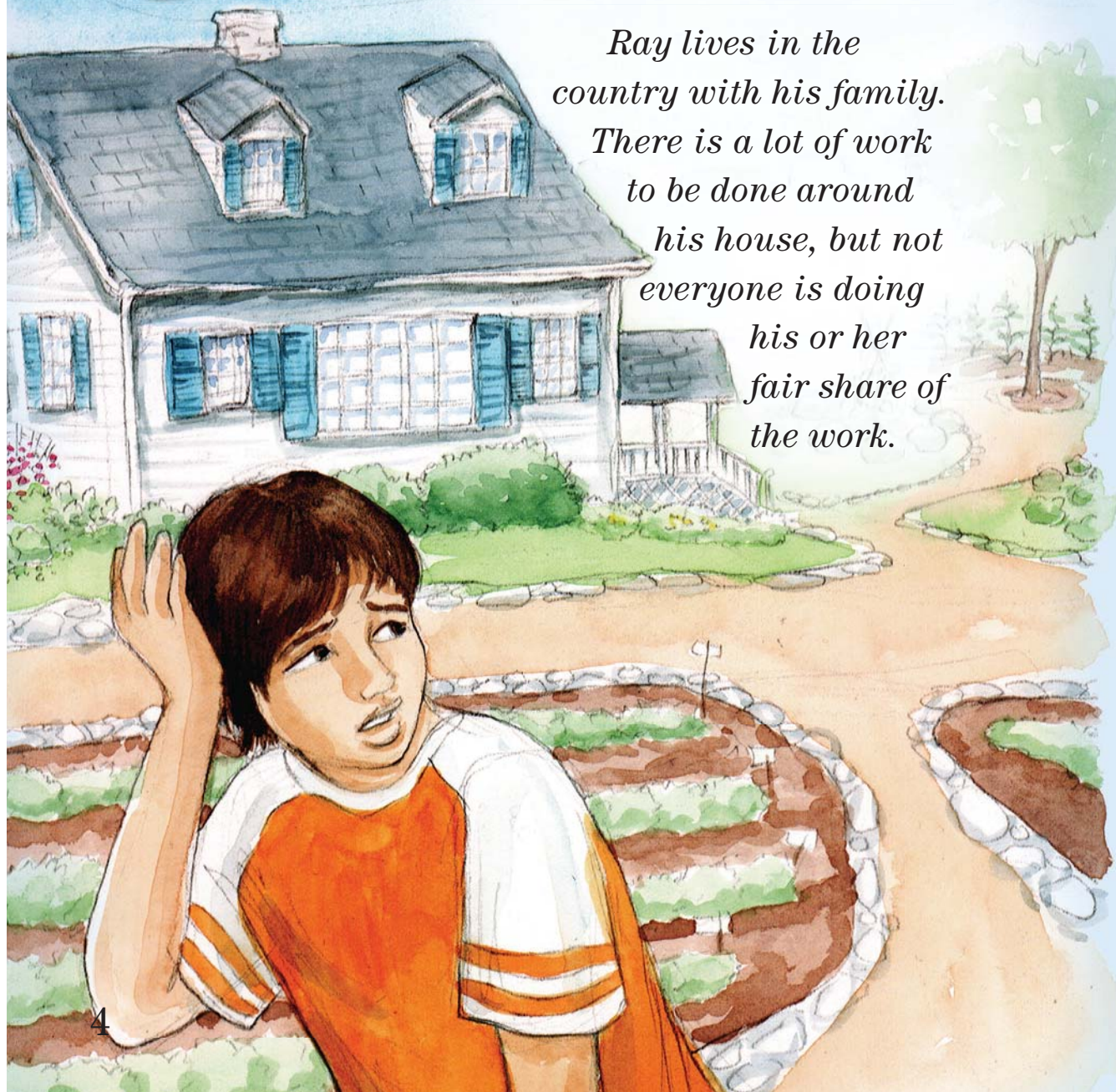
equal people or things that are even, or the same

reconsider to think about something again



A Reward for Chores

Ray lives in the country with his family. There is a lot of work to be done around his house, but not everyone is doing his or her fair share of the work.



4



Living in a home in the country and tending to many different gardens takes a lot of work.

It is my **belief** that the country is the best place to live. I like planting and caring for flowers. I like watching vegetables grow. But I do not like doing other people's chores!

