

2nd Grade- Week 4

Dear Parent/Guardian,

During Week 4, your child will review a variety of skills, including silent letter spelling patterns, prefixes/suffixes, linking verbs, compound words, and an informational text to practice reading comprehension.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below.

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com>

<https://www.abcya.com>

<http://www.sheppardsoftware.com>

<https://www.funbrain.com/>

Week 4 At A Glance	
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Spelling Page 78 <input type="checkbox"/> Silent Letters Page 152
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Spelling Page 79 <input type="checkbox"/> Spelling Page 80
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Heading West; Learn About a Pioneer's Life" and answer questions
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar Page 76 <input type="checkbox"/> Grammar Page 77
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Strategy Page 159

Name _____

comb	crumb	scene	scent	gnat
sign	knife	know	wrist	writing

A. Word Sort

Look at the spelling words in the box. Match the spelling word with the spelling pattern and write the word.

*wr**kn**gn*

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

*mb**sc*

7. _____ 9. _____

8. _____ 10. _____

B. Rhyme Time

Write the spelling word that rhymes with each word below.

11. fist _____ 12. bent _____

13. bat _____ 14. life _____

15. thumb _____

Name _____

In some letter pairs, one of the letters is silent.

In **wr**, the **w** is silent as in **wrong**.

In **kn**, the **k** is silent as in **know**.

In **gn**, the **g** is silent as in **gnat**.

In **mb**, the **b** is silent as in **crumb**.

In **sc**, the **c** is silent as in **scene**.

A. Read the words below. Underline the silent letter in each word.

1. sign

2. knife

3. wrap

4. lamb

- The prefix **re-** means “again.”
- The prefixes **un-** and **dis-** mean “not” or “opposite of.”
- The suffix **-ful** means “full of.”
- The suffix **-less** means “without.”

B. Read the word. Circle the prefix or suffix in the word in bold print. Then circle the meaning of the word.

5. **unlike** not like like again

6. **hopeless** full of hope without hope

7. **useful** not of use full of use

8. **remix** mix again opposite of mix

Name _____

comb crumb scene scent gnat
 sign knife know wrist writing

A. Crossword Puzzle

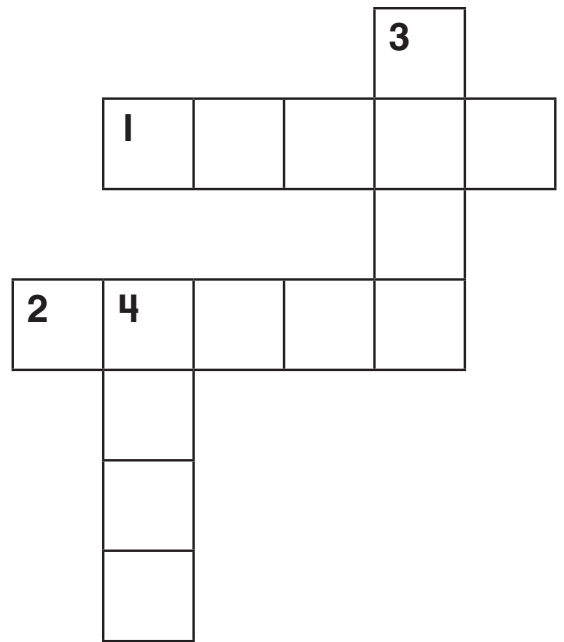
Write the spelling word that matches each clue in the box that starts with that number.

ACROSS

1. an episode or part of a play
2. a smell

DOWN

3. a small fly
4. to smooth one's hair



B. Sentences to Complete

Write a spelling word to complete each sentence.

5. Lola is _____ a letter to Grandma.
6. We _____ how to make pizza.
7. Yasmin wears a bracelet on her _____.
8. We made a _____ to cheer on our team.
9. I fed the mouse a little _____ of cheese.
10. Mom uses a _____ to slice bread.



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Name _____

A. Proofread

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.

Follow these tips to show people that you have good manners.

- Look neat when you go to school. Com your hair.
- If you drop a crum on the floor, pick it up!
- Make sure to eat your steak with a fork and a nife.
- Try riting a thank-you note when a friend does something nice for you.
- When you go to a play, sit quietly during each sene.



What are some more good manners that you no?

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

B. Writing

Write about good manners that you follow. Use three spelling words in your paragraph.

Name _____

- A **linking verb** connects the subject to the rest of the sentence.
- A linking verb does not show action.
- The linking verb **be** has special forms in the present tense: **is**, **are**, and **am**.

Parrots are birds.

The forest is big.

I am in the forest.

A. Circle the linking verb in each sentence.

1. Forests are busy places.
2. I am near a large tree.
3. A bird is in the tree.
4. It is very colorful.
5. A snake is near the bird.
6. Other animals are in the tree too.

B. Write a sentence of your own using a linking verb.

7. _____

Name _____

- A **linking verb** does not show action. Linking verbs can show ideas from the past.
- The past-tense forms of the linking verb *be* include **was** (singular) and **were** (plural).

I am in Africa. Last week, I was in New York.

The lion is in the tree. Earlier, it was in the grass.

We are awake. Last night, we were asleep.

Choose the correct linking verb in (). Write the complete sentence.

1. Last week, I (was, were) near the ocean.

2. There (was, were) whales nearby.

3. The birds (was, were) in the sky.

4. Boats (was, were) in the distance.

5. The scene (was, were) peaceful.

Name _____

A **compound word** is a word made of two smaller words. The compound word ***treetop*** is made of the words ***tree*** and ***top***.

Read each sentence. Write the underlined compound word. Work with a partner to draw a line between the two smaller words.

