

English and Language Arts

2nd Grade / Week 6

Week 6 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Page 181 <input type="checkbox"/> Spelling: r-controlled vowels Page 92	LAFS.2.L.3.4 LAFS.2.RF.3.3
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Abbreviations <input type="checkbox"/> Grammar: Irregular Verbs Pages 91-92	LAFS.2.L.1.1.e LAFS.2.RF.3.3.f
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Comprehension "Coyote Brings Fire" Pages 183-185	LAFS.2.RL.1.1 LAFS.2.RL.1.2 LAFS.2.RL.4.10
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Genre/Literary Element Page 188 <input type="checkbox"/> Root Words Page 189	LAFS.2.RL.1.1 LAFS.2.RL.1.2 LAFS.2.RL.4.10 LAFS.2.RF.3.3.d
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Maisy's Piggy Bank" and answer questions	LAFS.2.RL.1.1 LAFS.2.RL.1.2 LAFS.2.RL.4.10

Name

Teacher

Dear Parent/Guardian,

During Week 6, your child will practice a variety of skills, including vocabulary, r-controlled vowels, abbreviations, irregular verbs, lesson or central message, root words, and demonstrate comprehension through multiple readings.

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 for letters and numbers review, sight word practice, colors, shapes, and more:

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

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

<http://www.sheppardsoftware.com/>

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

<https://www.starfall.com/h/>

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

Reference Page

Common Abbreviations

People		Streets		Measurement		Week Days		Months	
Mister	Mr.	Avenue	Ave.	Celsius	C	Sunday	Sun.	January	Jan.
Mistress	Mrs.	Boulevard	Blvd.	Fahrenheit	F	Monday	Mon.	February	Feb.
Miss	Ms.	Drive	Dr.	foot	ft.	Tuesday	Tues.	March	Mar.
	Miss	Freeway	Fwy.	gallon	gal.	Wednesday	Wed.	April	Apr.
Senior	Sr.	Highway	Hwy	inch	in.	Thursday	Thurs.	May	May
Junior	Jr.	Lane	Ln.	kilogram	kg	Friday	Fri.	June	June
President	Pres.	Parkway	Pkwy.	liter	l	Saturday	Sat.	July	July
Governor	Gov.	Road	Rd.	pound	lb.	Places		August	Aug.
Manager	Mgr.	Street	St.	meter	m			apartment	apt.
Time		Measurement		mile	mi.	building	bldg..	October	Oct.
hour	hr.	teaspoon	tsp.	millimeter	mm	hospital	hosp.	November	Nov.
minute	min.	tablespoon	tbsp.	ounce	oz.	mountain	mt.	December	Dec.
second	sec.	weight	wt.yd.	pint	pt.	post office	P.O.		
		yard		quart	qt.				

Vocabulary	Definition
ashamed	feeling sorry for doing something wrong
boast	to brag
dash	to run in a hurry
holler	to shout
plenty	enough of
similarities	likenesses, ways things are alike
victory	a win
wisdom	good judgment in knowing what is right

Theme

- The theme of a story is the main message the author wants to tell the reader.
- To find theme think about what the characters say and do.

Examples (moral, message, or lesson or the story)

- Be happy with what you have.
- Hard work pays off.
- It's okay to be different.
- No matter what, you can still achieve your dreams.

Drama

- is a play that can be acted out on stage.
- has parts that characters speak aloud.
- can have a lesson to be learned.

Root Words

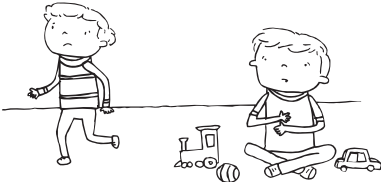





To understand the meaning of a word you do not know, try to separate the root word from its ending or suffix, such as -ed, -ly, or -able.

Examples:

predictable – able to predict
quickly – to move quick
watched – saw something

Name _____

Use the word chart to study this week's vocabulary words. The illustrations are there to gain understanding of the words.