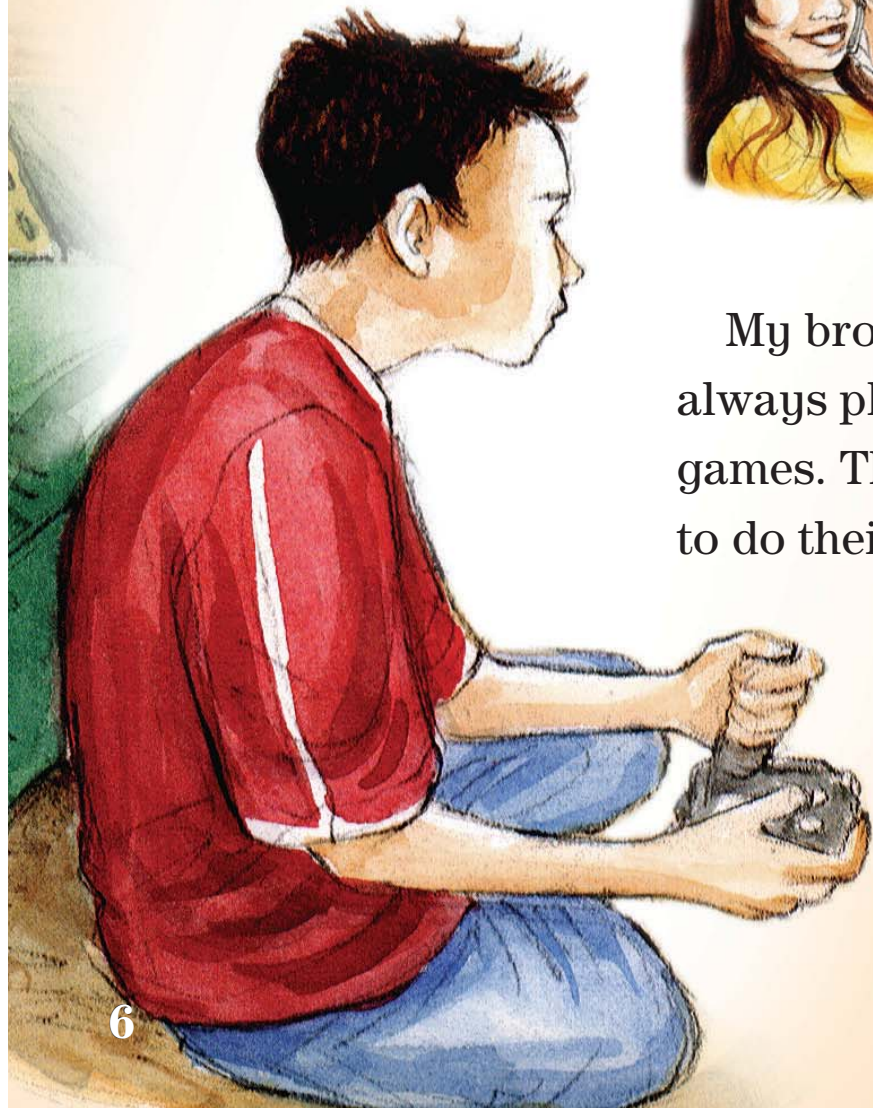
✓ **Comprehension**
Why does living in the country take a lot of work?

5

Lately, no one has been doing their fair share of the work. My sisters are always on the phone.



My brother Tyler is always playing video games. That leaves me to do their chores.



Little Zack tried to help, but he only made things worse. Zack **caused** trouble. First, he left the sprinkler on which created a mud puddle. Next, he knocked over a bucket of tools. Then, he left the door open and the dog escaped.

Finally, I had enough. Last night at dinner, Tyler asked me to do the dishes for him. I said, “No! I’m tired of doing your work!” Lately, things had not been very **equal**.



Luckily, Mom and Dad agreed. They saw me do Tyler’s chores. They saw me do my sisters’ chores. They saw me clean up after Zack. So, do you know what happened? I got everyone’s allowance! I’m sure my brothers and sisters will **reconsider** doing their fair share now.

✓ **Comprehension**
How is this story
like another book
you’ve read?

César Chávez

Farmworker Hero

César Chávez was a farmworker. Farmworkers pick crops. They don't have their own farms. This causes them to have to move a lot. A **cause** is something that makes something else happen.



César Chávez
(se' zər chă' vez')

Like these children, César Chávez helped his parents in the fields when he was young.



César Chávez traveled all over California and Arizona to talk with farmworkers.

In the 1900s, farmworkers were often treated poorly, and they were not paid much money. Farmworkers thought their pay should be **equal** to the quality of their work.

