

2A/2C/2E

WEEK OF 10/20 - 10/24

Name: _____



Due Friday 10/24

DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
No School	Freckle <i>From Your Teacher</i> 60% minimum for credit	Freckle <i>From Your Teacher</i> 60% minimum for credit	
No School	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. full
2. dress
3. mess
4. add
5. hill
6. pull
7. spill
8. class
9. doll
10. kiss
11. fell
12. off
13. drink
14. stamp
15. swim
16. place
17. address
18. across

WEEKLY OBJECTIVES

- **Reading**- Theme, Make and Confirm Predictions, Central Idea, Text Organization
- **Vocabulary**- Inflections -ed, -ing
- **Spelling**- Double Final Consonants
- **Grammar**- Verbs
- **Writing**- Persuasive

IXL - LBG, 8MS, AHU,

REMINDERS

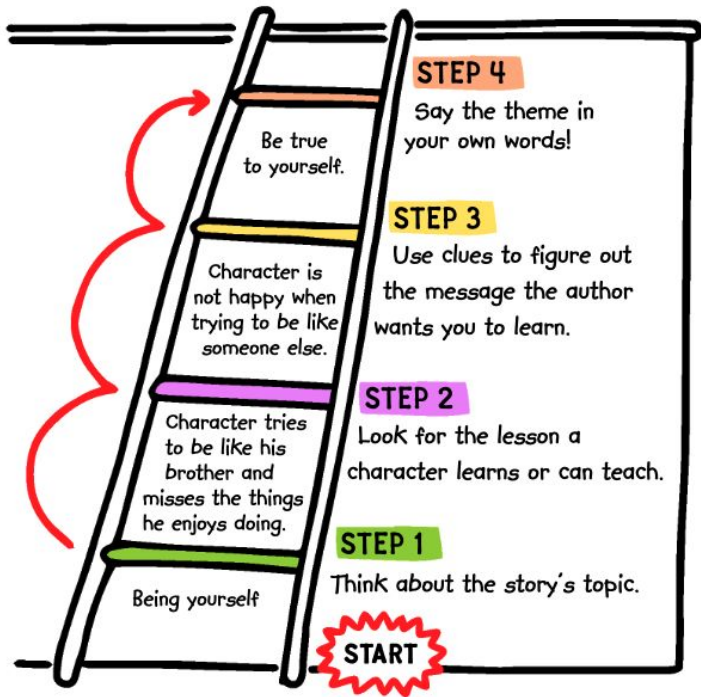
- Reading 10/24
- Grammar 10/24
- Spelling 10/24
- Greek Night 11/8

VOCABULARY

blamed-someone thinks you did something wrong
argue-to not agree in an angry way
respectful-being polite and kind
practice-do something over and over
booming-loud like thunder
skill-doing something really well.
threatening-warning to do something
persuade-get others to feel or think as you do.

THEME

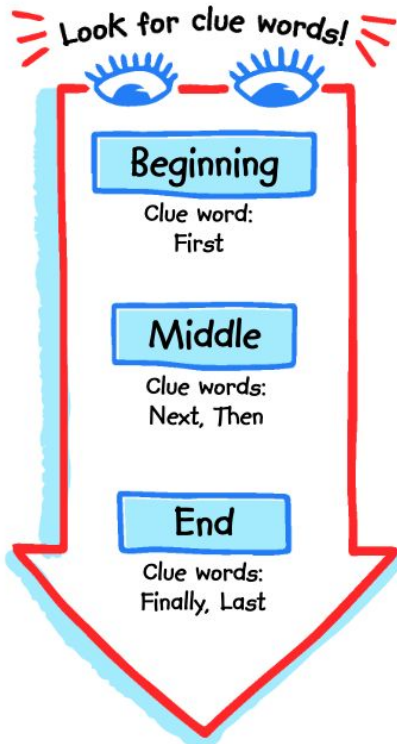
The **topic** is what a story is mostly about.
The **theme** is the moral or lesson the author wants readers to take away from the story.



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Text Organization

Chronological Order



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

When authors use **chronological order**, they describe events or the steps in a process in order. This helps show how one event is connected to the next.

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TIME FOR REVIEW!