Word	Context Sentence	Illustration
ashamed	He felt <u>ashamed</u> for not sharing his toys with his brother.	
boast	The girl will <u>boast</u> about her prize.	
dash	Mom was late so she had to <u>dash</u> for the bus.	
holler	The children <u>holler</u> when the piñata breaks.	
plenty	There is <u>plenty</u> of fruit in the bowl.	
victory	It was a <u>victory</u> for our team when we won the game.	

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Name _____

ashamed

boast

dash

holler

plenty

similarities

victory

wisdom

Write the word on the line that makes sense.

1. There are _____ of books to read at the library.
2. The girl had to _____ to class when the bell rang.
3. The team is proud of their _____ in the game.
4. Can you name the _____ between a frog and a toad?
5. The man used his _____ to make the right choice.
6. The student felt _____ about not telling the truth.
7. The fans _____ loudly at the game.
8. She likes to _____ about her smart puppy.

Name _____

deer	cheers	steer	here	jeer
near	ear	dear	clear	spear

A. Word Sort

Look at the words in the spelling box. Write the spelling words that have the *eer* pattern.

1. _____ 2. _____ 3. _____

4. _____

Write the spelling word that has the *ere* pattern.

5. _____

Write the spelling words that have the *ear* pattern.

6. _____ 7. _____ 8. _____

9. _____ 10. _____

B. Find the Pattern

Read each group of words. Circle the word that does not fit the pattern.

11. near, ear, deer

12. here, cheers, steer

13. dear, jeer, clear

14. deer, steer, dear

15. spear, dear, cheers

Name: _____

Abbreviations

Write the correct abbreviation from the box next to the corresponding word.

Bld.	St.	Ln.	Mr.	Oct.
Mrs.	tbsp.	Feb.	gal.	Tues.
Dr.	Jr.	Ave.	Thurs.	Sr.
ft.	lb.	oz.	in.	g
cm	tsp.	Sept.	Hwy.	mi.

1. Mister - _____

2. Highway - _____

3. Boulevard - _____

4. gram - _____

5. gallon - _____

6. feet - _____

7. **SKIP 7**

8. Doctor - _____

9. September - _____

10. teaspoon - _____

11. ounce - _____

12. Senior - _____

13. tablespoon - _____

14. Street - _____

15. Thursday - _____

16. centimeter - _____

17. Junior - _____

18. miles - _____

19. Lane - _____

20. pound - _____

21. February - _____

22. October - _____

23. inches - _____

24. Avenue - _____

25. Tuesday - _____

Name _____

- The **past tense** of a verb shows that the action happened in the past.
- Some verbs do not add **-ed** to form the past tense.
- The verbs **come, run, and hide** have special forms in the past tense.

come camerun ranhide hid**A. Circle the correct verb in () to complete each sentence.**

1. We (runned, ran) along a path yesterday.
2. We (comed, came) to a fallen tree.
3. Animals (hided, hid) near the tree.
4. A squirrel (ran, runned) away from us.
5. A mouse (came, comed) out of its home.
6. A raccoon (hid, hided) inside the tree.

B. Write a sentence of your own using a past-tense verb.

7. _____

Name _____

- Some verbs do not add **-ed** to form the past tense.
- The verbs ***give***, ***sing***, and ***sit*** have special forms in the past tense.

I, he, she, it, we, you, they gaveI, he, she, it, we, you, they sangI, he, she, it, we, you, they sat

Change the verbs in the bold print to the past tense. Write the new sentences on the lines below.

1. Native Americans **give** us stories about nature.

2. They **sit** around fires and told stories.

3. Sometimes, they **sing** the stories.

4. Some stories **give** reasons for things in nature.

5. Children **sit** quietly during the stories.

Name _____

Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the play.

