

2A/2C/2E

WEEK OF 1/5 - 1/9

Name: _____



Due **Friday** 1/9

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	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	

SPELLING

1. meet
2. meat
3. week
4. weak
5. mane
6. main
7. tail
8. tale
9. be
10. bee
11. too
12. two
13. child
14. night
15. high
16. spy
17. threw
18. through

WEEKLY OBJECTIVES

- Reading- Characters, Text Organization, Text Structure, Summarize
- Spelling- Homophones
- Grammar- Abbreviations days, months, titles
- Writing- Personal Essay

IXL - VXB, ETN, S8T, 48A

Iready - 45 minutes by Monday

REMINDERS

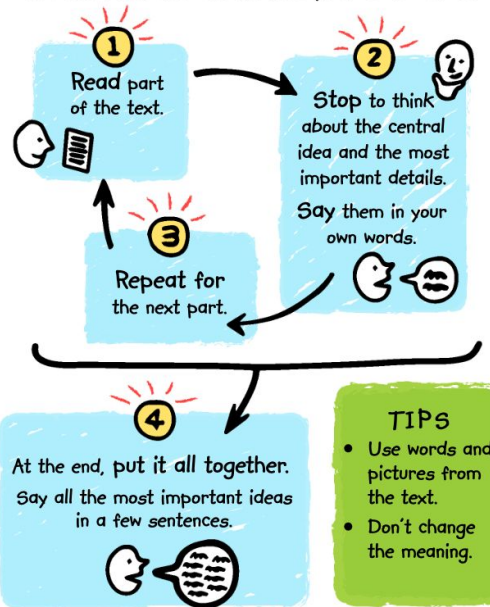
- Reading 1/9
- IXL (from HW) 1/9
- Spelling 1/9
- **Purchase Novel - Magic Treehouse - Midnight on the Moon**
- In class by Thursday - January 15th

VOCABULARY

troop- a group of people who belong to a club
charge- when people follow your directions
solve- when you find and answer to a problem
state-an area of land that is part of a country
members-people who belong to a group
laws-rules people must follow
capital-the city where a government meets to make laws.
council- a group of people elected to lead.

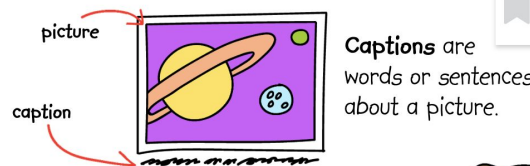
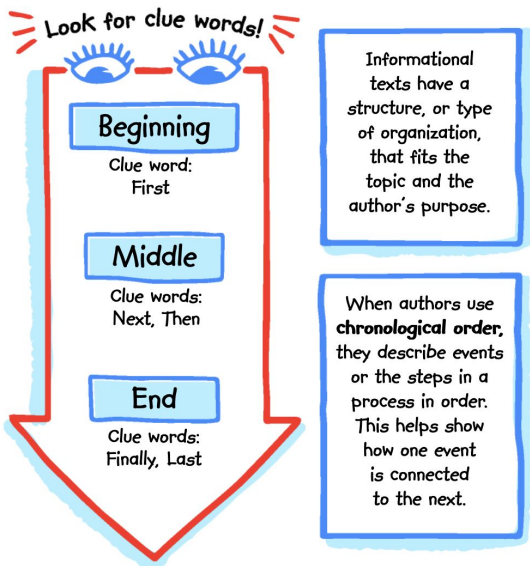
SUMMARIZE

When you summarize, you put the central idea and the relevant details into your own words.



Text Organization

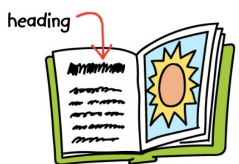
Chronological Order



Text Features

Authors choose text features to help explain ideas or to help readers locate information.

Headings tell what part of a text is about. They can help you find information.



fact box



A **fact box** is a feature that tells special information about a topic.

TIME FOR REVIEW!



Grammar 5.5.4a

Review Abbreviations

An **abbreviation** is a shortened form of a longer word. People's titles and the names of days, months, and places are proper nouns that can be shortened. Abbreviations for proper nouns begin with a capital letter and end with a period.

Titles	Abbreviations	Proper Nouns	Abbreviations
Mister	Mr.	Monday	Mon.
Doctor	Dr.	March	Mar.
		Main Street	Main St.

Grade 2 | Grammar Minilessons

Punctuation and Contractions • Abbreviations

Grammar 5.5.4b

Review Abbreviations

Tell how to fix the title in each sentence.

- 1 Please ask dr. Phelps to check your ankle.
- 2 Today I have a music lesson with Mrs Lawrence.

Tell what each abbreviation stands for.

- 3 Nov.
- 4 Tues.
- 5 Elm Rd.
- 6 Canton St.
- 7 Jan.
- 8 Fri.

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Grade 2 | Grammar Minilessons

Punctuation and Contractions • Abbreviations

Abbreviations for Titles for People

An **abbreviation** is a shortened form of a longer word. Some of the letters are removed from the full word, and a period is used at the end. To read an abbreviation, say the whole word it means.