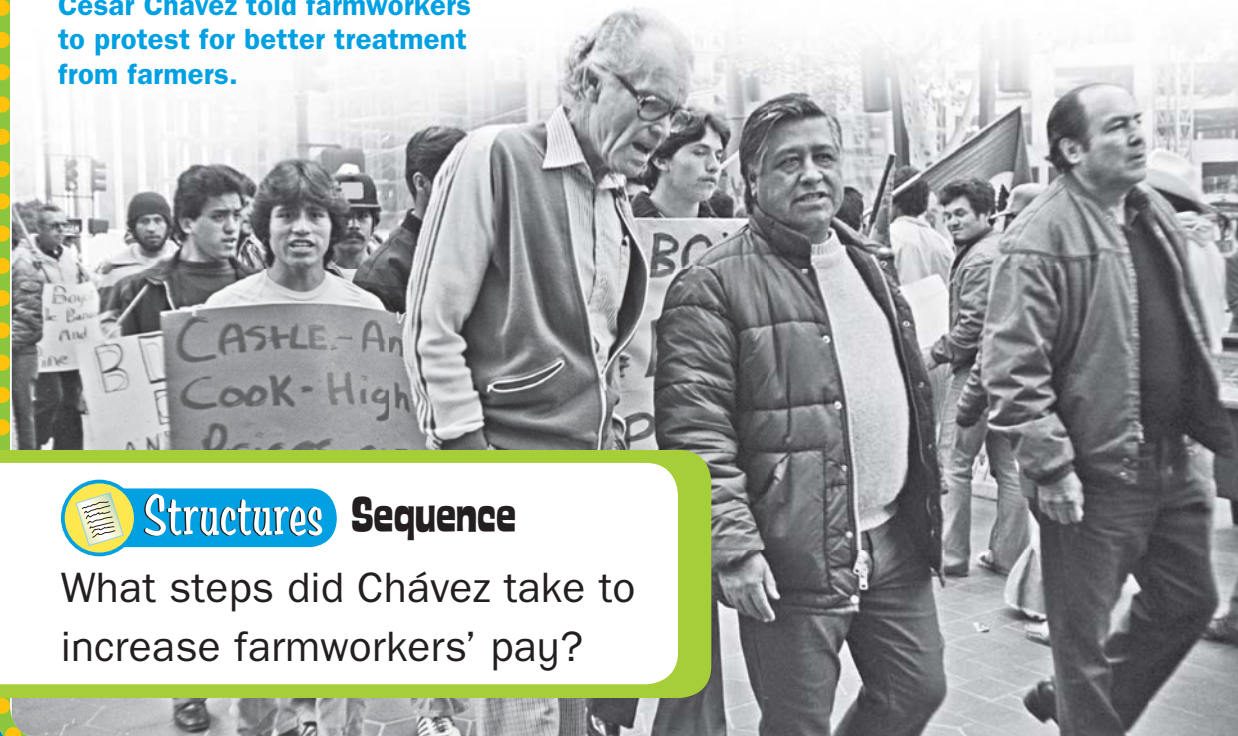
Chávez wanted farmers to **reconsider** how they treated the farmworkers.

First, Chávez found people who shared his **belief**, or idea. Then, these people talked to farmers. They told the farmers that things must change. Finally, many farmworkers got better pay.

Chávez was a hero. He helped thousands of farmworkers. He made their lives better.

✓ **Comprehension**
Have you ever stood up for something that you believed in?

César Chávez told farmworkers to protest for better treatment from farmers.



Structures **Sequence**

What steps did Chávez take to increase farmworkers' pay?

History &you

César Chávez worked hard to have people treated fairly. He wanted to make a difference in people's lives. What can you do in your community to affect people's lives in a positive way?

Think about It! Why is it important for you to work for changes in your community?

These students are helping others learn to read. What can you do to help people in your school?



After You Read

Complete these activities on a separate piece of paper.

Vocabulary Words to Know

Write the vocabulary word that best completes the sentence.

reconsider belief cause

1. César Chávez wanted the farmers to _____ how they treated the workers.
2. Ray had a _____ that farms are the best place to live.
3. A _____ is something that makes something else happen.

Features Photos and Captions

Use the photo and caption to answer Question 4.

4. What would be a good month to harvest corn?



Corn is harvested in late summer and early fall.

Structures Sequence

Use the story *A Reward for Chores* to answer Questions 5 and 6.

5. What was the first problem that Zack caused?
 - a. He was playing video games.
 - b. He left the sprinkler on.
 - c. He left the door open.
6. What happened after dinner?
 - a. Ray got extra allowance.
 - b. Ray was punished.
 - c. Ray cleaned the dishes.

