

2B/2D

WEEK OF 8/26-8/30

Name: _____



Due **Friday 8/30**

DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Readworks <i>An Adventure in Africa</i>		Readworks <i>Ahmad's Show and Tell</i>	
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. yes
2. job
3. hug
4. rest
5. frog
6. hum
7. left
8. melt
9. plum
10. shut
11. net
12. dot
13. glad
14. fix
15. jam
16. list
17. puddle
18. helmet

WEEKLY OBJECTIVES

- Reading: Central Idea, Author's Purpose, Summarize
- Vocabulary: Words that describe people, places, or things- Adjectives
- Spelling: Short o/u/e
- Grammar: Simple Sentences
- Writing: Personal Narrative

Readworks- 2B: PYQRV4 **2D:** BTSSZT

REMINDERS

- Spelling Quiz **Friday 8/30**
- Reading Test **9/3**
- Grammar Test **9/3**
- No School 9/2 Labor Day

VOCABULARY

panicked- felt suddenly afraid
ridiculous- something very silly
prohibited- not allowed
cautiously- very carefully
elected- chosen for a job
local- in the area where you live
mock- a version of something that is not real
compliment- a nice thing to say about someone

Spelling Directions

Complete one activity from the “Spelling Menu” attached PER DAY.

Activities must be completed on lined paper, NOT ON IPAD.

Activities must be stapled and submitted to Mrs. Kishinevsky on Friday.

Please remember to write your name.

Readworks

www.readworks.org

Enter class code, find your name, enter your passkey.

CENTRAL IDEA

TOPIC

the person or thing the text is about

CENTRAL IDEA

the most important idea or point about the topic

SUPPORTING EVIDENCE

details, facts, or examples in the text that tell about the central idea

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...

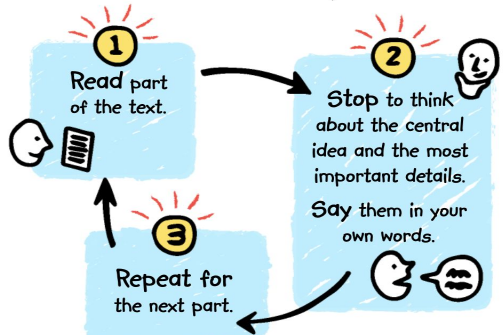
look for clues about the genre.

THEN...

ask questions about what you read and find answers.

SUMMARIZE

When you summarize, you put the central idea and the relevant details into your own words.



TIPS

- Use words and pictures from the text.
- Don't change the meaning.

TIME FOR REVIEW!



Generative Vocabulary 1.6

Words That Describe People, Places, Things

Adjectives are words that **describe** people, places, or things.



- looks **red**
- smells **sweet**
- feels **damp**

Adjectives can show what someone or something is like or how they act.

Lin is always **polite**.

Use a dictionary to find the meaning of adjectives.

Examples

- | | | | |
|---|-----------|---|-----------------|
| 1 | sight | = | shiny, thin |
| 2 | hearing | = | noisy, squeaky |
| 3 | smell | = | fresh, rotten |
| 4 | touch | = | fuzzy, sharp |
| 5 | taste | = | sour, juicy |
| 6 | acts/like | = | sleepy, excited |

Grade 2 | Vocabulary

Module 1 • Week 2

Review Simple Sentences

A **run-on sentence** happens when two complete sentences run together. There is no punctuation to make the sentence clear.

To fix a run-on sentence, separate the two complete sentences with punctuation.

Run-On Sentence

Lucas plays guitar his friends sing songs.

Fixing a Run-On Sentence

add period and capitalize first word of new sentence

Lucas plays guitar. **His** friends sing songs.

Review Simple Sentences

Tell which groups of words are sentences.

Tell if a group of words are in the incorrect order.

- 1 The new house was painted yellow.
- 2 Went inside.
- 3 Pushed the chairs inside the movers.

Name the run-on sentences. Share how to correct them.

- 4 A cat ran after the birds the birds saw the cat.
- 5 The boys laughed as they watched the movie.

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

August Spelling Menu

Name: _____

Picture This!

Draw a large picture of a school bus. In the empty spaces, write your spelling words as many times as you can. Then, color your picture.



Colorful Words

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

Consonants = Yellow
Vowels = Red



Story Time

Write a Summertime 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!

JUMPING JACKS!

Write a spelling word on your paper. Then, complete one jumping jack for every letter in the word + one more to say the word. Repeat for all of your spelling words!

Magic Words

Use a white crayon to write all of your spelling words – they will be invisible! Then, scribble over the top to magically reveal your hidden spelling words.



Bubble Letters

Write each of your spelling words TWO TIMES using

**BUBBLE
LETTERS!**

3 Times Each!

Write each of your spelling words THREE TIMES EACH! Then, circle all of the vowels.

s m(i)l(e)

s m(i)l(e)

s m(i)l(e)