

# 2B/2D

WEEK OF 11/17 - 11/21

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

Due **Thursday** 11/20



## DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Complete 2 lessons of i-Ready	Complete 2 lessons of i-Ready	Re-read <i>If the Shoe Fits</i>	NO HW
Study Spelling Words (1 activity)	Study Spelling Words (1 activity)	Study Spelling Words (1 activity)	No Spelling
Parent Initials	Parent Initials	Parent Initials	Parent Initials

## SPELLING

1. free
2. teach
3. teeth
4. please
5. each
6. wheel
7. team
8. speak
9. sneeze
10. sheep
11. meaning
12. weave
13. away
14. stain
15. train
16. plain
17. between
18. reason
19. Archimedean

## WEEKLY OBJECTIVES

- **Reading**-Story Structure, Author's Purpose, Cause and Effect
- **Spelling**- Long e (ee, ea)
- **Vocabulary**- Words that Describe Actions- Verbs
- **Grammar**- Compound Sentences
- **Writing**- Narrative

## REMINDERS

- Reading Test 11/20 Thursday
- Grammar Quiz 11/20
- Comprehension Check (**graded as CW**) 11/20
- Reading Quiz 11/19
- Spelling Test- N/A

## VOCABULARY

- chore**- a job you must do.  
**thrilled**- very excited  
**superb**- the very best  
**beamed**- gave a big smile  
**pleasure**- a feeling of happiness or joy  
**jealous**- when you want what someone else has  
**dashed**- ran quickly  
**hobbled**- walk in a slow uneven way.

# Text Organization

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

Texts organized by causes and effects describe how one event leads to another event.

## CAUSE:

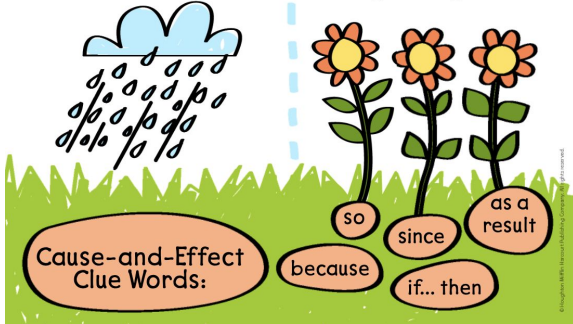
**why** something happens (the reason)

It rained a lot,

## EFFECT:

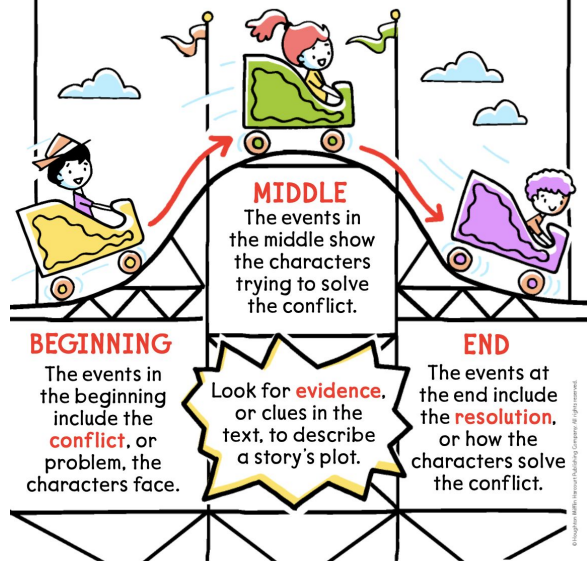
**what** happens (the result)

so the flowers in the garden grew.



# Story Structure

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



# 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!**



Generative Vocabulary 4.8

## Words That Describe Actions

**Verbs** are **action** words. They **describe** exactly what someone or something is doing.

Look up verbs you do not know in the dictionary.

### Examples

- 1 Minh **dashed** past the hikers.
- 2 He **climbed** the hill.
- 3 At the top, a deer was **nibbling** on the grass.
- 4 Minh **looked** at the beautiful view.