A **title** is a word that describes a person. It may be used before a person's name. It can tell whether someone is male or female or the kind of job a person has.

Some titles are written as abbreviations. They begin with a capital letter and end with a period.

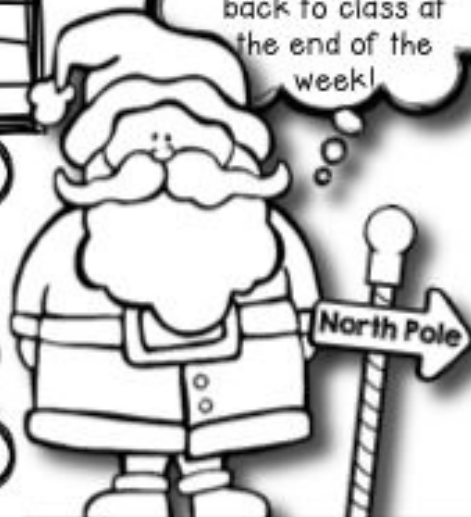
Dr. Hood cares for pets. **Ms. Nimoy** works in his office.

Monday	Mon.	Friday	Fri.
Tuesday	Tues.	Saturday	Sat.
Wednesday	Wed.	Sunday	Sun.
Thursday	Thurs.		

January	Jan.	July	
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May		November	Nov.
June		December	Dec.

Proper Nouns	Abbreviations
Wilson Road	Wilson Rd.
Orange Avenue	Orange Ave.
Memorial Highway	Memorial Hwy.
First Street	First St.
Cypress Drive	Cypress Dr.

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 3 READING Practice

The Fast Runner

1 Tasha loved to run. When she was six years old, she entered her first race at school. She ran so fast that she came in second place!

2 After that, Tasha practiced running every day. Her dad helped her time her laps at the park. "Each day you get a little faster," he said proudly.

3 When Tasha turned ten, she joined a local running club. She met new friends who also loved to race. They practiced on weekends and cheered for each other at every meet.

4 In middle school, Tasha ran for the school team. She didn't win every race, but she never gave up. "I'll keep trying," she told her coach.

5 By high school, Tasha became one of the fastest runners in her city. "Running takes patience and hard work," she said. "But it's worth it when you do your best!"

1. How does the author use chronological order in this story?

- A. by showing how Tasha got faster as she grew older
 - B. by explaining why Tasha liked running
 - C. by describing Tasha's family and friends
 - D. by comparing Tasha to other runners
-

2. Read the sentence from paragraph 2.

"Each day you get a little faster," he said proudly.

What does the word *proudly* mean?

- A. feeling happy about someone's success
- B. feeling sad and tired
- C. feeling quiet and shy
- D. feeling nervous before a race

3. Read the sentence from paragraph 4.

"I'll keep trying," she told her coach.

Which word is a noun that names a person?

- A. keep
 - B. trying
 - C. coach
 - D. told
-

4. What is the meaning of the word *race* in paragraph 1?

- A. a contest to see who runs fastest
 - B. a group of people
 - C. a type of game
 - D. a team sport with a ball
-

5. Which two sentences show that the story is written in time order?

- A. Tasha loved to run.
- B. Tasha joined a running club when she turned ten.
- C. Her dad helped her time her laps at the park.
- D. By high school, Tasha became one of the fastest runners in her city.

The Mountain Climber

1 Sam liked to explore. When he was seven, his family went hiking for the first time. He climbed a small hill and felt proud when he reached the top.

2 As he got older, Sam wanted to climb bigger mountains. He read books about famous explorers and learned about hiking safely.

3 When Sam turned twelve, his parents took him to a mountain with real snow on top. The climb was hard, and Sam's legs were tired. But he didn't stop. "I can do this," he told himself.

4 Finally, Sam reached the top and looked out at the view. He could see trees, lakes, and tiny houses below. He felt happy and strong.

5 Later, Sam told his parents he wanted to climb again. "Every mountain teaches me something new," he said.

1. How does the author show the order of events in this story?

- A. by telling what Sam did as he grew older
- B. by describing what Sam saw on the mountain
- C. by explaining why mountains are tall
- D. by comparing hills and mountains

2. Read the sentence from paragraph 3.

"The climb was hard, and Sam's legs were tired."

What does this sentence tell the reader?

- A. Climbing took a lot of effort.
- B. Sam wanted to go home.
- C. The mountain was small.
- D. Sam climbed easily.

3. Read the sentence from paragraph 4.

"He could see trees, lakes, and tiny houses below."

Which word in this sentence is a noun that names a place?

- A. could
 - B. see
 - C. trees
 - D. lakes
-

4. Read the dictionary entry.

explorer (*ik-splor-er*) noun: someone who travels to learn about new places

What does the word *explorer* mean in this passage?

- A. a person who travels to discover new places
 - B. a person who teaches hiking
 - C. a person who paints pictures
 - D. a person who builds houses
-

5. Which two sentences show the story is written in chronological order?

- A. When he was seven, his family went hiking for the first time.
- B. Sam told his parents he wanted to climb again.
- C. Sam liked to explore.
- D. He could see trees and lakes from the top.