

# 2A/2C/2E

## WEEK OF 4/1 - 4/5



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

Due **Friday 4/5**

### DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Readworks <i>Animals in Thailand</i>	I-Ready 25 Min.	Readworks <i>Amazing Animal Helpers</i>	I-Ready 20 Min.
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. don't
2. we'll
3. it's
4. I've
5. didn't
6. you're
7. that's
8. wasn't
9. you've
10. who's
11. they'd
12. aren't
13. cannot
14. maybe
15. someone
16. myself
17. wouldn't
18. they're

### WEEKLY OBJECTIVES

- Text Features, Monitor and Clarify, Create Mental Images, Elements of Poetry (reading)
- Prefix mis- (vocabulary)
- Contractions (spelling)
- Adverbs (grammar)
- Research Report (writing)

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

### REMINDERS

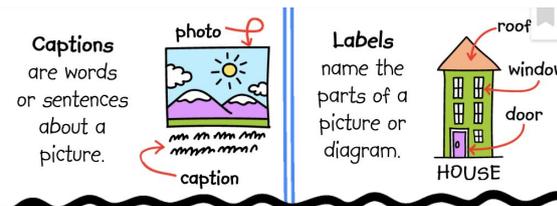
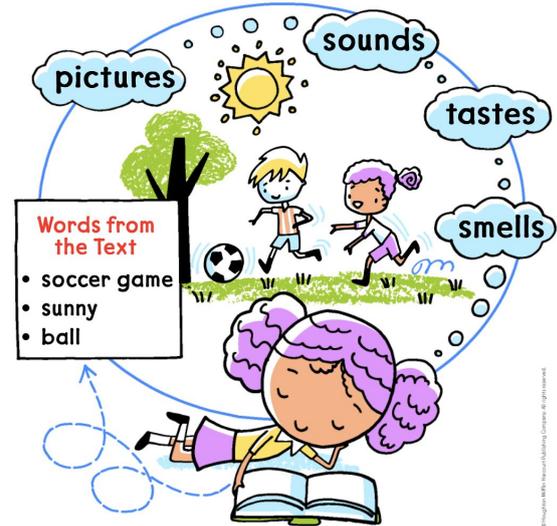
- Spelling Quiz 4/5 Friday
- Reading Test **Wednesday 4/3**
- Grammar Test **Wednesday 4/3**
- Please **UPDATE IPADS**
- Please ensure ipads are fully charged

### VOCABULARY

**surface**- the top or outside  
**wraps**- goes around something  
**attached**- joined together  
**crack**-break or split  
**sheltered**- protected from wind and rain  
**weary**- very tired  
**hide**- an animals skin  
**wit**- a talent for using words to be funny

# Create Mental Images

When you create mental images, you make pictures in your mind to help you remember what you read.



## Text Features

Authors choose text and graphic 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.

**Graphics** are pictures, symbols, or other visuals. Some graphics, like numbered steps, guide readers around the page.

A **map** is a small picture of a big place.

## ELEMENTS OF POETRY

<p><b>RHYTHM</b></p> <p>The words in a poem have a beat when you read them, like music!</p>	<p><b>DESCRIBING WORDS</b></p> <p>Words tell how things look, sound, feel, smell, and taste. They help you picture what the poet sees in his or her mind.</p> <p>look </p> <p>sound </p> <p>feel </p> <p>smell </p> <p>taste </p>
<p><b>RHYME</b></p> <p>Words <b>end</b> with the same sound or sounds.</p> <p><u>rain, train, crane</u></p>	<p><b>REpetition</b></p> <p>Words or lines in poems that are said <b>over and over and over and over</b> . . .</p>
<p><b>VISUAL PATTERN</b></p> <p>A poem can have a pattern to make it look nice or easier to read. Stanzas, special type, or extra spaces can make a visual pattern.</p>	

# TIME FOR REVIEW!

## Generative Vocabulary 9.6

### Prefix *mis-*

You can add a **prefix** to the beginning of a **base word** to change the meaning of the word. Look up base words you do not know in the dictionary. The prefix **mis-** means “wrong.”

#### Examples

- 1 pronounce  
mis + pronounce = **mispronounce**
- 2 handle  
mis + handle = **mishandle**
- 3 behave  
mis + behave = **misbehave**
- 4 lead  
mis + lead = **mislead**



mismatch socks

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### Review Adverbs

Adverbs Tell How	Adverbs Tell When	Adverbs Tell Where
Jonah smiled <b>shyly</b> .	Jonah smiled at me <b>today</b> .	Jonah smiled and sat <b>nearby</b> .
Celia works <b>hard</b> .	Celia <b>always</b> works hard.	Celia works <b>outside</b> .

s reserved.

Read each sentence. Identify whether the blue word tells how, where, or when. Name the verb it describes.

- 1 **Now** we will go to the ice rink.
- 2 Drive **straight** to the school.
- 3 Our cats stay **inside**.
- 4 The puppy pounces **playfully**.

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



# April Spelling Menu

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

## Kite Words

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



## Colorful Words

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

Consonants = Green  
Vowels = Blue



## Story Time

Write a Springtime story using your spelling words. Be sure to include interesting details AND underline your spelling words in the story.



## 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!

### FROG HOPS!

Write a spelling word on your paper. Then, crouch down on your feet. Hop like a frog for every letter in the word – jump up and call out the word. Repeat for all of your spelling words!

## Define It!

Write your spelling words. Then, write your own definition for each one. Describe **WHAT IT IS** in your own words.

### EXAMPLE:

Shark – A shark is an animal with large teeth that lives in the ocean.

## Fancy Shmancy

Write all of your spelling words in your best *cursive* or *fancy* handwriting.



## Hidden Picture

Draw and color a large picture of a butterfly. Remember to add great details and lots of color! Then, hide your spelling words somewhere inside the picture.