The hikers **hobbled** along the trail.

Grade 2 | Vocabulary

Module 4 • Week 3

Grammar 1.4.4a

## Review Compound Sentences

A **compound sentence** is made up of two shorter sentences. The shorter sentences are connected by words such as *and*, *but*, and *or*. A comma is used before the connecting word.

Shorter Sentences	Compound Sentence with Conjunction
She loves dogs. She does not like bathing them.	She loves dogs, <b>but</b> she does not like bathing them.
Ducks live by the pond. Some ducks live by the barn.	Ducks live by the pond, <b>or</b> they live by the barn.

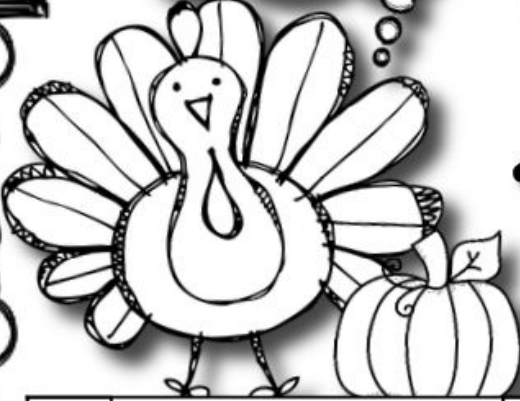
## Review Compound Sentences

Combine each pair of sentences into a compound sentence.

- 1 Does Gloria like singing? Does she like to dance?
- 2 I like to draw. I like to paint.
- 3 Some people like cooking. I just like to eat!

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

# November Spelling Menu



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

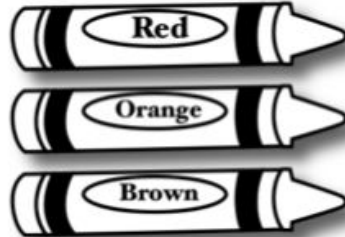
## Leaf Words

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 READING Practice

### Practice 1

#### *Meet the Mail Carrier*

1 On Monday, our class took a walk to the post office.

2 We met Mr. Lee. He is a mail carrier.

3 "Hi, everyone," Mr. Lee said. "I help bring letters and packages to people every day."

4 "How do you carry all the mail?" asked Maya.

5 "I have a big bag," said Mr. Lee. "First, I sort the letters. Then, I place them in my bag in the order of my route."

6 "What's a route?" asked Maya.

7 "It's the path I take each day to deliver the mail," said Mr. Lee.

8 "Last, I drive my truck and place each letter in the right mailbox."

9 "That sounds like an important job," I said.

10 "It is," said Mr. Lee. "I make sure people stay connected!"

#### 1. Why does the author tell the steps Mr. Lee takes?

- A. To show how mail gets delivered
- B. To show what Mr. Lee looks like
- C. To tell about the people on his route
- D. To explain where letters come from

#### 2. Read the sentence from paragraph 5.

"Then, I place them in my bag in the order of my route."

What does *order* mean in this sentence?

- A. a command
- B. a type of job
- C. the way things are arranged
- D. a list of names



**3. Read the sentence from paragraph 10.**

"I make sure people stay connected!"

What does the word *connected* mean?

- A. working together
  - B. staying in touch
  - C. sitting close
  - D. traveling far
- 

**4. What does the suffix *-er* in *carrier* mean?**

- A. full of
  - B. someone who
  - C. more than one
  - D. past tense
- 

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

- A. Mail carriers have an important job that helps people.
- B. Mail carriers only work on Mondays.
- C. Maya wants to be a mail carrier.
- D. Delivering mail is easy.