Write about It

Write three sentences that tell about a chore that you do. Write your sentences in sequence order. What do you do first, next, and last?



Go To Interactive Skills Handbook

For more practice with

- **photos and captions**, see pages 30–33.
- **sequence**, see pages 70–77.
- **connecting**, see pages 78–81.

Glossary

belief (bi lēf') *n.* something that a person thinks is true. *Long ago, people had the belief that the earth was flat.*

cause (kôz) *n.* a person or thing that makes something else happen. *The cause of John getting wet was the rain.*

equal (i kwəl') *n.* people or things that are even, or the same. *Many people worked hard for all Americans to have equal treatment.*

reconsider (rē' kən sid' ər) *v.* to think about something again. *Raj asked his mom to reconsider letting him get a puppy.*

Pronunciation Key

a	at	•	ō	rose	•	ə	about, chicken,
ā	late	•	ô	law, bought	•		pencil, cannon,
ä	father, ox,	•	oi	coin	•		circus
	mop	•	ōō	book, pull	•	ch	chair
âr	care	•	ōō	food, rude	•	hw	which
e	set,	•	or	form	•	ng	ring
ē	me	•	ou	out	•	sh	shop
îr	ear, pier	•	u	up	•	th	thin
i	it	•	û	use, mule	•	th	there
ī	kite	•	ûr	turn, learn	•	zh	treasure

Learn It

A photo helps readers understand a story.
A caption is the words or sentences that tell about the photo.



In the late 1800s, Sitting Bull was the brave leader of thousands of Native Americans.

This photo is from a story about Sitting Bull. It shows what Sitting Bull looked like. The caption gives information about the photo. The caption tells the name of the man and when he lived. It also tells a little about who he was.



Look at photos and read captions to learn more information about what you are reading.

Try It

Draw a line from each caption to the photo it tells about.



Blue poison dart frogs are not very good swimmers.



Sunflower seeds are a healthful snack for people and birds.



A queen honeybee can lay more than 1,500 eggs in one day.

Practice It

Use what you know about photos and captions to answer the question below.



Ellen Ochoa was the world's first Hispanic female astronaut. She has been to space four times.

Who is Ellen Ochoa?

Answers will vary but should include information from the caption.

Apply It

Pretend that this is a picture of your school. Write a caption for the picture. Include details about your school in your caption.



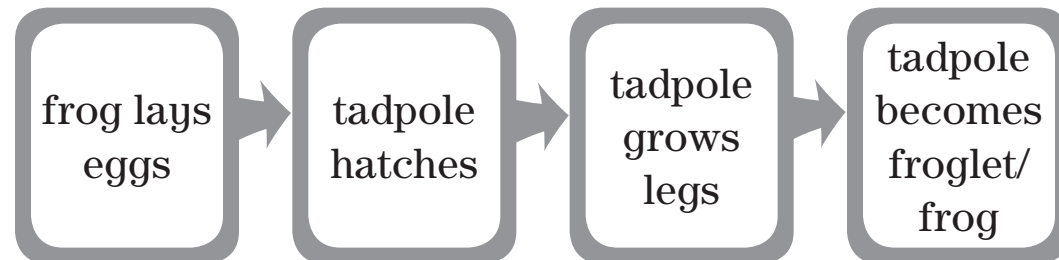
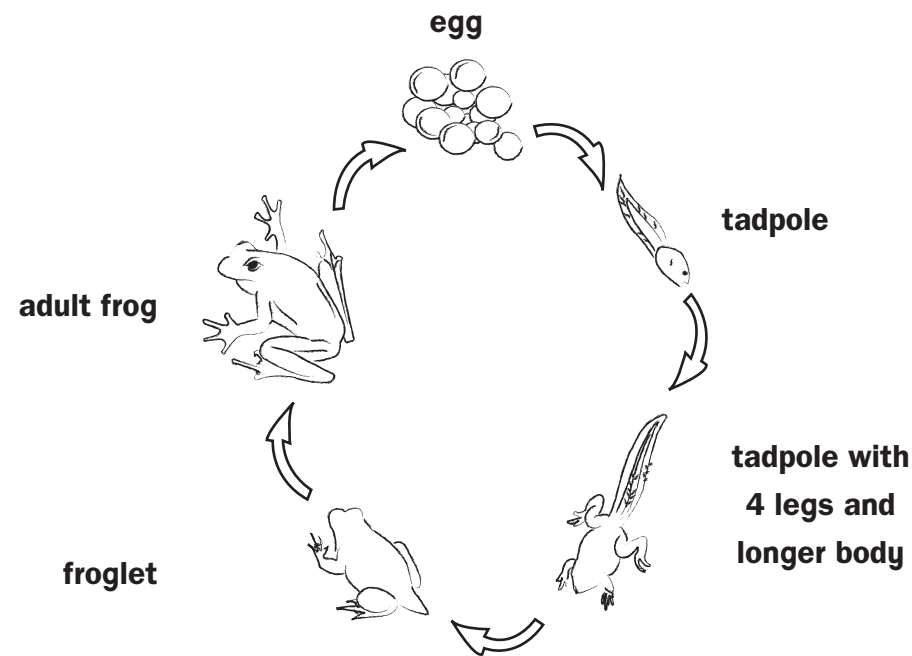
Caption:

