Subject: 2nd ELAR

Week 6

May 4-8, 2020

Student: __________________________________

School: ___________________________________

Teacher: _________________________________
# Student Daily Work Log

**Week:** May 4-8, 2020

**Name:** ____________________________  **Grade:** ________

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Total Time</th>
<th>Parent Initial</th>
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### Hidalgo Independent School District
2nd Grade ELAR
Week 6
May 4 - 8, 2020

<table>
<thead>
<tr>
<th>Monday 05/04/20</th>
<th>Tuesday 05/05/20</th>
<th>Wednesday 05/06/20</th>
<th>Thursday 05/07/20</th>
<th>Friday 05/07/20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Spelling patterns: a(l), aw, o High frequency words</td>
<td><strong>Topic:</strong> Text Features Author’s Purpose (Science passage: DON’T TOUCH ME!)</td>
<td><strong>Topic:</strong> Text Features Author’s Purpose Synthesize (Science passage: DON’T TOUCH ME!)</td>
<td><strong>Topic:</strong> Text Organization: Cause and Effect (Social Studies: George Washington Carver)</td>
<td><strong>Topic:</strong> Text Organization: Cause and Effect Weekly Quiz (Science: DON’T TOUCH ME!)</td>
</tr>
<tr>
<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, 2.6H(ii), 2.10C</td>
<td><strong>TEKS:</strong> 2.6F, 2.7B, 2.7C, 2.9D(iii), 2.10B, 2.7(E), 2.12B</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: Synthesize p.4 *Dictionary</td>
<td><strong>Resources:</strong> *Anchor Chart: Text Organization/Cause and Effect p.4</td>
<td><strong>Resources:</strong> *Dictionary</td>
</tr>
<tr>
<td><strong>Assignments:</strong> Complete High Frequency Words, Spelling and Phonics activities labeled Monday p.5-6</td>
<td><strong>Assignments:</strong> Read DON’T TOUCH ME! p.7-8 and complete the text feature graphic organizer labeled Tuesday p.9</td>
<td><strong>Assignments:</strong> Reread DON’T TOUCH ME! p.7-8 and answer the questions 1-6 labeled Wednesday p.9</td>
<td><strong>Assignments:</strong> Read George Washington Carver p.10-11 and complete cause and effect graphic organizer Thursday p.12</td>
<td><strong>Assignments:</strong> Read Poison Dart Frogs p.13 and answer questions labeled Friday p.14 and DON’T TOUCH ME! Quiz labeled Friday p.15</td>
</tr>
</tbody>
</table>

- √ ELL
- √ SPED
- √ Migrant
- √ Eco
- √ GT
- √ At Risk
- √ 504
- √ Non-LEP
- √ Recent Immigrant
Text Organization

Informational texts have a structure, or type of organization, that fits the topic and the author's purpose.

**Texts organized by causes and effects describe how one event leads to another event.**

**CAUSE:**

- Why something happens (the reason)
- It rained a lot.

**EFFECT:**

- What happens (the result)
- So the flowers in the garden grew.

**Cause-and-Effect Clue Words:**

- So
- Since
- As a result
- Because
- If... then

Text Features

Authors choose text features to help explain ideas or to help readers locate information.

**Headings**

Tell what part of a text is about. They can help you find information.

**Fact Box**

A fact box is a feature that tells special information about a topic.

SYNTHESIZE

When you synthesize, you put together information from different parts of the text to see the author’s ideas in new ways.

- Important Idea
- Important Idea
- Important Idea
- Important Idea

= The BIG Idea

- What does it all mean to me?

These anchor charts will help you complete your work better.
Monday

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

High Frequency Words
also
near
ball
talk
call
tall
could
would

Circle the word that best completes each sentence.
1. Jess is a (tall, talk) girl.
2. She can (every, also) jump high.
3. She can dunk the (call, ball).
4. She makes it in the hoop almost (every, would) time!
5. (Could, Call) you do that?
6. (Also, Would) you like to try?
7. Jess will (call, talk) her teammates.
8. The team will (talk, would) about the next ball game.

Spelling

Write each basic Spelling Word in the correct column.

Words with \(a(l)\)

Words with \(aw\)

Words with \(o\)

- tall
- saw
- jaw
- draw
- call
- fall
- soft
- paw
- ball
- yawn
- fog
- small

Review
- ground
- flower
- town
- loud
Directions: Choose 5 spelling words and write a sentence with each.

1. 

2. 

3. 

4. 

5. 
Phonics

The vowel pattern *aw* stands for the vowel sound in *saw*. The vowel patterns *au, al, augh,* and *ough* can also stand for that sound. The vowel patterns *ear* and *eer* stand for the vowel sound in *hear*.

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

Choose and write two words to complete each sentence.

1. Paul is ________ of ________ off his bike.
   - falling
   - fawn
   - fought
   - fearful

2. The ________ gave me his ________
   - also
   - author
   - awfully
   - autograph

3. We ________ for the ________ team.
   - caused
   - footrace
   - cheered
   - football

4. Mr. Lawton’s ________ like to play on the ________
   - daunting
   - seesaw
   - sawing
   - daughters

5. Farmers ________ fill up the ________
   - awful
   - always
   - taught
   - trough

6. The ________ drops are ________ gone.
   - cough
   - caught
   - awful
   - almost
Plants can’t run away from hungry animals. So some of them fight back. They have defenses to keep creatures from eating them. These plants can scratch you or stab you. Some of them can make you sick. Others make you itch like crazy. Don’t get too close, or you’ll be sorry!

Do you have a rose bush in your yard? Then you know these pretty flowers are better for sniffing than touching. Roses have sharp prickles on their stems. Some other plants, like the hawthorn, have woody thorns.

And beautiful holly leaves have very sharp points. (Holly leaves and berries have extra protection. They’re poisonous!)

