Yinghua Academy-English Language Arts
ELA 2BR HOMEWORK

Reading Log – Term 3, Week 10 (May 25 – May 29)

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 29.

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Nightly Homework</th>
<th>Minutes of Reading [25-30 min/day]</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 5/21</td>
<td>Pages 2-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 5/22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday 5/23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday 5/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 5/25</td>
<td>Page 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday 5/26</td>
<td>Pages 5-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 5/27</td>
<td>Page 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 5/28</td>
<td>Page 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 sentence)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Read the fable. Answer the questions.

Greedy Groundhog

The forest animals were very quiet. All the animals were resting in the shade of an old barn. The summer sun was hot like a fire even though it was early in the morning. For a long time, there had been no rain. The soil was dried and cracked. Plants had died because they couldn’t grow without water.

The animals that ate plants were very hungry. Those who nibbled on trees were hungry, too. They had eaten the last of the leaves, twigs, and bark.

Then one of the deer, Miss White Tail, stood up in her graceful way. “Wake up, my dear friends,” she said. “We can’t wait for the rain to come. We shall have to leave this place and look for food in another place.”

“Good idea,” Mr. Porcupine replied.

“My family is ready!” Mrs. Long Ears exclaimed.

All the animals agreed it was a good plan. So when all were gathered together, they hopped, bounced, and trotted after Miss White Tail. Soon they came to a magnificent garden! They couldn’t believe their eyes. Big, bright vegetables and tall, green grass filled the garden. There were even trees in the garden with crisp leaves and bushes with juicy berries.

But the garden had a metal fence all around it. And sitting at the gate of the garden was a big, fat groundhog. “Go away!” he shouted. “I found the garden, and this is my food.” He growled and scared the animals. They all ran away as fast as they could.

Home Activity
Your child read text to draw conclusions and make inferences about a fable. Read aloud a portion of a story your child has not read. Work with your child to draw conclusions and make inferences about a character or event. Pause often to ask why, what, and how questions.

Comprehension
When the animals were safely away from the groundhog, Miss White Tail said, "Let's go back tomorrow. I have an idea."

Early the next morning, Miss White Tail went to the garden, carrying several large bags. "Run, Groundhog!" she yelled. "A fierce rainstorm is coming. I'm going to cover the animals with these bags to keep them from being soaked to death."

"Give me a bag!" the groundhog demanded.

"Well, OK," she said calmly. "If you really want one, let me help you put it on." Miss White Tail carefully put the bag over the groundhog. Then she quickly tied a rope around and around the groundhog's body so he couldn't move.

All the animals came running to help tie the groundhog to the fence. After that, Miss White Tail opened the garden gate, and all the hungry animals ate a delicious meal. Moral: It is not right to be selfish.

1. Why were the animals quiet?

2. Why do you think the animals decided not to wait for rain?

3. How was Miss White Tail able to get into the garden?

4. What words do you think describe Miss White Tail?
Say the word for each picture.
Write oo, ue, ew, or ui to finish each word.

1.  
sp_______n

2.  
igl_______

3.  
j_______el

4.  
s_______t

5.  
fr_______t

6.  
scr_______

7.  
shamp_______

8.  
cr_______se

Write a word from the box to finish each sentence.

blue  true

9. The opposite of false is _____________.

10. Our flag is red, white, and _____________.

Home Activity Your child reviewed words that have the vowel sound oo as in moon, spelled ue as in glue, ew as in blew, and ui as in suit. Have your child make word cards for the words on this page that have the oo sound. On the back of each card, write the word omitting the vowels that make the oo sound. Have your child use the cards to practice spelling the words with the oo sound.
A Class Mural

My class was learning about cities. Our teacher, Mr. Mendez, asked if we thought we could make a mural to show what city life was like. We told him we could make a great mural. Mr. Mendez said we could hang the mural in the hall when it was finished. Our mural would let other children in the school see what a city looks like.

Mr. Mendez put us in groups and gave each group one part of the mural to work on. He had put up a long sheet of mural paper on one wall. We were to use pencils, crayons, drawing paper, scissors, and paste.

The class decided to show a city street. The first thing we did was make a plan for the mural. We made a list of things to include. Our city street would be a busy place with a lot of people and traffic. There would be cars, taxis, trucks, and buses on the street. There would be people walking on the sidewalk and going into different kinds of buildings.

Next, each group went to the mural paper and used pencils to draw the buildings along the street. My classmates and I drew many kinds of buildings. The buildings included tall office buildings, big stores, and small shops. We drew a bank, a movie theater, and a museum. Then we colored the buildings with crayons.

After that, we drew people on sheets of colored paper. Some of us drew adults, and others drew children. We drew tall people and
short people. We drew people dressed for shopping and people dressed for work. I drew a worker who was fixing part of the sidewalk.

Finally, everyone cut out his or her drawings. And last of all, each group pasted people on the city street. Our mural was finished! We thought it was a great mural. Mr. Mendez said it was wonderful.

The next day, Mr. Mendez hung the mural in the hall by our classroom. Our friends in other classes stopped to look at it. They said it was awesome.

1. **Circle** the words in the story that give clues to the order in which things happened.

2. What happened after the class made a plan for the mural?

3. What happened before the children drew people for the mural?

4. What did the children do after they drew people for the mural?

5. What happened after the mural was finished?
Adjectives for Number, Size, and Shape

Write an adjective to complete each sentence. Use a word in ( ).

1. I planted ________________ seeds. (oval, slowly)

2. ________________ vines grew on the wall. (Who, Tall)

3. I counted ________________ vines! (pulled, sixty)

Underline adjectives that describe the number, size, or shape of something. Write the adjectives in the chart.

4. I picked short pods.

5. I snapped open twenty pods.

6. I found round peas inside.

<table>
<thead>
<tr>
<th>Describe Number</th>
<th>Describe Size</th>
<th>Describe Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adjectives and Our Senses

Find an adjective in each sentence that tells how something looks, sounds, tastes, feels, or smells. Underline the adjectives.

1. Frog liked the cool pond.

2. Frog made a big breakfast.

3. Frog took a short nap.

Choose the adjective in ( ) that makes sense in the sentence. Write the sentence.

4. Otters sat in the (warm, loud) pond.

5. Frog saw (hot, tiny) bugs.

6. Frog liked (red, nice) changes.