

2A/2C/2E

WEEK OF 12/01 - 12/05

Name: _____



Due Friday 12/05

DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Freckle <i>From Your Teacher</i> 60% minimum for credit		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)	Study Spelling Words (1 activity)
Parent Initials	Parent Initials	Parent Initials	Parent Initials

SPELLING

1. own
2. most
3. soap
4. float
5. both
6. know
7. loan
8. goat
9. flow
10. loaf
11. throw
12. roast
13. free
14. speak
15. sneeze
16. prize
17. swallow
18. ocean

WEEKLY OBJECTIVES

- Reading- Ideas and Support. Figurative Language, Characters
- Spelling- Long O (o, oa, ow)
- Vocabulary- Suffixes -y, -ly
- Grammar- Quotation Marks
- Writing- Persuasive

IXL - U8G, HCJ, EHM

Iready - 45 minutes by Monday

REMINDERS

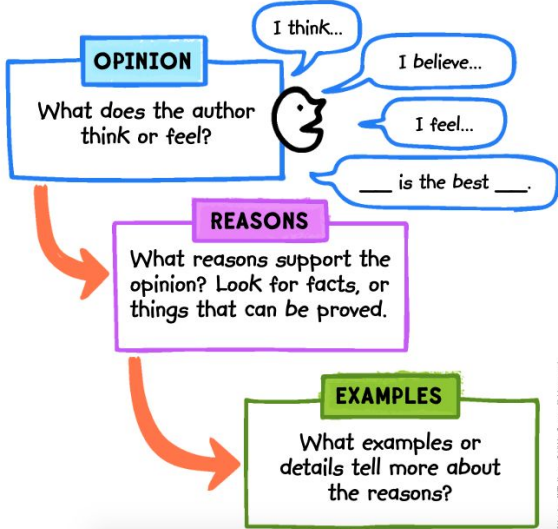
- FAST ASSESSMENT 12/9
- Reading 12/12
- IXL (from HW) 12/5
- Spelling 12/5

VOCABULARY

assured-promised something would happen
exactly- the same in every way
precise- exact and correct
peered-looked closely
respond-answer in some way
intent-set on doing something
contraption-an object that looks strange and hard to use
replica-and exact copy of something

IDEAS and SUPPORT

When authors write to persuade, they want readers to do or believe something.



Rules for Writing Quotations

Put a comma between the quotation and the speaker tag.	Dr. Lyons said, "You have a cold." "You have a cold," said Dr. Lyons.
Begin the first word inside the quotation marks with a capital letter .	Kai asked, " M ay I have some popcorn?"
Put the end mark inside the quotation marks.	Paige stated, "I am not going to bed!"

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**.



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.



CHARACTERS

External Traits

What We See

- The character's
- hair (color, length)
- clothing (kind, color)
- height
- facial expressions
- behavior and actions

Internal Traits

Thoughts and Words

Feelings

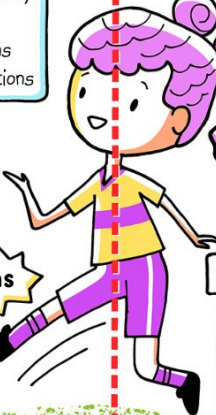
Perspective

What We Learn

- The character's personality shows through the
- thoughts and words
- feelings



Actions



Review Quotation Marks

Tell how to write each sentence correctly.

- 1 The bus driver said stay in your seats.
- 2 Jack asked how long is the trip?
- 3 We will be there in an hour said Ms. Morgan.

Generative Vocabulary 5.3

Suffixes -y, -ly

Add a **suffix** to the end of a base word to change the meaning of the word.

The suffix **-y** means "having or being like something" and forms an **adjective**.

cloudy sky



The suffix **-ly** tells "how" or "when" and forms an **adverb**.

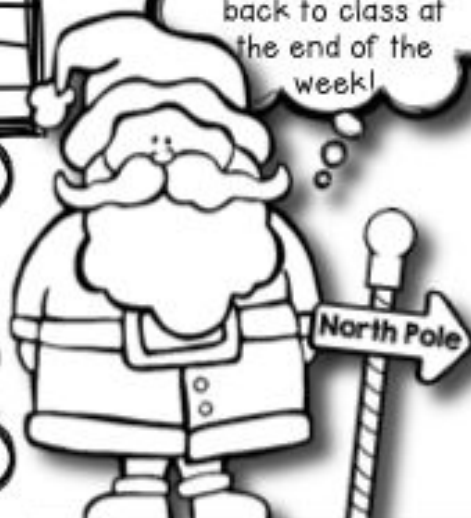
exactly the same

Look up the meaning of base words you do not know in a dictionary.

Examples

- 1 mess
mess + y = **messy**
- 2 precise
precise + ly = **precisely**
- 3 month
month + ly = **monthly**
- 4 luck
luck + y = **lucky**
luck + ly = **luckily**

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



December Spelling Menu

Name: _____

Picture This!

Draw a large picture of a Christmas tree. 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 = Red
Vowels = Green



Dear Santa

Write a letter to Santa Clause using your spelling words. Be sure to use spaces in between your words AND underline your spelling words.



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!

HOPSCOTCH!

Write a spelling word on your paper. Then, hop on one foot for each letter in the word – jump on two feet and call out the word. Repeat for all of your spelling words!

Pyramid Words

Create a pyramid with your spelling words! Begin by writing the first letter, next the first two letters, then the first three letters, etc...

s
sm
smi
smil
smile

Eyes Closed

Look at each of your spelling words. Say the letters in the word out loud. Then, close your eyes and write the word.



Curious Questions

Use each of your spelling words to ask a question – ANY question! Be sure to use a capital letter at the beginning of your sentence and a question mark at the end. Underline your spelling word.

