

# 2B/2D


WEEK OF 9/3-9/6

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



Due **Friday 9/6**

## DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
	Readworks <i>An Ula for Grandma</i>	Readworks <i>All Kinds of Pollinators</i>	Readworks <i>Saving Salamanders</i>
	No Spelling	No Spelling	No Spelling
Parent Initials	Parent Initials	Parent Initials	Parent Initials

## SPELLING

No words this week.

## WEEKLY OBJECTIVES

- Reading: Central Idea, Author's Purpose, Summarize
- Vocabulary: Words that describe people, places, or things- Adjectives
- Grammar: Simple Sentences/Subject and Predicate
- Writing: Personal Narrative

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

## REMINDERS

- 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

# 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



### When?

- Before reading
- During reading
- After reading

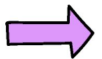
### Why?

- To get information
- To help you understand the text
- To practice being "awake" and thinking while reading
- To be curious and wonder as you read



### How?

Use question words to **ASK**:  
who what where  
why when how



Look around in the text and pictures for evidence, or details, to help you **ANSWER**.

## SETTING

### WHERE

Where does the story happen?



### WHEN

When does the story take place?



Ask yourself, "Why is the setting important to the story?"

TIME FOR REVIEW!



## Vocabulary Strategy 1.4

### Antonyms

**Antonyms** are words that have opposite meanings.

- Dad **bellowed** to us.
- Dad **whispered** to us.

**Bellowed** and **whispered** are antonyms because the words have opposite meanings.

### Examples



- 1 Why do you look **serious**?  
Why do you look **joyful**?
- 2 The door is **open**.  
The door is **closed**.
- 3 This rock is very **bumpy**.  
This rock is very **smooth**.

Grade 2 | Vocabulary

Module 1 • Week 1

## Review Subjects and Predicates

The **subject** of a sentence is the naming part. It tells who or what did or does something.

The **predicate** of a sentence is the action part. It tells what the subject did or does.

### Subject

**Pam** walks her dog.  
**The boy** chooses a pet.

### Predicate

The dogs **pull on a rope**.  
Ben **plays with his dog**.

## Review Subjects and Predicates

Name the subject and the predicate in each sentence.

- 1 The frogs croak loudly.
- 2 Mei Lei hears the noisy frogs.
- 3 Her parents show her the tadpoles.



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## 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.

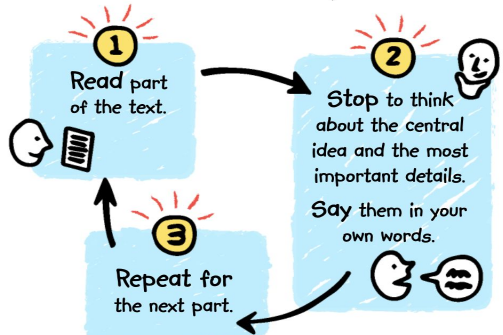
**How** can you figure out the author's purpose?

**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.

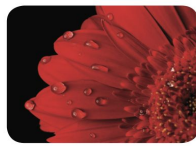
TIME FOR REVIEW!



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.