Grammar 3.1.4a

Review Action Verbs

A **verb** names an action that someone or something does or did. A verb is found in the action part, or predicate, of a sentence. A verb that tells what happens now is a **present-tense verb**. A verb that tells what happened before is a **past-tense verb**.

The taxi driver **honks** the horn.
Umbrellas **protect** us from rain.
Children **waited** in line to buy lunch.
We **watched** the fireworks.

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Grade 2 | Grammar Minilessons

Verbs • Types of Verbs

Grammar 3.1.4b

Review Action Verbs

Identify the verb in each sentence.

- Two girls cross the street.
- The ball bounced off a car.
- My mother walks to the store.
- Four birds perch on the wire.
- A band performed in the park.
- The cousins shared a sandwich.

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Grade 2 | Grammar Minilessons

Verbs • Types of Verbs

Generative Vocabulary 3.6

Inflections -ed, -ing

The endings **-ed** and **-ing** can be added to the end of **verbs** to tell when something happened.

The **-ed** ending shows that the action happened in the past.

tinker + ed = **tinkered**

The **-ing** ending may mean the action is happening or it will happen.

tinker + ing = **tinkering**

Examples

- blame
past = we **blamed**
present = we are **blaming**
future = we will be **blaming**
- jog
past = children **jogged**
present = children are **jogging**
future = children will be **jogging**



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Grade 2 | Vocabulary

Module 3 • Week 2

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

October Spelling Menu

Name: _____

Picture This!

Draw a large picture of a pumpkin. In the empty spaces, write your spelling words as many times as you can. Then, color your picture.



Colorful Words

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

Consonants = Orange
Vowels = Black



Story Time

Write a spooky story using your spelling words. Be sure to include interesting details AND underline your spelling words in the story.



Speed Writing

Write your spelling words as many times as you can in

10 MINUTES!

Ask an adult at home to help you keep track of the time.

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!

BATTER UP!

Write a spelling word on your paper. Then, practice swinging your invisible bat for every letter in the word – hit a Home Run and call out the word. Repeat for all of your spelling words!

ABC Order

Write your spelling words in ABC order. Use the letter chart below to help you.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

How Long Is It?

Count the number of letters in each spelling word. Then, write them in order from the least number of letters to the greatest.



Typed List

Use a computer to type your spelling words. Feel free to use different fonts, sizes or colors for each word – how fun!

Be sure to print the page when you're finished!



Module 3 Week 2 READING Practice

Practice 1

Jane Goodall: Friend of the Chimpanzees

1 Jane Goodall was born in London, England. She loved animals even when she was a little girl. Jane dreamed of going to Africa to learn more about them.

2 When Jane grew up, she worked with chimpanzees in Africa. She watched how they ate, played, and helped each other. Jane found out that chimpanzees could use tools, just like people!

3 Jane wrote books to share what she learned about chimpanzees. Her work helped people understand how special these animals are.

4 Jane still travels around the world today. She teaches others to take care of animals and nature. Jane Goodall's work helps people and animals everywhere.

1. Read the sentence from paragraph 1.

Jane dreamed of going to Africa to learn more about them.

What does the -ed in *dreamed* tell the reader?

- A. The dreaming will happen soon.
 - B. The dreaming happened in the past.
 - C. The dreaming is happening now.
 - D. The dreaming happens every day.
-

2. What is the central idea of this passage?

- A. Jane Goodall learned about animals and helped people care for them.
 - B. Jane Goodall liked to read books about animals.
 - C. Jane Goodall taught chimpanzees to use tools.
 - D. Jane Goodall grew up in Africa.
-

3. Read the sentence from paragraph 2.

Jane found out that chimpanzees could use tools, just like people!

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

- A. objects used to build or fix things
 - B. food that animals eat
 - C. toys used by chimpanzees
 - D. a place where animals live
-

4. How is the passage organized?

- A. by telling about Jane's life in the order it happened
 - B. by comparing Jane to other scientists
 - C. by asking and answering questions about Africa
 - D. by describing one day in Jane's life
-

5. Which sentence shows Jane's work still helps people today?

- A. Jane was born in London, England.
- B. Jane wrote books about chimpanzees.
- C. Jane still travels around the world today.
- D. Jane dreamed of going to Africa.