Does a whale have gills?

Module 5 Week 1 READING Practice

Practice 1

I Can Dig

Mole crawled out of her tunnel early one morning. She bumped into Worm.

"Hello, Worm," said Mole. "Look at my strong paws. I can dig through the dirt faster than anyone!"

Worm smiled and said, "That's nice, Mole. I wiggle through the soil too, but I help plants grow!"

Then Mole saw Rabbit hopping by. "Hey, Rabbit," said Mole. "You can hop fast, but can you dig like me?"

Rabbit laughed. "No," said Rabbit, "but I can run quickly across the field."

Bird swooped down from a tree. "Hello, friends," said Bird. "I can do something even better. I can fly high above you all!"

Rabbit and Mole looked up in surprise. "Wow!" said Mole. "We all have our own special ways to move!"

1. Which of these is an external trait of Mole?

- A. strong paws
 - B. feeling shy
 - C. colorful feathers
 - D. long ears
-

2. Read the sentence from the story.

"Bird swooped down from a tree."

What does *swooped* mean in this sentence?

- A. flew quickly down
 - B. jumped high
 - C. ran across
 - D. hid in the dirt
-

3. How does Mole feel about digging?

- A. proud
 - B. scared
 - C. tired
 - D. sad
-

4. What lesson can readers learn from the story?

- A. Everyone has their own special talent.
 - B. Birds are faster than moles.
 - C. Worms can't move underground.
 - D. Digging is better than flying.
-

Practice 2

Taking Care of a Fish

I have a goldfish named Flash. Before I got Flash, I read a book about how to take care of fish. It is important to learn what a pet needs before bringing it home.

Each morning, I feed Flash a small pinch of fish food. I never give him too much, or it will make the water dirty. Once a week, I clean his tank and add fresh water. I also check the filter to make sure it's working.

Fish may look easy to care for, but they need clean water, food, and attention. When I watch Flash swim around, I know I'm keeping him healthy and safe.

1. Which idea from the article supports the author's opinion that pets need care and attention?

- A. The author cleans the fish tank every week.
 - B. The author bought a new book.
 - C. Flash is a goldfish.
 - D. Fish food is small and dry.
-

2. Read the sentence from the story.

"I never give him too much, or it will make the water dirty."

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

- A. not clean
- B. shiny
- C. full of air
- D. very cold

3. Read the dictionary entry.

healthy (*hel-thee*) adjective: strong and well

What does the author mean when she says, "I know I'm keeping him healthy and safe"?

- A. She helps her fish stay strong and well.
 - B. She likes to watch her fish swim fast.
 - C. She feeds her fish too much food.
 - D. She is tired of cleaning the tank.
-

4. What is the author's purpose for writing this passage?

- A. To teach readers how to care for a fish
 - B. To tell a funny story about a pet
 - C. To explain why fish swim fast
 - D. To describe how fish look
-

5. What does the author want to persuade readers to do?

- A. Learn how to care for a pet before getting one
 - B. Buy a goldfish named Flash
 - C. Never clean a fish tank
 - D. Feed pets too much food
-

Name:

Date:

Michael's class was asked to write a paper about a time they had to make a decision. He chose to write about choosing between two birthday parties and wants you to help him edit his paper. Read his paper and answer the questions that follow.

My Tough Choice

(1) Have you ever had to make a difficult decision? (2) I was faced with a choice the other day that seemed impossible. (3) My two best friends, Daniel and Mark, were both celebrating their birthdays on the same afternoon. (4) I asked my parents, "Which one should I go to? (5) They weren't much help.

(6) "That's your choice," Mom said. (7) "No one can make it for you."

(8) "You have to decide for yourself," my dad agreed."

(9) It looked like I was on my own. (10) I began brainstorming ways to choose which party to attend without making the other friend mad or hurting his feelings. (11) Then an idea hit me. (12) I ran to my parents and asked if they could pick me up halfway through one party and take me to the other. (13) That way, I could spend time with both of my best friends on their birthdays.

(14) That's a great idea!" Mom said. (15) I got to enjoy half of both parties that day, and didn't hurt anyone's feelings. (16) My tough choice ended up not being so tough after all!

<p>1. What change, if any, should be made in sentence 6?</p> <p>A. Change <i>"That's your choice," Mom said.</i> to <i>"That's your choice," Mom said.</i></p> <p>B. Change <i>"That's your choice," Mom said.</i> to <i>"That's your choice, Mom said."</i></p> <p>C. Change <i>"That's your choice," Mom said.</i> to <i>That's your choice, Mom said.</i></p> <p>D. Make no change.</p>	<p>3. What change, if any, should be made in sentence 4?</p> <p>A. Delete the quotation mark before <i>Which</i></p> <p>B. Insert a quotation mark after <i>asked</i></p> <p>C. Insert a quotation mark after <i>to?</i></p> <p>D. No change should be made.</p>
<p>2. What change, if any, should be made in sentence 8?</p> <p>A. Delete the quotation mark after <i>agreed</i></p> <p>B. Delete the quotation mark after <i>yourself</i></p> <p>C. Insert a quotation mark after <i>dad</i></p> <p>D. No change should be made in sentence 8.</p>	<p>4. What change, if any, should be made in sentence 14?</p> <p>A. Change <i>That's a great idea!" Mom said.</i> to <i>That's a great idea!" Mom said."</i></p> <p>B. Change <i>That's a great idea!" Mom said.</i> to <i>"That's a great idea!" Mom said.</i></p> <p>C. Change <i>That's a great idea!" Mom said.</i> to <i>"That's a great idea!" Mom said."</i></p> <p>D. Sentence 14 is written correctly.</p>