1. One of the most amazing forests is the redwood forest.

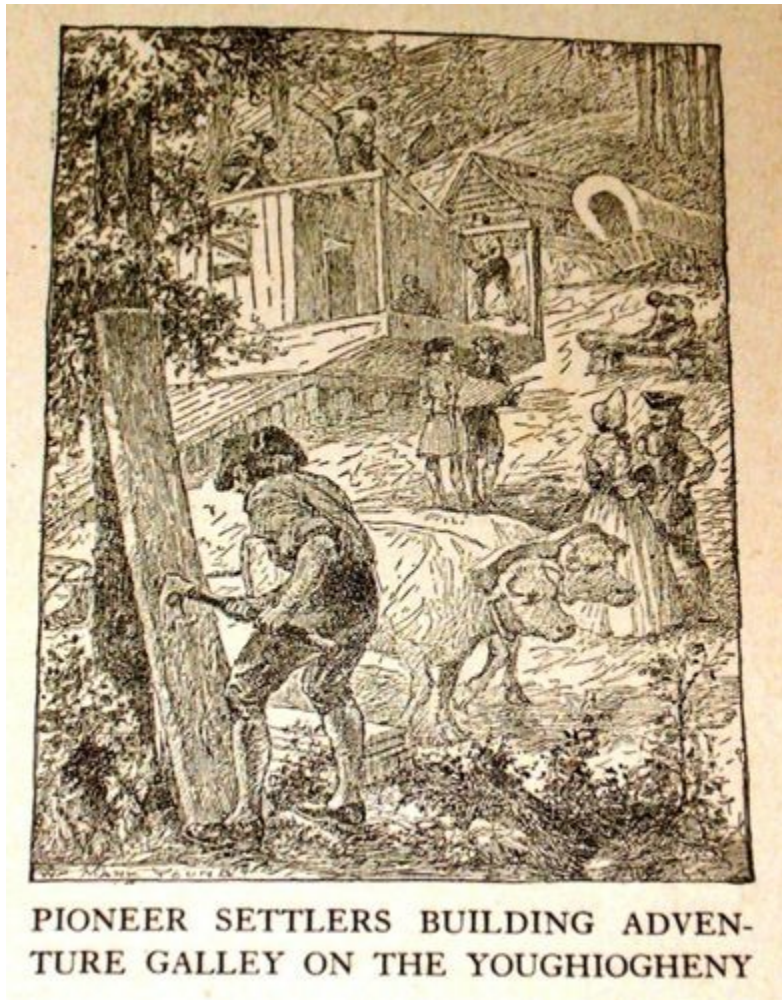
2. Redwood forests are not found everywhere.

3. The California seacoast is wet and that is what redwoods need.

4. The water goes right into their leaves.

5. They can't be cut down anymore.

Heading West: Learn About a Pioneer's Life



Long ago, people traveled west across the United States to settle in new places. Those people were called **pioneers**. Most pioneers moved west to start a new life. Read on to learn more about life as a pioneer.

Building Homes

Many pioneers built **log cabins**. Log cabins are houses made from logs and mud. Pioneers stacked logs on top of one another. Then they put mud in

between the logs to keep out the wind and rain. Most log cabins were small because it took pioneers so long to build them. Many log cabins had only one room. Most pioneers burned a fire to keep their log cabins warm.

Making Clothes

Most pioneers made their own clothing. It was usually made of leather, cotton, or wool. Pioneers dried animal skins to make leather. They used the leather to make shoes and belts. Pioneers spun wool or cotton into yarn and wove it into cloth. Women would make wool yarn with a special tool called a **spinning wheel**.

Teaching Children

At first, pioneer children learned math, reading, and writing at home. Pioneer parents taught their children.

As more people came to town, workers built a schoolhouse. Then the pioneers hired a teacher for the children.

Getting Food

At first, pioneers had to get their own food. They picked berries and nuts. Pioneers also hunted and fished. They planted crops such as corn and squash. When towns formed, the pioneers built small stores called general stores. People could buy supplies such as flour, coffee, and salt there.

Pioneer Chores

Pioneer children helped their families by doing chores around their house. Chores are small jobs. The list shows some chores for pioneer girls and boys.

Girls

- spin yarn
- sew and knit
- churn butter
- make soap and
- candles

Boys

- herd cattle
- tend to crops
- cut hay
- tame horses

Name: _____ Date: _____

1. At first, pioneer parents taught their children at home. What happened when more people came to town?

- A. Pioneer parents continued to teach their children at home.
- B. Pioneer children were taught in schoolhouses by a teacher.
- C. Pioneer parents sent their children to schools in the eastern United States to learn.
- D. Pioneer children stopped receiving any education.

2. What was the difference between how pioneers got their food before towns formed and how pioneers got their food after towns formed?

- A. Before towns formed, pioneers hunted for food. After towns formed, pioneers grew their own food.
- B. Before towns formed, pioneers bought their food from farmers in the east. After towns formed, pioneers grew their own food.
- C. Before towns formed, pioneers had to hunt and fish for food on their own. After towns formed, pioneers could buy some of their food in stores.
- D. Before towns formed, pioneers could buy some of their food in stores. After towns formed, pioneers had to hunt or fish for food on their own.

3. Pioneers used _____ to make shoes and belts.

- A. mud
- B. plants
- C. hair
- D. animal skins

4. What is the purpose of this text?

- A. to inform the reader
- B. to entertain the reader
- C. to motivate the reader
- D. to anger the reader

5. Review the list of chores for pioneer boys and pioneer girls. What is one similarity between a chore for girls and a chore for boys? Use information from the text to support your inference.
