

2B/2D

WEEK OF 9/15-9/19



Name: _____

Due Friday 9/19

DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
	Complete Reading HW 2.1		Complete Reading HW 2.2
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



IXL- BYK, 57L, MNW, WHZ

REMINDERS

- Spelling Quiz Friday 9/19
- Grammar Test 9/19
- Reading Test 9/19
- No School 9/23
- 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.

It all starts here!



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

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

Verbs

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

Grade 2 | Vocabulary

Module 2 • Week 2

Singular Nouns

one **frog**

a **bug**

the **beach**

my **brush**

Plural Nouns

two **frogs**

many **bugs**

four **beaches**

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.

Name: _____
Turn it in on Friday during class.

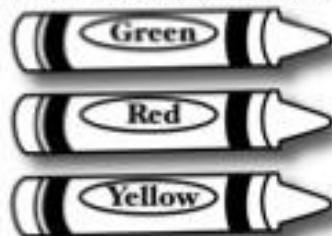
Apple Words

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.



Grammar 2.1(Extra Practice)

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

At the Park

(1) On Saturday, I went with my family to the park. (2) We brought a big blanket and a basket of food.

(3) My little _____ ran to play on the swings. (4) My dad flew a _____ in the open field. (5) My mom spread out the blanket and put the food on it. (6) We ate _____ lunch and had a lot of fun!

1. Read sentence 3.

“My little _____ ran to play on the swings.”

Which noun best completes the sentence?

- A. brother
- B. street
- C. house
- D. game

2. Read sentence 4.

“My dad flew a _____ in the open field.”

Which noun best completes the sentence?

- A. chair
- B. kite
- C. book
- D. car

3. Read sentence 6.

“We ate _____ lunch and had a lot of fun!”

Which word best describes the lunch?

- A. sunny
- B. tasty
- C. tall
- D. noisy

Grammar 2.1(Extra Practice)

A Trip to the Zoo

(1) Last month, my class went on a trip to the zoo. (2) First, we saw a tall _____ eating leaves from a tree.

(3) Then we watched the _____ splashing in the water. (4) At lunchtime, we sat on benches and ate our _____ sandwiches.

(5) My favorite part was seeing the monkeys swing from branch to branch. (6) It was the best field trip ever!

1. Read sentence 2.

“First, we saw a tall _____ eating leaves from a tree.”

Which noun best completes the sentence?

- A. lion
- B. giraffe
- C. bear
- D. zebra

2. Read sentence 3.

“Then we watched the _____ splashing in the water.”

Which noun best completes the sentence?

- A. elephants
- B. tigers
- C. owls
- D. snakes

3. Read sentence 4.

“At lunchtime, we sat on benches and ate our _____ sandwiches.”

Which word best describes the sandwiches?

- A. silly
- B. yummy
- C. round
- D. heavy

Grammar 2.2 (Extra Practice)

Read the story and answer the questions.

Tom's Pet Turtle

(1) I have a pet turtle named Timmy. (2) Every morning, I feed Timmy two little pellets. (3) He like to swim around his tank after he eats. (4) Timmy has a shiny green shell. (5) Sometimes he sits on a rock to take a nap.

1. What change should be made in sentence 3?

- A. Change 'like' to 'likes'
- B. Change 'like' to 'liking'
- C. Change 'like' to 'liked'
- D. No change is needed

2. What change should be made in sentence 2?

- A. Change 'pellets' to 'pellet'
- B. Change 'pellets' to 'Pellets'
- C. Change 'pellets' to 'pellats'
- D. No change is needed

3. What change should be made in sentence 5?

- A. Change 'sits' to 'sit'
- B. Change 'sits' to 'sat'
- C. Change 'sits' to 'siting'
- D. No change is needed

Grammar 2.2 (Extra Practice)

Read the story and answer the questions.

A Rainy Day

(1) Yesterday, my brother and I stayed inside. (2) We build a big fort out of blankets and chairs. (3) The fort was dark, but it was fun. (4) We play a game inside the fort. (5) Later, we read a book together with a flashlight.

1. What change should be made in sentence 2?

- A. Change 'build' to 'builds'
- B. Change 'build' to 'building'
- C. Change 'build' to 'built'
- D. No change is needed

2. What change should be made in sentence 4?

- A. Change 'play' to 'plays'
- B. Change 'play' to 'played'
- C. Change 'play' to 'playing'
- D. No change is needed

3. What change should be made in sentence 5?

- A. Change 'read' to 'reads'
- B. Change 'read' to 'reading'
- C. Change 'read' to 'red'
- D. No change is needed

Reading

Read the selection and answer each question.

The Lighthouse Keeper

1 Long ago, before people had bright electric lights, sailors needed help finding their way at night. A tall lighthouse stood on the shore to guide them. A shining light at the top warned sailors of rocks near the coast.

2 The lighthouse keeper had an important job. Each evening, the keeper climbed many steps to the top of the tall tower. The keeper cleaned the glass and made sure the lamp was lit before dark. Without the light, ships could crash.

3 The work was not easy. Keepers stayed at the lighthouse in all kinds of weather—rain, snow, or strong winds. They kept the lamp burning, no matter what. Thanks to the lighthouse keepers, sailors were safe.

1. Read the sentence from paragraph 1.

“A shining light at the top warned sailors of rocks near the coast.”

Which word means the same as *warned*?

- A. helped
- B. told
- C. moved
- D. showed

2. Read the sentence from paragraph 2.

“The lighthouse keeper had an important job.”

What does the word *keeper* mean in this sentence?

- A. someone who visits a lighthouse
- B. someone who takes care of something
- C. someone who builds lighthouses
- D. someone who sails a ship

3. Which clue BEST helps you know the passage is nonfiction?

- A. It tells about people who played a game.
- B. It explains why sailors needed a lighthouse.
- C. It describes a boy and his best friend.
- D. It says the keeper liked to climb stairs.

4. Read the sentence from paragraph 3.

“Keepers stayed at the lighthouse in all kinds of weather—rain, snow, or strong winds.”

What does the suffix *-er* in *keeper* mean?

- A. more than one
- B. able to do something
- C. a person who does something
- D. the most of something

5. What is the author’s purpose for writing this article?

- A. to entertain readers with a made-up story
- B. to inform readers about lighthouse keepers long ago
- C. to persuade readers to live in a lighthouse
- D. to teach readers how to build a lighthouse

Reading

Read the poem and answer the questions.

Upside-Down Playground

The slide goes up high.

The swings reach the ground.

The sandbox is floating
while I spin around.

The monkey bars wobble.

The seesaw can fly.

The whole playground's dancing
right up to the sky!

But when I stop turning,
the world feels just right.
It's only my dizzy head
making the sight.

1. Read line 3 of the poem. The sandbox is floating. What does the word 'floating' mean in this line?

- A. Moving in the water
- B. Staying up in the air
- C. Falling down quickly
- D. Sitting on the ground

2. Read lines 5–6 of the poem. The monkey bars wobble. / The seesaw can fly. What do these lines tell readers?

- A. The playground is noisy.
- B. The playground is broken.
- C. The playground is moving in funny ways.
- D. The playground is empty.

3. Read line 10 of the poem. The world feels just right. Which word means the same as 'right' in this line?

- A. Correct
- B. Left
- C. Normal
- D. Fast

4. Which two elements of poetry does the author use in the poem?

- A. Rhyme
- B. Stanzas
- C. Repeated lines
- D. Visual pattern

5. If the poem had a picture, what would it most likely show?

- A. A child swinging upside down
- B. A playground floating in the air
- C. A classroom with students
- D. A family reading a story