

2B/2D


WEEK OF 11/10 - 11/14

Name: _____



Due Friday 11/14

DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Complete 2 lessons of i-Ready		Reread <i>Hollywood Chicken</i> for Comprehension Check on 11/13	Complete 2 lessons of i-Ready
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. pay
2. wait
3. paint
4. train
5. pail
6. clay
7. tray
8. plain
9. stain
10. hay
11. gray
12. away
13. lake
14. snake
15. black
16. ask
17. raisin
18. birthday
19. Archimedean

WEEKLY OBJECTIVES

- **Reading**-Story Structure, Elements of Drama, Figurative Language
- **Spelling**- Long a (*ai, ay*)
- **Vocabulary**- Words that Describe People, Places, or Things
- **Grammar**- Past, Present, Future Verbs
- **Writing**- Narrative

REMINDERS

- Grammar IXL 11/14 Friday
- Spelling 11/14
- Reading 11/14 Friday
- Comprehension Check on 11/13

- **BRING HEADPHONES DAILY**

VOCABULARY

- plain**- flat piece of land with few trees
- bind**- to tie up
- narrow**- thin with little space
- clever**- very smart
- journey**- trip from one place to another
- fulfill**- when you make something happen
- believe**- to think something true
- speech**- a talk you give to an audience

TIME FOR REVIEW!



Generative Vocabulary 4.6

Words That Describe People, Places, Things

Adjectives describe people, places, or things. Adjectives can tell how a person or thing acts or what it is like.

Examples

- 1 sight = **narrow, square**
- 2 sound = **musical, booming**
- 3 smell = **flowery, stinky**
- 4 taste = **bitter, spicy**
- 5 touch = **silky, bumpy**
- 6 is like/acts = **cozy, excited**



round, smooth, crunchy, sour, sweet

What a **clever** idea to go apple picking!

Look up adjectives that you do not know in the dictionary.

Grade 2 | Vocabulary

Module 4 • Week 2

Grammar 3.3.4a

Review Verbs in the Present, Past, and Future

Some **verbs** name actions that are happening now, or in the **present**.

Some verbs name actions that happened before, or in the **past**. Add *-ed* to many verbs to form the past tense.

Some verbs name actions that will happen later, or in the **future**. Use the word *will* before the verb to form the future tense.

Present	Past	Future
The kites soar .	The kites soared .	The kites will soar .
Diego picks flowers.	Diego picked flowers.	Diego will pick flowers.

Grade 2 | Grammar Minilessons

Verbs • Verbs in the Present, Past, and Future

Review Verbs in the Present, Past, and Future

Read each sentence aloud. Identify the verb. Then tell whether the action is happening in the present, in the past, or in the future.

- 1 Ben skates on the ice.
- 2 Trees will bloom in the spring.
- 3 Birds pecked at the seeds.
- 4 Mom heats soup in a pan.

Elements of DRAMA

A drama is a story that is written so it can be performed by actors for an audience.

What are the parts of a drama?

The **dialogue** is the words the characters speak.

The **setting** is when and where the drama takes place.

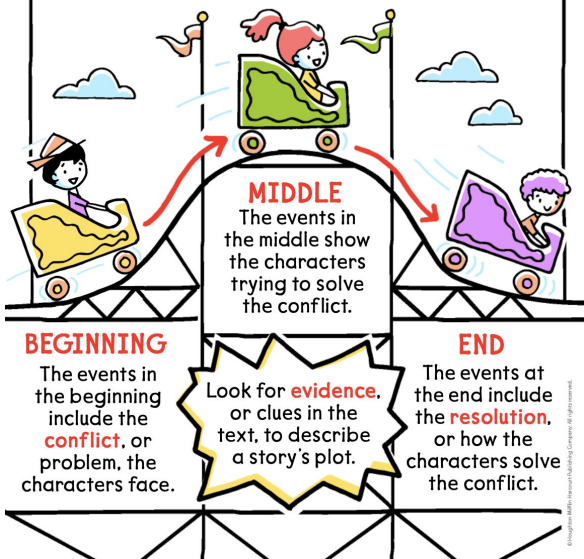
The **cast** is the list of characters.

Scenes are the parts of a drama. A new scene usually starts when the setting changes.

Characters are the people, animals, or things in the drama.

Story Structure

Stories often have a similar structure. Authors organize the **plot** in a way that will entertain readers.



FIGURATIVE LANGUAGE

Figurative language makes writing colorful and interesting, but the words and sentences don't mean exactly what they say!

SIMILE

A simile compares two different things using the word **like** or **as**.

She's as busy as a bee.



HYPERBOLE

A hyperbole is a statement that is so crazy it can't be true.

Her smile was a mile wide.



IDIOM

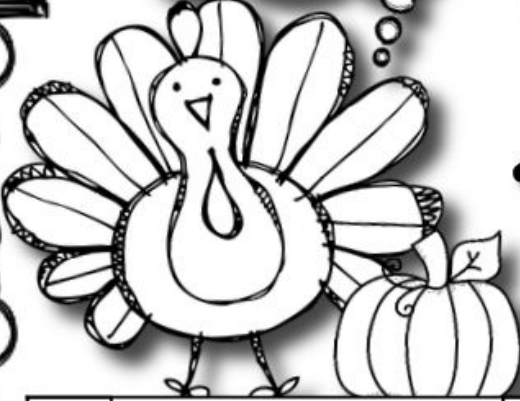
An idiom is a phrase that means something different from its everyday meaning.

It was raining cats and dogs!



