



2ND GRADE **ELA**

Student Materials

Unit 3 *Belonging and Friendship: Pinky and Rex*





Daily Lesson Materials

Name: _____

Date: _____

1. How does the illustration on page 2 help a reader better understand Pinky and Amanda?

2. Describe how Pinky feels about Rex. How can you tell?

3. Describe how Rex feels about Pinky. How can you tell?

Name: _____

Date: _____

Describe Pinky and Rex's relationship.

annoying

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Describe Pinky and Amanda's relationship.

annoying

Name: _____

Date: _____

1. Why does the author put the word "too" in italics on page 7?

2. Describe Pinky's stuffed animals and how he feels about them. What does this show the reader about Pinky?

3. Describe Rex's toys and how she feels about them. What does this show us about Rex?

4. Read the sentence from page 15: "'Does she have to go with us?' Rex whispered." How does this build onto the reader's understanding of Pinky and Rex's relationship from Chapter 1? What additional details does the author include to show how Pinky and Rex feel about Amanda?

Name: _____

Date: _____

Describe Pinky and Rex's relationship using new information from Chapter 2.

insisted

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Name: _____

Date: _____

1. What does it mean to "save the best for last" (p. 19)? Why do Pinky and Rex want to save the best for last?

2. On pages 20 and 21, how is Amanda feeling? How do you know?

3. Why does Amanda's father take her somewhere else?

4. How does Amanda's dialogue show how she feels about being at the museum?

Name: _____

Date: _____

How does Amanda feel about being at the museum? How do you know?

sulk grump

Name: _____

Date: _____

1. What do Pinky, Rex, and Amanda want? Why do they all want the same thing?

2. How does the author use italics on page 33 to show how each of the characters feels about the dinosaur?

3. What does the phrase "Pinky's face fell" (p. 34) mean? What does it show about Pinky?

4. What is Pinky and Rex's first plan for how to get the dinosaur? Why does it not work?

5. Why does Amanda save the day?

Name: _____

Date: _____

What lesson do Amanda, Pinky, and Rex learn? How do they learn it?

Name: _____

Date: _____

Who would you pick for a best friend: Pinky, Rex, or Amanda? Why? Include evidence from the text.

Name: _____ Date: _____

Caption This!

p. 2

p. 21

p. 26

p. 32

p. 38

Name: _____

Date: _____

1. What does the description "his cheeks were fever-hot" (p. 1) show about Pinky and how he is feeling? Why is he feeling that way?

2. What does Kevin think about Pinky? Why?

3. Read the details from page 3 below. What do these details show about Pinky? Why?

- "Pinky's heart pounded so hard he could feel it in his throat."
- "Now his cheeks really burned."
- "I...I just fell off my bike."

4. How does Pinky feel about being at Mrs. Morgan's house? How do you know?

5. Describe Mrs. Morgan.

Name: _____

Date: _____

How does Pinky feel after what happens with Mrs. Morgan? Why does he feel that way?

mumbled snickered groaned

Name: _____

Date: _____

1. What is Kevin doing or saying to Pinky on the first few pages? What does that tell us about Kevin?

2. Use one word to describe Anthony and explain why using details from the text.

3. At the end of Chapter 3, Pinky says "Maybe he was a girl." What does this show about how Kevin's actions have influenced Pinky?

4. Why does Pinky ask his dad if it is bad to like pink?

5. Why does Pinky change his name to Billy? How does this impact his actions?

Name: _____

Date: _____

In what ways is Kevin a bully? How do his actions influence everyone around him, especially Pinky?

mocking scowled self-conscious

Name: _____

Date: _____

1. Pinky says, "If you were a boy like me, you'd know that you are not supposed to be friends with girls." (p. 25) Why does Pinky think this? Is it true? Explain why.

2. How does Pinky feel about his name being Billy? What details from pages 26 and 27 help you know how he feels?

3. What rules for being a boy does Pinky share with Mrs. Morgan? How does she respond?

4. What story does Mrs. Morgan tell Pinky? Why does she tell him this story?

5. Read the quote from page 32: "But, believe me, it is worse to not be yourself. Don't change for other people, Billy. Do what is right for the one person who will always be with you—yourself." Why is this important advice?

Name: _____

Date: _____

What advice does Mrs. Morgan give Pinky? Why?

Name: _____

Date: _____

1. How does Pinky stand up for himself? Why does he do it?

2. How does Kevin respond to Pinky?

3. What does Pinky get Mrs. Morgan? Why?

Name: _____

Date: _____

How does Pinky change? Why?

