

2A/2C/2E


WEEK OF 2/16 - 2/20

Name: _____



Due **Friday 2/20**

DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
No School 	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	Parent Initials

SPELLING

1. father
2. over
3. under
4. herd
5. water
6. verb
7. paper
8. cracker
9. offer
10. cover
11. germ
12. master
13. morning
14. forget
15. glory
16. north
17. remember
18. feather

WEEKLY OBJECTIVES

- **Reading**- Chronological Order, Author's Purpose, Make Inferences
- **Vocabulary**- Prefix pre-
- **Spelling**- R Controlled Vowels -er
- **Grammar**- Commas in a Series

IXL -N74, HA2, XEU

ready - 45 minutes by Monday

REMINDERS

- Spelling **Friday 2/20**
- Grammar (IXL) **Friday 2/20**
- Reading **Friday 2/20**
- Please **UPDATE IPADS**
- Please ensure ipads are fully charged
- **Next Novel: I Survived Attack of the Grizzlies, 1967 by: 2/20**

VOCABULARY

timeline- a visual that shows events in order
statement- words or sentences that people say or write
arrange- put things in a certain order
current- happening in present time
ashamed- when you feel bad about something you have done
elders- people who are older than you
overflowing- no more can fit in it
pride- pleased about something you did

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

Text Organization

Chronological Order

Look for clue words!

Beginning

Clue word:
First

Middle

Clue words:
Next, Then

End

Clue words:
Finally, Last

Informational texts have a structure, or type of organization, that fits the topic and the author's purpose.

When authors use **chronological order**, they describe events or the steps in a process in order. This helps show how one event is connected to the next.

Author's Purpose

Why do authors write?

They have one of these purposes.

It's as easy as **PIE** to remember...



PERSUADE

The author tries to persuade readers to agree or to do something.



INFORM

The author gives facts and information about a topic.



ENTERTAIN

The author writes for readers to enjoy.

How can you figure out the author's purpose?

FIRST... look for clues about the genre.

THEN... ask questions about what you read and find answers.

TIME FOR REVIEW!



Generative Vocabulary 7.6

Prefix **pre-**

A **prefix** is a word part added to the beginning 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 prefix **pre-** means "before."

Examples

- 1 pay
pre + pay = **prepay**
- 2 kindergarten
pre +
kindergarten = **prekindergarten**
- 3 preheat
pre + heat = **preheat**
- 4 historic
pre + historic = **prehistoric**



Mary will **prearrange** the table tonight before the family dinner tomorrow.

Grade 2 | Vocabulary

Module 7 • Week 2

Grammar 5.3.4a

Review Commas in a Series

When you use a series of three or more **nouns** or **verbs** in a sentence, separate them with commas.

Series of Nouns	Series of Verbs
My pets are a cat, dog, and fish.	I like to run, jump, and climb at recess.
Hank, Melinda, and Jorge sit together at lunch.	We stretch, flex, and train our muscles.

Grammar 5.3.4b

Review Commas in a Series

Identify where commas should be placed in each sentence.

- 1 The dog barked panted and fetched.
- 2 Jenny brought her ball kite and scooter to the park.
- 3 Dex helped the boys girls and animals.
- 4 He ate studied and ran.

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.



Commas in a Series

Commas separate three or more items in a list. Place commas after each item in the list, except for the last one.

Example: Mason bought eggs, butter, and flour to make cupcakes.

The last comma right before the coordinating conjunction is called an Oxford comma or serial comma.

Correct each sentence by adding commas. Be sure to include the serial comma.

1. Micah traveled to Italy France and Spain last year.
2. Laila included turquoise green and yellow in her painting.
3. Jacob's smoothie contains pineapple bananas strawberries and yogurt.
4. Hazel invited Liam Sofia Madison and Will to go bowling after school.
5. Jackson's family has a guinea pig two dogs and a cat.
6. Penguins polar bears and gorillas were Mateo's favorite animals at North Park Zoo.
7. Camila harvested six tomatoes two cucumbers and one squash from her garden.
8. Andrew and Jayden plan to eat lunch practice soccer and complete their homework.
9. Students in Mr. Mortenson's math class need a pencil graph paper and a ruler on the first day of school.
10. Adeline's homemade cookies require two cups of chocolate chips one cup of sugar three cups of flour and one teaspoon of baking soda.

Module 7 Week 2 READING Practice

Practice 1

Sounds for a Story

1 Have you ever read a story and heard sounds in your head? You can make those sounds real by using sound effects. You do not need special tools. You can make sounds using things you find at home or in the classroom.

2 First, choose a story to read. Next, think about the sounds in the story. For example, paper can sound like footsteps, and tapping a desk can sound like knocking.

3 Then, ask friends to help. One person reads the story while the others make the sounds. You can practice a few times to make the sounds better.

4 Last, you can record your story. Play it back and listen to how the sounds help the story come alive.

1. What is the author's purpose for writing this passage?

- A. to tell a funny story
- B. to explain how to make sound effects
- C. to persuade readers to read quietly
- D. to describe a classroom

2. Read the sentence from paragraph 2.

You can use premade sounds or make your own.

What does the prefix **pre-** in **premade** mean?

- A. made again
- B. made before
- C. made wrong
- D. made better

3. What should you do **LAST** when making a sound story?

- A. Choose a story.
- B. Practice the sounds.
- C. Record the story and listen to it.
- D. Think about the sounds in the story.

4. Read the sentence from paragraph 3.

You can practice a few times to make the sounds better.

Which word means almost the same as **practice**?

- A. try
- B. stop
- C. forget
- D. break

Practice 2

Making Music at Home

- 1 You do not need instruments to make music. You can use items from around your house. Pots, pans, and spoons can make fun sounds.
- 2 First, gather your items. Next, tap or shake them to hear the sounds they make. Try fast sounds and slow sounds.
- 3 You can make a band with friends. One person can keep a beat while others add sounds. You can even make up a song.
- 4 Last, record your music. Play it back and listen to how all the sounds work together.

1. What is the author's purpose for writing this passage?

- A. to explain how to clean up your house
- B. to tell a story about a band
- C. to inform readers how to make music
- D. to persuade readers to buy instruments

2. Read the sentence from paragraph 2.

First, gather your items.

What does the word **first** tell the reader?

- A. the last step
- B. the most fun step
- C. the beginning step
- D. the hardest step

3. What should you do **LAST** when making music at home?

- A. Tap and shake items.
- B. Gather items.
- C. Make a band.
- D. Record and listen to the music.

4. Read the sentence from paragraph 3.

One person can keep a beat.

What does **beat** mean in this sentence?

- A. to hit someone
- B. the steady sound of music
- C. to win a game
- D. a loud noise