

# 2A/2C/2E

## WEEK OF 2/9 - 2/13

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



Due **Friday 2/13**

### 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)	
Parent Initials	Parent Initials	Parent Initials	

### SPELLING

1. chore
2. glory
3. storm
4. north
5. store
6. thorn
7. morning
8. snore
9. stork
10. worn
11. tore
12. forget
13. star
14. start
15. dark
16. smart
17. important
18. tornado

### WEEKLY OBJECTIVES

- **Reading**- Ideas and Support, Chronological Order, Synthesize, Text Features
- **Vocabulary**- Suffixes -ful, -less/ Shades of Meaning
- **Spelling**- R Controlled Vowels or, ore
- **Grammar**- Commas
- **Writing**- Narrative

**IXL** - PM9, FMY, ST2

**Ready** - 45 minutes by Monday

### REMINDERS

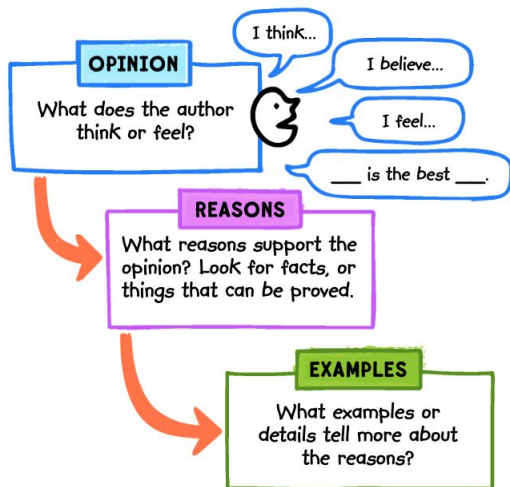
- Test will be **THURSDAY 2/12**
- Spelling **Thursday 2/12**
- Grammar (IXL) **Thursday 2/12**
- Reading **Friday 2/20**
- Valentine's card exchange **Friday 2/13**
- Next Novel: **I Survived Attack of the Grizzlies, 1967 by: 2/20**

### VOCABULARY

**deal**- Understanding and getting along  
**figured**- to come to understand  
**communicate**- share information or ideas  
**motioned**- to move hand or head to show someone what to do  
**approached**- If a person gets closer to you  
**series**- a group of things one after another  
**selfless**- caring more about others  
**potential**- what you can do if you work hard

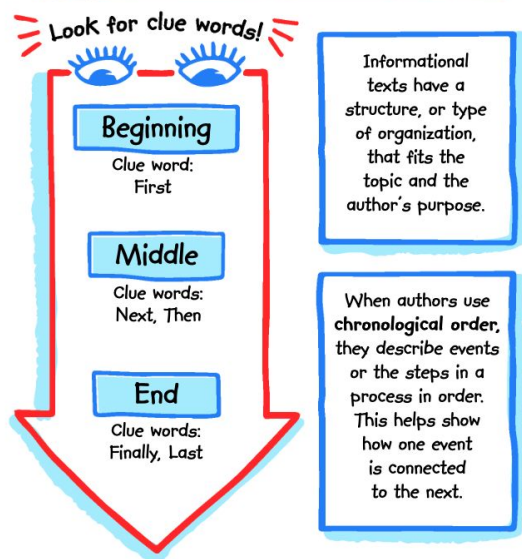
## IDEAS and SUPPORT

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



## Text Organization

### Chronological Order



## Text Features

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

Punctuation gives clues about how to read a text.

A long dash means to pause for a short time.



Ellipses are made up of three small dots. Pause for a little longer when you see these.

"No... wait..."



"She told me what I wanted to hear—I could get a puppy!"

Text in all CAPITAL LETTERS means pay attention! It tells you to read with

**MORE FEELING!**



# TIME FOR REVIEW!



## Vocabulary Strategy 7.4

### Shades of Meaning

**Synonyms** are words that have the same or almost the same meaning. **Shades of meaning** are the small differences in meaning between words that are synonyms.



hop → jump → **leap**

The words shown all have similar meanings. The word **leap** is stronger than the words **hop** and **jump**.