What lesson does he learn?

smirking urged

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Name: _____

Date: _____

Think about the person you chose to be your best friend in Lesson 5. After reading *Pinky and Rex and the Bully*, would you still choose them to be your best friend? Why or why not? Include evidence from the text.

Name: _____ Date: _____

Gathering Evidence Graphic Organizer

	Yes, kids and robots can be best friends.	No, kids and robots cannot be best friends.
Evidence		
Evidence		
Evidence		

Gathering Evidence Graphic Organizer

	Yes, kids and robots can be friends.	No, kids and robots cannot be friends.
<p>Evidence</p> <p><i>Can a Robot Ever Become Your Friend?</i></p>	<ul style="list-style-type: none"> ● never too busy ● always listen ● help kids learn new things ● can talk and joke 	<ul style="list-style-type: none"> ● no feelings ● can't really care about you ● follow programs instead of thinking differently ● don't "experience" special moments
<p>Evidence</p> <p><i>Pinky and Rex</i></p>	<ul style="list-style-type: none"> ● always agree with you ● interested in your interests like Pinky and Rex 	<ul style="list-style-type: none"> ● friends can like different things and still love each other like Pinky and Rex ● robots don't have real opinions
<p>Evidence</p> <p><i>Pinky and Rex and the Bully</i></p>	<ul style="list-style-type: none"> ● could stick up for you like Anthony 	<ul style="list-style-type: none"> ● cannot relate to how it feels to be bullied ● robots can't give advice based on experience like Mrs. Morgan
<p>Evidence</p> <p><i>Personal Experience</i></p>	<ul style="list-style-type: none"> ● robots can search the whole internet for answers to questions 	<ul style="list-style-type: none"> ● sometimes friends tell you things you don't want to hear to help you be a better person

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Robot Pet

I would rather have a robot as a pet. A robot pet would be easier to take care of than a real animal. A robot pet could also do fun tricks and never get tired. It would not make a mess or cause allergies. A robot pet would be a great choice because it would be fun and easy to take care of.

Real Animal Pet

I would rather have a real animal as a pet. A real pet would be more loving than a robot. A real pet could also play outside and enjoy nature. Taking care of a real pet would help me learn responsibility. A real pet would be better because it can love and connect with people in a way a robot cannot.

Name: _____ Date: _____

Concluding Statement Practice

Topic Sentences

1. The sun is important because it gives us light and warmth.
2. Playing outside helps kids stay healthy and active.
3. Learning to share is an important skill for making friends.

Concluding Statements

1. _____

2. _____

3. _____

Name: _____

Date: _____

Artificial intelligence and robots are used more and more each day in all parts of human life. You have been asked to write an opinion paragraph to help the CEO of a tech company considering creating companion robots for kids. Using what you know about what it means to be friends, do you think kids and robots can ever be friends?

When arguing why or why not, be sure to include:

- Your opinion
- Reasons that support your opinion
- Linking words to connect your reasons
- A concluding statement



Name: _____ Date: _____

Gathering Evidence Graphic Organizer

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Evidence		
Evidence		
Evidence		

Gathering Evidence Graphic Organizer

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Name: _____ Date: _____

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Concluding Statements

1. _____

2. _____

3. _____

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____

Date: _____

Write a draft of an opinion paragraph that introduces a topic, states an opinion, includes supporting reasons, and provides a concluding statement. Make sure to include multiple reasons from the text or personal experience to support your answer.

Robot Pet

I would rather have a robot as a pet. A robot pet would be easier to take care of than a real animal. A robot pet could also do fun tricks and never get tired. It would not make a mess or cause allergies. A robot pet would be a great choice because it would be fun and easy to take care of.