Answers will vary but should include details from the picture.

Learn It

Sequence is the order of events.

- A **sequence** of events shows the order that things happen.



A sequence is the order in which events happen.

Try It

Write 1, 2, 3, or 4 on each line below to put the steps in the correct sequence.

Movie Munchies

“Movie munchies” are a fun snack you can make and eat while you watch your favorite movie.

How to Make Movie Munchies

- _____ **4** Eat and enjoy!
- _____ **2** Put the ingredients together in the bowl.
- _____ **3** Stir the ingredients with the spoon.
- _____ **1** Gather the ingredients: cereal, pretzels, popcorn, raisins, chocolate chips, a large bowl, a cup, and a large spoon.

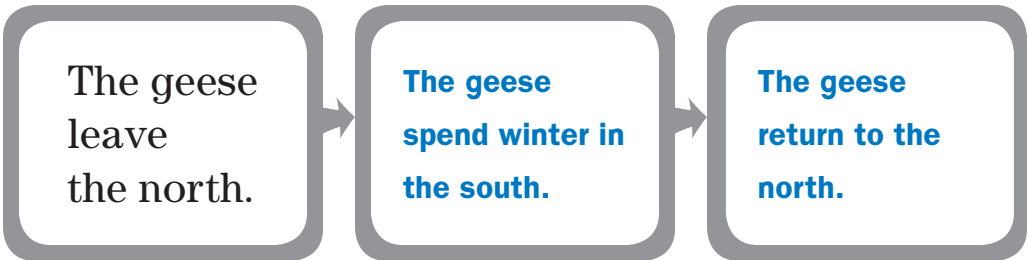
Practice It

Read the passage below.

Geese on the Move

Every year, geese migrate, or move from one place to another. In the fall, geese leave their homes to move to warmer places in the south. They spend the winter in the warm south. As soon as spring comes and it is warm again, they fly back to their home in the north. Months later, the weather will turn cold. Then the geese will make the long trip again.

Use the passage to complete the graphic organizer. The first step is done for you.



Apply It

Write steps for making a sandwich in the graphic organizer.

How to Make a Sandwich



Use the information from the graphic organizer to write directions that tell how to make a sandwich.

Answers will vary but should include the steps necessary to make a sandwich and should be based upon the steps listed in the graphic organizer.

Learn It

Sequence is the order of events.

- As you read, pay attention to the sequence. It will help you understand what you read.
- When you see words such as *first*, *next*, and *then* in a sentence, you are reading a sequence of events.

Writers use signal words to show a sequence of events.

Sequence Signal Words

first	second	third	to begin	now
before	next	then	after that	soon
later	last	until	finally	when



Sequence signal words will help you understand the order of events.

Try It

Read the passage. Circle the sequence signal words. The first one is circled for you.

The Life of a Plant

First, the seed is put in the ground. Next, it is covered with soil. Then, water is added to the soil. After the seed gets enough water, it grows roots and a stem. When the stem grows above the ground, it gets energy from the sun. Water and energy will help the plant grow even bigger. Soon the plant may make a flower. The flower can make new seeds. Later, these seeds can be put in the ground to make a new plant.

Number the sentences 1–3 to tell the order in which things happened.

- 3 Roots start to grow.
- 2 Water is added to the soil.
- 1 The seed is put into the ground.

Practice It

Circle the sequence signal words.

How to Make Bubbles

First, gather soap, sugar, a spoon, and a cup of warm water. Second, add two spoons of soap to the cup of water. Third, add one spoon of sugar. Then stir the mixture very gently for one minute. After stirring, place it in the refrigerator for about five minutes. Last, curl your fingers and dip your hand in the bubble mixture. Now, blow into your curled hand.

Use the steps from the passage to complete the instructions below.

