

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

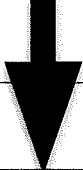

Class: \_\_\_\_\_

**Yinghua Academy-English Language Arts****ELA 2BR HOMEWORK****Reading Log – Term 3, Week 6 (April 17 – May 1)****Story of the Week: A Weed is a Flower**

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, May 1.

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

<b>Weekly Homework and Reading Log</b>				
<b>Day</b>	<b>Nightly Homework</b>	<b>Minutes of Reading [25-30 min/day]</b>	<b>Title</b>	<b>Author</b>
Friday 4/17	<b>Pages 4-5</b>			
Saturday 4/18				
Sunday 4/19				
Monday 4/20				
Tuesday 4/21	<b>Page 6</b>			
Tuesday 4/21	<b>Page 7</b>			
Wednesday 4/22	<b>Page 8</b>			
Thursday 4/23	<b>Pgs. 9-12</b>			
Friday 4/24				
Saturday 4/25				
Sunday 4/26				
Monday 4/27	<b>Page 13</b>			
Tuesday 4/28	<b>Page 14</b>			
Wednesday 4/29	<b>Page 15</b>			
Thursday 4/30	<b>Page 16</b>			

*Here are ways to help your child practice skills while having fun!*

### Day 1

Write these words: *big, lucky, wet, kind, fast*.  
Have your child add *-er* or *-est* to each word and write the new words, as in *bigger* and *biggest*.

### Day 2

Your child has been learning to distinguish between fact and opinion. Show your child three different objects. For each object, make a factual statement about the object. Then ask your child to turn the statement of fact into an opinion. For example, *this cup is green* can be changed to *this cup is a pretty color*.

### Day 3

Have your child read these words: *clothes, hours, money, neighbor, only, question, taught*.  
Help your child write the words in sentences.  
Ask your child to underline the listed words.

### Day 4

Have your child write these spelling words: *busier, busiest, fatter, fattest, happier, happiest, hotter, hottest, smaller, smallest, sooner, soonest*.  
Use puppets or stuffed animals to act out a conversation using these spelling words.

### Day 5

This week your child learned about facts and opinions. Play a game of Simon says using facts and opinions. Instead of using motions, Simon makes statements of facts and opinion. For example, Simon says, *This is a table*. For each fact that Simon says, have your child hold up two fingers. For each opinion (for example, *The flower is beautiful*), have your child form an o with his or her fingers.

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Name \_\_\_\_\_

# Family Times

*You are your child's first and best teacher!*

This week we're

**Reading** A Weed Is a Flower: The Life of George Washington Carver



**Talking About** Where creative ideas come from  
**Learning About** Comparative Endings  
Fact and Opinion

1

2

# Spelling

ELA 2I

**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 – comparative endings -er, -est**

<b>sooner</b>	<b>soonest</b>
<b>hotter</b>	<b>hottest</b>
<b>busier</b>	<b>busiest</b>
<b>smaller</b>	<b>smallest</b>
<b>happier</b>	<b>happiest</b>

## **Sorting Chart**


Name \_\_\_\_\_



child



pie



night



cry

blind dry flight mild sight try

Change one letter in each word to make a word from the box.  
Write the word on the line.

1. mold

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. blond

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write two words from the box that rhyme with



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

4.

Write two words from the box that rhyme with

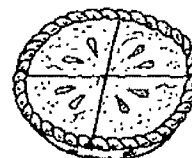


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.

6.

Find the word that has the same long i sound as the picture.



7. ☐ tie  
☐ tin  
☐ tip

8. ☐ sunny  
☐ shy  
☐ spill



**Home Activity** Your child reviewed the long i sound spelled *i*, *ie*, *igh*, and *y*. Help your child write a story using some of the words on this page, as well as some other long *i* words, such as *myself*, *fright*, *right*, *lie*, *behind*, and *find*. Encourage your child to read the story aloud for other family members or friends.