### Examples

- 1 agree → promise → pledge
- 2 chilly → cold → freezing
- 3 break → ruin → destroy
- 4 large → huge → gigantic
- 5 surprise → alarm → shock

Grade 2 | Vocabulary

Module 7 • Week 1

## Generative Vocabulary 7.3

### Suffixes *-ful*, *-less*

A **suffix** is a word part added to the end of a base word. It changes the meaning of the word. You can look up base words you do not know in a dictionary.

- The suffix **-less** means "without."
- The suffix **-ful** means "full of."

### Examples

- 1 use  
use + less = **useless**  
use + ful = **useful**
- 2 pity  
pity + ful = **pitiful**
- 3 sleep  
sleep + less = **sleepless**



a **selfless** act

felt **thankful**

Grade 2 | Vocabulary

Module 7 • Week 1

## Commas in Dates

A **date** tells the month, the number of the day, and the year.

Use a **comma** (,) between the **day** and the **year** in a date.

Grandpa bought his first car on  
February 11, 1983.

## Commas in Dates

Identify the date in each sentence. Say where the comma should be placed.

- 1 Mary's family moved into the house on May 20 2008.
- 2 Alex was born on June 4 2012.
- 3 The mall closed on November 29 2016.
- 4 The first annual school picnic was on May 1 2007.

## Commas with Place Names

Use a **comma** (,) between the name of a **city** or **town** and the name of a **state**.

We are going to the music festival  
in Chicago, Illinois.

## Commas with Place Names

Identify the city and state named in each sentence. Tell where the comma should be placed.

- 1 Tyler bought cheese curds from Madison Wisconsin.
- 2 Our cousins invited us to stay with them in Houston Texas.
- 3 Have you ever eaten crawfish in New Orleans Louisiana?
- 4 The Olympic Games were once held in Atlanta Georgia.
- 5 The Space Needle is a tower in Seattle Washington.

## Commas in Parts of a Letter

Use a **comma** (,) in the **date**, **greeting**, and **closing** of a letter.

July 7, 2017

Dear Mia,

I am sending you pictures from the family reunion. Our next reunion will be in Baltimore, Maryland. I hope you can come!

Love,  
Sarah

## Commas in Parts of a Letter

Read this letter. It needs five commas. Identify where the commas belong.

June 21 2015

Dear Jenny

I visited Orlando Florida. We had a great time. I think you will like Pensacola Florida, too.

Your friend  
Juan

Name:

Date:

Lily was asked to write a report on places she has lived. She wrote about the three cities in which she has lived and wants you to help her edit her paper. Read her report and answer the questions that follow.

### My Hometowns

(1) Most people have a hometown where they grew up. (2) I, on the other hand, have three cities that I can call "home." (3) The first is Orlando Florida, which is home to Disney World®. (4) However, there's more to Orlando than Mickey Mouse. (5) This city has shopping, restaurants, and many fun activities to do with the family.

(6) My second hometown is Nashville, Tennessee where we moved when I was seven years old. (7) This city is great if you like country music! (8) Many famous musicians got their start in Nashville. (9) There are also some great parks and museums.

(10) Right now, my home is in Waco, Texas which is my favorite so far. (11) It's a small city right in the middle of Texas, which is why it's called "The Heart of Texas." (12) Waco is filled with friendly people and the best barbecue I've ever had.

(13) I have loved each and every city I've lived in, but I don't want to stay in one place too long. (14) For my next hometown, I think I'll try something a little bigger. (15) Who knows, maybe I'll find my way to Los Angeles, California, and I'll mingle with the stars in Hollywood!