Real Animal Pet

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Name: _____

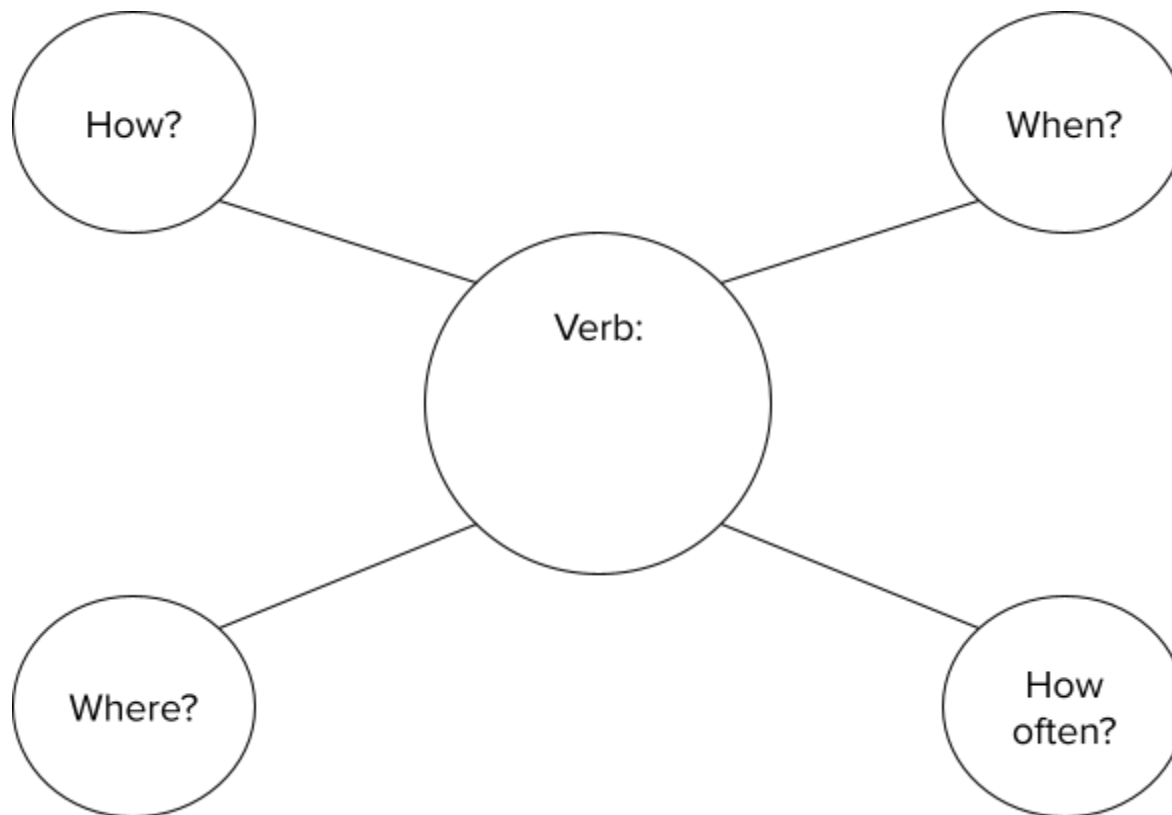
Date: _____

Revise your opinion paragraph by adding examples to support your reasons. This evidence may come from the article [“Can A Robot Ever Become Your Friend?”](#) by Fishtank Staff, the unit texts, or your experience.

