

2A/2C/2E

WEEK OF 3/9 - 3/13

Name: _____



Due **Friday 3/13**

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)	Study Spelling Words (1 activity)
Parent Initials	Parent Initials	Parent Initials	Parent Initials

SPELLING

1. root
2. crew
3. spoon
4. bloom
5. grew
6. room
7. you
8. stew
9. boost
10. scoop
11. flew
12. threw
13. crook
14. shook
15. stood
16. cookbook
17. schoolbook
18. jewel

WEEKLY OBJECTIVES

- **Reading**- Text Features, Make Connections, Text Organization
- **Vocabulary**- Inflections -s, -es/Reference Sources
- **Spelling**- Vowel Patterns /oo/
- **Grammar**- Adjectives

IXL - 5JQ PL8

Ready - 45 minutes by Monday

REMINDERS

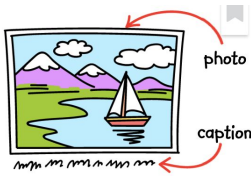
- Spelling **Friday 3/13**
- Grammar (IXL) **Friday 3/13**
- Reading **Wednesday 3/18**
- Please **UPDATE IPADS**
- Please ensure ipads are fully charged

VOCABULARY

minerals- natural substances that do not come from plants or animals
fuels- gives something power
process- a series of steps that happen in order
provides-to give something that is needed
sprout- begin to grow
moisten- to wet a little
seedlings- young plants that grow from seeds
spiky- sharp points

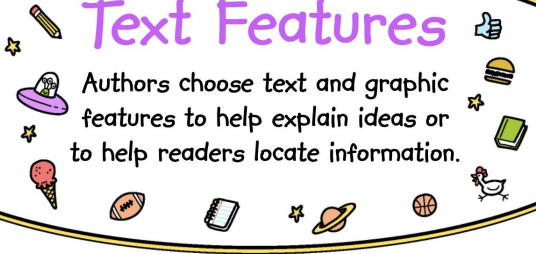
Photographs or photos are pictures taken with a camera.

Captions are words or sentences about a picture.

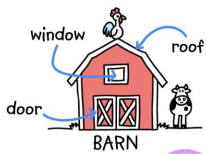
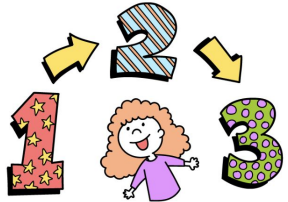


Text Features

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



Graphics are pictures, symbols, or other visuals. Some graphics, like numbered steps, guide readers around the page.



Diagrams are pictures with labels that tell what each part is. Labels name the parts of a picture.

Text Features

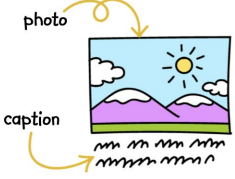
Authors choose text and graphic features to help explain ideas or to help readers locate information.



Captions are words or sentences about a picture.



Headings tell what part of a text is about. They can help you find information.



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!



Generative Vocabulary 8.3

Inflections -s, -es

The endings **-s** and **-es** added to a **noun** make it **plural**.



seedling + **s** = seedlings
(singular) (plural)



The ending **-s** or **-es** added to a **verb** shows that something is happening now, or in the present.

The plant **grows** from the soil.

Examples

Nouns

- 1 The **trees** in the park are tall.
tree + s = **trees**
- 2 The children sat on **benches**.
bench + es = **benches**

Verbs

- 3 This big tree **provides** shade.
provide + s = **provides**
- 4 A bee **buzzes** in the garden.
buzz + es = **buzzes**

Vocabulary Strategy 8.4

Reference Sources

You can use a **dictionary** or a **glossary** to find out what a word means, how to pronounce it, and how to spell it correctly.

The words in a dictionary or glossary are listed in the order of the letters in the alphabet, or **alphabetical order**.

Fuel comes before **mineral**.

Examples

- 1 **moisten**
process
trapping
- 2 **seedlings**
spiky
sprout

a, b, c, d, e, f, g, h, i ...



Adjectives with *-er* and *-est*

Add *-er* to adjectives to compare two people, animals, places, or things. Add *-est* to compare more than two people, animals, places, or things.

Compare Two with <i>-er</i>	Compare More Than Two with <i>-est</i>
Your kite is higher than my kite.	His kite is highest of all.
Ted's house is older than Mary's.	Ted lives in the oldest house on the street.

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Adjectives with *-er* and *-est*

Choose the correct word to finish each sentence.

- 1 This string is (longer, longest) than that string.
- 2 Mr. Bennett has the (bigger, biggest) classroom in our school.
- 3 Lem is the (faster, fastest) runner on the track team.
- 4 The nail is (harder, hardest) than the wood.
- 5 Blake is the (younger, youngest) person in his family.

