

# 2A/2C/2E

## WEEK OF 10/27 - 10/31

Name: \_\_\_\_\_

### Due Thursday 10/30



## DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Freckle <i>From Your Teacher</i> 60% minimum for credit	Finish any pending IXL's by Thursday 10/30	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	Parent Initials

## SPELLING

1. dish
2. than
3. chest
4. such
5. thin
6. push
7. shine
8. chase
9. white
10. while
11. these
12. flash
13. dress
14. add
15. off
16. fell
17. whisper
18. thumb

## WEEKLY OBJECTIVES

- **Reading**-Theme, Author's Purpose, Retell
- **Spelling**- Consonant Digraphs
- **Vocabulary**- Prefixes un-, re-
- **Grammar**- Compound Subjects and Predicates
- **Writing**- Persuasive

**IXL** - XM2, LFD

**Ready** - 45 minutes by Monday

## REMINDERS

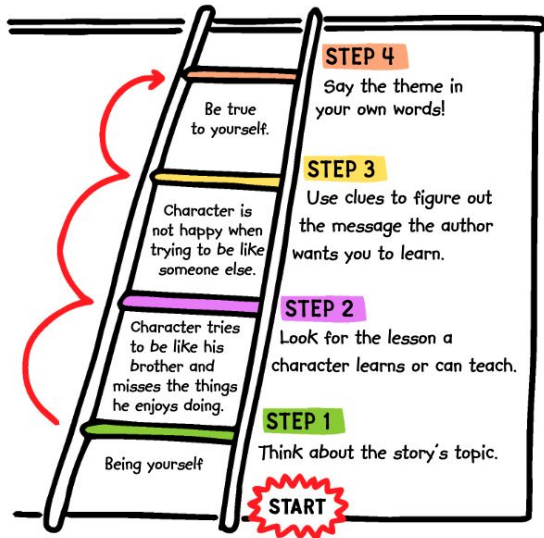
- Reading Thursday 10/30
- Grammar Thursday 10/30
- Spelling Thursday 10/30
- Storybook Character Day 10/31
- Greek Night 11/8

## VOCABULARY

**wrinkled**-folds and lines in skin  
**frown**-a sad or angry look  
**yanked**- pulled hard and fast  
**dragged**-pulled something along the ground  
**mumbled**-spoke quietly and not very clearly  
**nearby**-close to where you are  
**excuses**-reasons you cannot do something  
**hesitant**-when you do something slowly because you are not sure about it

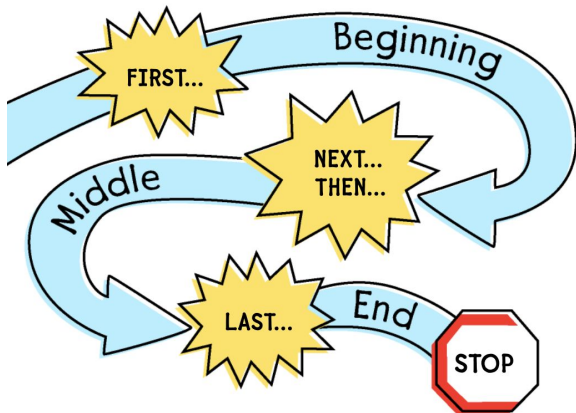
# THEME

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.



# RETELL

When you retell, you describe what happens in a story in order.



- TIPS**
- Use your **own words**.
  - Use **details**.
  - Use **words and pictures**.

# 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.

# TIME FOR REVIEW!



Grammar 1.5.4a

## Review Compound Subjects and Predicates

A **compound subject** is formed by two or more nouns that make up the subject of a sentence. The nouns are joined by the coordinating conjunction *and* or *or*.

*compound subject*

**Movies and plays** are the best!

## Review Compound Subjects and Predicates

A **compound predicate** names two or more things the subject did or does. A compound predicate is also formed with a coordinating conjunction.

*compound predicate*

Actors **sing and dance in the show**.

Grammar 1.5.4c

## Review Compound Subjects and Predicates

Name the subject in each sentence, and tell if it is a compound subject.

- Luz and Emily are the tallest in class.
- Some cats have long hair, and some have short hair.
- Forks and spoons go in this drawer.

Name the predicate in each sentence, and tell if it is a compound predicate.

- Dad plants and grows his own vegetables.
- We walk to the park to play soccer and baseball.
- The bus slowed down and stopped at the station.

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 3 READING Practice

### Practice 1

#### *Talking Without Words*

1 Have you ever needed to tell someone something without speaking? People use many ways to share ideas without using their voices.

2 When it is very noisy, people might wave or point. When it is quiet, they might nod or smile. These small actions help people understand each other.

3 Some people use sign language to talk. Sign language uses hand shapes, facial expressions, and movements to show words and ideas.

4 Everyone can learn a few signs! You can learn to say hello, thank you, or please with your hands.

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#### **1. Read the sentence from paragraph 2.**

These small actions help people understand each other.

