

2B/2D

WEEK OF 9/8-9/12



Name: _____

Due Friday 9/20

DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
	Freckle Identify the Main Topic		Freckle Understand Literary Point of View
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.doze
- 2.nose
- 3.use
- 4.rose
- 5.pole
- 6.close
- 7.June
- 8.woke
- 9.rule
- 10.rode
- 11.role
- 12.tune
- 13.hum
- 14.shut
- 15.frog
- 16.job
- 17.wrote
- 18.flute

WEEKLY OBJECTIVES

- Reading- Author's Purpose, Central Idea, Making Inferences, Context Clues
- Vocabulary- Synonyms/ Suffixes -er, -est
- Spelling- Long o, u (Vce)
- Grammar- Nouns
- Writing- Descriptive



Readworks- 2B: PYQRV4 2D: BTSSZT

REMINDERS

- I-Ready Diagnostic this week
- Open House Tuesday 9/17
- Spelling Quiz Friday 9/20
- Charge your iPad every night!

VOCABULARY

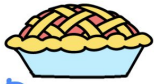
- amount**- how much there is
- material**- what something is made from
- space**- an open area or place
- example**- a part of a larger group/type
- easily**- something that is not hard to do
- forms**- different shapes or ways of being
- planet**- large object in space that moves around a star
- tasty**- good to eat

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.

Make Inferences

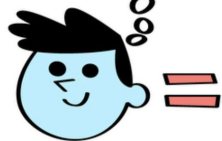
When you make **inferences**, you use clues to make a smart guess about something the author doesn't tell you.

CLUES FROM THE TEXT AND PICTURES

CLUES FROM WHAT I ALREADY KNOW



+



=

INFERENCE

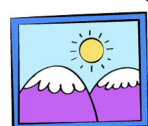
CONTENT-AREA WORDS

Informational texts often use words from science and social studies to tell about a topic.

How can I figure out what these words mean?

TITLE

Heading



WORD _____
WORD _____
WORD _____

Look at text features, like titles and headings.

Look at the pictures.

Ask and answer questions.

Use context, or the words and sentences near the word.

TIME FOR REVIEW!



Vocabulary Strategy 2.4

Synonyms

Synonyms are words that mean the same or almost the same thing. Learning synonyms for words you already know is a good way to build your vocabulary.

- The bus ride was **fast**.
- The bus ride was **quick**.

Examples

- 1 Grapes are a **tasty** snack. Grapes are a **yummy** snack.
- 2 A large **number** of grapes were in the basket. A large **amount** of grapes were in the basket.
- 3 The table can fit in this **area**. The table can fit in this **space**.

fast synonyms **quick**

Grade 2 | Vocabulary

Module 2 • Week 1

Generative Vocabulary 2.3

Suffixes -er, -est

A **suffix** is a word part added to the end of a base word that changes the meaning of the word. The endings **-er** and **-est** can be added to many **adjectives** to compare.

Examples

- 1 **weak**
weak + er = **weaker**
weak + est = **weakest**
- 2 **tall**
tall + er = **taller**
tall + est = **tallest**
- 3 **happy**
happy + er = **happier**
happy + est = **happiest**

tasty

tastier

tastiest

Grade 2 | Vocabulary

Module 2 • Week 1

Review Singular and Plural Nouns

Sentences with Singular Nouns

The **teacher** talks loudly.

This **playground** looks big.

They sit on the **bench**.

Sentences with Plural Nouns

The two **teachers** talk to their **students**.

All **playgrounds** are fun.

There are three **benches**.

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.

Name: _____ Turn it in on Friday during class.

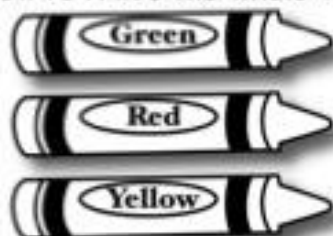
Apple Words

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.



Optional Grammar Practice

Name:

Date:

For the school paper, Noelle wrote an article about the different clubs at school and wants you to help her edit her work. Read her article and answer the questions that follow.

Join the Club!

(1) Are you interested in getting involved? (2) You should think about joining one of the many clubs here at school! (3) If you like music, you might consider joining the band. (4) The band room is full of instruments such as drums, pianoes, guitars, and even a few banjos! (5) If you prefer singing, there is also a choir that meets several times a month.

(6) The Young Chefs Club is a great choice if you enjoy working in the kitchen. (7) This club meets once a week in the cafeteria to practice making different food. (8) Next week, the Young Chefs Club will be making tacos with rice and beans. (9) Come check it out, and bring your appetite!

(10) If you prefer spending time outdoors, the Garden Club might be the right fit for you. (11) The Garden Club is in charge of the school garden. (12) They grow many different plants, including tomatoes, potatos, and cucumbers. (13) Once a year, they load all their fruits and vegetables into boxs to take to the local food shelters.

(14) Visit the library to see a full list of all the different clubs our school has to offer. (15) Is there something you're interested in that we don't have a club for yet? (16) Talk to the principal about starting your own club today!

<p>1. What change, if any, should be made in sentence 4?</p> <p>A. Change instruments to instrumentes</p> <p>B. Change pianoes to pianos</p> <p>C. Change banjos to banjoes</p> <p>D. Make no change.</p>	<p>3. What change, if any, should be made in sentence 12?</p> <p>A. Change tomatoes to tomatos</p> <p>B. Change potatos to potatoes</p> <p>C. Change cucumbers to cucumberes</p> <p>D. Sentence 12 is written correctly.</p>
<p>2. What change, if any, should be made in sentence 8?</p> <p>A. Change tacos to tacoes</p> <p>B. Change Chefs to Chefes</p> <p>C. Change beans to beanes</p> <p>D. No change should be made in sentence 8.</p>	<p>4. What change, if any, should be made in sentence 13?</p> <p>A. Change boxs to boxes</p> <p>B. Change fruits to fruites</p> <p>C. Change shelters to shelteres</p> <p>D. No change should be made.</p>