

2B/2D

WEEK OF 9/23 - 9/27

Name: _____



Due Friday 9/27

DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Readworks <i>Afternoon on Hill</i>		Readworks <i>The Snowbirds Song</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.tap
- 2.tape
- 3.fin
- 4.fine
- 5.cute
- 6.ride
- 7.rob
- 8.robe
- 9.cap
- 10.cape
- 11.slid
- 12.slide
- 13.shop
- 14.wish
- 15.cut
- 16.rid
- 17.scrap
- 18.scrape

WEEKLY OBJECTIVES

- Reading- Setting, Making Connections, Connect Text and Visuals, Create Mental Images
- Vocabulary- Inflections -s, -es
- Spelling- Short and Long Vowels
- Grammar- Singular and Plural Nouns
- Writing- Descriptive



Readworks- 2B: PYQRV4 2D: BTSSZT

REMINDERS

- Open House Tuesday 9/24
- Spelling Quiz Friday 9/27
- Grammar Test 9/27
- Reading Test 9/27
- No School 10/3
- Charge your iPad every night!

VOCABULARY

- gasp**- a sharp breath in a surprised way
frenzy- a time of great excitement and wild behavior
battleground- where a fight takes place
feud- a long fight
strokes- moving gently over something
tumbling- rolling over and over
plumes- long thin shapes like feathers
wisps- thin streaks

SETTING

WHERE

Where does the story happen?

WHEN

When does the story take place?

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

Make Connections

When you read, find ways that the text is like things in your own life and other texts you have read.

Text to Self
This reminds me of when I...

Text to Text
This is like another book I read...

Text to World
This is like something that happened in my community...

ELEMENTS of POETRY

RHYTHM

The words in a poem have a **beat** when you read them, like music!

VISUAL PATTERN

The way a poem looks can have a **pattern** to make it look nice or easier to read. Stanzas or special type can make a visual pattern.

DESCRIPTIVE LANGUAGE

Descriptive words tell how things **look, sound, feel, smell, and taste**. They help you picture what the poet sees in his or her mind.

Look

Sound

Feel

Smell

Taste

TIME FOR REVIEW!

Generative Vocabulary 2.6

Inflections -s, -es

The endings **-s** and **-es** added to the end of a **noun** make it **plural**.

bird + s = **birds**

The endings **-s** and **-es** added to the end of a **verb** show that something is happening now.

run + s = **runs**

Examples

Nouns

- Plumes** of smoke rose into the air.
plume + s = **plumes**
- My brother takes music **classes** after school.
class + es = **classes**

Verbs

- Meg **strokes** her cat's fur.
stroke + s = **strokes**
- The band **marches** down the street.
march + es = **marches**

Grade 2 | Vocabulary

Module 2 • Week 2

Singular Nouns	Plural Nouns
one frog	two frogs
a bug	many bugs
the beach	four beaches
my brush	their brushes

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

September Spelling Menu

Complete ONE activity per night on paper.

Turn it in on Friday during class.

Name: _____

Apple Words

Draw an apple for each of your spelling words. Write one spelling word inside of each apple. Then, color your apples.



Rainbow Words

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



Dear Teacher

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



Add It Up!

Add the letters in each of your spelling words to find the total. Use the numbers below.

Consonants = 5
Vowels = 1

EXAMPLE: whale
whale = 5+5+1+5+1 = 17

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!

RIDE'EM COWBOY!

Write a spelling word on your paper. Then, circle your invisible lasso in the air for every letter in the word – throw your rope and call out the word. Repeat for all of your spelling words!

Opposite Hand

Write your spelling words with your opposite hand – the one you usually don't write with.



Silly Sentences

Use each of your spelling words to write a silly sentence about things that could happen at school. Don't forget a capital letter at the beginning of your sentence and punctuation at the end. Underline each spelling word.

Tim ran past me.

Hidden Picture

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



Read the selection and choose the best answer to each question.

Rosa to the Rescue

(1) One Saturday morning, Rosa opened the doors. (2) On the ground in front of her was a tiny baby bird. (3) Rosa bent down to look at it. (4) The bird did not move. (5) Then its beak opened. (6) “Mom! Dad!” Rosa called.

(7) Her parents came to the door. (8) The baby bird was standing now.

(9) “It must have fallen from its nest,” Rosa’s father said. (10) “I’ll call the wildlife center. (11) “It’s good that we didn’t take the bird into the _____. (12) Most likely, the parent birds are nearby and waiting for us to leave.”

(13) Rosa, Mom, and Dad went into the house and peeked out the window. (14) “Look! I bet that’s the mother bird,” whispered Rosa. (15) A large bird was poking gently at the baby. (16) A moment later, both birds flew up to a low tree _____.

<p>1. What change should be made to sentence 1?</p> <p>a. Change doors to <u>doores</u></p> <p>b. Change doors to door</p> <p>c. Change doors to <u>dores</u></p> <p>d. No change is needed</p>	<p>2. What change should be made to sentence 7?</p> <p>a. Change parents to parent</p> <p>b. Change door to doors</p> <p>c. Change came to come</p> <p>d. No change is needed</p>
<p>3. Read sentence 11.</p> <p><i>It’s good that we didn’t take the bird into the _____.</i></p> <p>Which noun best completes the sentence?</p> <p>a. car</p> <p>b. apple</p> <p>c. house</p> <p>d. tree</p>	<p>4. Which word would best be added to the line in sentence 16?</p> <p>a. stick</p> <p>b. branch</p> <p>c. wall</p> <p>d. sidewalk</p>