- 1. Gather soap, sugar, a spoon, and water.
- 2. Add two spoons of soap to the water
- 3. Add one spoon of sugar
- 4. Stir the water very gently for one minute
- 5. Place it in the refrigerator for about five minutes

Apply It

Fill in the chart with the steps you take to get ready for school in the morning.

Getting Ready for School



Use the information from the graphic organizer to write a paragraph about how you get ready for school. Make sure to use signal words to show the correct sequence.

Answers will vary but should include reasonable steps for getting ready in the morning in the correct sequence, and should be based upon the information in the graphic organizer.

Learn It

When you read, think about how what you are reading connects to things you know.

Connecting means linking what you read to what you know. Connect what you read to

- your own life,
- other books you have read, and
- the outside world.

Mr. Escalante

There was once a teacher named Jamie Escalante. He taught his students how to do very hard math. They passed a very hard test. Mr. Escalante taught the students to work hard and believe in themselves.

Mr. Escalante reminds me of my piano teacher. She taught me to play music that I didn't think I could play.



Connecting means linking what you read to what you know. Slow down to make connections as you read.

Try It

Read the story and answer the question.

The Clubhouse

Tony, Ethan, and Sara were building a clubhouse. Tony wanted to use cardboard boxes to build the clubhouse. Ethan wanted to use old sheets and ropes. Sara thought they should use wood because wood is strong.

1. Allen read the story. He thought the children should build a brick clubhouse. His dad told him that bricks are stronger than wood. Allen was connecting to
 - a. his own life.
 - b. another book he had read.
 - c. the outside world.

Practice It

Match each book title with things you can connect it to. The first one is done for you.

Book:

2. *Max Goes Camping*

3. *The Big Cats of Africa*

4. *Maria Goes to School*

5. *Return of the Three Bears*

6. *The Fastest Girl in the World*

7. *From Seed to Tree*

Connects to:

A. the time your class grew plants

B. *Goldilocks and the Three Bears*

C. a time your family went camping

D. a television show about lions

E. your first day of school

F. a news report about Florence Griffith-Joyner, a world record holder for women's track

Apply It

Answer the questions below.

8. If you read a story about the best day of school, how could you connect it to your own life? Write one or two sentences to tell about it.

Answers will vary but should include a description of an event the student has experienced.

9. If you read a story about keeping a lion as a pet, how could you connect it to what you know about lions? Write one or two sentences to tell about it.

Answers will vary but should include information about lions that the student has read about, heard about, or experienced.

Heroes from History Unit Overview

Unit Objectives

3 Key Elements:

- Vocabulary** Students will learn key social studies words and a word that begins with the prefix *re-*.
- Features** Students will understand the purpose of photos and captions and how to use them to obtain important information.
- Structures** Students will identify examples of sequence in social studies texts.

Unit Vocabulary

Social Studies

- belief ◆★▲
- equal ◆★▲
- cause ★▲
- hero ▲

Words with the Prefix *re-*

- reconsider ◆★▲

Ability Level Key

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

Materials:

Student Readers

- George Washington Carver ◆
- César Chavez ★
- Sally Ride ▲

Activity Masters #1–4,
pp. 52–55

Interactive Skills

Handbook, pp. 30–33
and 70–81

Genre:

Narrative and expository text

Comprehension Skill:

Connecting

Background Information

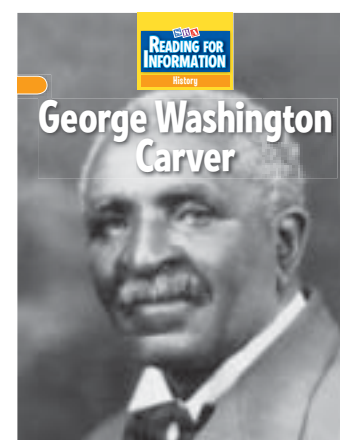
The **3 Key Elements** of this unit are **vocabulary, photos and captions,** and **sequence text.** Students will apply these elements as they read about historical figures. Students will get a sense of the differentiation between the near and distant past. By connecting this information to themselves, their worlds, and other texts, students should draw connections between the choices these heroes made and the choices they will make in their own lives.

1 Focus

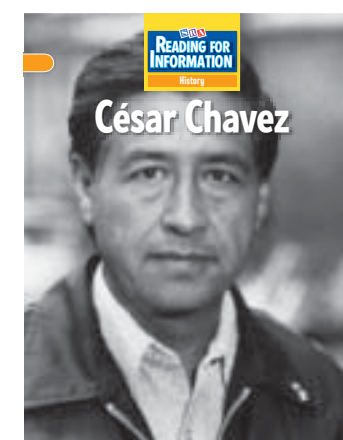
Preparing to Read

In this unit, students read about historical figures and learn about the potential for ordinary people to achieve extraordinary things.