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

## Adding -ed and -ing

For words that end with a y that makes the long i sound,  
change the y to an i before adding -ed.

example: Jen **dried** her hair. (dry + ed = dried)

Do not take away the y when you add -ing.

example: Matt is **drying** his shirt. (dry + ing = drying)



Add **ed** or **ing** to the verbs in parenthesis ( ) to complete each sentence.

1. Bart is \_\_\_\_\_ on his little sister.  
(spy + ing)
2. The baby \_\_\_\_\_ when he was hungry.  
(cry + ed)
3. My friends are \_\_\_\_\_ tickets to the baseball game.  
(buy + ing)
4. I \_\_\_\_\_ my best, but I did not pass the math test.  
(try + ed)
5. Amy's brother has not come home yet and she is \_\_\_\_\_ about him.  
(worry + ed)
6. Dad is \_\_\_\_\_ bacon for breakfast.  
(fry + ing)

Name \_\_\_\_\_

Read the story. Follow the directions.

**A Surprise for Carlos**

Jeff wanted to have a surprise party for Carlos. He asked Meg to help him. First they chose a day and time. Next, they invited all Carlos's friends. The day before the party, they made the food and decorated Jeff's house. On the day of the party Carlo's friend came to Jeff's. After they were all there, Jeff called Carlos and asked him to come over. When Jeff opened the door, everyone yelled "Surprise!" Finally, they all had a good time at the party.

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

\_\_\_\_\_

-----

\_\_\_\_\_ Meg and Jeff made food for the party.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_ Meg and Jeff chose a date for the party.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_ Carlo's friends yelled "Surprise!"

2. The writer used words that give clues to the order of events.  
List three of these words:

\_\_\_\_\_

-----

\_\_\_\_\_

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**Home Activity** Your child read a story that is realistic fiction. Reread the story together, identifying the order of events (sequence). Discuss things the friends did that most kids might do in real life.

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

## Adjectives with **er** and **est**

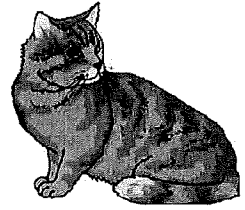
Some adjectives end in -er and -est. These adjectives compare nouns.

Add **-er** to most one-syllable adjectives that compare two things.

example: The black cat is smaller than the orange cat.

Add **-est** to most one-syllable adjectives that compare three or more things.

example: Of the three cats, the black one is the smallest.



Choose the correct adjective in parenthesis to complete each sentence.  
Write the adjective on the line.

1. Martin is \_\_\_\_\_ than Marcia. (old, older, oldest)
2. That is a very \_\_\_\_\_ car. (small, smaller, smallest)
3. Mount Everest is the \_\_\_\_\_ mountain in the world. (high, higher, highest)
4. This is the \_\_\_\_\_ blanket in the house. (warm, warmer, warmest)
5. Maria is \_\_\_\_\_ than Jan right now. (happy, happier, happiest)
6. That was the \_\_\_\_\_ sundae I've ever eaten. (big, bigger, biggest)
7. Katrina ran even \_\_\_\_\_ than I did. (fast, faster, fastest)
8. January is the \_\_\_\_\_ month of the year. (cold, colder, coldest)
9. That is a very \_\_\_\_\_ fishing pole. (long, longer, longest)
10. Mr. Jones is the \_\_\_\_\_ teacher in the school. (nice, nicer, nicest)

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

Writing Addresses (USA)

# Writing Addresses

When you write addresses, be sure you:

1. Use a capital letter to write the name of a street, town, city, or state.
2. Use a period after an abbreviation in a street name.
3. Use a comma to separate the city and state.

examples:

10 McKenzie St.

Buffalo, New York 14150

12 Willow Dr.

Cleveland, Ohio 44103

Write these place names correctly.