Wo, Wo, Wo
Cactus plants keep animals away with spines. Some cacti have arms—but hugging them is a bad idea.
Yowch!
A stinging nettle doesn’t look as dangerous as a spiny cactus. But it’s covered with sharp hairs called trichomes. The hairs are like tiny needles. If you touch them, they poke your skin with chemicals that sting and itch. You might get a nasty rash.

Itch
Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils. You can watch out for poison ivy by remembering the rhyme, “Leaves of three, let it be!”

Shy Plants
The sensitive or touch-me-not plant doesn’t stab you, poison you, or make you itch. If you touch it, the plant quickly folds up its leaves.

Plants with Ants
Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it.
Tuesday

<table>
<thead>
<tr>
<th>List 3 text features you found in the text.</th>
<th>Explain how these text features help you understand the text?</th>
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<tbody>
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<td>1)</td>
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<td>2)</td>
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<td>3)</td>
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Wednesday

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<tr>
<th>1) Synthesize How do plants protect themselves?</th>
<th>4) In your opinion, which plant has the most extreme defenses?</th>
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<tr>
<th>2) Why did the author write this test? What is she trying to persuade readers to do?</th>
<th>5) List three reasons why you chose that plant.</th>
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<tr>
<td></td>
<td>a.</td>
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<td>c.</td>
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<tr>
<th>3) What are some plants you see in your backyard?</th>
<th>6) What does the word poke mean in the section Yowch!?</th>
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6) **poke**
George Washington Carver

George, nine years old

George Washington Carver was an inventor. He made up many ways to use peanuts and other plants. His work with plants helped people in the past and it helps people now, too.

George was born in Missouri near the end of the Civil War. His parents were slaves. He did not grow up with his parents. He stayed with Moses and Susan Carver. They owned a large farm in the south.

George could not go to school when he was a little boy. Susan Carver helped him learn to read. George spent a lot of time outside. He loved looking at and working with plants and flowers.

When a plant was not doing well, George was asked to help. He became good at fixing problems with plants. His nickname was "The Plant Doctor".

When George was older, he went to school
in a town far away from the farm. He learned a lot more about plants. He found ways to use plants to help people. George helped farmers in the south change the way they planted crops. He showed them how to switch crops each year. One year they planted cotton. The next year they planted soybeans, cowpeas, or peanuts. That was better for the ground, or soil, and plants.

George found many ways to use peanuts and soybeans. He made up ways to use pecans and sweet potatoes too. George shared his work with people so they could make paint, ink, powder, and soap.

George Washington Carver’s work helped many people. Do you eat peanut butter or peas? Do you dry yourself with a cotton towel after a shower? If so, then George’s work helps you too!
**Directions:** Complete cause and effect graphic organizer. 

**Note:** Ask yourself what happens and why to find cause and effect connections in George Washington Carver story.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tbody>
<tr>
<td>Why</td>
<td>What</td>
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<tr>
<td>Clue word</td>
<td>Clue Words</td>
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<tr>
<td>because, since, if</td>
<td>as a result, so, then</td>
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**Examples:**

**Cause:**
- Because he was good at fixing problems with plants,

**Effect:**
- He was called "The Plant Doctor".
Reading

Read the selection and answer each question.

Poison Dart Frogs

1. Deep in the rainforest, a small blue frog hops from log to log. Suddenly, a large snake slides out from behind a tree. It looks at the frog, flicks its tongue, and then quickly moves away. Why didn’t the snake eat the frog? Well, this isn’t just any frog; it’s a poison dart frog.

2. Most people think of frogs as being green, but poison dart frogs come in all the bright colors of the rainbow and have eye-catching spots. Though poison dart frogs are very tiny, their colorful skin makes them easy to see.

3. Poison dart frogs stand out for a reason. Their bright colors signal to other animals that poison dart frogs are not good to eat. Their skin has poison on it, so not only would the taste be displeasing to other animals, but eating the frog could kill them.

4. A poison dart frog’s skin is not the only thing that makes it different from other kinds of frogs. Most other frogs lay eggs and then leave them to hatch on their own. But some kinds of poison dart frogs take care of their young.

5. The mother poison dart frog lays her eggs on land. Both parents take turns keeping the eggs wet. If they dry out, they will not hatch. The tadpoles that hatch from the eggs are not frogs yet. They have tails and no legs, and they breathe underwater like fish. Because of this, their parents carry them on their backs to cup-shaped plants that hold tiny pools of water. Sometimes the mother will also bring food back and forth to the tadpoles. As the tadpoles grow bigger, they lose their tail, grow legs, and learn to breathe on land. As a result, they can then hop away and take care of themselves.
1. What will happen if the poison dart frog’s eggs dry out?

2. Which **two clues** show that cause and effect is used to organize paragraph 5? Please refer to cause and effect anchor chart for support.

   a) They have tails and no legs,

   b) Because of this,

   c) As the tadpoles grow bigger,

   d) As a result,
Don’t Touch Me!

Read “Don’t Touch Me!” and answer each question.

1. How are holly and rose bushes alike?
   - They have a good smell.
   - They have sharp points.
   - They make people itch.
   - They make people sick.

2. The passage says that cactus plants have spines. What does the word spines mean?
   - arms
   - backs
   - needles
   - flowers

3. How can you tell if a plant is poison ivy?
   - if it has three leaves together
   - if it has leaves that are shiny
   - if it has leaves that are sharp
   - if it has light green leaves

4. Which part tells about a plant that hides?
   - Ow Ow Ow
   - Itch
   - Shy Plants
   - Plants with Ants

5. Which of these is the MAIN question that the author answers?
   - What do plants need?
   - Where do plants live?
   - How do plants stay safe?
   - Why do plants live with bugs?