Coyote Brings Fire

Characters

Narrator	Coyote	Squirrel
Chipmunk	Frog	Two Fire Beings

Narrator: Long ago, people did not have fire. Coyote
9 decided to bring it to them.

15 (Coyote speaks to Squirrel, Chipmunk, and Frog.)

22 **Coyote:** I know where we can get fire. The Fire Beings
33 have it at their camp. I have a workable plan to take the
46 fire. Will you help?

50 **Squirrel:** We'll all help you if you just tell us what to do.

63 **Coyote:** Follow me very quietly.

68 (The animals sneak up to the Fire Beings' camp. Coyote
78 grabs a stick of fire and runs.)

85 **Chipmunk:** Look out, Coyote! The Fire Beings are
93 chasing you. Run quickly!

97 **Frog:** The Fire Beings touched the end of Coyote's tail!
107 Now the fur there is white.

Name _____



113 **Squirrel:** Coyote, toss the fire to me and I'll catch it.

124 (Coyote tosses the fire to Squirrel.)

130 **Coyote:** Oh, Squirrel, you caught the fire with your
139 tail. The heat of the fire has curled your tail up over
151 your back.

153 **Chipmunk:** Squirrel, toss the fire here to me.

161 (Squirrel tosses the fire to Chipmunk.)

167 **Coyote:** Watch out, Chipmunk, a Fire Being is right
176 behind you.

178 **Frog:** The Fire Being scratched Chipmunk's back. Look
186 at the three stripes on his back. Throw the fire to me,
198 Chipmunk!

199 (Chipmunk tosses the fire to Frog. Frog is caught by a Fire
211 Being, but gets away. The fire being still holds Frog's tail.)

222 **Squirrel:** Frog, you have lost your tail!

229 **Coyote:** Here comes another Fire Being. Frog, toss the
238 fire onto Wood.

241 **Narrator:** Now Wood had fire. Coyote showed the
249 people a useful skill. He rubbed two sticks together to
259 make fire. From that day on, the people had fire.

Name _____

A. Reread the passage and answer the questions.

1. What does Coyote want to do for people?

2. How do Coyote and the animals get fire?

3. What is the theme of the passage?

Name _____

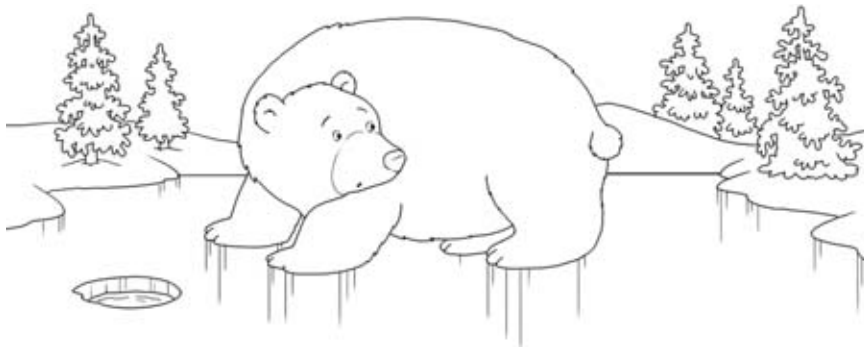
Bear's Stumpy Tail

Fox: Bear, drop your tail in this hole in the ice. You can catch fish that way.

(Bear sits to put his tail in the ice.)

Bear: My tail is cold. I'm getting up now.

(Bear gets up. His tail snaps off. Now he has a stumpy tail.)



Answer the questions about the text.