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

November Spelling Menu



Name: _____

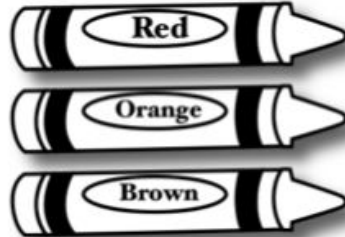
Leaf Words

Draw a leaf for each of your spelling words. Write one spelling word inside of each leaf. Then, color your leaves.



Rainbow Words

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



Story Time

Write a silly turkey story 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 = 1

EXAMPLE: whale
whale = 10 + 10 + 1 + 10 + 1 = 32

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!

VOLCANO BLOW-UP!

Write a spelling word on your paper. Then, crouch down on your feet. Whisper each letter as you slowly rise – then explode and yell out the word. Repeat for all of your 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.

Criss-Cross Words

Write each of your spelling words like a crossword puzzle.

s
m i l e h
i a
l e p
 p
 y
 y

Hidden Picture

Trace your hand and decorate it to make it look like a turkey. Remember to add great details and lots of color! Then, hide your spelling words somewhere inside the picture.



Module 4 Week 2 READING Practice

Practice 1

The Lost Hat

Characters

LUCY – a 7-year-old girl

JAMES – Lucy's brother

MOM – their mother

ACT 1, SCENE 1

The front yard. Lucy is looking around the grass. James walks in holding a soccer ball.

JAMES: What are you doing, Lucy?

LUCY: (worried) I lost my favorite hat! It was red with a big bow.

JAMES: (thinking) Maybe you left it at the park.

MOM: (coming outside) What's going on out here?

LUCY: Mom, I can't find my hat anywhere!

MOM: Don't worry. Let's look together.

(They walk off stage to search.)

ACT 2, SCENE 2

At the park. Lucy sees something near the swings.


LUCY: (smiling) There it is! My hat!

JAMES: You found it! It looks a little dirty, but it's safe.

MOM: (laughing) Next time, let's keep it in the car.

LUCY: (hugging her hat) I'm so happy! Thanks for helping me.

(They walk home together.)



1. Read the sentence from Act 1, Scene 1.

LUCY: (worried) I lost my favorite hat!

Why does the author use the word *worried* in parentheses?

- A. to show how Lucy feels
 - B. to tell where Lucy is
 - C. to describe Lucy's hat
 - D. to explain who Lucy is
-

2. Which sentence from the play shows how Lucy feels at the end?

- A. "What are you doing, Lucy?"
 - B. "There it is! My hat!"
 - C. "Maybe you left it at the park."
 - D. "It looks a little dirty, but it's safe."
-

3. Which two sentences from the play are dialogue?

- A. *The front yard.*
- B. "Mom, I can't find my hat anywhere!"
- C. *They walk off stage to search.*
- D. "There it is! My hat!"

4. Read the sentence from Act 2, Scene 2.

LUCY: (smiling) There it is! My hat!

What does the word *smiling* tell about Lucy?

- A. She is happy she found her hat.
 - B. She is nervous about the park.
 - C. She is angry at her brother.
 - D. She is sleepy and tired.
-

5. What lesson do Lucy and James learn?

- A. Always wear hats inside.
- B. Keep track of your things and help each other.
- C. Don't play outside on windy days.
- D. You should never ask for help.

Practice 2

A Rainy Day Surprise

Characters

EMMA – a cheerful girl

DAD – Emma's father

MAX – Emma's dog

ACT 1, SCENE 1

The living room. Emma looks out the window at the rain.

EMMA: (sadly) Oh no! It's raining again. Now I can't go outside.

DAD: (smiling) Don't worry, Emma. We can still have fun inside.

EMMA: How? There's nothing to do!

DAD: I have an idea. Let's build a fort with blankets and pillows.

EMMA: (grinning) That sounds fun!

ACT 2, SCENE 2

The fort is built. Emma, Dad, and Max sit inside reading books.

DAD: (proudly) This is the best rainy day ever.

EMMA: (happily) You were right, Dad. Staying inside can be fun too.

MAX: (barking softly) Woof!

(They all laugh as the lights fade.)

1. Read the sentence from Act 1, Scene 1.

EMMA: (sadly) Oh no! It's raining again.

Why does the author include the word *sadly*?

- A. To show how Emma feels about the rain
 - B. To tell where Emma is standing
 - C. To show what Emma looks like
 - D. To describe how loud her voice is
-

2. Which word best describes Emma at the end of the play?

- A. worried
 - B. cheerful
 - C. angry
 - D. confused
-

3. Which two sentences from the play are stage directions?

- A. *Emma looks out the window at the rain.*
- B. "Oh no! It's raining again."
- C. *The fort is built. Emma, Dad, and Max sit inside reading books.*
- D. "You were right, Dad."

4. Read the sentence from Act 2, Scene 2.

DAD: (proudly) This is the best rainy day ever.

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

- A. feeling happy about something
 - B. feeling tired and sleepy
 - C. feeling afraid of the storm
 - D. feeling sad and quiet
-

5. What lesson can readers learn from this play?

- A. Rainy days can still be fun with family.
- B. Dogs do not like rain.
- C. You should never go outside in the rain.
- D. It's better to play by yourself.

A verb tells the reader when the action happens.

Has Already Happened: Dad **called** the state park yesterday.

Is Happening Now: We **plan** what to pack.

Is Going to Happen: The family **will camp** in the state park.

Write the form of the verb that shows that the action is going to happen.
Use the word under the line.

1. Our family _____ next weekend.
camp

2. We _____ along the trails.
hike

Write the form of the verb that shows that the action is happening now.
Use the word under the line.

3. We _____ our tent and sleeping bags.
pack

4. We _____ the state park.
like



Write the form of the verb that shows that the action already happened
in the past. Use the word under the line.

5. Last year, we _____ to a pretty waterfall.
go

6. My dog Rags _____ at a skunk!
bark