

2B/2D/

WEEK OF 4/13-4/17

Name:



Due Friday 4/17

DAILY HOMEWORK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Reread Sea Otter Pups	Complete 2 lessons of i-Ready	Reread Sea Otter Pups	Complete 2 lessons of i-Ready
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
- Writing- Research Report

REMINDERS

- Spelling Quiz 4/17 Friday
- Reading Test Friday 4/17
- Grammar Test Friday 4/17
- Comprehension Check 4/16
- Please UPDATE IPADS and Headphones
- Please ensure ipads are fully charged

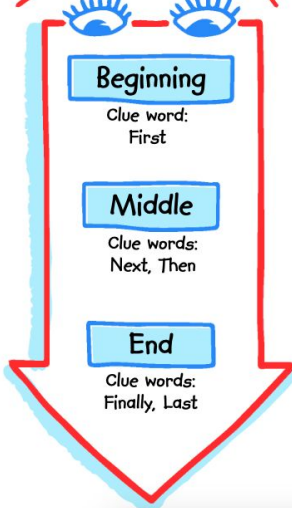
VOCABULARY

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

Text Organization

Chronological Order

Look for clue words!



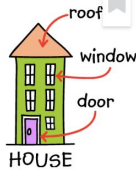
Informational texts have a structure, or type of organization, that fits the topic and the author's purpose.

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

Grade 2 | Vocabulary

Module 9 • Week 2

Grammar 4.3.4b

Review Adverbs

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

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. _____