

# 2A/2C/2E


## WEEK OF 1/12 - 1/15

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

Due **Thursday** 1/15



### DAILY HOMEWORK

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

### SPELLING

1. hens
2. eggs
3. ducks
4. bikes
5. boxes
6. wishes
7. dresses
8. names
9. bells
10. stamps
11. dishes
12. grapes
13. too
14. two
15. tail
16. tale
17. stitches
18. fences

### WEEKLY OBJECTIVES

- Reading- Text Structure, Text Organization (cause and effect) Point of View, Inferences
- Vocabulary- Suffixes -er, est/Homophones
- Spelling- -s, -es endings
- Grammar- Pronouns

**IXL** - MWM, NYJ, MWE (if IXL begins working)

**Ready** - 45 minutes by Monday

### REMINDERS

- No School Friday 1/16
- No School Monday 1/19
- Spelling Thursday 1/15
- IXL Thursday 1/15 (if IXL works)
- Reading Friday 1/23
- **Purchase Novel - Magic Treehouse - Midnight on the Moon**
- In class by Thursday - January 15th

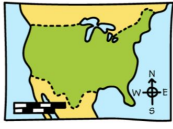
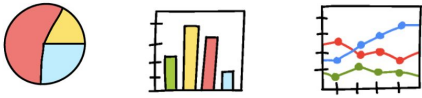
### VOCABULARY

- tough**- difficult or challenging
- pellets**- tiny balls of something
- predict**- when you say something will happen
- clings**- sticks to something
- funnel**- wide circle at the top, and short thin tube at the bottom
- occur**- when things happen
- excess**- more than needed
- damage**- to cause harm

# Text Features

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

Graphs organize information in a way that is easy to see and understand.



Maps are small pictures of big places.

Icons are small pictures that stand for something else.



# 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.



Cause-and-Effect Clue Words:

so, since, as a result, because, if... then

# TIME FOR REVIEW!

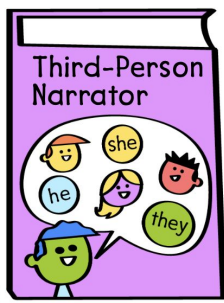


# Point of View

The narrator is the person who tells a story. Readers see the story events through the narrator's point of view.



A story written in first-person point of view has a character in the story as the narrator. Look for a narrator who uses the words **I**, **me**, or **my**.



A story written in third-person point of view has an outside narrator. The narrator uses the words **he**, **she**, or **they**. An outside narrator can tell about all the characters.

## Generative Vocabulary 6.3

### Suffixes -er, -est

Add a **suffix** to the end of a base word to change the meaning of the word. The endings **-er** and **-est** can be added to many **adjectives** to compare.

- Riding a bike on a trail is **tough**.
- Riding a bike up a hill is **tougher**.
- Riding a bike up a mountain is the **toughest** of all.



### Examples

- hazy  
hazy + er = **hazier**  
hazy + est = **haziest**
- quick  
quick + er = **quicker**  
quick + est = **quickest**
- toasty  
toasty + er = **toastier**  
toasty + est = **toastiest**

# Make Inferences

When you make **inferences**, you use clues to make a smart guess about something the author doesn't tell you.

CLUES FROM THE TEXT AND PICTURES



CLUES FROM WHAT I ALREADY KNOW



# INFERENCE

## Homophones

**Homophones** are pairs of words that sound alike but have different spellings and mean different things.



pair



pear

Use **context clues** and the way the word is spelled to help you figure out the word's meaning. If you are still not sure about the word's meaning, look the word up in a dictionary.



### Examples

- The children **ate** a sandwich. I **counted eight** slices of apple.
- Van found **one** seashell. Our **team won** the game.
- Emir **picked a flower**. We need **flour** to **bake bread**.
- My **puzzle** is missing a **piece**. Dad will get **no peace** in this **noisy** house.

# Review Pronouns

A **pronoun** can take the place of a noun.

To replace a noun that is the subject of a sentence, use the pronoun *I, he, she, it, we, or they*. These are **subject pronouns**.

To replace a noun in the predicate of a sentence, use the pronoun *me, him, her, it, us, or them*. These are **object pronouns**.

*Myself* and *ourselves* are **reflexive pronouns** that refer back to the subject. They are used in the predicate of a sentence.

Nouns	Pronouns
Dad and Steve rode on a train today.	They rode on a train today.
Our teacher knows a lot about science.	She knows a lot about science.
Grace said the sidewalk was slippery.	Grace said it was slippery.
Give these tickets to the children.	Give these tickets to them.

Replace the underlined words with a pronoun. Then say the new sentence.