1. How do you know this is a drama?

2. Why does Bear drop his tail into the hole in the ice?

3. What lesson does Bear learn about Fox?

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Name _____

A **root word** is a word to which other word parts are added. Use the ending or suffix to figure out the meaning of the whole word.

slowly = in a way that is slow

listened = heard sounds in the past

A. Read each sentence. Look at the underlined word. Work with a partner to write the root word and the ending.

1. Step quietly.

2. The Fire Being scratched Chipmunk's back.

3. Coyote showed the people a useful skill.

B. Read each sentence. Circle the correct meaning for each underlined word. Read your answer.

4. Is your plan doable?

do something again

able to do something

5. Coyote grabs a stick of fire.

took something in the past

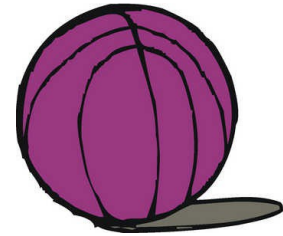
takes something now

Maisy's Piggy Bank

A Readers' Theater About Saving Money

by Donna Latham

Will Maisy save enough coins to buy the purple basketball? Find out—and don't forget to read with expression and energy.



Characters (in order of appearance)

- Voice One
- Bike
- Voice Two
- Maisy
- Voice Three
- Voice Four
- Voice Five
- Bright Idea
- Voice Six
- Shopkeeper

Voice One: One sunny April day, Maisy rode her bike past the toy store window. Her eyes bugged, and she hit the brakes.

Bike: Screeeeech!

Voice Two: She hopped off her bike and peered into the window.

Maisy: Wow! Coolest. Basketball. Ever. It's purple- my favorite color in the universe.



Voice Three: Maisy twisted her head to read the price tag.

Maisy: Yikes, \$9.99. It might as well be a million bucks. Where am I going to dig up \$9.99?

Voice Four: She sighed and her shoulders slumped.

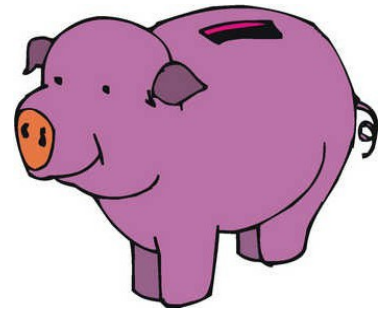
Voice Five: Suddenly, a bright idea tapped Maisy on the back.

Bright Idea: Ahem! Bright Idea to Maisy: Think, Maisy, think.

Maisy: Got it! I'll save coins in my piggy bank.

Bike: Her tires squealed as she dashed back home. Squeal. Squeal. Squeal.

Maisy: Ta-daa! Here's my bank. Purple, of course. I'll stash pennies in my bank.



Voice Six: So, on that bright April day, Maisy clanked pennies into her bank.

All Roles: Clank, clank, clank!

Voice One: On a steamy July day, Maisy zoomed to her purple piggy bank with a fistful of nickels.

Maisy: Yay! I earned a nickel for each weed I yanked from Mr. Wong's garden. Now, I'll stash nickels in my bank.

Voice Two: She clinked nickels into her bank.

All Roles: Clink, clink, clink!

Voice Three: On a crisp October day, Maisy zipped on her bike to check on the basketball.

Maisy: Phew, my basketball is still in the window.

Voice Four: Dimes jingled and jangled in her pockets as she raced home.

Maisy: I earned dimes for raking Mrs. Fiero's leaves. Now, I'll stash them in my bank.

Voice Five: She plinked dimes into her bank.

All Roles: Plink, plink, plink!

Voice Six: One blustery December day, Maisy trudged through snow. She peeked into the toy store. Her breath steamed up the window. She rubbed a spot clear with her mitten.

Maisy: Thank goodness! My ball's still there.

All Voices: Quarters thumped in her pockets as she slogged home through snowdrifts.

Maisy: I earned quarters for helping Mom shovel snow. Now, I'll stash them in my bank.

Voice One: She plonked quarters into her bank.

All Roles: Plonk, plonk, plonk!

Maisy: Wow! My piggy bank weighs a ton. I wonder if that means I've finally, finally, finally saved enough....

Maisy: First, I'll shake out pennies.

All Roles: Shake, shake, shake.

Maisy: Next, I'll shake out nickels.

All Roles: Shake, shake, shake.

