

# 2B/2D

WEEK OF 1/29 - 2/2

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



Due **Friday** 2/2

## DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Readworks Hello, Mister Obama	No I-Ready HW	Readworks Wild Weather	No I-Ready HW
Study Spelling Words (1 activity)	Study Spelling Words (1 activity)	Study Spelling Words (1 activity)	Study Spelling Words (1 activity)
Parent Initials	Parent Initials	Parent Initials	Parent Initials

## SPELLING

1. cot
2. face
3. goal
4. gym
5. nice
6. page
7. plug
8. crash
9. gone
10. brag
11. city
12. trace
13. stamps
14. dishes
15. bells
16. dresses
17. circus
18. once

## WEEKLY OBJECTIVES

- Content Area Words, Make Connections, Point of View, Text Features
- Prefixes un- and re- (vocabulary)
- Sounds for Cc and Gg (spelling)
- Subject-Verb Agreement (grammar)
- Poems (writing)

**Readworks**- 2A: CCCJNE    2C: EEQDWC    2E: SDMTVP

## REMINDERS

- We will be completing diagnostic 2 in I-Ready this week
- Please ensure ipads are fully charged
- Spelling Quiz 2/2 Friday
- Please **UPDATE IPADS**

## VOCABULARY

**average**- normal or usual  
**advantages**- things that put you ahead  
**front**- where cold air meets warm air  
**impressed**- to like something a lot  
**gusts**- short rushes of wind  
**flash**- sudden burst of light  
**supplies**- things you need to be ready for something  
**layer**- to wear several things on top of one another to keep warm

# CONTENT-AREA WORDS

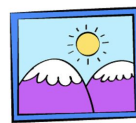
Informational texts often use words from science and social studies to tell about a topic.



How can I figure out what these words mean?

**TITLE**

Heading



WORD  
WORD  
WORD

Look at text features, like titles and headings.

Look at the pictures.

Ask and answer questions.

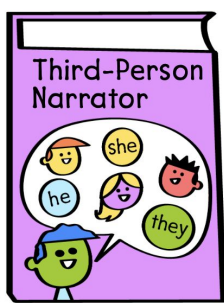
Use context, or the words and sentences near the word.

## Point of View

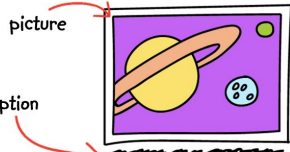
The narrator is the person who tells a story. Readers see the story events through the narrator's point of view.



A story written in first-person point of view has a character in the story as the narrator. Look for a narrator who uses the words **I**, **me**, or **my**.



A story written in third-person point of view has an outside narrator. The narrator uses the words **he**, **she**, or **they**. An outside narrator can tell about all the characters.

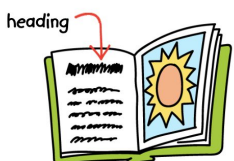


**Captions** are words or sentences about a picture.

## Text Features

Authors choose text features to help explain ideas or to help readers locate information.

**Headings** tell what part of a text is about. They can help you find information.



**fact box**



A **fact box** is a feature that tells special information about a topic.

## TIME FOR REVIEW!

Generative Vocabulary 6.6

### Prefixes *un-*, *re-*

A **prefix** is a word part added to the beginning of a **base word** that changes the meaning of the word.

- The prefix **un-** means "not" or "to reverse."

was **unimpressed**

- The prefix **re-** means "again."

will **reoccur**

Look up base words you do not know in a dictionary.

#### Examples

- do  
un + do = **undo**  
re + do = **redo**
- use  
re + use = **reuse**
- able  
un + able = **unable**
- pack  
un + pack = **unpack**  
re + pack = **repack**



Grade 2 | Vocabulary

Module 6 • Week 2

Grammar 1.6.4b

## Review Subject-Verb Agreement

Some **verbs** need an -s or an -es to go with a singular subject.

Add -es to verbs that end in -s, -sh, -ch, -tch, -z, or -x.

Pronoun <i>he, she, or it</i> Add -s or -es to Verb	Pronoun <i>I, you, we, or they</i> No Change to Verb
She <b>sings</b> loudly.	I <b>sing</b> loudly.
He <b>fixes</b> the bike.	You <b>fix</b> the bike.
She <b>runs</b> to class.	We <b>run</b> to class.
It <b>buzzes</b> around me.	They <b>buzz</b> around me.

Grade 2 | Grammar Minilessons

Sentences • Subject-Verb Agreement

## Review Subject-Verb Agreement

Choose the verb that goes with the subject.

- He (mix/mixes) the pancake batter.
- The squirrel (twitch/twitches) its tail.
- It (look/looks) like it will rain.
- They (match/matches) clothes every day.
- We (wish/wishes) we could stay up late.
- Susan (teach/teaches) math class.



Be sure to  
attach your work  
and bring back  
to class at the  
end of the week!

# February Spelling Menu

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

## Heart Words

Draw a heart for each of your spelling words. Write one spelling word inside of each heart. Then, color your hearts.



## Colorful Words

Write each spelling word with a pencil. Then, use the colors below to trace each letter.

Consonants = Pink  
Vowels = Purple



## Dear BFF

Write a letter to your best friend using your spelling words. Be sure to use spaces in between your words AND underline your spelling words.



## Speed Writing

Write your spelling words as many times as you can in

**10 MINUTES!**

Ask an adult at home to help you keep track of the time.

## Practice Test

Ask an adult at home to quiz you on your spelling words. If you misspell a word, write it correctly **THREE** more times.

\_\_\_\_\_  
**Adult Signature**

## Let's Move!

### HEAD & KNEES!

Write a spelling word on your paper. Then, tap your head for each consonant and pat your knees for each vowel – tap your belly and call out the word. Repeat for all of your spelling words!

## Typed List

Use a computer to type your spelling words. Feel free to use different fonts, sizes or colors for each word – how fun!

Be sure to print the page when you're finished!



## Silly Sentences

Use each of your spelling words to write a silly sentence about things you could do with your best friend. Don't forget a capital letter at the beginning of your sentence and punctuation at the end. Underline each spelling word.

**We like to bake cake.**

## Hidden Picture

Draw and color a picture of you and a friend playing together. Remember to add great details and lots of color! Then, hide your spelling words somewhere inside the picture.