Module 3 Week 2 READING Practice

Practice 2

George Washington Carver: The Plant Helper

1 George Washington Carver was born many years ago. He loved plants and wanted to learn how they grow.

2 George went to school to study plants. He became a teacher and a scientist. He taught people how to grow new crops like peanuts and sweet potatoes.

3 George showed farmers that these plants could help the soil stay healthy. He made hundreds of things from plants, such as soap, paint, and peanut butter!

4 People remembered George as a man who helped farmers and improved their lives. His work still helps people today.

1. Read the sentence from paragraph 2.

He taught people how to grow new crops like peanuts and sweet potatoes.

What does the -ed in *taught* tell readers?

- A. The teaching happens now.
- B. The teaching happened in the past.
- C. The teaching will happen later.
- D. The teaching happens every day.

2. What is the central idea of this passage?

- A. George Washington Carver loved to eat peanuts.
 - B. George Washington Carver helped farmers by teaching them about plants.
 - C. George Washington Carver grew flowers for fun.
 - D. George Washington Carver was a farmer in Africa.
-

3. Read the sentence from paragraph 3.

He made hundreds of things from plants.

What does the word *hundreds* mean?

- A. a small number
 - B. a few items
 - C. a very large number
 - D. one item
-

4. Which sentence tells how George helped others?

- A. He was born many years ago.
 - B. He taught people how to grow new crops.
 - C. He loved plants and wanted to learn about them.
 - D. He made peanut butter.
-

5. Which sentence from the passage shows that George's work still helps people today?

- A. His work still helps people today.
- B. He went to school to study plants.
- C. He loved plants and wanted to learn how they grow.
- D. He became a teacher and a scientist.

Module 3 Week 2 GRAMMAR Practice

Practice 1

Read the story and look for changes that should be made. Then answer the questions.

Playing Soccer

(1) Last Saturday, my team played a big soccer game. (2) The grass was wet, but we still run fast. (3) I kicked the ball to my friend Leo. (4) He score a goal! (5) Everyone clapped and cheered. (6) After the game, we eat pizza together.

1. Read sentence 2.

The grass was wet, but we still run fast.

What is the correct way to write the underlined word?

- A. runs
 - B. ran
 - C. running
 - D. No change is needed
-

2. Read sentence 4.

He score a goal!

What is the correct way to write the underlined word?

- A. scored
- B. scores
- C. scoring
- D. No change is needed

3. Read sentence 6.

After the game, we eat pizza together.

Which sentence uses the correct past-tense verb?

- A. After the game, we eats pizza together.
 - B. After the game, we are eating pizza together.
 - C. After the game, we ate pizza together.
 - D. No change is needed.
-

4. Which sentence is written correctly?

- A. The grass is wet, but we ran fast.
 - B. The grass was wet, but we ran fast.
 - C. The grass were wet, but we run fast.
 - D. The grass was wet, but we runs fast.
-

5. Which word from the story tells that the event already happened?

- A. still
- B. wet
- C. Saturday
- D. fast

Module 3 Week 2 GRAMMAR Practice

Practice 2

Read the story and look for changes that should be made. Then answer the questions.

The Camping Trip

(1) My family go camping every summer. (2) This year, we packed our bags and drive to the mountains. (3) We set up our tent near the river. (4) Dad build a small campfire. (5) We roasted marshmallows and tell stories until bedtime.

1. Read sentence 1.

My family go camping every summer.


What is the correct way to write the underlined word?

- A. goes
 - B. going
 - C. went
 - D. No change is needed
-

2. Read sentence 2.

This year, we packed our bags and drive to the mountains.

What is the correct way to write the underlined word?

- A. driving
 - B. drove
 - C. drives
 - D. No change is needed
- 

3. Read sentence 4.

Dad build a small campfire.

Which sentence uses the correct verb?

- A. Dad builds a small campfire.
 - B. Dad built a small campfire.
 - C. Dad building a small campfire.
 - D. No change is needed.
-

4. Read sentence 5.

We roasted marshmallows and tell stories until bedtime.

Which sentence uses the correct past-tense verb?

- A. We roasted marshmallows and told stories until bedtime.
 - B. We roasted marshmallows and telling stories until bedtime.
 - C. We roasted marshmallows and tells stories until bedtime.
 - D. No change is needed.
-

5. Which word shows the story takes place in the past?

- A. every
- B. year
- C. packed
- D. tell