

2A/2C/2E

WEEK OF 5/18-5/22

Name: _____



Due **Friday 5/22**

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

WEEKLY OBJECTIVES

- Story Structure, Text Features, Graphic Features, Make Connections (reading)
- Suffixes -ion, -sion, -tion (vocabulary)
- Long e (y) (spelling)
- Spelling High Frequency Words (grammar)

IXL - DJD and Z6V

Ready - 45 minutes by Monday

REMINDERS

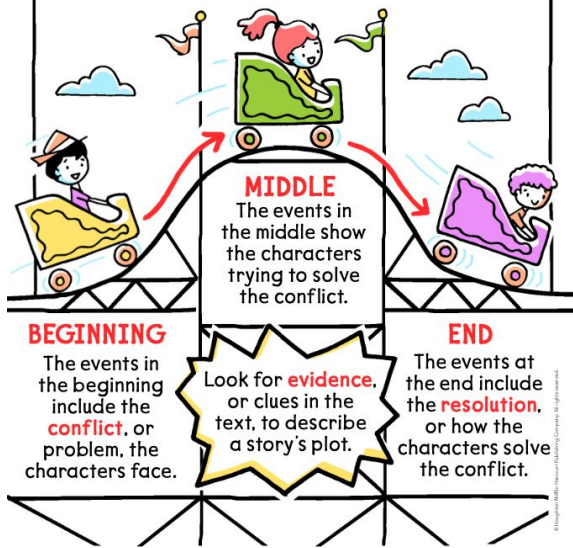
- Reading **Friday 5/22**
- Grammar (IXL) **Friday 5/22**
- Reading **TEST** Module 10 - **Tues 5/26**
- Please ensure ipads are fully charged

VOCABULARY

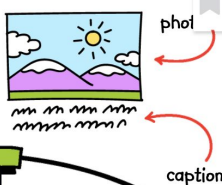
stacked- things placed on top of each other.
flitting- moving quickly from place to place.
breathless- have a hard time catching your breath
mound- a hill or pile
shuffled- walk slowly and drag your feet
leave- time away from work
clamber- climb quickly using hands and feet
adventures- exciting experiences

Story Structure

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



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.



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

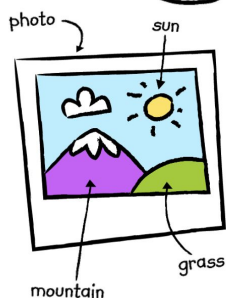
Graphics are pictures, symbols, or other visuals. Some graphics give more information about a topic.



Graphic Features

Graphic features give information or support the words in a text.

Labels name what is in a photo or part of a photo.



Graphics are pictures, symbols, or other visuals.



TIME FOR REVIEW!

Generative Vocabulary 10.8

Suffixes -ion, -tion, -sion

You can add a **suffix** to the end of a **base word** to change its meaning. The suffixes **-ion**, **-tion**, and **-sion** mean "an act of," "a condition of," or "the result of."



put up a **decoration**



make an **introduction**



reach a **conclusion**

Examples

- impress
impress + ion = **impression**
- intend
intend + tion = **intention**
- decide
decide + sion = **decision**
- collect
collect + ion = **collection**

Grade 2 | Vocabulary

Module 10 • Week 3

Review Spelling

Remember spelling patterns such as vowel teams. Some words don't have spelling patterns, so you have to learn how to spell them.

Words with Vowel Teams

main, stay, dream, green, coat,
mow, boot, stew, foot, group

High-Frequency Words

both, many, pull, sing,
these, those, why, you

Remember that sometimes you will double a word's final consonant before adding *-ed* or *-ing*. Remember to drop the *e* at the end of a word to add *-ed* or *-ing*.

Morgan **batted** the ball to her **adoring** brother. He was **helpful** to return it **politely**.

Choose the correct spelling of each word.

- James (calld, called) his (cheerly, cheerful) friend Amie.
- Frank wanted to (by, buy) a new basketball.
- Arla (quickly, quickful) ran around the park.
- They (hiked, hikh) the long trail through the forest.
- She likes to be (helpless, helpful) when her father makes dinner.
- We shared a (scoup, scoop) of ice cream while (enjoying, enjoring) the game.