Maisy: Then, I'll shake out dimes.

All Roles: Shake, shake, shake.

Maisy: Now, I'll shake out quarters.

All Roles: Shake, shake, shake.

Maisy: Finally, I'll count all the coins. Every single cent.

All Roles: Clank, clink, plink, plonk!

Voice Two: She stacked the coins.

Voice Three: She counted them carefully.

Maisy: Nine ninety-seven, nine ninety-eight, nine ninety-nine!

All Voices: Whoopee! Nine ninety-nine!

Voice Four: Maisy dashed to the toy store, weighted down with coins.

Maisy: Oh, no! Are you kidding me? My purple basketball's gone!

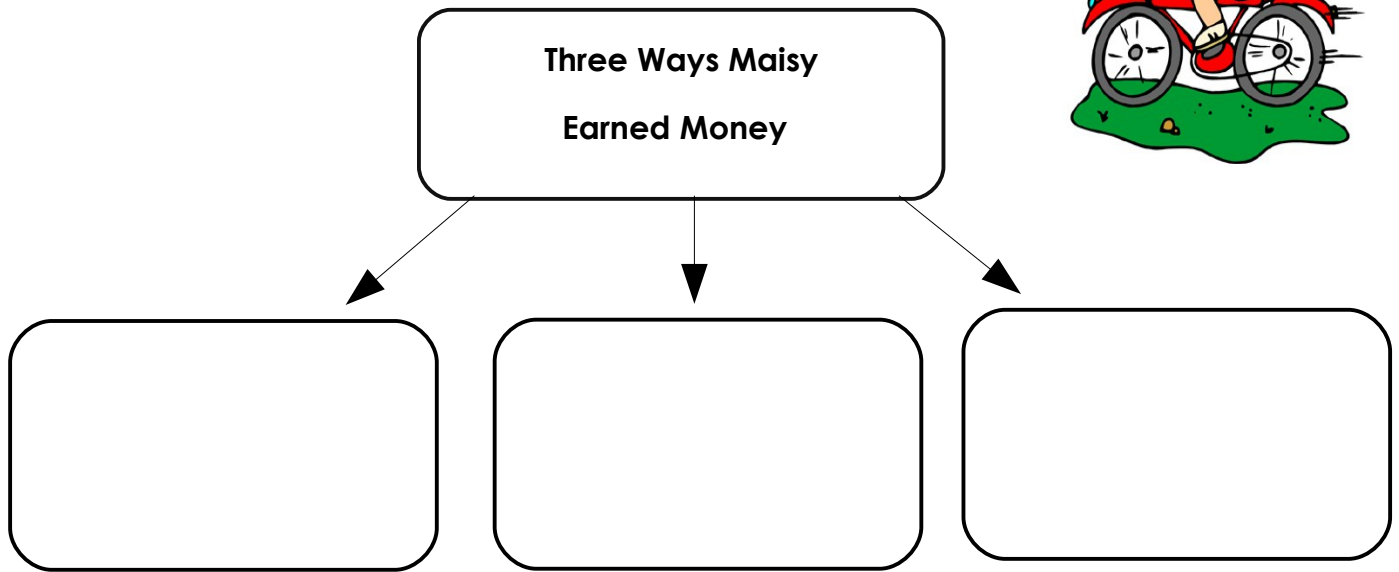
Voice Five: Maisy charged inside.

Shopkeeper: Hey! Like the new display? With the purple basketball and the cool, kids-sized hoop?

Maisy: Love it. And guess what? I finally saved enough to buy the ball. Then, I'll start saving for the hoop—and for a bigger piggybank!

Maisy's Piggy Bank

1. How much did Maisy need to save to buy the purple basketball?
a. about nine dollars b. about five dollars
c. about ten dollars d. a million dollars
2. Complete the graphic organizer.



3. What clues from the story show that it took Maisy a long time to earn enough money to buy the basketball?

4. What lesson does this story teach?
