

2A/2C/2E

WEEK OF 5/11-5/15

Name: _____



Due Friday 5/15

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
Parent Initials	Parent Initials	Parent Initials	Parent Initials

SPELLING

No Spelling

WEEKLY OBJECTIVES

- Reading- Story Structure, Make and Confirm Predictions, Central Idea, Make Connections
- Vocabulary- Suffixes -y, -ly
- Spelling- Inflections -ed, -ing
- Grammar- Prepositions

IXL - Z9P, BQC

Iready - 45 minutes by Monday

REMINDERS

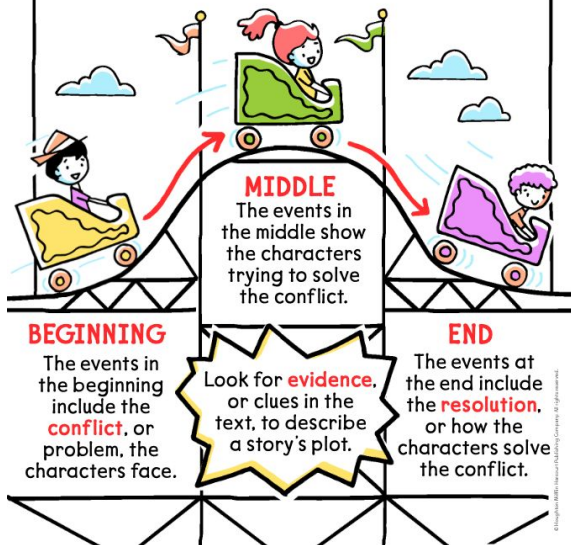
- Spelling Quiz **Friday 5/9**
- Reading Test **Friday 5/9**
- Grammar Test **Friday 5/9**
- Please **UPDATE IPADS**
- Please ensure ipads are fully charged

VOCABULARY

trunk- the main part of a tree from which branches grow.
paces- running or moving very fast.
clutched- you held it tightly
forgot- you did not remember it
patient- you can wait for something without complaining
imaginary- only happens in your mind
final- the last one
founded- when it was started or created

Story Structure

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



Make and Confirm Predictions



Before you read, make a guess, or a **prediction**, about what a text will be about.

Find evidence to help you make a prediction. Use what you know about

- text features
- the genre
- the structure of the text



I think _____ will happen because _____.

As you read, stop to think about your prediction.



Was my prediction correct?

Yes

You **confirmed** your prediction. Keep reading!

No

Adjust your prediction, or make a new one. Then keep reading.

CENTRAL IDEA

TOPIC

the person or thing the text is about

CENTRAL IDEA

the most important idea or point about the topic

SUPPORTING EVIDENCE

details, facts, or examples in the text that tell about the central idea

TIME FOR REVIEW!



Generative Vocabulary 10.6

Suffixes -y, -ly

A **suffix** is a word part added to the end of a base word that changes the meaning of the word. The suffix **-y** means "having or being like something." The suffix **-ly** explains how or when something is done.

Examples

- 1 sleep
sleep + y = **sleepy**
- 2 smell
smell + y = **smelly**
- 3 proud
proud + ly = **proudly**
- 4 light
light + ly = **lightly**



marshy water



slowly reading

Grade 2 | Vocabulary

Module 10 • Week 2

Grammar 4.4.4b

Review Prepositions and Prepositional Phrases

Prepositional Phrase for Where	Prepositional Phrase for When
The children lined up by the bus.	Mr. Cook planted trees on Friday.
Where did the children line up? <i>by the bus</i>	When did Mr. Cook plant trees? <i>on Friday</i>
prepositional phrase: by the bus	prepositional phrase: on Friday
preposition: by	preposition: on

Grade 2 | Grammar Minilessons

Modifiers • Prepositions and Prepositional Phrases

Read each sentence. Identify the prepositional phrase and whether it tells where or when.

- 1 Did you go to the amusement park?
- 2 Kendra bought tickets before I did.
- 3 People screamed during the roller coaster ride.
- 4 Willis put the seatbelt around his waist.