45 kohler blvd  
grand island nebraska 68801

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---

643 palm ct  
tallahassee, florida 32316

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7 cowboy trail  
austin, texas 78710

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625 north main st  
sacramento, california 94206

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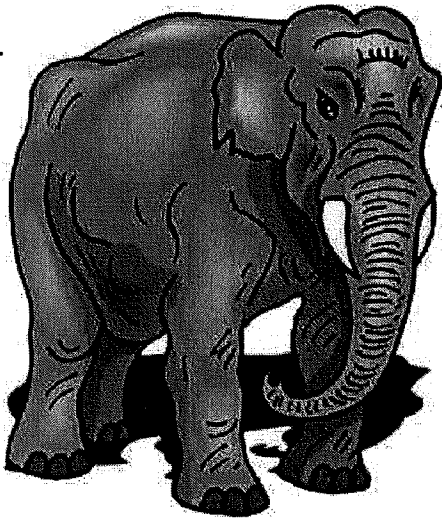
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1001 elmwood ave  
albany, new york 94710

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# **“T” Time With Elephants**

by Guy Belleranti

Three interesting things about an elephant begin with the letter T – trunk, tusk and teeth.

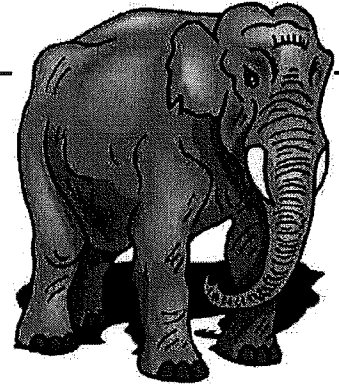
An elephant's trunk has over forty thousand muscles and tendons. The trunk is a combination of the nose and the upper lip. An elephant uses its trunk for picking things up. It also uses its trunk for smelling.

An elephant has two tusks. The tusks are made of ivory. The tusks grow from the elephant's upper jaw. An elephant has these two "teeth" instead of incisor teeth. The tusks grow throughout an elephant's life. An elephant uses its tusks to drill for water and to dig up food.

All African elephants have tusks. Only some Asian male elephants have tusks. Some female Asian elephants also have tusks, but they are very small and hidden inside the mouth.

An elephant also has four other teeth. These teeth are molars. An elephant has one upper molar and one lower molar on each side of its mouth. Because an elephant eats a lot of plants, its molars get ground down. New molars move in to replace the old molars about every ten years. An elephant gets up to six sets of molars over its lifetime.

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



# **“T” Time With Elephants**

by Guy Belleranti

1. How many muscles and tendons are in an elephant's trunk?
- a. over 4,000
  - b. over 40,000
  - c. over 400,000
  - d. over 40,000,000

2. What two things does an elephant use its trunk for?

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3. What two things does an elephant use its tusks for?

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4. What does an elephant use its molars for?

- a. growing tusks
- b. chewing plants
- c. chewing small animals
- d. speaking to other elephants

5. What is one way you might tell whether an elephant is old or young?

- a. count the number of molars in its mouth
- b. look at its color
- c. measure its height
- d. measure its tusks

6. Copy one sentence from the passage that states the main idea.

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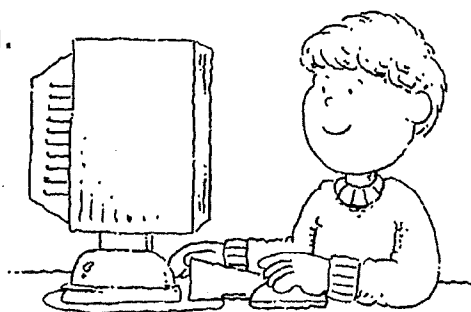
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Name \_\_\_\_\_

**Verbs: *Am, Is, Are, Was, Were***

Underline the correct verb in ( ).

1. George Washington Carver (were, was) an inventor.
2. Carver's ideas (was, were) good for farmers.
3. Computers (are, is) a modern invention.
4. I (is, am) happy with my computer.



Choose the correct verb in ( ).

Write the sentence.

5. I (am, is) excited.

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6. My idea (are, is) a good one.

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7. This toy (was, were) my first invention.

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8. Inventions (are, is) important.