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

- A. to see someone clearly
  - B. to know what someone means
  - C. to hear what someone says
  - D. to talk to someone loudly
- 

#### **2. What is the author's purpose for writing this passage?**

- A. to teach readers how to use sign language
- B. to explain how people can communicate without speaking
- C. to tell a story about learning sign language
- D. to make readers laugh about silly hand signs

**3. Why does the author include examples like waving and smiling?**

- A. to show different ways people can communicate
  - B. to tell readers what not to do in noisy places
  - C. to compare people to animals
  - D. to teach readers how to act quietly
- 

**4. What does the author want readers to learn?**

- A. People can share ideas even without words.
  - B. Everyone should learn to whisper.
  - C. Only children use hand signs.
  - D. It is rude to talk with your hands.
- 

**5. How is this passage organized?**

- A. It tells how people use actions to share ideas.
  - B. It compares people and animals.
  - C. It tells a funny story about a noisy classroom.
  - D. It lists rules for learning new words.
-

# Module 3 READING Practice

## Practice 1

### *Messages with Motion*

1 People can share messages without speaking any words. Dancers, for example, use their bodies to tell stories.

2 Some dancers move slowly to show sadness. Others move quickly to show excitement or joy. Every step and spin can show a feeling or idea.

3 In some countries, dances are used to celebrate special days. People wear colorful clothes and move together to the beat of the music.

4 Dance is a language that everyone can understand — no matter what country they are from!

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#### **1. Read the sentence from paragraph 2.**

Some dancers move slowly to show sadness.

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

- A. feeling tired
  - B. feeling unhappy
  - C. feeling excited
  - D. feeling proud
- 

#### **2. What is the author's purpose for writing this passage?**

- A. to tell about different dances around the world
- B. to explain how people can share ideas through movement
- C. to teach readers how to dance
- D. to tell a funny story about a dance class

**3. Why does the author include examples like slow and quick dances?**

- A. to show how dance can express feelings
  - B. to teach readers how to dance faster
  - C. to tell a story about a party
  - D. to compare dancers to singers
- 

**4. What is the central idea of this passage?**

- A. People can share feelings and ideas through movement.
  - B. Dancers only move quickly when they are happy.
  - C. Music is more important than dance.
  - D. Dancing is only for celebrations.
- 

**5. Which sentence best supports the author's purpose?**

- A. Dancers use their bodies to tell stories.
- B. Some dances are performed at night.
- C. People wear colorful clothes.
- D. Music helps people count steps.

## Module 3 GRAMMAR Practice

### Practice 1

#### *The Field Trip*

(1) Today our class went to the city park. (2) It is in san diego, california. (3) We walked past a playground. (4) We crossed a small bridge. (5) The ducks swam in the pond and quacked loudly. (6) I took pictures with my friend lily. (7) We had so much fun on our trip!

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#### 1. Read sentence 2.

It is in san diego, california.

What is the correct way to write the underlined words?

- A. San Diego, California
  - B. san Diego, California
  - C. San diego, california
  - D. No change is needed
- 

#### 2. What is the best way to write sentences 3 and 4 as one sentence?

- A. We walked past a playground or crossed a small bridge.
  - B. We walked past a playground and crossed a small bridge.
  - C. We walked past a playground but crossed a small bridge.
  - D. We walked past a playground then crossed a small bridge.
- 

#### 3. How should sentence 5 be written so that it best tells how the ducks sounded?

- A. The ducks made noise in the pond.
- B. The ducks quacked around the pond.
- C. The ducks buzzed in the pond.
- D. The ducks flapped in the pond.

**4. Read sentence 6.**

I took pictures with my friend *lily*.

What is the correct way to write the underlined word?

- A. Lily
  - B. lily → Lillie
  - C. lily → lillie
  - D. No change is needed
- 

**5. Which word best describes the field trip?**

- A. boring
- B. noisy
- C. fun
- D. quiet

## Practice 2

### *A Visit to the Farm*

(1) Yesterday, our class went to sunny acres farm. (2) We saw cows and horses in the big field. (3) We fed the goats. (4) We played in the hay barn. (5) Chickens made loud sounds near the fence. (6) A puppy run across the yard. (7) It was the best day ever!

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#### 1. Read sentence 1.

Yesterday, our class went to sunny acres farm.

What is the correct way to write the underlined words?

- A. Sunny acres farm
  - B. Sunny Acres Farm
  - C. sunny Acres farm
  - D. No change is needed
- 

#### 2. What is the correct way to write sentences 3 and 4 as one sentence?

- A. We fed the goats but played in the hay barn.
  - B. We fed the goats or played in the hay barn.
  - C. We fed the goats and played in the hay barn.
  - D. We fed the goats before we played in the hay barn.
-

**3. How should sentence 5 be written so that it best shows how the chickens sounded?**

- A. Chickens clucked near the fence.
  - B. Chickens sang near the fence.
  - C. Chickens talked near the fence.
  - D. Chickens walked near the fence.
- 

**4. Read sentence 6.**

A puppy run across the yard.

What is the correct way to write the underlined word?

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

**5. Which sentence best combines sentences 2 and 3?**

- A. We saw cows and horses, and we fed the goats.
- B. We saw cows or horses, and we fed goats.
- C. We saw cows and horses, but we fed goats.
- D. We saw cows and horses, then we fed goats.