

# 2A/2C/2E

## WEEK OF 4/13 - 4/17

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



Due **Friday 4/17**

### DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Freckle <i>From Your Teacher</i> <b>60% minimum for credit</b>	Freckle <i>From Your Teacher</i> <b>60% minimum for credit</b>	Freckle <i>From Your Teacher</i> <b>60% minimum for credit</b>	Freckle <i>From Your Teacher</i> <b>60% minimum for credit</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

1. don't
2. we'll
3. it's
4. I've
5. didn't
6. you're
7. that's
8. wasn't
9. you've
10. who's
11. they'd
12. aren't
13. cannot
14. maybe
15. someone
16. myself
17. wouldn't
18. they're

### WEEKLY OBJECTIVES

- Reading- Text Features, Monitor and Clarify, Text Organization, Elements of Poetry
- Vocabulary- Prefix mis-
- Spelling- Contractions
- Grammar- Adverbs

**IXL** - 6SH, 5D5

**Ready** - 45 minutes by Monday

### REMINDERS

- Spelling **Friday 4/17**
- Reading Test **Friday 4/17**
- Grammar (IXL) **Friday 4/17**
- **Take your child to work day form signed**
- Please **UPDATE IPADS**
- Please ensure ipads are fully charged
- Bring WIRED Headphones
- FAST Window 4/21-4/28
- 2A - 4/21, 2C - 4/22, 2E - 4/28

### VOCABULARY

**surface**- the top or outside  
**wraps**- goes around something  
**attached**- joined together  
**crack**-break or split  
**sheltered**- protected from wind and rain  
**weary**- very tired  
**hide**- an animals skin  
**wit**- a talent for using words to be funny



## National Take Our Daughters and Sons to Work Day

### “The Future is @ Work”

**Event Date:** Thursday April 23, 2026

**Scholar Name:** \_\_\_\_\_ **Grade and Section:** \_\_\_\_\_

**Dadeschools ID:** \_\_\_\_\_

#### WHEN AND WHERE:

In collaboration with the MDCPS observation of this nationally recognized program, I hereby give permission for my child to participate in *National Take Our Daughter and Sons to Work Day*. My child will be shadowing and participating in activities that allow them to connect their classroom instruction to the world of work, discover the power of education, and envision future careers. Completed forms must be returned to your child’s homeroom teacher by **Monday April 20, 2026**.

**Requested by:** \_\_\_\_\_ **Relation:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Organization:** \_\_\_\_\_




# Novel Study



## Judy Moody and the NOT Bummer Summer



Our last novel of the year will be Judy Moody and the NOT Bummer Summer.



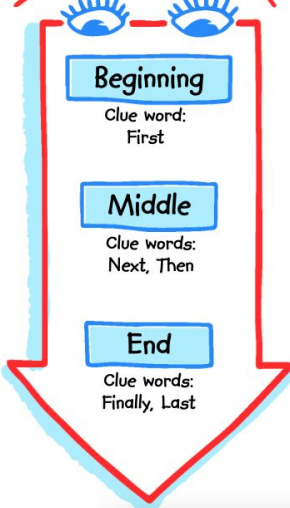
Please purchase the book for your child and have it in class **NO LATER** than Monday, April 27th.



# Text Organization

## Chronological Order

Look for clue words!



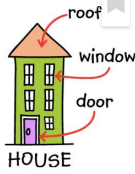
Informational texts have a structure, or type of organization, that fits the topic and the author's purpose.

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.

**Captions** are words or sentences about a picture.



**Labels** name the parts of a picture or diagram.



# Text Features

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



**Headings**

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

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



A **map** is a small picture of a big place.

# ELEMENTS OF POETRY

## RHYTHM

The words in a poem have a beat when you read them, like music!

## RHYME

Words **end** with the same sound or sounds.

rain, train, crane

## REPETITION

Words or lines in poems that are said **over and over and over and over** . . .

## DESCRIBING WORDS

Words tell how things **look, sound, feel, smell, and taste**. They help you picture what the poet sees in his or her mind.

- look
- sound
- feel
- smell
- taste

## VISUAL PATTERN

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.

**TIME FOR REVIEW!**



Generative Vocabulary 9.6

## Prefix *mis-*

You can add a **prefix** to the beginning of a **base word** to change the meaning of the word. Look up base words you do not know in the dictionary.

The prefix **mis-** means "wrong."

