Local District South
Ten Day Grade Level Assignment Packet

Grade: 2
English Language Arts
This packet contains the pages needed to complete your assignments over the next ten days. You will need the Benchmark Text titled: **Text for Close Readings Unit 10**

When **packet pages** are assigned they are from the packet of handouts and are numbered using the preexisting numbers from the original Benchmark text pages. They are arranged in order as assigned.

Este paquete contiene las páginas que usted necesita para completar sus tareas en 10 días. Necesitarás el texto titulado en rojo – Benchmark Adelante: **Mis Lecturas Compartidas 10**.

Las tareas están numeradas en orden usando las páginas numeradas del texto original de Benchmark Adelante.

**Schedule of Daily Assignments:**

<table>
<thead>
<tr>
<th>Day #</th>
<th>My Shared Readings Unit 10</th>
<th>Grade 2 Packet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pages 2-5</td>
<td>Page 1 and 2</td>
</tr>
<tr>
<td>2</td>
<td>Reread pages 2-5</td>
<td>Read Here and There Complete pages 3 and 4</td>
</tr>
<tr>
<td>3</td>
<td>Pages 6-13 and complete page 15 (Research and Write section is optional)</td>
<td>Select one activity from the *Daily Take-Home Activity Calendar to complete.</td>
</tr>
<tr>
<td>4</td>
<td>Page 14</td>
<td>Read The Moving Hat Complete pages 5 and 6</td>
</tr>
<tr>
<td>5</td>
<td>Pages 16-17</td>
<td>Select one activity from the *Daily Take-Home Activity Calendar to complete.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Reread pages 16-17</td>
<td>Pages 18-25 and complete page 27 (Research and Write section is optional)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Select one activity from the Daily Take-Home Activity Calendar to complete.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pages 28-29</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reread one of your favorite selections.</td>
</tr>
</tbody>
</table>

*Do as many activities as you would like from the Daily Take-Home Activity Calendar.*
Proper Nouns

Proper nouns name specific people, places, and things. Each word in a proper noun is capitalized.

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lila</td>
<td>Kansas City</td>
<td>Brooklyn Bridge</td>
</tr>
<tr>
<td>Ed Hall</td>
<td>New Mexico</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>Mrs. Chopra</td>
<td>Canada</td>
<td>Washington Monument</td>
</tr>
</tbody>
</table>

Underline the proper noun in each sentence. Then write the proper noun correctly on the line.

1. My family went boating on lake mead. _____________
2. We saw hoover dam the next day. _____________
3. Then we went hiking in black canyon. _____________
4. Our guide was named dan adams. _____________

Read each sentence. Then rewrite it correctly on the line.

5. I will visit aunt sue in florida.
   __________________________________
6. She lives on orange tree drive.
   __________________________________
Comparative Adjectives and Adverbs

Add -er to most one-syllable adjectives and adverbs to compare two things. Add -est to most one-syllable adjectives and adverbs to compare more than two things. If an adjective or adverb has more than one syllable and does not end in -y, use more to compare two things and most to compare more than two things.

**Compare Two**

We took the shorter of the two trails.

I walked slower than Liam.

This trail is more rugged than the last.

**Compare More Than Two**

The east trail is the longest of all.

Karen walked the fastest.

Which trail is the most scenic?

Underline the comparative adjective or adverb. Then circle whether it compares two or more than two.

1. Pete worked harder than I did.
   
   **two**  more than two

2. His origami creations were nicer than mine.
   
   **two**  more than two

3. The most talented artist won the competition.
   
   **two**  more than two

4. Diving seems more difficult than swimming.
   
   **two**  more than two
Here and There

I like to go to school.  __6__
I can walk to school.  __11__
I can ride my bike to school.  __18__

I like to go to my friend’s house. __26__
My mom takes me in a car. __33__
A car can take you far away. __40__
Sometimes I ride a bus to my friend's house. A bus can take you far away.

I like to go to my grandma's house. We take a train to her house. A train can take you far, far away.

Sometimes we take a plane to my grandma's house. A plane can take you far, far away.
Write a spelling word to complete each sentence.

