

2B/2D

WEEK OF 1/13 - 1/16

Name: _____

Due **Thursday** 1/16



DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Freckle <i>From Your Teacher</i> 60% minimum for credit	Freckle <i>From Your Teacher</i> 60% minimum for credit	Freckle <i>From Your Teacher</i> 60% minimum for credit	
Study Spelling Words (1 activity)	Study Spelling Words (1 activity)	Study Spelling Words (1 activity)	
Parent Initials	Parent Initials	Parent Initials	

WEEKLY OBJECTIVES

- Reading- Text Structure, Text Organization (cause and effect) Point of View, Inferences
- Vocabulary- Suffixes -er, est/Homophones
- Spelling- -s, -es endings
- Grammar- Pronouns
- Writing- Personal Narrative

Readworks- 2B: PYQRV4 2D: BTSSZT

REMINDERS

- No School Friday 1/17 Teacher Planning Day
- No School Monday 1/20 Martin Luther King Jr. Day
- Spelling Quiz 1/16 Thursday
- Animal Kingdom Field Trip Friday 2/7 (more info forthcoming)

VOCABULARY

tough- difficult or challenging
pellets- tiny balls of something
predict- when you say something will happen
clings- sticks to something
funnel- wide circle at the top, and short thin tube at the bottom
occur- when things happen
excess- more than needed
damage- to cause harm

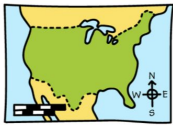
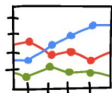
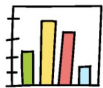
SPELLING

1. hens
2. eggs
3. ducks
4. bikes
5. boxes
6. wishes
7. dresses
8. names
9. bells
10. stamps
11. dishes
12. grapes
13. too
14. two
15. tail
16. tale
17. stitches
18. fences

Text Features

Authors choose text features to help explain ideas or to help readers locate information.

Graphs organize information in a way that is easy to see and understand.



Maps are small pictures of big places.

Icons are small pictures that stand for something else.



Text Organization

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

Texts organized by causes and effects describe how one event leads to another event.

CAUSE:

why something happens (the reason)

It rained a lot,



EFFECT:

what happens (the result)

so the flowers in the garden grew.



Cause-and-Effect Clue Words:

so, because, since, as a result, if... then

TIME FOR REVIEW!

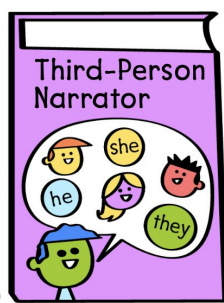


Point of View

The narrator is the person who tells a story. Readers see the story events through the narrator's point of view.



A story written in first-person point of view has a character in the story as the narrator. Look for a narrator who uses the words **I**, **me**, or **my**.



A story written in third-person point of view has an outside narrator. The narrator uses the words **he**, **she**, or **they**. An outside narrator can tell about all the characters.

Suffixes -er, -est

Add a **suffix** to the end of a base word to change the meaning of the word. The endings **-er** and **-est** can be added to many **adjectives** to compare.

- Riding a bike on a trail is **tough**.
- Riding a bike up a hill is **tougher**.
- Riding a bike up a mountain is the **toughest** of all.



Examples

- hazy
hazy + er = **hazier**
hazy + est = **haziest**
- quick
quick + er = **quicker**
quick + est = **quickest**
- toasty
toasty + er = **toastier**
toasty + est = **toastiest**

Generative Vocabulary 6.3

Grade 2 | Vocabulary

Module 6 • Week 1

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

Homophones

Homophones are pairs of words that sound alike but have different spellings and mean different things.



pair



pear

Use **context clues** and the way the word is spelled to help you figure out the word's meaning. If you are still not sure about the word's meaning, look the word up in a dictionary.

Examples



- The children **ate** a sandwich. I **counted** **eight** slices of apple.
- Van found **one** seashell. Our team **won** the game.
- Emir **picked** a **flower**. We need **flour** to **bake** bread.
- My **puzzle** is missing a **piece**. Dad will get **no** **peace** in this **noisy** house.

Grade 2 | Vocabulary

Module 6 • Week 1

Review Pronouns

A **pronoun** can take the place of a noun.

To replace a noun that is the subject of a sentence, use the pronoun *I, he, she, it, we, or they*. These are **subject pronouns**.

To replace a noun in the predicate of a sentence, use the pronoun *me, him, her, it, us, or them*. These are **object pronouns**.

Myself and *ourselves* are **reflexive pronouns** that refer back to the subject. They are used in the predicate of a sentence.

Nouns	Pronouns
Dad and Steve rode on a train today.	They rode on a train today.
Our teacher knows a lot about science.	She knows a lot about science.
Grace said the sidewalk was slippery.	Grace said it was slippery.
Give these tickets to the children.	Give these tickets to them.

Replace the underlined words with a pronoun. Then say the new sentence.

- 1 I built the sand castles.
- 2 Dan and I looked for shells.
- 3 Mom and I brought a blanket for Mom and me.

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

January Spelling Menu

Name: _____

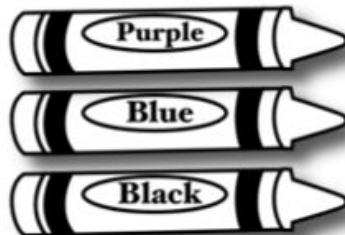
Picture This!

Draw, or cut out, a large snowflake. In the empty spaces, write your spelling words as many times as you can. Then, color your picture.



Rainbow Words

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



Story Time

Write a story about what snowmen do at night using your spelling words. Be sure to include interesting details AND underline your spelling words in the story.



Add It Up!

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

Consonants = 10
Vowels = 5

EXAMPLE: whale
whale = 10 + 10 + 5 + 10 + 5 = 40

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!

BASKETBALL!

Write a spelling word on your paper. Then, dribble your invisible basketball for every letter in the word – shoot it and call out 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.



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.

Hidden Picture

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



A pronoun must agree with the noun it talks about.

Incorrect: William eats **her** breakfast.

Correct: William eats **his** breakfast.

Incorrect: Julia and Jacob drink **my** juice.

Correct: Julia and Jacob drink **their** juice.

Circle the pronoun that talks about the underlined word or words in the sentence.

1. The children are listening to their teacher read a book.
2. The students like the book they are listening to.
3. Mrs. Brown says she will read one chapter each day.
4. Mack wishes he could hear more.
5. Eva would like her teacher to read a chapter book, too.
6. Nick and I tell Mrs. Brown when it is time to read to us.
7. The teacher already knows which book she will read next.
8. Mrs. Brown told the children she wants to surprise them.