Name: _____ Date: _____

Adverb Poem

Brainstorm



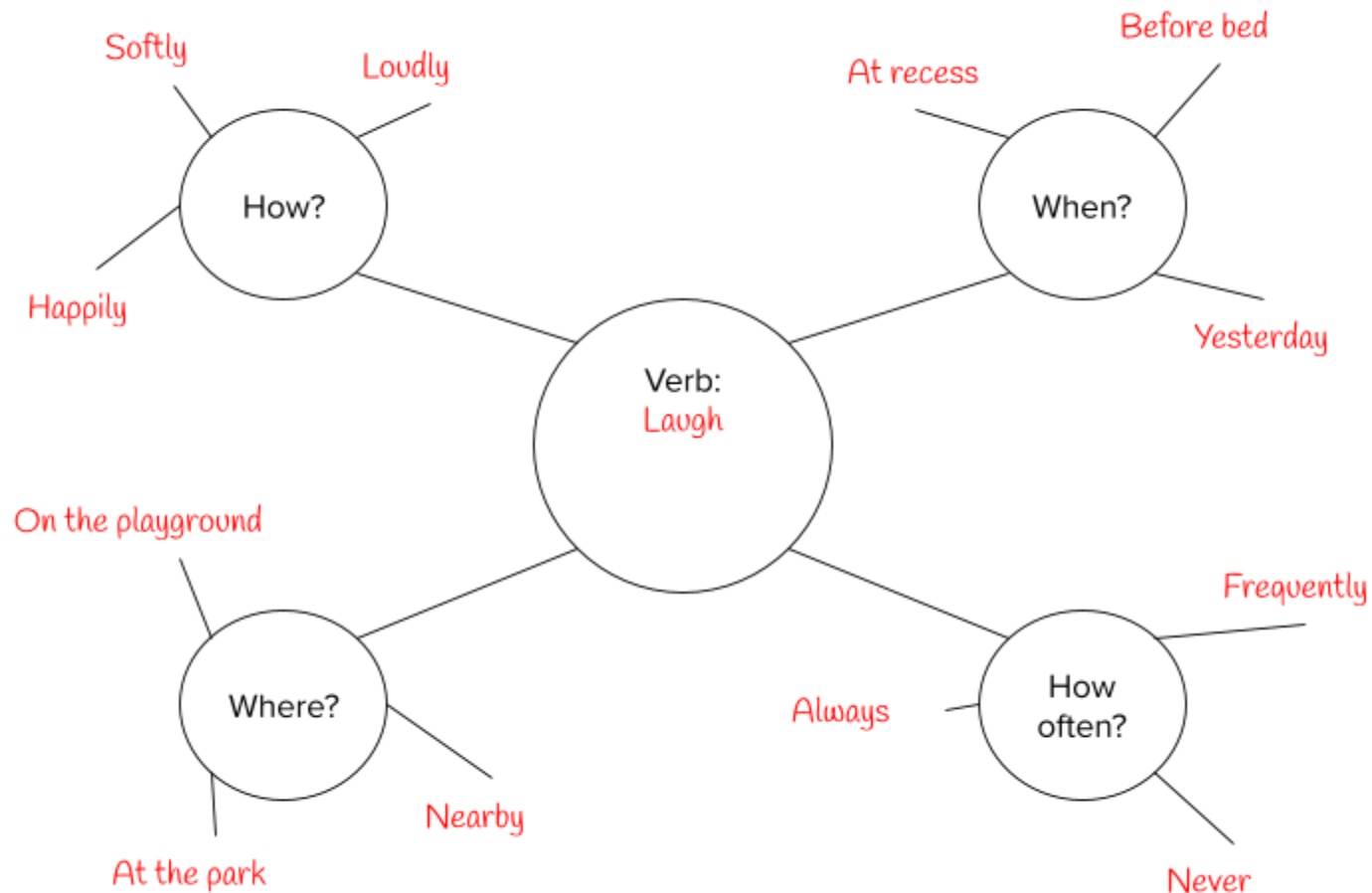
Try it out!

How?	When?	Where?	How often?

Poem:

Adverb Poem Example

Brainstorm



Try it out!

How?	When?	Where?	How often?
Loudly with my friends Softly into my hand	Frequently on the weekends At recess with my friends	Yesterday at the park On the playground	Always at silly jokes Never at my friends

Poem:

Laugh!

Loudly with my friends

Always at silly jokes

Yesterday at the park

Frequently on the weekends

Name: _____

Date: _____

Get ready to bring verbs to life! Write an adverb poem that shows an action in exciting ways. Paint a picture with your words so readers can visualize *how*, *when*, *where*, and *how often*. Have fun and let your imagination run wild!



Multiple horizontal lines for writing the adverb poem.

Name: _____

Date: _____

1. How does Pinky feel about the spelling bee? Rex? Use examples from the text to support your answers.

2. What worries Rex the most about the spelling bee? Have you ever worried about that?

3. What advice does Pinky give Rex? How does it help her?

4. What word could be used to describe Pinky? Why?

5. What happens when it is Rex's turn? How does it make her feel?

6. How does Pinky feel toward the end of the chapter? Why?

Name: _____

Date: _____

Explain how Pinky and Rex feel about the spelling bee. How do their feelings change? Why?

sighed dreading

Name: _____

Date: _____

1. How does Pinky feel at lunch? How do you know?

2. How do Pinky's feelings change during the spelling bee? Why?

3. Even though Pinky wants to win, he begins to wish it will end soon. Why?

4. What word best describes how Pinky is feeling on pages 22 and 23? How does the illustration help the reader better understand what is happening?

5. What happens at the end of the chapter? How does Pinky feel?

Name: _____ Date: _____

Feelings Graphic Organizer

Pinky's Feelings	Evidence	Why?

Name: _____

Date: _____

How do Pinky's feelings change over the course of the chapters? What causes the change?

Name: _____

Date: _____

1. How does Ms. Hernandez respond to the incident? How does it make Pinky feel?

2. At the end of Chapter 5, Pinky says that "all he felt was something stinging in his eyes" (p. 31). Explain what this means.

3. Why is Rex **chattering** on the whole walk home?

4. Why does Pinky wish that he were walking home alone?

5. How does Rex show friendship and support Pinky in a time of need?

Name: _____

Date: _____

What lesson do Pinky and Rex learn? How do they learn it?

chattered declared

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Name: _____

Date: _____

Think about the person you chose to be your best friend in Lessons 5 and 10. After reading *Pinky and Rex and the Spelling Bee*, would you still choose them to be your best friend? Why or why not? Include evidence from the text.

