Subject: 2nd ELAR

Week 4

April 20-24, 2020

Student: __________________________________

School: ___________________________________

Teacher: _________________________________
# Student Daily Work Log

Weeks: April 20-24, 2020

Name: __________________________________  Grade: ______

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
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<th>Parent Initial</th>
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<td>Monday 04/20/20</td>
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<tr>
<td><strong>Topic:</strong> o, oo, ew, ou, and ue vowel patterns for /oo/.</td>
<td><strong>Topic:</strong> Text Features Author’s Purpose (Social Studies passage: <em>Jobs</em>)</td>
<td><strong>Topic:</strong> Text Features Author’s Purpose (Social Studies passage: <em>Jobs</em>)</td>
<td><strong>Topic:</strong> Text Organization: Cause and Effect (Science : <em>Experiment with What a Plant Needs to Grow</em>)</td>
<td><strong>Topic:</strong> Weekly Quiz (Science: <em>Experiment with What a Plant Needs to Grow</em>)</td>
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<td><strong>TEKS:</strong> 2.2B, 2.2B, 2.2C, 2.2C(iii)</td>
<td><strong>TEKS:</strong> 2.2B(iii), 2.2B9(vii) 2.7C, 2.7E, 2.9D(ii) 2.10C</td>
<td><strong>TEKS:</strong> 2.2B(iii), 2.2B9(vii) 2.7C, 2.7E, 2.9D(ii) 2.10C</td>
<td><strong>TEKS:</strong> 2.6F, 2.7B, 2.7C 2.9D(iii) 2.10B, 2.12B, 2.7(E)</td>
<td><strong>TEKS:</strong> 2.10B, 2.7C, 2.9D(iii), 2.3A</td>
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<tr>
<td><strong>Resources:</strong> *Dictionary</td>
<td><strong>Resources:</strong> *Anchor Chart: Text Features p.4 *Dictionary</td>
<td><strong>Resources:</strong> *Anchor Chart: Text Features p.4 *Dictionary</td>
<td><strong>Resources:</strong> *Anchor Chart: Text Organization/ Cause and Effect p.4</td>
<td><strong>Resources:</strong> *Dictionary</td>
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<tr>
<td><strong>Assignments:</strong> Complete High Frequency Words, Spelling and Phonics activities labeled <em>Monday</em> p. 5-6</td>
<td><strong>Assignments:</strong> Read <em>Jobs</em> p. 7 and complete the text feature graphic organizer labeled <em>Tuesday</em> p. 8</td>
<td><strong>Assignments:</strong> Reread <em>Jobs</em> p.7 and answer the questions labeled <em>Wednesday</em> p.8</td>
<td><strong>Assignments:</strong> Read <em>Experiment with What a Plant Needs to Grow</em> and answer the questions labeled <em>Thursday</em> p.11</td>
<td><strong>Assignments:</strong> Complete the multiple choice quiz based on <em>Experiment with What a Plant Needs to Grow</em> labeled <em>Friday</em> p.12</td>
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</tbody>
</table>
These anchor charts will help you complete your work for week 4!
**Monday**

**Directions:** Study the words below and follow the directions in each activity.

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**High Frequency Words**

about
music
floor
room
food
school
group
soon
knew
through

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**Fill in the blanks with words from the box to complete the sentences.**

1. Jay has fun at _____________.
2. He likes to go to the art _____________.
3. Jay walks _____________ the hall.
4. Then he walks to the _____________ room.
5. He sits on the _____________ and sings.
6. ________________ he sees Mark.
7. Mark and Jay see another ________________ of kids.
8. Jay and Mark eat ________________ with the kids.

---

**Spelling**

**Write each basic Spelling Word in the correct column.**

<table>
<thead>
<tr>
<th>Words with oo</th>
<th>Words with ew</th>
<th>Words with ou</th>
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<tbody>
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**Spelling Words**

- **Basic**
  - root
  - crew
  - spoon
  - bloom
  - grew
  - room
  - you
  - stew
  - boost
  - scoop
  - flew
  - threw

- **Review**
  - crook
  - shook
  - stood
  - cookbook
Directions: Choose 5 spelling words and write a sentence with each.

1. _________________________________________________________________________________________________________

2. _________________________________________________________________________________________________________

3. _________________________________________________________________________________________________________

4. _________________________________________________________________________________________________________

5. _________________________________________________________________________________________________________

Phonics

The vowel team oo can stand for the vowel sounds you hear in cook and moose. The vowel patterns o, ew, ou, and ue can all stand for the same vowel sound you hear in moose.

Read longer words one syllable at a time. Use the vowel patterns.

Choose and write two words to complete each sentence.

1. Lewis needs ________________ to make a wooden footstool.
   foolish    spoonful    plywood    footstool

2. Lou and his brother ________________ ________________.
   today    argued    approve    afternoon

3. Birds like ________________ fly ________________ the rain forest.
   into    toucans    tissues    unglued

4. Sue will ________________ her dance ________________.
   issue    remove    routine    improve

5. The horses like ________________ ________________ carrots.
   chewing    grouping    uncooked    clueless
You learn reading, writing, and math in school. When you grow older, you can go to school to learn to do jobs, too!

If you like plants and trees, you might go to school to learn to care for them. Plant experts are needed to work in places like farms, parks, garden shops, and even on city rooftops. In these places, plant experts grow the food we eat and bring pretty gardens to life.

Do you like to go on trips? Then you might like driving a big truck. At truck driving school, you can learn to drive a big rig safely. Truck driving is hard work, but it is a great way to see new places.

