

2A/2C/2E

WEEK OF 3/23 - 3/27

Name: _____



Due **Friday 3/27**

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. tall
2. saw
3. jaw
4. draw
5. call
6. fall
7. soft
8. paw
9. ball
10. yawn
11. fog
12. small
13. ground
14. flower
15. town
16. loud
17. wallpaper
18. awful

WEEKLY OBJECTIVES

- **Reading**- Story Structure, Text Organization, Cause and Effect
- **Vocabulary**- Prefixes dis-
- **Spelling**- Vowel Patterns: /ô/
- **Grammar**- Irregular Action Verbs

IXL - EWV, G88

Ready - 45 minutes by Monday

REMINDERS

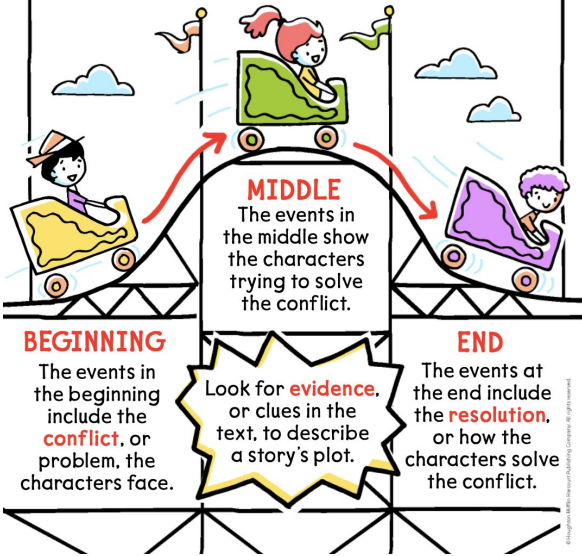
- Spelling **Monday 3/30**
- Grammar (IXL) **Friday 3/27**
- Reading **Monday 3/30**
- Please **UPDATE IPADS**
- Please ensure ipads are fully charged

VOCABULARY

- sharp**- an edge that can cut you
- prickle**- small points that stick out
- thorns**- points that grown on a branch or stem
- extra**- more than usual
- poke**- something that jabs into you suddenly
- nasty**- unpleasant
- sensitive**- quick to respond to something else
- attack**- try to hurt or damage

Story Structure

Stories often have a similar structure. Authors organize the **plot** in a way that will entertain readers.



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 8.8

Prefix *dis-*

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 the dictionary.

The prefix **dis-** means "not" or "the opposite of."

Examples

- allow
dis + allow = **disallow**
- respect
dis + respect = **disrespect**
- similar
dis + similar = **dissimilar**
- connect
dis + connect = **disconnect**



You can see a rainbow after rain clouds **disappear**.

Grade 2 | Vocabulary

Module 8 • Week 3

Grammar 3.6.4a

Review Irregular Action Verbs

Irregular action verbs are verbs that do not form the past tense by adding *-ed*. Because they do not follow a rule, you must memorize the past-tense form of irregular verbs.

Some irregular action verbs are *say (said)*, *eat (ate)*, *run (ran)*, *sit (sat)*, *hide (hid)*, *tell (told)*, *give (gave)*, *take (took)*, *see (saw)*, and *go (went)*.

Present	Past
The students take this test each year.	I took that test last year.

Review Irregular Action Verbs

Identify the verb that correctly completes each sentence.

- Now they (say, said) they will build their own tree house.
- The woman (see, saw) a bat last night.
- Parents (ran, run) the talent show now.
- Deacon (hide, hid) so well that nobody found him.
- Please (give, gave) me money for the tickets.
- I (tell, told) Paul about the party and asked him to keep it a secret.

Grade 2 | Grammar Minilessons

Verbs • Irregular Action Verbs

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



March Spelling Menu

Name: _____

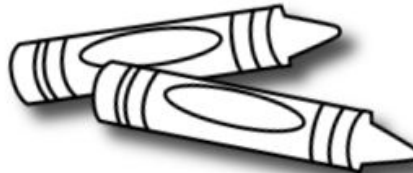
Picture This!

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 **irregular verb** has a special form to talk about an action that happened in the past.

Happening Now

Please **sit** here.
I **tell** a funny story.
Hide the toy mouse.

Already Happened

Casey **sat** next to me.
He **told** a funny story.
The cat **hid** the toy mouse.

Circle the correct past form of the verb and write it in the sentence.

- Maria _____ at the table. sitted sat satted
- Someone _____ all the spoons. hide hid hided
- Who do you think _____ them? hided hide hid
- Maria _____ me today is April 1. telled tell told
- She _____ down first. sat sit sitted
- I _____ you it was Maria! telled told tolded

Write a sentence using the past form of **sit**.

7. _____
- _____

April						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1 April Fools' Day	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18

Module 8 Week 3 READING Practice

Practice 1

Bright Frogs of the Rainforest

1 In a warm rainforest, a tiny frog sits on a green leaf. A snake moves closer but quickly slithers away.

2 This frog is called a poison dart frog. These frogs are very small, but their skin is bright blue, yellow, or red.

3 The bright colors of poison dart frogs send a message to other animals. The colors warn animals that the frog should not be eaten.

4 Poison dart frogs have poison on their skin. Animals that try to eat them can get very sick.

5 Because of this, most animals learn to stay away from poison dart frogs.

1. Read the sentence from paragraph 3.

The bright colors of poison dart frogs send a message to other animals.

Where would the word **message** be found in a dictionary?

- A. between make and many
 - B. between middle and minute
 - C. between melt and milk
 - D. between mouse and move
-

2. What is one reason poison dart frogs are easy to notice?

- A. They are very loud.
- B. They have bright skin colors.
- C. They live near water.
- D. They move slowly.

3. What happens because poison dart frogs have poison on their skin?

- A. Other animals avoid them.
 - B. Other animals protect them.
 - C. The frogs change size.
 - D. The frogs lose their color.
-

4. Why does the snake move away in paragraph 1?

- A. The snake is not hungry.
 - B. The snake cannot see the frog.
 - C. The snake knows the frog is dangerous.
 - D. The snake is looking for water.
-

Practice 2

From Eggs to Frogs

- 1 Some poison dart frogs are careful parents. They lay their eggs on land instead of in water.
 - 2 The eggs must stay wet to survive. If they dry out, the baby frogs cannot hatch.
 - 3 When the eggs hatch, tadpoles come out. Tadpoles have tails, no legs, and breathe underwater.
 - 4 For this reason, the parent frogs carry the tadpoles on their backs to small plants that hold water.
 - 5 As time passes, the tadpoles grow legs, lose their tails, and learn to breathe air.
-

5. What happens if the eggs do not stay wet?

- A. The eggs grow faster.
- B. The eggs will not hatch.
- C. The eggs float away.
- D. The eggs turn into tadpoles.

6. Which sentence shows a cause-and-effect relationship?

- A. Tadpoles have tails and no legs.
 - B. Parent frogs lay eggs on land.
 - C. Because the tadpoles breathe underwater, parents carry them to water.
 - D. Tadpoles grow into frogs.
-

7. Why do parent frogs move tadpoles to plants with water?

- A. The plants keep them warm.
 - B. The tadpoles need to breathe underwater.
 - C. The tadpoles like sunlight.
 - D. The plants hide the tadpoles.
-

8. What change happens as tadpoles grow?

- A. They grow wings.
 - B. They lose their legs.
 - C. They begin to breathe air.
 - D. They become smaller.
-

9. What is the best main idea of this passage?

- A. Frogs live in rainforests.
- B. Tadpoles look like fish.
- C. Some frogs care for their young.
- D. Frogs are colorful animals.