◆ Approaching Level



★ On Level



▲ Above Level



Getting Started

Connecting to Prior Knowledge

- Use the **Fun Facts!** to begin a discussion about heroes. Ask students to make a list of the characteristics of great heroes.
- Ask students to name their personal heroes. These can be people they know or they can be famous people. Ask students to write two questions that they would ask their heroes.

Fun Facts!

- K. J. Lewis, a five-year-old from Nebraska, collected more than 2,000 pounds of toys to send to the victims of the Hurricane Katrina!
- Mae Jemison was the first female African American astronaut as well as a doctor.

2 Teach

Prereading Activities

Whole Group Use the following activities with all students to introduce the **3 Key Elements** of the unit.

Ability Level Key

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

Vocabulary

- **Social Studies** Have student volunteers describe what **equal** means. Then ask them to describe a situation that shows equality. If students are having trouble, offer a scenario in which things are not equal. For example, you give three students a treat and the rest of the class gets none. Draw a concept map on the board and write **equal** in the center. Ask students to brainstorm words that have similar meanings (*fair, share, nice, same, even, justice*).
- **Words with the Prefix re-** Ask children to think about something they believed when they were younger but don't believe now. Ask them what made them *reconsider*, or change their minds, about their beliefs. Have volunteers share their thoughts.
- Prompt students to suggest other words that begin with *re-* (*return, refill*).

Features

- **Photos and Captions** Ask students to point out photos and captions in their readers. Explain that photos and captions are useful because they can add extra information to text.
- Have students draw pictures of their heroes and write captions to describe the pictures. Have volunteers share their pictures and explain why they chose those captions.

Structures

- **Sequence** Remind students that sequence explains the order in which things happen.
- Write the words *first, next, and last* on the board. Ask students to copy the words on a piece of paper. Then have them write what they did first, next, and last before they arrived at school this morning. Have students share their activities.

For more practice with

- **vocabulary**, use Activity Master #1, page 52.
- **photos and captions**, use Activity Master #2, page 53.
- **sequence**, use Activity Master #3, page 54.

Assign the Reading

- Distribute the Student Readers for this lesson based on students' reading levels, and have students begin reading.
- Encourage students to pay attention to **vocabulary, photos and captions, and sequence text** as they read.

Reinforcing the 3 Key Elements

Small Group Use these lessons for an in-depth treatment of the **3 Key Elements** of reading for information.



Vocabulary Focus on Vocabulary

- **Cause** Tell students that words can have more than one meaning. Use **cause** as an example. Remind students of the definition of *cause* from their readers: a person or thing that makes something else happen. Tell them that *cause* can be an action word; something can cause something else to happen. Read the following two sentences aloud:
 - *A big storm came and caused a tree to fall in my yard.*
 - *It was very noisy in the living room. The cause was my baby sister, who was banging on pans.*

Activity Ask students to determine which meaning applies to each sentence. Students can vote for meaning one by touching their noses or for meaning two by tugging on their ears.



Features Photos and Captions

- **Photos** Go through a section of the newspaper with students, pointing out photos and captions. Explain to students that captions give information about the photo as well as clues about the article it accompanies.
 - **Captions** Tape or stick a photo to the board. On a piece of paper, have students write a caption that tells something about the photo.
- Activity** Have students share their captions with the class, drawing attention to the different information the captions reveal.



Structures Sequence

- **Sequence** On the board, write the following sentences in this order:
 - Add mayonnaise and mix.
 - Boil an egg.
 - Cut it up.
- Explain to students that these are the steps for making egg salad. Ask students if the steps are in the correct order. (No, they are not.)

Activity Ask for volunteers to come to the board and write the words *first, next, and last* next to the sentences to correct the order.

Extending the Lesson

Small Group Use the following lessons to customize your instruction according to your students' needs.

Reader's Workshop: Focus on Genre

- **Narrative and Expository Text** Show students specific examples of narrative and expository passages in their readers. Point out that both types of writing can give important information. Narratives, however, give information by telling stories.
- **Take Notes** Ask the students to read their books in pairs. Tell them to read the

expository section and take notes as they learn about the topic. Then have them read the narrative section and use their own words to retell the story orally to a partner.

Wrap up the workshop by meeting together. Have students explain how the two genres helped them learn about heroic people.