Name: _____

Date: _____

1. How do Pinky and Rex feel about tryouts for the school play? Do they share the same feelings?

2. Why does Pinky want Rex to be there for tryouts?

3. How does Pinky feel after seeing the cast list? Why?

4. Why would Pinky not look at Rex? Is this fair?

5. On page 12 Pinky says, "Because *I'm never going to speak to you again!*" Why does Pinky say this? What do the italics show about how Pinky feels?

Name: _____

Date: _____

Why is Pinky mad at Rex? Is it fair that he is mad at her? Explain why.

glared "stormed away"

Name: _____

Date: _____

1. Why does Pinky think that things are unfair?

2. Even though Pinky does not get what he wants, he tries to make the best out of the situation. Explain why.

3. Why does Pinky think that "tomorrow is going to be the worst day" (p. 20) of his life?

4. Why do Pinky and Rex decide to be friends again?

Name: _____

Date: _____

1. How do Pinky and Rex feel before the performance? How do you know?

2. Why does Mr. Lacey tell the children not to look out at the audience?

3. How does Pinky save the show?

4. Why does Rex say she is "through with acting" (p. 38)?

5. How does Pinky feel at the end of the play?

Name: _____

Date: _____

Describe what happens during the play. What lesson do Pinky and Rex learn about themselves?

helplessly beamed

Name: _____

Date: _____

Pick one of the following prompts related to the Essential Questions to discuss with students. Encourage students to answer using evidence from the text.

- What is the most important trait in a best friend? Why?
- Is it okay to be different from your best friend? Why or why not?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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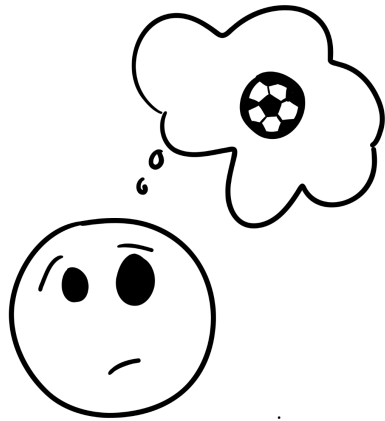
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Narrative Writing Brainstorm

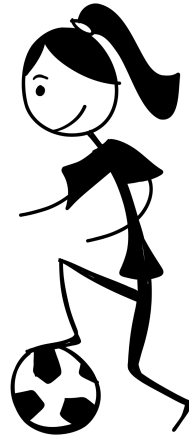
Grades K-2 English Language Arts

Name: _____

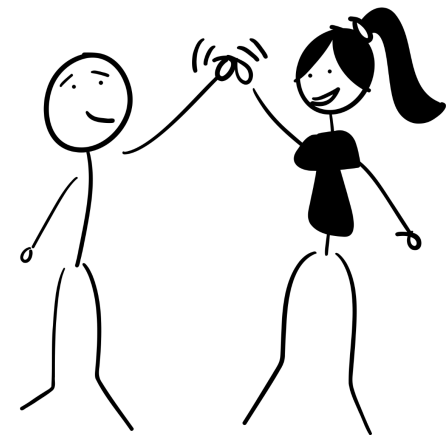
Beginning



Middle



End



- Pinky does not want to play soccer
- Rather play with stuffed animals
- Dreading practice

- Rex=really excited
- Having fun
- Knows that Pinky isn't excited

- Pinky decides make the best of it

Simple Sentence Cards

Pinky played with the ball.	Rex went to practice.
The team ran on the field.	Pinky kicked the ball.
Rex caught the ball.	The coach told them what to do.
Pinky watched the game.	The players felt excited before the match.
Rex tried to score.	The team moved down the field.

Name: _____

Date: _____

Using what you know about Pinky and Rex and their relationship, write the first chapter of a new book in the series called *Pinky and Rex and the Soccer Team*. Be sure to include:

- A beginning, middle, and end
- Precise verbs and adverbs to describe how characters do or say something

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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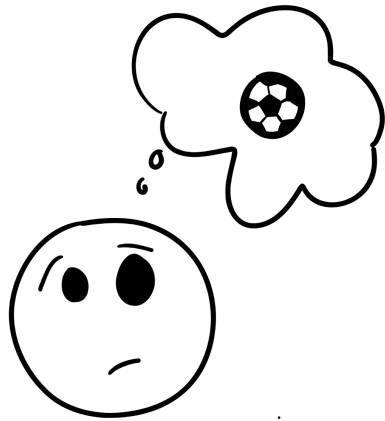
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Narrative Writing Brainstorm