1. All the _____________ leashes are hanging by the door.
2. My _____________ sister is my Aunt Kay.
3. Are the _____________ offices close to the hospital?
4. This _____________ leaves turn red in the fall.
5. The _____________ light helps plants grow.
6. On our block, all the _____________ doors are red.
7. The author writes _____________ books for kindergartners.
8. My brothers shop in the _____________ clothing department.
9. My _____________ toys are all over the room.
10. In our school, the _____________ starting time is 9:00 a.m.
Possessives

<table>
<thead>
<tr>
<th>sun’s</th>
<th>houses’</th>
<th>cat’s</th>
<th>children’s</th>
<th>doctors’</th>
</tr>
</thead>
<tbody>
<tr>
<td>dogs’</td>
<td>mom’s</td>
<td>tree’s</td>
<td>classes’</td>
<td>boys’</td>
</tr>
</tbody>
</table>

Write the correct spelling words.

Singular possessives ending in ‘s (belonging to one)

1. __________ 2. __________
3. __________ 4. __________

Plural possessives ending in s’ (belonging to more than one)

5. __________ 6. __________
7. __________ 8. __________
9. __________

Plural possessive ending in ‘s (belonging to more than one)

10. __________

Circle possessives that show ownership by a person or people.

11. sun’s  children’s  tree’s  mom’s
12. doctors’ houses’  dogs’  boys’
The Moving Hat

Ann cannot find her cat. _______5
“Max!” Ann calls. “Where are you?” Max does not come. _______15

Ann looks for Max. Ann looks under her bed. Ann looks in the yard. She asks Mom and Dad, “Have you seen Max?” _______27 _______27 _______23

“No,” say Mom and Dad. _______43

Ann goes to the living room. _______49
Her brother Mike is in the living room. Mike is looking at a hat. A hat is on the table. _______59
“What are you looking at?” Ann asks.

“That hat keeps moving,” says Mike. Ann looks at the hat. The hat is moving! Something is under the hat. Ann picks up the hat.

“Max!” says Ann. “I have been looking for you.”

Self-Check

1. Ann could not find her _____.
2. Why was Mike looking at the hat?
3. How can you tell that Ann wanted to find Max?
Contractions and Possessives

A contraction is a shortened form of a word or words. When writing a contraction, use an apostrophe to replace the dropped letters. Possessives show ownership. Use an apostrophe in a possessive to show who or what has something or owns it.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let us go to the store.</td>
<td>The friend of Jason wants a new belt.</td>
</tr>
<tr>
<td>Let's go to the store.</td>
<td>Jason's friend wants a new belt.</td>
</tr>
</tbody>
</table>

Rewrite each sentence on the line, replacing the underlined words with a contraction.

1. I am looking for a white shirt. ________________________

2. He is going to buy jeans. ________________________

3. Where is the closest mall? ________________________

Rewrite each sentence on the line, replacing the underlined words with a possessive phrase.

4. The shoe size of Meg is smaller than mine. ________________________

5. The manager of the store was polite. ________________________
Complete Sentences

A sentence is a group of words that tells a complete thought. A complete simple sentence has two parts: a subject and a verb. A subject tells who or what did something. A verb tells what the person or thing did.

<table>
<thead>
<tr>
<th>Complete Sentence</th>
<th>Who or What?</th>
<th>Did What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My family went on a picnic.</td>
<td>My family</td>
<td>went on a picnic</td>
</tr>
<tr>
<td>My cousins and I played catch.</td>
<td>My cousins and I</td>
<td>played catch</td>
</tr>
</tbody>
</table>

Read each sentence. Underline who or what does something. Circle what that person or thing does.

1. Tall trees shaded our picnic table.

2. Belinda and I unpacked the lunch.

3. Aunt Rita’s salad had a mixture of fruit.

Put the words together to form a complete sentence. Write the sentence on the line.

4. flew a kite
   My brother

5. Uncle Rick
   played his guitar
Juan Likes to Run

Juan likes to run. Juan runs by himself. He runs with his dog. He runs with his dad. He runs with his friends.

When does Juan run? Juan runs in the morning. He runs in the afternoon. He runs in the evening.

“I like to see you run, Juan,” Mom says.
“I like to run,” Juan says, running around Mom.

“Do you know what time it is?” Mom asks.

Juan looks at the clock. He takes small, slow steps. His mother smiles. Juan stops running. It is time for bed!

Self-Check

1. What does Juan like to do?
2. Why did Juan stop running?
3. What will Juan do when he gets up? How do you know?
Prefixes un-, re-, dis-

<table>
<thead>
<tr>
<th>disagree</th>
<th>reread</th>
<th>unpack</th>
<th>distrust</th>
<th>unsafe</th>
</tr>
</thead>
<tbody>
<tr>
<td>reuse</td>
<td>unlock</td>
<td>reheat</td>
<td>dislike</td>
<td>unhappy</td>
</tr>
</tbody>
</table>

Circle the spelling word that best completes each sentence. Write it on the line.