<p>1. What change, if any, should be made in sentence 3?</p> <p>A. Insert a comma before <b>Orlando</b> B. Delete the comma after <b>Florida</b> C. Insert a comma after <b>Orlando</b> D. Make no change.</p>	<p>3. What change, if any, should be made in sentence 10?</p> <p>A. Insert a comma before <b>Waco</b> B. Delete the comma after <b>Waco</b> C. Insert a comma after <b>Texas</b> D. No change should be made.</p>
<p>2. What change, if any, should be made in sentence 6?</p> <p>A. Delete the comma after <b>Nashville</b> B. Insert a comma after <b>Tennessee</b> C. Insert a comma before <b>Nashville</b> D. Sentence 6 is written correctly in this paper.</p>	<p>4. What change, if any, should be made in sentence 15?</p> <p>A. Delete the comma after <b>Los Angeles</b> B. Delete the comma after <b>California</b> C. Insert a comma before <b>Los Angeles</b> D. Make no change.</p>

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

# February Spelling Menu

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

## Heart Words

Draw a heart for each of your spelling words. Write one spelling word inside of each heart. Then, color your hearts.



## Colorful Words

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

Consonants = Pink  
Vowels = Purple



## Dear BFF

Write a letter to your best friend 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!

### HEAD & KNEES!

Write a spelling word on your paper. Then, tap your head for each consonant and pat your knees for each vowel – tap your belly and call out the word. Repeat for all of your spelling words!

## Typed List

Use a computer to type your spelling words. Feel free to use different fonts, sizes or colors for each word – how fun!

Be sure to print the page when you're finished!



## Silly Sentences

Use each of your spelling words to write a silly sentence about things you could do with your best friend. Don't forget a capital letter at the beginning of your sentence and punctuation at the end. Underline each spelling word.

We like to bake cake.

## Hidden Picture

Draw and color a picture of you and a friend playing together. Remember to add great details and lots of color! Then, hide your spelling words somewhere inside the picture.



# Module 7 Week 1 READING Practice

## Practice 1

### Quiet Reading Time!

1 It is Monday morning at school. You are talking with your friends when suddenly the teacher claps—wait—it is time to stop and read! Everyone takes out a book and finds a quiet spot in the room.

2 This special time is called Quiet Reading Time. During this time, students choose any book they like. There are no worksheets and no tests. Students just read for fun.

3 Reading every day helps your brain grow. It helps you learn new words and understand stories better. Reading can also help you feel calm and happy. A good book can take you anywhere.

4 Why not read every day? Read on the couch, read under a tree, or read before bed. Any time is a great time to read!

1. What is the purpose of the punctuation between the words **claps—wait** in paragraph 1?

- A. to show excitement
- B. to show the reader to pause for a short time
- C. to show the reader to stop reading
- D. to show the words are shouted

2. Read the sentence from paragraph 3.

*Reading can make your day stressless.*

What does the suffix **-less** in **stressless** mean?

- A. full of stress
- B. near stress
- C. without stress
- D. ending stress

3. Which two sentences support the idea that reading every day is important?

- A. Students choose any book they like.
- B. Reading every day helps your brain grow.
- C. Reading can help you feel calm and happy.
- D. The teacher claps to get attention.

4. What does the author want the reader to do?

- A. stop talking at school
- B. read only at school
- C. read every day for fun
- D. write a book

## Practice 2

### Library Day!

1 On Friday afternoon, the bell rings—surprise!—it is time to visit the library. Students line up quietly and walk down the hall together.

2 The library is filled with books of all kinds. There are funny stories, animal books, and books full of facts. Everyone gets to choose a book that looks interesting.

3 Reading books helps readers become stronger. The more you read, the more you learn. Reading can also make you fearless when you try new words.

4 After library time, students take their books home. Reading does not have to stop at school. You can read anywhere and anytime!

1. What is the purpose of the punctuation between the words **rings—surprise** in paragraph 1?

- A. to show yelling
- B. to show the reader to pause
- C. to show the sentence is finished
- D. to show a question

2. Read the sentence from paragraph 3.

*Reading can make you fearless when you try new words.*

What does the suffix **-less** in **fearless** mean?

- A. full of fear
- B. without fear
- C. near fear

3. Which two sentences show that reading helps people learn?

- A. The library is filled with books of all kinds.
- B. Everyone gets to choose a book.
- C. The more you read, the more you learn.
- D. Reading helps readers become stronger.

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

- A. to explain library rules
- B. to tell a funny story
- C. to persuade readers to enjoy reading
- D. to teach how to write books