### Examples

- 1 pronounce  
mis + pronounce = **mispronounce**
- 2 handle  
mis + handle = **mishandle**
- 3 behave  
mis + behave = **misbehave**
- 4 lead  
mis + lead = **mislead**



mismatch socks

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Grade 2 | Vocabulary

Module 9 • Week 2

Grammar 4.3.4b

## Review Adverbs

Adverbs Tell How	Adverbs Tell When	Adverbs Tell Where
Jonah smiled <b>shyly</b> .	Jonah smiled at me <b>today</b> .	Jonah smiled and sat <b>nearby</b> .
Celia works <b>hard</b> .	Celia <b>always</b> works hard.	Celia works <b>outside</b> .

Read each sentence. Identify whether the blue word tells how, where, or when. Name the verb it describes.

- 1 **Now** we will go to the ice rink.
- 2 Drive **straight** to the school.
- 3 Our cats stay **inside**.
- 4 The puppy pounces **playfully**.

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



# April Spelling Menu

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

## Kite Words

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



## Colorful Words

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

Consonants = Green  
Vowels = Blue



## Story Time

Write a Springtime story using your spelling words. Be sure to include interesting details AND underline your spelling words in the story.



## 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!

### FROG HOPS!

Write a spelling word on your paper. Then, crouch down on your feet. Hop like a frog for every letter in the word – jump up and call out the word.

Repeat for all of your 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.

## Fancy Shmancy

Write all of your spelling words in your best *cursive* or *fancy* handwriting.



## Hidden Picture

Draw and color a large picture of a butterfly. Remember to add great details and lots of color! Then, hide your spelling words somewhere inside the picture.



Name \_\_\_\_\_

Read the item. Fill in the correct circle.

1. An adverb \_\_\_\_\_.  
Ⓐ is the same as an adjective  
Ⓑ is the same as a noun  
Ⓒ tells about a verb
2. An adjective can be used \_\_\_\_\_.  
Ⓐ to tell about a noun in a sentence  
Ⓑ to show an action  
Ⓒ to tell about a verb in a sentence

Choose the adjective or adverb to complete the sentence.

3. We speak \_\_\_\_\_ to one another.  
kind    kindly
4. We ate \_\_\_\_\_ after our big game.  
hungry    hungrily
5. Nathan is \_\_\_\_\_ to animals.  
kind    kindly
6. The children are \_\_\_\_\_ after school.  
hungry    hungrily

Write the sentence correctly.

Walk **soft** near the sleeping baby.

7. \_\_\_\_\_

# Module 9 Week 2

## Hidden Animal Homes

1 Many animals build their homes where people cannot easily see them. Some live in tall trees, but many animals live close to the ground or even under it.

2 A bird called a plover builds its nest right on the ground. This may seem dangerous. If an animal comes near the nest, the bird pretends to be hurt. It drags its wing and slowly moves away. The hungry animal follows the bird instead of the nest.



The plover hides its nest where it is hard to see.

3 Foxes dig underground homes called dens. Baby foxes grow up safely inside these dens until they are old enough to explore outside.

4 Some rabbits do not dig their own homes. Instead, they move into tunnels that other animals have left behind.

5 Earthworms live underground too. As worms dig tunnels, they help air and water move through the soil. This helps plants grow strong.

6 Moles dig many tunnels while searching for food. They spend almost all their time underground eating worms and insects.



Underground mole tunnels

## Questions

### 1. Think about the prefix mis-.

If an animal **misleads** another animal, what does it do?

- A. lead it in the wrong direction
  - B. lead it very quickly
  - C. lead it to food
  - D. not lead it anywhere
- 

### 2. What does the caption under the picture help the reader understand?

- A. how birds hide their nests
  - B. what birds eat
  - C. how birds fly
  - D. where birds travel
- 

### 3. Which paragraph does the second picture help the reader understand?

- A. paragraph 3
- B. paragraph 4
- C. paragraph 5
- D. paragraph 6

# What We Need

You need

a bright sun

to warm the land

clouds to bring the rain

plants

to grow tall

and clean the air

You need a place where you belong

kind friends

to stand beside you

You need words

to share ideas and a hand

to write them down

and a caring heart

## Questions

**4. What does the word *share* mean in the poem?**

- A. keep to yourself
  - B. tell others
  - C. hide
  - D. move
- 

**5. How is the last stanza different from the other stanzas?**

- A. It talks about people and feelings instead of nature.
  - B. It talks about animals.
  - C. It repeats the first stanza.
  - D. It explains how plants grow.
- 

**6. Why does the poet repeat the words "You need"?**

- A. to show some things are important for everyone
- B. to make the poem longer
- C. to explain how to grow plants
- D. to tell a funny story