

# 2B/2D

## WEEK OF 1/26 - 1/30

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



Due **Friday 1/30**

### DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Complete 2 lessons of i-Ready	Reread Whatever the Weather	Complete 2 lessons of i-Ready	Reread Whatever the Weather <b>Comprehension check on 1/30</b>
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

- car
- dark
- card
- star
- park
- yard
- party
- hard
- smart
- start
- part
- spark
- city
- crash
- goal
- gym
- sparkle
- 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
- **Writing**- Poems

**Readworks**- 2B: PYQRV4    2D: BTSSZT

### REMINDERS

- I-Ready Diagnostic PM2 Feb. 2nd & 3rd
- Please ensure iPads **FULLY charged** and Students have **Headphones**
- Reading Test **Thursday 2/5**
- Grammar Test **Friday 1/30**
- Spelling Quiz **Friday 1/30**

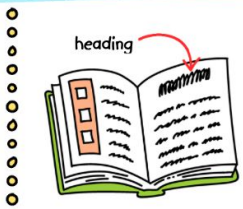
### VOCABULARY

- 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.

## ELEMENTS OF POETRY

<p><b>RHYTHM</b> The words in a poem have a <b>beat</b> when you read them, like music!</p>	<p><b>RHYME</b> Words <b>end</b> with the same sound or sounds. <i>rain, train, crane</i></p>
<p><b>DESCRIBING WORDS</b> 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><b>VISUAL PATTERN</b> 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><b>FIGURATIVE LANGUAGE</b> The words don't mean exactly what they say. <b>SIMILES</b> <b>IDIOMS</b> <b>HYPERBOLE</b></p>

## 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

# 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**

### 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**



## Grammar 3.4.4b

### Review the Verb Be

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

### 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: \_\_\_\_\_

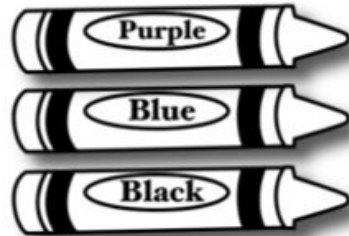
## Picture This!

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.