Do you dream about being a cook? Then you might go to a cooking school. The classrooms at these schools look like huge kitchens. In them, you can learn to make soups, stews, seafood, smoothies, and lots of other foods. Cooks are needed in lots of places. You can find cooks in schools, diners, ships, and trains. Cooks even work on film sets!

Flying a plane is another job that lets you see new places. When you have gone through training at a flight school, you can take off! If you like to sketch, you might wish to go to art school. The training you get can help you get a job making art for books, signs, and ads. You can make designs for wrapping paper, carpets, floors, dresses, and more! Knowing about sketching can help you do other jobs, too.

You can learn to make plans for new homes, rooms, stores, and other places. If you like music, you can go to music school and learn to sing, play the flute, or write songs. A music artist may start singing and playing as a child. This artist may say, "I always knew what I wished to do when I grew up." You may not know what you wish to do when you grow up, but that is fine. You do not need to know soon. For now, work hard at school and dream big!
### Tuesday

**List 3 text features you found in the text**

<table>
<thead>
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<th>Explain how these text features help you understand the text?</th>
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<td>2)</td>
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<td>3)</td>
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### Wednesday

1) Which paragraph matches image 1?

4) How can going to school help you learn to do a job you would like?

2) How does the caption under image 2 help you understand the image?

5) On **paragraph 4** it says, “When you have gone through training at a flight school, you can take off!” What does the author mean by this?

3) What are some things you learn in school?

6) What does the word **training** mean in paragraph 4?
Experiment with What a Plant Needs to Grow: By: Nadia Higgins

Directions: Please read the passage carefully and answer the questions. THIS IS NOT A PROJECT!

**What Are Plants?**

Plants are living things. They grow. They reproduce. Like you, plants need air and water. They need **minerals** to stay healthy. They also need food. For a plant, food starts with sunlight. Sunlight **fuels** **photosynthesis**. This is a **process** in which green leaves make food using air and water.

**Can Seeds Get Too Much Water?**

Water helps a plant stay strong and sturdy. But even before a plant shoots out of the ground, its seeds need water to sprout. Let’s find out!

**What you need:**

1. Start by putting two cotton balls in each of the bowls.
2. Next, fill the first bowl so the cotton balls are covered with water. Moisten the second bowl’s cotton balls all the way through. Don’t add any water to the bowl.
3. Sprinkle about a dozen seeds on top of the cotton balls in each bowl.
4. Put the cotton balls in a sunny place.
5. Check the bowls every day. Make sure the first two cotton balls stay covered in water. Make sure the second two stay moist.
Think It Through

A seed has a coat that protects it. Water softens the coat, so the seed can sprout. But seeds also need air. Too much water can keep a seed from getting enough air.

Now Try This

Plants need minerals to be healthy. Most plants get minerals from the soil. Predict how long your grass can survive without soil. Watch the grass sprouts to see if you were right.

How Do Leaves Get Air?

We just saw that seeds need air to sprout. Roots need air, too. Air is also part of photosynthesis. As they make food, green leaves take air in and let it out. Let's find out how.

What you need:

STEPS:
1) Spread a heavy coat of petroleum jelly over the tops of five leaves of your plant.
2) Do the same on the undersides of five other leaves.
3) Put your plant in a sunny window. Then take its picture.
4) Observe your plant every day for the next week.

Think It Through

Petroleum jelly kept some of the leaves from letting air in and out. Those leaves started to wilt. The leaves that were coated on the bottom wilted the most.

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Test</th>
<th>Tool</th>
<th>Unit (metric)</th>
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</thead>
<tbody>
<tr>
<td>Weight</td>
<td>Weigh two seeds. Is one heavier?</td>
<td>Scale</td>
<td>Ounces (grams)</td>
</tr>
<tr>
<td>Length</td>
<td>Measure a bean seedling in the morning. Then measure it the next day. Did it grow taller?</td>
<td>Ruler</td>
<td>Inches (centimeters)</td>
</tr>
<tr>
<td>Time</td>
<td>Track how many days it takes for a plant to bloom.</td>
<td>Calendar</td>
<td>Days</td>
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<tr>
<td>Volume</td>
<td>Measure how much water you are adding to a pot.</td>
<td>Measuring cup</td>
<td>Cup (milliliters)</td>
</tr>
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</table>

Measure Like A Scientist

Measuring helps scientists show exactly what is happening. Let’s look at some ways you might use measuring in a plant experiment.
Thursday

1. What is the **cause** of the leaves starting to wilt? What is the **effect** of putting petroleum jelly on the bottom of the leaves? Why do you think the author organizes the text around causes and effects?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

*GT Activity

2. As an author what text features would you use to help the reader understand the text?

_________________________________________________________________________________________
_________________________________________________________________________________________
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Experiment with What a Plant Needs to Grow

Read “Experiment with What a Plant Needs to Grow” and answer each question.

1. What does the section “What Are Plants?” tell the reader?
   - how much sunlight plants need
   - what kinds of plants grow fastest
   - why sunlight is important for plants
   - what kinds of plants are the strongest

2. What does a seed need to sprout?
   - water and air
   - leaves and air
   - water and a coat
   - leaves and a coat

3. The author asks the reader to predict how long grass can live without soil. What does the word predict mean?
   - see
   - learn
   - show
   - guess

4. In the second experiment, what happens that shows leaves need air?
   - Leaves that are the biggest wilt.
   - Leaves that have jelly on them wilt.
   - Leaves that are on the bottom are greenest.
   - Leaves that are on the bottom have jelly on them.

5. What is the passage MOSTLY about?
   - how plants grow
   - where plants grow best
   - who likes to grow plants
   - how long it takes to grow plants