## Practice 2

### *The New Library*

#### Characters

MIA – a student

BEN – her friend

LIBRARIAN – a kind helper

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#### ACT 1, SCENE 1

*The school library. Mia and Ben are looking at shelves of books.*

**MIA:** Wow! The library looks brand new!

**BEN:** (excited) Look at all these books!

**LIBRARIAN:** (smiling) Hello! Welcome to our new library. Would you like to learn how to find a book?

**MIA:** Yes, please!

**LIBRARIAN:** First, you look on the computer to find the title you want.

**BEN:** (typing) I want a book about dinosaurs!

**LIBRARIAN:** Next, you check the number on the screen. Then, you go to that shelf to find your book.

**MIA:** (reading) This is easy!

**BEN:** I found it! Thank you, Ms. Rose!

**LIBRARIAN:** (laughing) You're welcome. Reading is an adventure!

**1. Why does the author use the word (*smiling*) in the play?**

- A. To show how the librarian feels
  - B. To tell where the librarian is
  - C. To explain what the librarian says
  - D. To show when the scene ends
- 

**2. Which two sentences are dialogue?**

- A. "First, you look on the computer to find the title you want."
  - B. *The school library.*
  - C. "Reading is an adventure!"
  - D. *Mia and Ben are looking at shelves of books.*
- 

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

**BEN:** (excited) Look at all these books!

What does the word *excited* tell about Ben?

- A. He feels happy and full of energy.
  - B. He feels tired.
  - C. He feels angry.
  - D. He feels shy.
- 

**4. What problem do Mia and Ben have?**

- A. They don't know how to find a book.
- B. They can't read yet.
- C. They forgot their library cards.
- D. They are late to class.

**5. How do they solve their problem?**

- A. The librarian shows them how to find a book.
- B. They leave the library.
- C. They ask another student.
- D. They look on every shelf.

Name:

Date:

*Lavinia wrote about how animals adapt to survive in the wild, and she wants you to help her revise her paper. Read her report and answer the questions that follow.*

### **Animal Adaptations**

(1) Animals have special traits that help them survive in the wild. (2) These traits are known as adaptations, and they are different with every species. (3) Some adaptations help predators hunt. (4) Others help prey hide from these predators.

(5) Camouflage is an adaptation that can help both prey and predators. (6) It helps predators blend in with their surroundings. (7) Their prey won't see them until it's too late. (8) However, many prey animals also use camouflage, making it difficult for the predators to find them in the first place.

(9) Animals must also adapt to live comfortably in their habitats. (10) Every habitat is different. (11) Animals living in cold climates develop thick fur to survive in freezing temperatures, and those in hot ecosystems must find ways to stay cool. (12) For example, many desert mammals have large ears that help them get rid of extra heat in their bodies.

(13) Adaptations make life easier for animals. (14) Adaptations are necessary for survival. (15) These special traits ensure that every animal has what they need to live, hunt, and hide in their unique environments.

1. What is the **best** way to combine sentences 3 and 4?

- A. Some adaptations help predators hunt, so others help prey hide from these predators.
- B. Some adaptations help predators hunt, others help prey hide from these predators.
- C. Some adaptations help predators hunt because others help prey hide from these predators.
- D. Some adaptations help predators hunt, and others help prey hide from these predators.

2. What is the **best** way to combine sentences 6 and 7?

- A. It helps predators blend in with their surroundings, so their prey won't see them until it's too late.
- B. It helps predators blend in with their surroundings, but their prey won't see them until it's too late.
- C. It helps predators blend in with their surroundings, their prey won't see them until it's too late.
- D. It helps predators blend in with their surroundings their prey won't see them until it's too late.

3. What is the **best** way to combine sentences 9 and 10?

- A. Animals must also adapt to live comfortably in their habitats, every habitat is different.
- B. Animals must also adapt to live comfortably in their habitats, but every habitat is different.
- C. Animals must also adapt to live comfortably in their habitats, so every habitat is different.
- D. Animals must also adapt to live comfortably in their habitats every habitat is different.

3. What is the **best** way to combine sentences 13 and 14?

- A. Adaptations make life easier for animals, and adaptations are necessary for survival.
- B. Adaptations make life easier for animals, and they are necessary for survival.
- C. Adaptations make life easier for animals, but they are necessary for survival.
- D. Adaptations make life easier for animals, adaptations are necessary for survival.