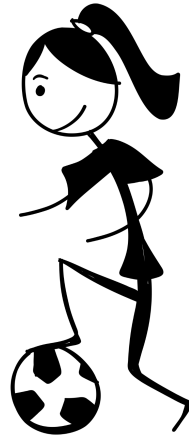
Grades K-2 English Language Arts

Name: _____

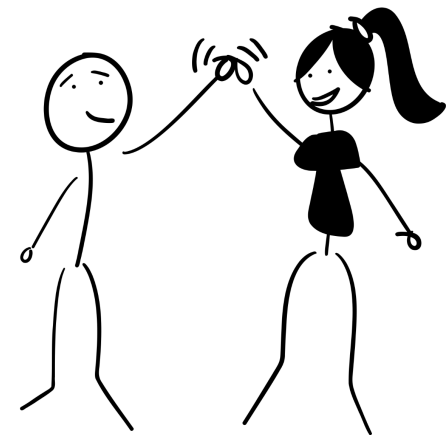
Beginning



Middle



End



- Pinky does not want to play soccer
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- Dreading practice

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- Having fun
- Knows that Pinky isn't excited

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Pinky watched the game.	The players felt excited before the match.
Rex tried to score.	The team moved down the field.

Name: _____

Date: _____

Revise your chapter of *Pinky and Rex and the Soccer Team* by adding precise adverbs to show how the characters are thinking and feeling.



Vocabulary

Name: _____

Date: _____

annoying

adjective

describes a thing that really bothers you



apologize

verb

to say that you are sorry



beamed

verb

gave a big smile



chattered

verb

spoke quickly and without saying anything important



declared

verb

said in a strong and serious way



dreading

verb

looking ahead and worrying



forgive

verb

to accept an apology



glared

verb

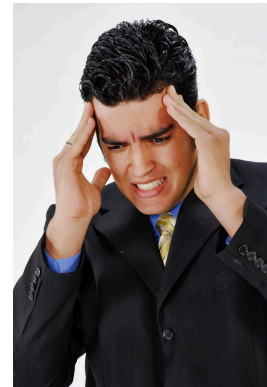
gave an angry look or stare



groaned

verb

made a deep sound to show annoyance, pain, or sadness



grump

noun

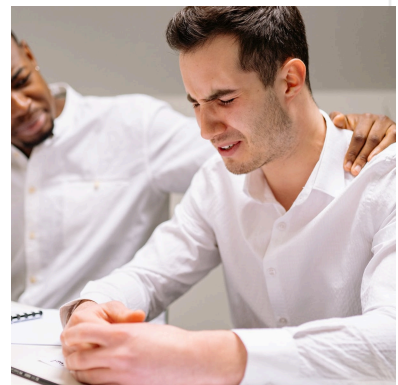
someone in a bad mood



helplessly

adverb

to do something in a way that shows you have no power or control



insisted

verb

strongly said or demanded that something should happen



-ly

suffix

mocking

adjective

a teasing or making-fun way



mumbled

verb

spoke in a low way that is not easy to understand



opinion

noun

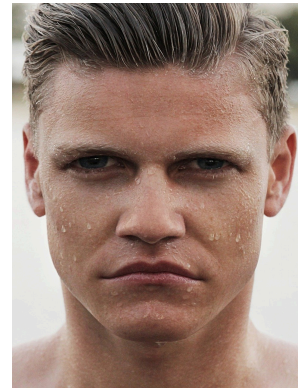
what you think about something or somebody



scowled

verb

made an angry frown



screeching

adjective

making a harsh, loud sound or cry



self-

prefix

self-conscious

adjective

not confident in yourself



sighed

verb

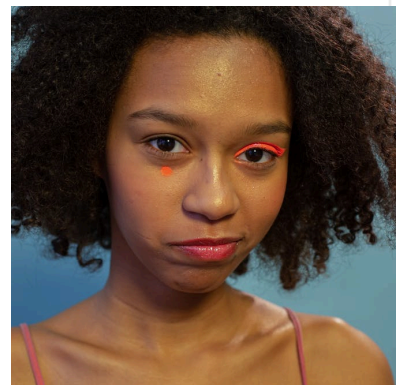
breathed out a long breath because you are tired, sad, or relieved



smirking

verb

smiled in a self-satisfied way



snickered

verb

laughed in a rude way



"stormed away"

phrase

left in an angry way



sulk

verb

to express anger or annoyance by being silent or distant



urged

verb

strongly encouraged someone to do something





Unit Rubrics & Assessments

Opinion Writing Rubric

2nd Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Organizational Structure Writes a complete paragraph that states their opinion, includes a topic sentence, lists the relevant reasons that support their opinion, and includes a concluding sentence	4 3 2 1	
Introduction Starts by clearly stating a topic and their opinion; Introduction <u>may</u> pose a question or start with a fact	4 3 2 1	
Conclusion Includes a concluding sentence that restates the opinion; Concluding sentence <u>may</u> ask a question or make a suggestion	4 3 2 1	