- 1 I built the sand castles.
- 2 Dan and I looked for shells.
- 3 Mom and I brought a blanket for Mom and me.

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

# January Spelling Menu

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

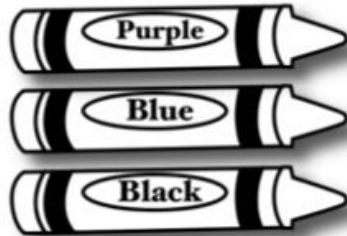
## Picture This!

Draw, or cut out, a large snowflake. In the empty spaces, write your spelling words as many times as you can. Then, color your picture.



## Rainbow Words

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



## Story Time

Write a story about what snowmen do at night 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 = 5

EXAMPLE: whale  
whale = 10+10+5+10+5 = 40

## 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!

### BASKETBALL!

Write a spelling word on your paper. Then, dribble your invisible basketball for every letter in the word – shoot it and call out the word. Repeat for all of your spelling words!

## Magic Words

Use a white crayon to write all of your spelling words – they will be invisible! Then, scribble over the top to magically reveal your hidden 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.

## Hidden Picture

Draw and color a large picture of a snowman. Remember to add great details and lots of color! Then, hide your spelling words somewhere inside the picture.



A pronoun must agree with the noun it talks about.

**Incorrect:** William eats **her** breakfast.

**Correct:** William eats **his** breakfast.

**Incorrect:** Julia and Jacob drink **my** juice.

**Correct:** Julia and Jacob drink **their** juice.

Circle the pronoun that talks about the underlined word or words in the sentence.

1. The children are listening to their teacher read a book.
2. The students like the book they are listening to.
3. Mrs. Brown says she will read one chapter each day.
4. Mack wishes he could hear more.
5. Eva would like her teacher to read a chapter book, too.
6. Nick and I tell Mrs. Brown when it is time to read to us.
7. The teacher already knows which book she will read next.
8. Mrs. Brown told the children she wants to surprise them.



## Practice 1

### *The Traveling Weather Kite*

It is a windy morning at the weather station. I watch as Alex and Maya send a large kite into the sky. Alex and Maya study the weather. They want to learn more about the air above us.

The kite is tied to a long string. A small tool hangs below it. The tool measures wind speed and air temperature. This information helps Alex and Maya understand today's weather.

At first, the kite rises slowly. Then the wind gets stronger, and the kite flies higher and higher. Soon, dark clouds move in, and the sky becomes cloudy.

Suddenly, the wind stops. The kite begins to fall. Alex pulls the string carefully so the tool does not hit the ground too hard. They are happy the kite and tool are safe.

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### 1. Why does the kite go up into the sky?

- A. because the string is long
- B. because the wind pushes it upward
- C. because the tool is heavy
- D. because the sky is cloudy

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### 2. Draw a line to match each effect with its cause.

#### Causes

- A. The wind gets stronger.
- B. The wind stops.

#### Effects

- 1. The kite flies higher.
- 2. The kite begins to fall.

**3. Read the sentence from the passage.**

"The bubble moves higher and higher until it reaches the tree branches."

What does the suffix **-er** in *higher* tell the reader?

- A. the bubble is lower
  - B. the bubble is not moving
  - C. the bubble is more high up than before
  - D. the bubble has stopped
- 

**4. Read the sentence from the passage.**

"After a short time, the bubble pops."

What does the word *pops* mean?

- A. breaks open
  - B. grows bigger
  - C. floats gently
  - D. becomes quiet
- 

**5. Which tool could best help show how high the bubble goes over time?**

- A. a graph
- B. a map
- C. a calendar
- D. a picture book

## Practice 2

### *The Rising Soap Bubble*

On a sunny afternoon, Eli blows a soap bubble into the air. The bubble is light and shiny. It floats above his head.

As the bubble rises, the air pushes it gently upward. The bubble moves higher and higher until it reaches the tree branches. Eli watches closely.

After a short time, the bubble pops. Tiny drops of soap fall to the ground. Eli laughs and blows another bubble.

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#### 1. Why does the bubble float upward at first?

- A. because it is heavy
  - B. because air pushes it up
  - C. because it is colorful
  - D. because it falls quickly
- 

#### 2. Draw a line to match each effect with its cause.

##### Causes

- A. Air pushes the bubble upward.
- B. The bubble pops.

##### Effects

- 1. The bubble rises into the air.
- 2. Soap drops fall to the ground.

**3. Read the sentence from the passage.**

"The bubble moves higher and higher until it reaches the tree branches."

What does the suffix **-er** in *higher* tell the reader?

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