1. I _____________ eating cold noodles.
   distrust         dislike

2. Dad will _____________ the noodles for me.
   reheat           unlock

3. I am _____________ when vacation is over.
   unhappy         unsafe

4. Did you _____________ as soon as you got home?
   reuse            unpack

5. I _____________ that the book is boring.
   disagree        distrust

6. Why don’t you try to _____________ the book?
   dislike         reread

Fill in the boxes for the spelling word unlock.

<table>
<thead>
<tr>
<th>meaning</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>antonym</td>
<td>things that unlock</td>
</tr>
<tr>
<td>unlock</td>
<td></td>
</tr>
</tbody>
</table>
Prefixes un-, re-, dis-

<table>
<thead>
<tr>
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<td>reuse</td>
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<td>reheat</td>
<td>dislike</td>
<td>unhappy</td>
</tr>
</tbody>
</table>

Write the correct spelling words for the given prefix.

Spelling words that begin with un-
1. ____________
2. ____________
3. ____________
4. ____________

Spelling words that begin with re-
5. ____________
6. ____________
7. ____________

Spelling words that begin with dis-
8. ____________
9. ____________
10. ____________

For each row, circle the spelling word that has three syllables.
11. unlock  dislike  unhappy  reread
12. reuse   unpack   reheat   disagree
The Walking Bus

Ten children at Park Lane School go home in the walking bus.  
Mrs. Green walks in front of the bus. Mr. Scott walks in back of the bus. The children walk in the middle.  

"Here we go!" says Mrs. Green.  
"Look out for cars."

The bus walks slowly. It stops at Ben’s house. It stops at Maria’s house. It stops and stops until all ten children are home!
Self-Check 🔄

1. What does a walking bus do?
2. Who walked in front of the walking bus?
3. How many children took the walking bus home?
4. Where did the walking bus stop?
Dictionaries

You can use a dictionary to check the spelling, pronunciation, and meaning of words. Words in dictionaries are organized in alphabetical order. Print dictionaries have two guide words at the top of each page. The first guide word is the first word on the page. The second guide word is the last word on the page.

**pester • pheasant**

**pester** (PES-ter) *verb* to annoy someone

**pet** (PET) *noun* a tame animal; *verb* to stroke

**pheasant** (FEH-zunt) *noun* a large bird with a long tail

Write the words in alphabetical order or how they would appear in a dictionary. Alphabetize to the second letter.

1. rye  
   ruin  
   roll

2. meter  
   magma  
   mountain

3. sculpture  
   stretch  
   shadow

For each set of guide words, circle the word you would find on the dictionary page.

4. bowl • brake  
   blue  
   brain  
   butterfly

5. live • loan  
   lizard  
   lunch  
   leave

6. any • apiece  
   arrow  
   actor  
   apart
Commas

Commas are punctuation marks that signal a pause or connect ideas. Use a comma after a greeting and after a closing in a letter or journal entry. Use a comma before a conjunction when joining two simple sentences to form a compound sentence.

Dear Miguel,
I went on vacation, and I had a great time. I rafted each day, or I hiked.
The mountain peaks were jagged, but they were beautiful.
Your friend,
Noah

Read each greeting or closing below. Then rewrite it with the correct punctuation.

1. Hi Jack ____________ 2. Your pal ____________

3. Dear Ethan ____________ 4. Best wishes ____________

Combine the two simple sentences to make a compound sentence. Use a comma and the word in ( ). Write the compound sentence on the line.

5. The city was fun. It was crowded. (but)

6. We rode on buses. We took taxis. (and)
The Biggest Sunflower

Children at Sunset School were growing sunflowers in the garden. They watered their sunflowers to help them grow. They talked to their sunflowers to help them grow.

But Maria put her sunflower in a pot. All day long she moved the pot to follow the sunshine. Her sunflower grew very big. It became the biggest sunflower.

“My sunflower likes sunshine,” said Maria. “So where the Sun goes, my sunflower goes, too!”
1. What did the children grow in the school garden?

2. What did the children do to help their sunflowers grow?

3. Where did Maria put her sunflower?

4. How did Maria grow the biggest sunflower?
Suffixes -ful, -less

<table>
<thead>
<tr>
<th>painless</th>
<th>careful</th>
<th>spotless</th>
<th>spoonful</th>
<th>speechless</th>
</tr>
</thead>
<tbody>
<tr>
<td>useful</td>
<td>fearless</td>
<td>colorful</td>
<td>priceless</td>
<td>helpful</td>
</tr>
</tbody>
</table>

Write a spelling word for each definition.