Development	Rubric Score	Notes
Reasons Includes 2–3 reasons to support the opinion; reasons may be from personal experience, facts, or details; Uses linking words to connect opinion and reasons	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple and compound sentences; Varies sentence types Uses nouns correctly, including collective nouns, frequently occurring irregular plural nouns, reflexive pronouns Uses verbs correctly, including past tense of frequently occurring irregular verbs Uses adjectives and adverbs and can choose between them depending on what is to be modified	4 3 2 1	
Conventions Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, proper nouns Uses correct punctuation conventions, including end of a sentence, commas in greetings and closings of letters, apostrophe to form contractions and possessives	4 3 2 1	

Name: _____ Date: _____

Single Point Opinion Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Organizational Structure		I wrote a paragraph that includes: <ul style="list-style-type: none"> ● my opinion ● a topic sentence ● relevant reasons ● a concluding sentence 	
Introduction		I introduce my paragraph in a way that captures the reader's interest. My lead may: <ul style="list-style-type: none"> ● Pose a question ● Present fascinating facts or details 	
Conclusion		I end my paragraph with a concluding sentence that restates the opinion. Concluding sentences may: <ul style="list-style-type: none"> ● Ask a question, or ● Make a suggestion 	

Reasons		I include 2–3 relevant reasons to support my opinion. Reasons <u>may</u> be: <ul style="list-style-type: none">● Personal experience● Facts or details	
		I use linking words to connect opinions and reasons.	

Narrative Writing Rubric

2nd Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Event Sequence Includes a clear beginning, middle, and end	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story and pronouns match the narrator in the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Includes many details to describe the place and time of the story; Uses multiple sensory details to describe the setting	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes one or more major characters; Develops the major character with multiple details and descriptions; Names and describes character feelings; Names what the character says and does throughout the story	4 3 2 1	
Plot Includes a beginning with details that hook the reader, such as describing the characters and setting, starting with a sound effect, or asking a question; Includes many details to describe the problem in the middle; Includes an end that shows how the problem is solved	4 3 2 1	
Precise Words and Phrases Uses several temporal words to help the events in the story unfold logically	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple and compound sentences; Varies sentence types; Uses nouns correctly, including collective nouns, frequently occurring irregular plural nouns, reflexive pronouns; Uses verbs correctly, including past tense of frequently occurring irregular verbs; Uses adjectives and adverbs and can choose between them depending on what is to be modified	4 3 2 1	
Conventions Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, proper nouns; Uses correct punctuation conventions, including end of a sentence, commas in greetings and closings of letters, apostrophe to form contractions and possessives	4 3 2 1	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

2nd Grade English Language Arts

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Setting		I include details to describe the place and time of the story.	
		I use more than one detail from my 5 senses to describe the setting.	
Event Sequence		I include a clear beginning, middle, and end for this chapter.	
Point of View		I write to entertain my readers.	
Characters		I include one or more major characters.	

		I name and describe the feelings of the major characters.	
		I name what the character says and does throughout the story.	
Plot		I begin my story by describing the characters and setting.	
		I have established a problem or challenge faced by my characters.	

Name: _____ Date: _____

Editing Checklist

Language and Conventions Focus Area	✓
I use a verb in each of my sentences.	
I make sure nouns and verbs match.	

My writing goal:

--

Name: _____ Date: _____

Editing Checklist

Language and Conventions Focus Area	✓
I use a verb in each of my sentences.	
I make sure nouns and verbs match.	
I use adverbs to tell how, where, and when something happens.	

My writing goal:

--

Name: _____ Date: _____

Directions: Read the first chapter from *Pinky and Rex and the New Baby*. Then answer the questions that follow.

