

2B/2D

WEEK OF 2/26 - 3/1

Name: _____



Due **Friday** 3/1

DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Readworks <i>My Night Under the Stars</i>	I-Ready 20 Min.	Readworks <i>The Secret is in the Folds</i>	I-Ready 20 Min.
Spelling Practice Quiz (attached) Quiz Tomorrow	No Spelling	No Spelling	No Spelling
Parent Initials	Parent Initials	Parent Initials	Parent Initials

WEEKLY OBJECTIVES

- Make Inferences, Chronological Order, Author's Purpose, Central Idea, Setting
- Prefix pre-, compound words(vocabulary)
- R Controlled Vowels er, Vowel team oo (spelling)
- Commas in groups of nouns, verbs (grammar)
- Narrative (writing)

Readworks- 2B: QN5E73 2D: GMFHxV

REMINDERS

- Spelling Quiz 2/27 Tuesday
- Reading Test Tuesday 2/27
- Grammar Test Tuesday 2/27
- Please **UPDATE IPADS**
- Please ensure ipads are fully charged
- Field Day 2/28 Wednesday

VOCABULARY

secret- something very few people know about
whir- buzzing or humming sound
reminding- telling someone again
dared-brave enough to do something
alone- do something by yourself
deserved- when you earn something
starlit- light from the stars
allowed- when it is okay for you to do something

SPELLING

1. father
2. over
3. under
4. herd
5. water
6. verb
7. hood
8. wood
9. stood
10. shook
11. crook
12. cookbook
13. morning
14. forget
15. master
16. cracker
17. driftwood
18. rookie

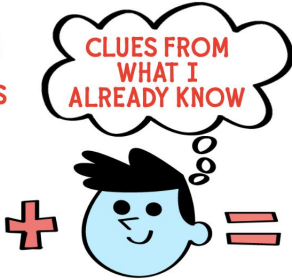
Make Inferences

When you make **inferences**, you use clues to make a smart guess about something the author doesn't tell you.

CLUES FROM
THE TEXT
AND PICTURES



CLUES FROM
WHAT I
ALREADY KNOW



+

=

INFERENCE

Text Organization

Chronological Order

Look for clue words!

Beginning

Clue word:
First

Middle

Clue words:
Next, Then

End

Clue words:
Finally, Last

Informational texts have a structure, or type of organization, that fits the topic and the author's purpose.

When authors use **chronological order**, they describe events or the steps in a process in order. This helps show how one event is connected to the next.

Author's Purpose

Why do authors write?

They have one of these purposes.

It's as easy as **PIE** to remember...



PERSUADE

The author tries to persuade readers to agree or to do something.



INFORM

The author gives facts and information about a topic.



ENTERTAIN

The author writes for readers to enjoy.

How can you figure out the author's purpose?

FIRST... look for clues about the genre.

THEN... ask questions about what you read and find answers.

TIME FOR REVIEW!



Generative Vocabulary 7.6

Prefix **pre-**

A **prefix** is a word part added to the beginning of a **base word**. It changes the meaning of the word. You can look up base words you do not know in a dictionary.

The prefix **pre-** means "before."

Examples

- 1 pay
pre + pay = **prepay**
- 2 kindergarten
pre +
kindergarten = **prekindergarten**
- 3 preheat
pre + heat = **preheat**
- 4 historic
pre + historic = **prehistoric**



Mary will **prearrange** the table tonight before the family dinner tomorrow.

Grade 2 | Vocabulary

Module 7 • Week 2

Generative Vocabulary 7.8

Compound Words

Compound words are made up of two smaller words. The smaller words can help you read, spell, and learn the meaning of the compound word. Use a dictionary to check if your meaning is correct.

Examples

- 1 battle + ground = **battleground**
- 2 under + side = **underside**
- 3 camp + fire = **campfire**
- 4 fish + bowl = **fishbowl**
- 5 sail + boat = **sailboat**



star



lit

=



starlit

Grade 2 | Vocabulary

Module 7 • Week 3

Review Commas in a Series

When you use a series of three or more **nouns** or **verbs** in a sentence, separate them with commas.

Series of Nouns	Series of Verbs
My pets are a cat, dog, and fish.	I like to run, jump, and climb at recess.
Hank, Melinda, and Jorge sit together at lunch.	We stretch, flex, and train our muscles.

Review Commas in a Series

Identify where commas should be placed in each sentence.

- 1 The dog barked panted and fetched.
- 2 Jenny brought her ball kite and scooter to the park.
- 3 Dex helped the boys girls and animals.
- 4 He ate studied and ran.

Grammar 4.1.4a

Review Adjectives and Articles

An **adjective** is a word that tells more about a noun. An adjective can describe how something looks, feels, sounds, tastes, or smells.

An **article** is a special kind of adjective. The articles *a* and *an* identify any kind of noun. The article *the* identifies a specific noun.

Rita and her dog played in **a noisy** park.
Nico's **brown** horse ate **an** apple.
The dolphins chewed **smelly** fish with their **pointy** teeth.

Grammar 4.1.4b

Review Adjectives and Articles

Choose an adjective from the box to complete each sentence. Look at the clue in parentheses to help you choose.

yellow fresh a the

- 1 I like the _____ smell of cut grass. (how something smells)
- 2 The _____ flowers are my favorite. (how something looks)
- 3 I like to visit _____ garden each morning. (a specific garden)
- 4 I saw _____ bird in the cherry tree. (any bird)

Grammar 4.1.4c

Review Adjectives and Articles

wet an buzzing bitter

- 5 The _____ berries taste bad. (how something tastes)
- 6 I heard the _____ bees by their hive. (how something sounds)
- 7 Hang your _____ swimsuit on the hook. (how something feels)
- 8 Does the mall have _____ elevator? (any elevator)



1.	10.
2.	11.
3.	12.
4.	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	18.

Practice by writing the words you got wrong 3 times.