Differentiating Instruction: English Language Learners

- **Identify** Have students look at a photograph in their Student Readers, and discuss its accompanying caption.
- **Write a Caption** Give each student a piece of drawing paper. Have students draw a picture of a person in their lives. Have them write captions that give details about the

people that they choose. Ask students to share their drawings and captions with the class.

Assign ELL Activity Master #4

Complete the activity together or assign it as independent work.

Comprehension Skill: Connecting

- Explain that *connecting* means that students connect what is in the text to their own lives, what they have read, and what they know about the world.
- Divide students into three groups. Have each group write down five connections. The first group should connect the story to their own lives. The second group should connect the story to the world. The third group should connect the story to other books they've read or plays or movies they've seen.
- When groups are finished, ask each group to share their connections with the class.
- Questions that reinforce the connecting skill can be found in the Student Readers on the following pages:
 - **Approaching Level** 5, 6, 12
 - **On Level** 5, 9, 12
 - **Above Level** 6, 8, 12

3 Review and Assess Monitor Progress

Ability Level Key
 ◆ = Approaching Level
 ★ = On Level
 ▲ = Above Level

Use the **Activity Masters** and **Interactive Skills Handbook** pages to monitor progress and to review.

Name _____ Date _____

History
Words to Know

believe something that a person thinks is true
equal people or things that are even, or the same
reconsider to think about something again

Circle the sentences below that show a belief.

1. The most beautiful color is blue.
2. Water falls from the sky when it rains.
3. Science is the most important subject in school.
4. It is cold outside in the winter.

Fill in a vocabulary word for each sentence.

5. Please _____ drinking a can of soda pop with your lunch.
6. It is my _____ that water is better for you.
7. My brother and I get the same treats. My dad believes that we are _____.

52 Reading for Information - Grade 2 History - Activity Master 1 - Vocabulary

Activity Master 1, page 52

Name _____ Date _____

History
Photos and Captions

Photos and captions help us better understand what we read. Captions tell about what photos show.

Draw lines to connect the caption that goes with each photo.

The faces carved in the rocks of Mount Rushmore are those of former U.S. presidents.

The Jones family owns more than 400 books.

Bever likes to play fetch and run in the park.

The schools were closed during the huge storm in January.

History - Activity Master 2 - Text Features Reading for Information - Grade 2 53

Activity Master 2, page 53

Name _____ Date _____

History
Sequence

Complete the graphic organizers to tell what happened first, next, and last.

Saturdays
I love Saturdays. Because I don't have to rush to get to school, I usually sleep in. Then I watch cartoons until my dad comes to get me. He takes me to a restaurant to eat pancakes. They are my favorite!

Cleaning My Room
When I clean my room, I put my toys away first. That takes the longest. Then I put my dirty clothes in the hamper. After I put my clean clothes in the drawers, I am finished.

54 Reading for Information - Grade 2 History - Activity Master 3 - Text Structures

Activity Master 3, page 54

Name _____ Date _____

History
Sequence

Cut out each group of pictures below. Then paste them on a piece of paper in the correct order.

History - Activity Master 4 - English Language Learners Reading for Information - Grade 2 55

Activity Master 4, page 55

Skills Practice

Go To Interactive Skills Handbook

- For more practice with
- **photos and captions**, see pages 30–33.
 - **sequence**, see pages 70–77.
 - **connecting**, see pages 78–81.

Assessment

To assess student learning in this unit, use the following resources.

ExamView
Assessment Suite



PuzzleMaker
VERSION 3.2

To assess student progress in the **3 Key Elements**, use the *ExamView® Assessment Suite* CD-ROM to create a custom test or administer the prepared **Leveled Unit Tests**.

Use the **PuzzleMaker** CD-ROM to create fun interactive activities that measure student mastery of the unit vocabulary.

History



Structures

Sequence

Complete the graphic organizers to tell what happened first, next, and last.

Saturdays

I love Saturdays. Because I don't have to rush to get to school, I usually sleep in. Then I watch cartoons until my dad comes to get me. He takes me to a restaurant to eat pancakes. They are my favorite!

```
graph LR; A[ ] --> B[ ]; B --> C[ ]
```

Cleaning My Room

When I clean my room, I put my toys away first. That takes the longest. Then I put my dirty clothes in the hamper. After I put my clean clothes in the drawers, I am finished.

```
graph LR; A[ ] --> B[ ]; B --> C[ ]
```


History

Sequence

Cut out each group of pictures below. Then paste them on a piece of paper in the correct order.