Chapter 1: The Invisible Girl
from *Pinky and Rex and the New Baby*

By James Howe

- 1 Rex couldn't believe it. "We're going to have a *what*?" she asked.
- 2 "A baby," her mother answered with a big smile. "Isn't it wonderful?"
- 3 Her father was smiling, too. "You know we've been talking about this for a long time, now, Rex. Well, it's finally going to happen. What do you think?"
- 4 Rex shrugged. "It's okay," she said. "Can I go over to Pinky's house?"
- 5 Her mother's smile faded. "But, Rex—"
- 6 "That's all right," said Rex's father. "We can talk more about it another time. You go ahead, Rex."
- 7 Rex ran out of the house as fast as she could. By the time she reached Pinky's house across the street, her cheeks were burning.
- 8 "What's wrong?" Pinky asked as soon as he saw her.
- 9 "We're going to have a *baby*," Rex said, almost spitting the word.
- 10 "But that's neat, Rex," Pinky said. "It'll be fun having a baby around."
- 11 "I don't *want* to have a baby around," said Rex, plopping herself down on the front step. Pinky sat down next to her.
- 12 Rex was surprised that Pinky didn't understand. He was her best friend. And besides, he had a pesky little sister. Wasn't he always telling Rex how lucky she was to be an only child?
- 13 "I like things the way they are," Rex said. "Just me and my mom and dad. Now they'll spend all their time with the baby. I'll be they won't even know I'm around."
- 14 "Sure they will," said Pinky.
- 15 "Uh-uh. I'll be the invisible girl."
- 16 Pinky tried not to laugh, but he couldn't help himself. "Don't be dopey. Hey, you want to help me put together my new model?"

17 Rex shook her head.

18 "Want to go for a ride on our bikes?"

19 Rex shook her head again.

20 "How about a game of soccer?"

21 Rex looked up. "Do you have a ball?" she asked. Soccer was her new favorite sport.

22 "Well, not a real soccer ball, but—"

23 "Then forget it," said Rex, resting her chin on her hands. "I don't want to play anyway."

24 "What *do* you want to do?"

25 "I don't know. Yes, I do."

26 "What?" Pinky asked.

27 Rex started to tell him, then wondered if he'd understand. "Oh, nothing," she said. But she was already thinking about it. She was going to come up with a plan to make sure she didn't turn into the Invisible Girl.

Howe, J. (2013). *Pinky and Rex and the new baby*. Simon and Schuster.

1. How is Rex feeling? How do you know? Include at least two details.

Name: _____ Date: _____

Part 1: Vocabulary

1. Pinky **groaned** when...
 - a. Amanda jumped on his bed.
 - b. Rex shared the pink dinosaur with him.
 - c. He spelled the words correctly in the Spelling Bee.

2. The boy _____ when his teacher handed back his perfect test paper.
 - a. sighed
 - b. beamed
 - c. snickered

3. You might **sulk** if...
 - a. your sister got the bigger piece of cake
 - b. your parents let you watch two episodes of TV
 - c. you got new shoes for your birthday

4. "We have to see the Dinosaurs FIRST," Amanda _____.
 - a. glared
 - b. insisted
 - c. chattered

Part 2: Content Knowledge

5. In this unit you read multiple books in the *Pinky and Rex* series. Using what you read:
What does it mean to be best friends?

Your answer should include:

- 1–2 examples from the unit
- Details about how you learned this from the characters
- Complete sentences

You may use the text and your class notes to help you answer the question.

Student: _____	Examiner: _____	Date: _____
Words Read Correctly: _____	Errors: _____	

Excerpt from *Pinky and Rex and the Bully*

Kevin pursed his lips. "Pinky," he said, in a mocking way. He started to laugh.	15
The other boys' faces relaxed as they started laughing, too.	25
Just then, Pinky's friend Anthony came over. "Give him back his ball," Anthony said.	39
"Ooo," crooned one of the boys. "Second-graders, I'm so scared."	49
"Yeah, well being in third grade doesn't make you anybody," Anthony said,	61
punching the ball hard and knocking it out of Kevin's arms.	72
Kevin went for it but Anthony was faster. "Come on, Pinky," Anthony said, "let's go."	87
Kevin started after them, then changed his mind. "Hey, kid, watch out who you	101
play with," he shouted. "You might turn into a girl, too!"	112
Anthony scowled. "What's he talking about?" he asked Pinky.	121
Pinky shrugged. "Beats me," he said. But inside he wondered if Kevin was right.	135
Maybe he <i>was</i> a girl.	140

Howe, James. *Pinky and Rex and the Bully*. Simon Spotlight, 1996. Print. Pages 15–16.

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Maybe he *was* a girl.

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Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/2nd-grade/materials/>