1. very valuable _______________

2. having all the shades of the rainbow _______________

3. not afraid of anything _______________

4. easy; causing no stress _______________

5. completely clean; not one spec of dirt _______________

6. so surprised or upset you can’t talk _______________

7. trying hard to do something right _______________

Circle the spelling word that best completes each sentence. Then write it on the line.

8. Maya is a __________ person who always volunteers.
   helpful    speechless

9. A pump is __________ when your bike tire goes flat.
   fearless    useful

10. Grandma likes a __________ of honey in her tea.
    colorful    spoonful
### Suffixes -ful, -less

<table>
<thead>
<tr>
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<td>fearless</td>
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<td>priceless</td>
<td>helpful</td>
</tr>
</tbody>
</table>

Write the correct spelling words for the given suffix.

### Spelling words that end with -ful
1. __________________
2. __________________
3. __________________
4. __________________
5. __________________

### Spelling words that end with -less
6. __________________
7. __________________
8. __________________
9. __________________
10. __________________

For each word below, write the spelling word that is an antonym.

11. dirty __________________
12. plain __________________
13. scared __________________
## Unit 10: States of Matter

### Daily Take-Home Activity Calendar

**Check off each activity as you complete it.**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Soap Shapes</strong>&lt;br&gt;p. 4</td>
<td><strong>The Art of Origami</strong>&lt;br&gt;pp. 6–9</td>
<td><strong>The Art of Origami</strong>&lt;br&gt;pp. 6–9</td>
<td><strong>Sand Sculpture</strong>&lt;br&gt;pp. 10–13</td>
<td><strong>Sand Sculpture</strong>&lt;br&gt;pp. 10–13</td>
</tr>
<tr>
<td>- Read the text aloud with your child.&lt;br&gt;- Discuss the question, <em>How can you make something old become new?</em></td>
<td>- Read the text aloud together, taking turns reading the numbered steps.&lt;br&gt;- Have your child explain how origami is used to change one thing to make a new thing.</td>
<td>- Review the text and the folding procedure.&lt;br&gt;- Make an origami dog’s face with your child. Discuss how the pictures helped with the task.</td>
<td>- Preview the text together, reading the captions and discussing the pictures.&lt;br&gt;- Discuss what the text will be about.&lt;br&gt;- Then, invite your child to read paragraphs 1 and 2.</td>
<td>- Have your child read the text aloud.&lt;br&gt;- Point out difficult words like <em>squawking, sculptors, and bottomless</em>.&lt;br&gt;- Point out root words and suffixes and discuss their meanings.</td>
</tr>
<tr>
<td><strong>That’s Cool!</strong>&lt;br&gt;p. 17</td>
<td><strong>Changing Matter</strong>&lt;br&gt;pp. 18–22</td>
<td><strong>Changing Matter</strong>&lt;br&gt;pp. 23–25</td>
<td><strong>Changing Matter</strong>&lt;br&gt;pp. 18–25</td>
<td><strong>Sand Becomes Glass!</strong>&lt;br&gt;p. 26</td>
</tr>
<tr>
<td>- Invite your child to read the text aloud.&lt;br&gt;- Discuss the steps involved, organize supplies—and then make ice cream!</td>
<td>- Read pages 18–22 aloud with your child, alternating paragraphs.&lt;br&gt;- Talk about how the pictures on page 18 illustrate the main topic of the text.</td>
<td>- Invite your child to read the rest of the text aloud.&lt;br&gt;- Work together to group solids and liquids from your refrigerator.</td>
<td>- Review “Changing Matter” with your child and discuss how the images and captions help make the topic clear.</td>
<td>- Ask your child to read the letter aloud.&lt;br&gt;- Discuss how the word <em>shape</em> becomes shaped and reshaped.</td>
</tr>
<tr>
<td><strong>Old Faithful</strong>&lt;br&gt;p. 28</td>
<td><strong>How Mount Rushmore Was Made</strong> pp. 30–32</td>
<td><strong>How Mount Rushmore Was Made</strong> p. 31</td>
<td><strong>How Mount Rushmore Was Made</strong> pp. 33–37</td>
<td><strong>Beautiful Ice Cities</strong> p. 38</td>
</tr>
<tr>