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Name \_\_\_\_\_

# Comparative Endings -er, -est

**Generalization** When adding **-er** and **-est**, some base words do not change: sooner, soonest. Others do change: busier, busiest, fatter, fattest.

Sort the list words by **-er** and **-est**.

**-er****-est**

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

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

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

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

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

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

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

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

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

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

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

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

**Words to Read**

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

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

## Spelling Words

1. sooner

2. soonest

3. hotter

4. hottest

5. busier

6. busiest

7. happier

8. happiest

9. smaller

10. smallest

11. fatter

12. fattest

**Words to Read**

13. money

14. question



**Home Activity** Your child is learning to spell words with **-er** and **-est**. To practice at home, ask your child to point out which base words change when adding **-er** and **-est**.

Name \_\_\_\_\_

Read the text. Write the answer to each question.

### Rachel Carson

How do we know so much about the ocean? Rachel Carson was a brilliant scientist and writer. She wrote about the ocean in her books *The Sea Around Us* and *The Edge of Sea*. Born in 1907 in Pennsylvania, Rachel's love of nature came at an early age from her mother. Rachel felt it was important to protect Earth's natural resources too. She found that some chemicals were dangerous to living things. They were harming crops and people. She wrote a book called *Silent Spring*. In her book, Rachel warned about the danger of using certain chemicals. At the time, there weren't many women scientists. Some scientists believed Rachel's ideas were wrong. But Rachel fought bravely to protect the natural world. In 1963, she went to the government and asked for new policies to protect people's health and the environment.

1. How do you know this story is a biography?

The story is about a real person.

The story is about a make-believe person.

2. What fact tells you Rachel Carson was interested in the ocean?

3. Which sentence in the story is an opinion?



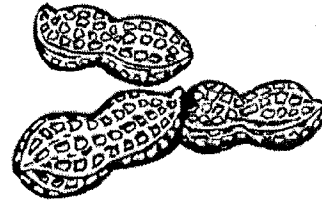
**Home Activity** Your child read a biography and answered questions about it. Reread the story together and have your child underline the facts and circle the opinions that tell about Rachel Carson's life.

Name \_\_\_\_\_

**Verbs: Am, Is, Are, Was, Were**

Circle the correct verb in ( ).

1. Inventors (is, are) people with questions.
2. A rose (is, are) not a weed.
3. Sweet potatoes (was, were) easy to grow.
4. Money (was, were) not important to Carver.



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

5. Peanuts (are, is) good for people.

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6. Different crops (was, were) better.

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7. Carver's life (was, were) simple.

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8. I (am, is) fond of sweet potatoes.

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**Home Activity** Your child reviewed *am, is, are, was, and were*. Read aloud each numbered sentence on this page saying *blank* for the words in parentheses. Let your child tell you whether *am, is, are, was, or were* completes each sentence.

Name \_\_\_\_\_

The third judge said, "This year, we have a tie for first place."  
She put blue ribbons on two pies. Tanya and Wanda couldn't  
believe it. Both their pies had won!

1. What event in this story could happen in real life?

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2. Write the most important events from the story to show the  
correct order.

**First**

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**Next**

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---



---

**Finally**

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---



Name \_\_\_\_\_

## Verbs

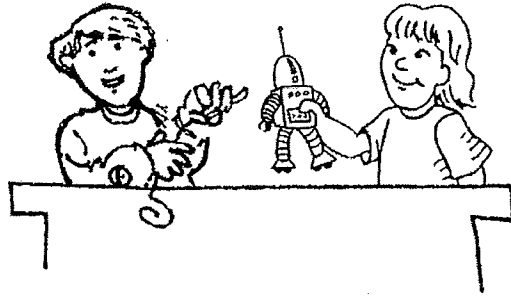
**Underline** the verb in each sentence.

1. The children talk about the fair.

2. The girl works hard at school.

3. The two friends make a robot.

4. Pearl draws eyes on the robot.



**Write** the verb in each sentence.

5. The children wait for the judge.

6. The judge looks at the robot.

7. The robot winks at the judge.

8. The judge laughs.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_