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Grammar 4.2.4b

Review Using Adjectives

Number Adjectives	Adjectives with <i>-er</i>	Adjectives with <i>-est</i>
Carl stayed for two hours.	My cat is smarter than my dog.	Of all my pets, my cat is the smartest .
Gina solved seven math problems.	Mia's mittens are warmer than my mittens.	Mia's mittens are the warmest mittens of all our classmates.

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Grammar 4.2.4c

Review Using Adjectives

Identify the adjective that tells how many. Name the noun it describes.

- 1 Gloria turned four cartwheels.
- 2 Toni took one block from the pile.
- 3 Nine baseball players are on the field.
- 4 Alan found six acorns on the sidewalk.

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Grammar 4.2.4d

Review Using Adjectives

Identify the adjective that tells how many. Name the noun it describes.

- 5 A chipmunk is (small, smaller) than a squirrel.
- 6 Hang a swing from the tree's (stronger, strongest) branch.
- 7 We always look for the (brighter, brightest) star in the sky.
- 8 The orange is (sweeter, sweetest) than the grapefruit.

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



March Spelling Menu

Name: _____

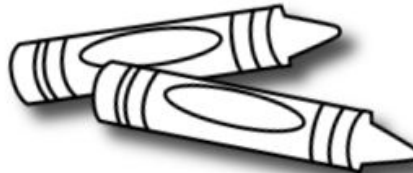
Picture This!

Draw a large picture of a rainbow. 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 THREE of your favorite colors to trace the whole word three times.



Story Time

Write a leprechaun story 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!

TIP TOE SURPRISE!

Write a spelling word on your paper. Then, tip toe and whisper every letter in the word – throw your arms and yell out the word. Repeat for all of your spelling words!

Opposite Hand

Write your spelling words with your opposite hand – the one you usually don't write with.



ABC Order

Write your spelling words in ABC order. Use the letter chart below to help you.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

Vowel Fractions

Write your spelling words. Then, write the fraction of vowels to the total number of letters.

Number of Vowels
Total Number of Letters

school = $\frac{2}{6}$

An **adjective** can tell how many, how much, or what size.

How Many: Five friends walked to the park.

How Much: Did you have **more** soup?

What Size: The **little** apples are the best.

Circle the adjective that completes the sentence.

- | | | |
|--|--------|--------|
| 1. The apple farm is only _____ miles from here. | three | long |
| 2. There are wagon rides for _____ children my size. | little | low |
| 3. My baby sister likes the _____ rabbits. | bumpy | tiny |
| 4. There are _____ of apples in our basket. | quiet | dozens |
| 5. I see _____ friends from school. | four | first |
| 6. My mother knows _____ of the farmers. | most | last |
| 7. I would like to make _____ visits to the farm. | pretty | more |
| 8. We bought a _____ apple pie. | whole | young |
| 9. Mom says we must leave in _____ minutes. | quick | five |
| 10. Can't we have a _____ more minutes? | tens | few |



Add **er** to an adjective to compare two people, places, or things.

cool + **er** = cooler

Spring is **cooler** than summer.

Add **est** to an adjective to compare three or more people, places, or things.

bright + **est** = brightest

That star is the **brightest** star of all.



Circle the correct adjective to make the comparison in each sentence.

1. Today the weather is _____ than yesterday. warmer warmest
2. Birds seem to be the _____ animals in spring. busier busiest
3. Is a robin _____ than a crow? prettier prettiest
4. The crow is much _____ than the robin. noisier noisiest
5. We have seen four jays, but this is the _____ one. bluer bluest
6. I see three nests, and that one has the _____ eggs. fewer fewest
7. Hummingbirds are the _____ birds in our yard. quieter quietest

Use the adjective **biggest** in a sentence of your own.

8. _____
- _____

Module 8 Week 1 READING Practice

Practice 1

How Plants Save Water

- 1 Plants lose water through their leaves.
- 2 When leaves are covered with a clear bag, water drops can form inside.
- 3 This shows that water comes from the plant, not the air.
- 4 Plants must save water when there is not much rain.

1. What does the -s mean in the word **drops**?

- A. More than one
- B. Only one
- C. Very small
- D. Not real

2. What happens when leaves are placed in a clear bag?

- A. The leaves turn brown
- B. Water from the leaves collects inside the bag
- C. The leaves stop growing
- D. Air leaves the bag

3. When do plants need to save water?

- A. When there is plenty of rain
- B. When there is not much water
- C. When leaves are green
- D. When plants grow tall

Practice 2

Leaves and Trees

1 Some trees have thick or waxy leaves that help hold water.

2 Other trees have thin leaves and lose them to save water.

3 Leaf shape helps trees survive dry or cold weather.

4. Why do some trees have thick, waxy leaves?

A. To catch insects

B. To save water

C. To grow faster

D. To change color