

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Yinghua Academy-English Language Arts


## ELA 2BR HOMEWORK

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### Reading Log – Term 3, Week 2 (March 30 – April 3)

Please complete the attached homework pages for each day of the week. The homework packet **MUST** come back and forth between school and home every day in your child's take-home English folder. Please do not go ahead in the packet. The homework packet will be turned in on Friday, April 3.

A. List the minutes, books and the author that you read during the week.

Weekly Homework and Reading Log				
Day	Nightly Homework	Minutes of Reading [25-30 min/day]	Title	Author
Friday 3/27	<b>Pages 3-4</b>			
Saturday 3/28				
Sunday 3/29				
Monday 3/30	<b>Page 5</b>			
Tuesday 3/31	<b>Page 6</b>			
Wednesday 4/1	<b>Page 7</b>			
Thursday 4/2	<b>Page 8</b>			

B. Circle on of the books you read this week. Write a short summary of the book or part of the book that you read. (Two to three sentences)

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# Spelling

ELA 2D

**Directions:** The 2<sup>nd</sup> graders will be having a spelling test on **Friday**. Study the following words so that all students can be successful with these words. Please use the sorting chart to practice.

**Word sort focus - -et family words, vowel patterns o, oa, ow.**

pet	ago
get	hold
wet	told
let	goat
set	toad

## Sorting Chart


## Action Verbs

**An action verb is a word that shows what someone or something is doing.**

Examples: Mary sleeps on the couch.

Jason's best friend thinks of a plan.

Ken and his mother cook dinner.

**Circle the action verb in each sentence below.**

1. Sal listens to his favorite song.
2. Craig hits the baseball over the fence.
3. The little pig grunts.
4. The roof of the house leaks.
5. The hunter searches for a deer.
6. Dr. Gold examines his patient.
7. The bluebird in the tree sings beautifully.
8. The football team dashes out of the locker room.
9. Paul reads *The Adventures of Tom Sawyer*.
10. Mrs. Gray buys a roll of paper towels at the store.
11. Judy solves the mystery.
12. Harold finds a purple crayon.



Name \_\_\_\_\_

Circle the word in each sentence that has the long e sound.  
Write the word on the line.



wheel



leaf



baby



1. Di had a party.

2. Now Di has a messy room.

3. Di feels sad.

4. Bill is eager to help.

5. Bill likes to clean.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated five times.

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**Home Activity** Your child identified words with the long e sound spelled ee, ea, and y. List five long e words with the ee, ea, or y spelling. Ask your child to read the words to you. Challenge your child to name other long e words. Help your child write these words.

Name \_\_\_\_\_

# Vowel Patterns o, oa, ow

Generalization Long o can be spelled o, oa, and ow: most, goat, bowl.

Sort the list words by o, oa, and ow.

**o**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**oa**

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

**ow**

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

**Words to Read**

13. \_\_\_\_\_

### Spelling Words

1. goat
  2. hold
  3. show
  4. most
  5. bowl
  6. float
  7. toast
  8. ago
  9. open
  10. told
  11. toad
  12. slow
- Words to Read**
13. answer
  14. school

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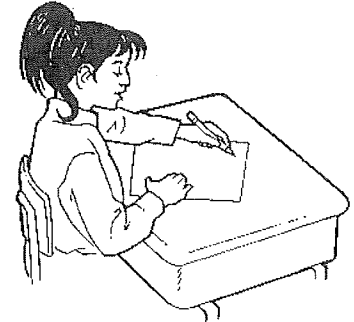
**Home Activity** Your child is learning to spell words with long o spelled o, oa, and ow. To practice at home, have your child spell each word. Then cover the word and ask him or her to spell it again.

Name \_\_\_\_\_

Read the letter. Follow the directions.

Dear Maggie,

My name is Kim. I got your name from a list at my school. I am in the second grade. Here is a picture of my house.



I have seen pictures of the country where you live. Do you live in a tall building? What is your school like? What do you like to do for fun? I like to write letters. Do you?

Your new friend (I hope!),  
Kim

1. Where do you think Maggie lives?

\_\_\_\_\_

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\_\_\_\_\_

2. Write a sentence that tells why Kim wrote the letter.

\_\_\_\_\_

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\_\_\_\_\_

3. Where do you think Kim lives?

\_\_\_\_\_

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\_\_\_\_\_

4. Write a sentence telling how you think Maggie felt to get the letter from Kim.

\_\_\_\_\_

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\_\_\_\_\_

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**Home Activity** Your child read a letter and drew conclusions from information in the letter. Read aloud a portion of a story or article your child has not read. Work together to use information from the text to draw conclusions about a character or event.

Name \_\_\_\_\_

Read the story. Follow the directions and answer the question.

### Energy from the Sun

Long before they discovered fire, people used the sun for energy. It was their only source of light and heat. Today, we use energy from sunlight that fell on Earth millions of years ago. First, plants took in energy from the sun. Next, they stored it in their bodies. Then animals ate the plants and stored the energy. After the plants and animals died, they were covered with layers of mud, sand, and clay. These layers grew thicker over millions of years. After they got very heavy, they pressed down on the plants and animals. Finally the pressure changed the living things into oil, gas, or coal. Now, we use the energy in oil, gas, and coal to run our cars, heat our homes, and make electricity.

1. Circle the words in the story that give clues to the order of events.

2. Write the numbers 1, 2, 3, 4 to show the order of events.

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Plants and animals changed to oil, gas, and coal.

People use energy in oil, gas, and coal.

People only had the sun for light and heat.

The bodies of plants and animals were covered with layers of mud.



**Home Activity** Your child identified words that show sequence and placed events in the correct order. Have your child help you make a sandwich. Talk about what you do first, next, and last.

Name \_\_\_\_\_

# Verbs with Singular and Plural Nouns

**Underline** the verb in ( ) that completes each sentence.

1. Juno (draws, draw) a picture.
2. Mom and Dad (read, reads) the letter.
3. Juno and Sam (waits, wait) for the mail.
4. Grandma (send, sends) a photograph.



**Write** the verb in ( ) that completes each sentence.

5. Grandma (visit, visits) us.
6. Ben and I (hugs, hug) her.
7. Ben (tell, tells) a joke.
8. Mom and Dad (laughs, laugh) too.

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**Home Activity** Your child reviewed verbs with singular and plural nouns. Write the singular and plural subjects for items 1–8 on this page on paper. Take turns with your child adding appropriate verbs to the subjects to make sentences.