<td>- Preview the text with your child.&lt;br&gt;- Look at the title and the picture.&lt;br&gt;- Ask: <em>What is this article going to be about?</em></td>
<td>- Invite your child to read pages 30–32 aloud.&lt;br&gt;- Ask what topics are introduced in the text.</td>
<td>- Look at the picture and read paragraph 3.&lt;br&gt;- Work with your child to think of a six-story building you both know. That’s how big it is!</td>
<td>- Read the rest of the text aloud.&lt;br&gt;- Make a list of the steps the workers had to follow that are described in “Carving the Mountain.”</td>
<td>- Point out the words <em>colorless</em> and <em>colorful</em> in the text.&lt;br&gt;- Write them down, separating the endings from the roots.&lt;br&gt;- Search the text for similar words.</td>
</tr>
<tr>
<td>Lunes</td>
<td>Martes</td>
<td>Miércoles</td>
<td>Jueves</td>
<td>Viernes</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>----------------------------------</td>
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</tr>
<tr>
<td>Soap Shapes pág. 4</td>
<td>The Art of Origami págs. 6–9</td>
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<td>Sand Sculpture págs. 10–13</td>
<td>Sand Sculpture págs. 10–13</td>
</tr>
<tr>
<td>• Lea el texto en voz alta con su niño/a.</td>
<td>• Lean juntos (o invite a su niño/a a leer) el texto en voz alta, tumándose para leer los párrafos enumerados.</td>
<td>• Repasen el texto y el procedimiento de plegado.</td>
<td>• Den juntos un vistazo inicial al texto, leyendo los pies de foto y comentando las imágenes.</td>
<td>• Pida a su niño/a que lea el texto en voz alta.</td>
</tr>
<tr>
<td>• Comenten la pregunta: ¿Cómo puedes hacer que algo viejo se vuelva nuevo?</td>
<td>• Haga una cara de perro de origami con su niño/a. Comenten cómo las imágenes los ayudaron con la tarea.</td>
<td>• Luego, invite a su niño/a a que lea los párrafos 1 y 2.</td>
<td>• Comenten sobre qué tratará el texto.</td>
<td>• Señale palabras con dificultad como squawking (graznar), sculptors (escultores) y bottomless (sin fondo).</td>
</tr>
<tr>
<td>• Invite a su niño/a a que lea el texto en voz alta.</td>
<td>• Lean (o invite a su niño/a a leer) las páginas de la 18 a la 22 en voz alta, alternando los párrafos.</td>
<td>• Invite a su niño/a a que lea el resto del texto en voz alta.</td>
<td>• Revise “Changing Matter” con su niño/a y comenten cómo las imágenes y pies de foto lo ayudan a aclarar el tema.</td>
<td>• Pida a su niño/a que lea la carta en voz alta.</td>
</tr>
<tr>
<td>• Comenten los pasos necesarios, organízen los suministros y luego hagan helado!</td>
<td>• Hablen sobre cómo las imágenes en la página 18 ilustran el tema principal del texto.</td>
<td>• Trabajen juntos para agrupar sólidos y líquidos de su refrigerador.</td>
<td>• Comenten cómo la palabra shape (moldear) se convierte en shaped (moldeado) y reshaped (remoldes).</td>
<td></td>
</tr>
<tr>
<td>Old Faithful pág. 28</td>
<td>How Mount Rushmore Was Made págs. 30–32</td>
<td>How Mount Rushmore Was Made pág. 31</td>
<td>How Mount Rushmore Was Made págs. 33–37</td>
<td>Beautiful Ice Cities pág. 38</td>
</tr>
<tr>
<td>• Dé un vistazo al texto con su niño/a.</td>
<td>• Invite a su niño/a a que lea las páginas de la 30 a la 32 en voz alta.</td>
<td>• Miren la imagen y lean el párrafo 3.</td>
<td>• Lean (o invite a su niño/a a leer) el resto del texto en voz alta.</td>
<td>• Señale las palabras colorless (incoloro) y colorful (colorido) en el texto.</td>
</tr>
<tr>
<td>• Miren el título y la imagen.</td>
<td>• Pregúnten qué temas se presentan en el texto.</td>
<td>• Trabajen con su niño/a para pensar en un edificio de seis plantas que ambos conozcan. ¡Así de grande es!</td>
<td>• Hagan una lista de los pasos que tuvieron que seguir los trabajadores y que se describen en “Carving the Mountain”.</td>
<td>• Escriban, separando las terminaciones de las raíces.</td>
</tr>
<tr>
<td>• Pregunte: ¿Sobre qué tratará el artículo?</td>
<td></td>
<td></td>
<td></td>
<td>• Busquen palabras similares en el texto.</td>
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