A **preposition** connects a noun, pronoun, or verb to the rest of a sentence.

There is a rabbit **by** the garden gate.

These words are prepositions:

to on with from for through near

Circle the preposition in the sentence.

1. Yesterday we walked to the park.
2. My friend Willie came with us.
3. We made a snowman near the pine trees.
4. We rolled three snowballs from there.
5. We rolled them through the snow.
6. Willie used stones for the eyes, nose, and mouth.
7. Our snowman needed a hat on his head.
8. Tomorrow we will bring him an old hat from home.



A **preposition** connects a noun, pronoun, or verb to the rest of a sentence.

I saw the rabbit go **under** the garden gate.

Choose a preposition from the word box to complete the sentence.

up in down through
under over by around

1. There is a playground _____ this park.
2. The playground is _____ the fountain.
3. Have your lunch _____ a shade tree.
4. It is fun to slide _____ the slide.
5. You can climb _____ the steps.
6. You can crawl _____ a giant tube.
7. Pretend you are sailing _____ the world.
8. Watch for trolls when you go _____ the bridge!



Module 10 Week 2 Practice

Reading

Read the selection and answer each question.

Maya Learns a New Language

1 Maya sat in her classroom and listened to her teacher speak in Spanish. Some students understood the words, but Maya did not. She felt confused and a little frustrated.

2 After school, Maya asked her teacher, "Why do we learn Spanish?" Her teacher smiled and said, "Learning a new language helps you understand more people and the world around you."

3 Maya decided she wanted to learn. She practiced new words every day. At first, it was hard, but she kept trying.

4 Soon, Maya could understand simple sentences. She even spoke to a new student who only spoke Spanish. Maya felt proud that she could help.

5 By the end of the year, Maya had learned many new words. She realized that learning a language takes time, but it is worth it.

1. What does the word **frustrated** mean in paragraph 1?

- A. very happy
- B. confused and upset
- C. ready to leave
- D. full of energy

2. What is the central idea of paragraph 2?

- A. Maya asks a question
- B. The teacher explains why learning a language is important
- C. Maya leaves school
- D. The class learns math

3. Why does the author use the word **proud** in paragraph 4?

A. to show Maya feels good about learning

B. to show Maya is tired

C. to show Maya is angry

D. to show Maya is confused

4. What is the central idea of the story?

A. Maya learns Spanish over time

B. Maya talks to her teacher

C. Maya meets a new student

D. Maya goes to school

5. Which detail supports the central idea?

A. Maya sat in her classroom

B. She practiced new words every day

C. The teacher smiled

D. The class ended

Ben Builds a Birdhouse

1 Ben loved watching birds in his backyard. He saw them fly from tree to tree and sing in the morning.

2 One day, Ben decided to build a birdhouse. He asked his dad for help. Together, they gathered wood, nails, and tools.

3 Ben carefully followed each step. First, he nailed the pieces together. Then, he painted the birdhouse bright blue.

4 When the birdhouse was finished, Ben hung it in a tree. He waited quietly each day to see if birds would come.

5 After a few days, a small bird flew into the house. Ben smiled as he watched it. He was happy that his hard work helped the birds.

6. What does the word **carefully** mean in paragraph 3?
- A. in a fast way
 - B. in a safe and thoughtful way
 - C. in a loud way
 - D. in a messy way
7. What is the central idea of paragraph 2?
- A. Ben watches birds
 - B. Ben decides to build something
 - C. Ben paints the house
 - D. Ben sees a bird
8. Why does the author use the word **quietly** in paragraph 4?
- A. to show Ben is sleeping
 - B. to show Ben does not want to scare the birds
 - C. to show Ben is angry
 - D. to show Ben leaves
9. What is the central idea of the story?
- A. Ben watches birds
 - B. Ben builds a birdhouse to help birds
 - C. Ben paints a house
 - D. Ben plays outside
10. Which detail supports the central idea?
- A. Ben saw birds in the morning
 - B. Ben gathered wood and tools
 - C. Ben smiled at the end
 - D. Ben sat in the yard