

2A/2C/2E

WEEK OF 1/26 - 1/30

Name: _____



Due **Friday 1/30**

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	Parent Initials

SPELLING

1. car
2. dark
3. card
4. star
5. park
6. yard
7. party
8. hard
9. smart
10. start
11. part
12. spark
13. city
14. crash
15. goal
16. gym
17. sparkle
18. partner

WEEKLY OBJECTIVES

- **Reading**- Text Features, Ask and Answer Questions, Elements of Poetry, Cause and Effect
- **Vocabulary**- Inflections -ed, -ing
- **Spelling**- r-Controlled Vowels *ar*
- **Grammar**- Forms of the Verb Be

IXL - Z7Y, NJH, XMT

Iready - 45 minutes by Monday

REMINDERS

- I-Ready Diagnostic PM2 2/3
- Please ensure **iPads FULLY charged**
- Reading **Friday 1/30**
- Grammar (IXL) **Friday 1/30**
- Spelling **Friday 1/30**

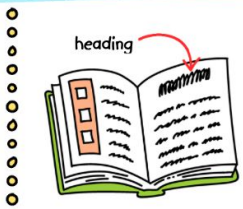
VOCABULARY

splatter- drops that fall out
rumble- a long booming noise
slather- when you put a lot of it on
glide- to move easily and smoothly
covers- something goes over something else
creep- to move quietly and slowly
slithering- sliding past
shimmering- shining

Text Features

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

Italic text is leaning to the right. It means pay attention or read with more feeling!



Headings tell what part of a text is about.

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ELEMENTS OF POETRY

<p>RHYTHM The words in a poem have a beat when you read them, like music!</p>	<p>RHYME Words end with the same sound or sounds. <i>rain, train, crane</i></p>
<p>DESCRIBING WORDS Words tell how things look, sound, feel, smell, and taste. They help you picture what the poet sees in his or her mind.</p>	<p>look </p> <p>sound </p> <p>feel </p> <p>smell </p> <p>taste </p>
<p>VISUAL PATTERN A poem can have a pattern to make it look nice or easier to read. Stanzas, special type, or extra spaces can make a visual pattern.</p>	<p>FIGURATIVE LANGUAGE The words don't mean exactly what they say. SIMILES IDIOMS HYPERBOLE</p>

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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
- because
- since
- if... then
- as a result

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TIME FOR REVIEW!

Generative Vocabulary 6.8

Inflections -ed, -ing

The endings **-ed** and **-ing** can be added to the end of **verbs** to tell when something happens. The **-ed** ending shows that an action happened in the past. The **-ing** ending may mean that the action is happening or will happen.



slither + ed = **slithered**
slither + ing = **slithering**

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Examples

- past = sun **shimmered**
present = sun is **shimmering**
future = sun will be **shimmering**
- past = fish **glided**
present = fish is **gliding**
future = fish will be **gliding**
- past = frog **hopped**
present = frog is **hopping**
future = frog will be **hopping**



Grade 2 | Vocabulary

Module 6 • Week 3

Grammar 3.4.4b

Review the Verb Be

Present Tense	Past Tense
I am full.	I was very hungry.
The class is very tired.	The class was playing outside.
We are sailing.	We were on a ship.

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Grade 2 | Grammar Minilessons

Verbs • The Verb Be

Review the Verb Be

Choose the correct verb to complete each sentence.

- Corn (is, are) my favorite vegetable.
- My pumpkin (was, were) the biggest in the garden.
- The beans (is, are) almost ready to be picked.
- The berries (was, were) very sweet last summer.

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

January Spelling Menu

Name: _____

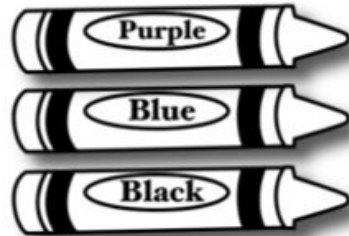
Picture This!

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.



“To be” verbs most often work in conjunction with another verb.
“To be” verbs include; **am, are, is, was, were**

Directions: Choose the correct “to be” verb from the box below to complete each sentence.

am

are

is

was

were

1. I _____ so happy to see you!
2. You _____ one of my favorite students.
3. He _____ late for class often.
4. We _____ so excited to go to the baseball game.
5. I _____ ready to move on.
6. She _____ very talented.
7. We _____ all going to dinner tonight.
8. He _____ going to celebrate his birthday tonight.
9. We _____ going on the field trip next month.
10. She _____ not going to the fair.
11. They _____ the best class in the school.

Module 6 Week 3 READING Practice

Practice 1

Empty Park

Nobody is at the park today.

The sky is gray and wide.

The grass feels wet beneath my shoes,

And puddles spread outside.

The swings are still,

The slide is cold,

The sandbox feels like clay.

But even when the park is quiet,

I still like it this way!

1. Which words from the poem rhyme?

A. park and today

B. wide and outside

C. cold and still

D. feels and like

2. Read line 3 of the poem.

The grass feels wet beneath my shoes,

What do the words *feels wet* tell the reader about the grass?

A. It was painted.

B. It is dry and warm.

C. It has water on it.

D. It is covered in snow.

3. Read the last line of the poem.

I still liked it this way!

What does the **-ed** at the end of *liked* tell the reader?

A. The liking will happen later.

B. The liking already happened.

C. The liking is happening now.

D. The liking is happening again.

Practice 2

Ice and Water

Which freezes faster—plain water or salty water?

You can try an experiment to find out!

1. Fill one cup halfway with plain water.
2. Fill another cup halfway with water. Add salt and stir.
3. Put both cups in the freezer.
4. Wait one hour. Check the cups.

Plain water freezes first. Salt lowers the freezing point of water. This means salty water needs colder temperatures to freeze.

Salt is also put on icy roads in winter. The salt helps melt the ice so cars can drive safely.

4. Read the sentence from step 4.

Wait one hour.

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

- A. first
 - B. a long time
 - C. a number equal to 1
 - D. more than two
-

5. What is an effect of adding salt to icy roads?

- A. The ice melts.
- B. The roads freeze faster.
- C. The salt turns into ice.
- D. The temperature gets warmer.