Name _____

Read the item. Fill in the correct circle.

1. Spelling patterns _____.
Ⓐ tell the meaning of a word
Ⓑ can help you spell words correctly
Ⓒ always rhyme

2. Which group of words has a spelling pattern?
Ⓐ **bread, bring, brown**
Ⓑ **watch, string, bone**
Ⓒ **boy, class, judge**

Circle the misspelled words. Write the sentence correctly.
Use spelling patterns to help you.

3. Your new pupy is very cut.

4. Luca wants to joyn our reading cub.

5. Would you like to tak a bird hom?

Name _____

Read the item. Fill in the correct circle.

1. Use a dictionary to _____.
Ⓐ read a list of words
Ⓑ make spelling patterns
Ⓒ help you spell a word correctly
2. If you don't find your word at first, _____.
Ⓐ give up and close the dictionary
Ⓑ think of another spelling pattern to try
Ⓒ try a different dictionary

Read the sentence. Look for a misspelled word.
Use a dictionary to check the spelling. Write the correct spelling and the page number where you found it.

	Correct Spelling	Page Number
3. We saw a ranbow in the sky.	_____	_____
4. I hope I never see a tornadoe.	_____	_____
5. I saw a cloud shaped like a rabitt!	_____	_____

Tell what book can help you to be a better speller.

6. _____

Module 10 Week 3 Practice

Reading

Read the selection and answer each question.

Ms. Lee's Instruments

1 Our music teacher, Ms. Lee, brought instruments from different countries for us to see and hear. She showed us a drum, a flute, and a xylophone. Each instrument made a different sound.

2 Ms. Lee played the drum first. She used her hands to tap it, and it made a deep, loud sound. Then, she played the flute. The flute made a soft and high sound when she blew into it.

3 Next, Ms. Lee showed us the xylophone. She used two sticks to hit the bars. Each bar made a different note. The smaller bars made higher sounds, and the bigger bars made lower sounds.

4 We looked at a graphic that showed all the instruments with labels. The labels helped us learn the name of each instrument. We were excited to try them.

5 At the end of class, we all got a turn to play. We felt like real musicians making music together.



1. What does the word **musician** mean in paragraph 5?

- A. a person who plays music
- B. playing music again
- C. the act of playing music
- D. playing music later

2. What does the graphic mainly show?

- A. how the instruments sound
- B. what each instrument looks like
- C. how to play each instrument
- D. who plays the instruments

3. Why does the graphic have labels?

- A. to tell who plays the instruments
- B. to tell how the instruments are made
- C. to help name each instrument
- D. to show where the instruments came from

4. What is the passage mostly about?

- A. how to make instruments
- B. learning about different instruments
- C. playing one instrument
- D. drawing instruments

A Place for Max

1 Max the puppy sat by the window, watching people walk by. "I want to find a place where I belong," he thought. "Tomorrow I must start looking."

2 The next day, Max went to the playground. He ran around and barked loudly. Some children laughed, but others covered their ears. "Too noisy!" they said. Max felt sad and left.

3 The next day, Max went to the library. He wagged his tail and ran between the shelves. Books fell to the floor. "Oh no!" people said. "You cannot be here." Max sighed and walked away.

4 Max wondered if he would ever find the right place. On the third day, he went to a park. There, he saw a girl sitting alone. Max walked slowly and sat beside her.

5 The girl smiled and patted Max. "You are just right for me," she said. Max wagged his tail happily. "This is where I belong," he thought.

5. Why does the author use the word **must** in paragraph 1?

- A. to show Max is being told what to do
- B. to show finding a place is important to Max
- C. to show Max is unsure
- D. to show Max is playing

6. What problem does Max have in the story?

- A. he cannot run fast
- B. he cannot find a place where he belongs
- C. he is lost in the park
- D. he cannot see people

7. Which sentence shows that Max's problem is solved?

- A. Max went to the playground.
- B. Books fell to the floor.
- C. Max sat by the window.
- D. "This is where I belong," he thought.

8. What is the story mostly about?

- A. Max goes to different places
- B. Max finds where he belongs
- C. Max plays in the park
- D. Max meets many people