



LOCAL DISTRICT SOUTH

*Successful Students,
Supporting Schools &
Strengthening Communities*

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 estan numeradas en orden usando las páginas numeradas del texto original de Benchmark Adelante.

Schedule of Daily Assignments:

Day #	My Shared Readings Unit 10 	Grade 2 Packet
1	Pages 2-5	Page 1 and 2
2	Reread pages 2-5	Read Here and There Complete pages 3 and 4
3	Pages 6-13 and complete page 15 (Research and Write section is optional)	Select one activity from the *Daily Take-Home Activity Calendar to complete.
4	Page 14	Read The Moving Hat Complete pages 5 and 6
5	Pages 16-17	Select one activity from the *Daily Take-Home Activity Calendar to complete.

6	Reread pages 16-17	Read Juan Likes to Run Complete pages 7 and 8
7	Pages 18-25 and complete page 27 (Research and Write section is optional)	Select one activity from the *Daily Take-Home Activity Calendar to complete.
8	Page 26	Read The Walking Bus Complete pages 9 and 10
9	Pages 28-29	Select one activity from the *Daily Take-Home Activity Calendar to complete.
10	Reread one of your favorite selections.	Read The Biggest Sunflower Complete pages 11 and 12

*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.

People

Lila

Ed Hall

Mrs. Chopra

Places

Kansas City

New Mexico

Canada

Things

Brooklyn Bridge

Memorial Day

Washington Monument

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.

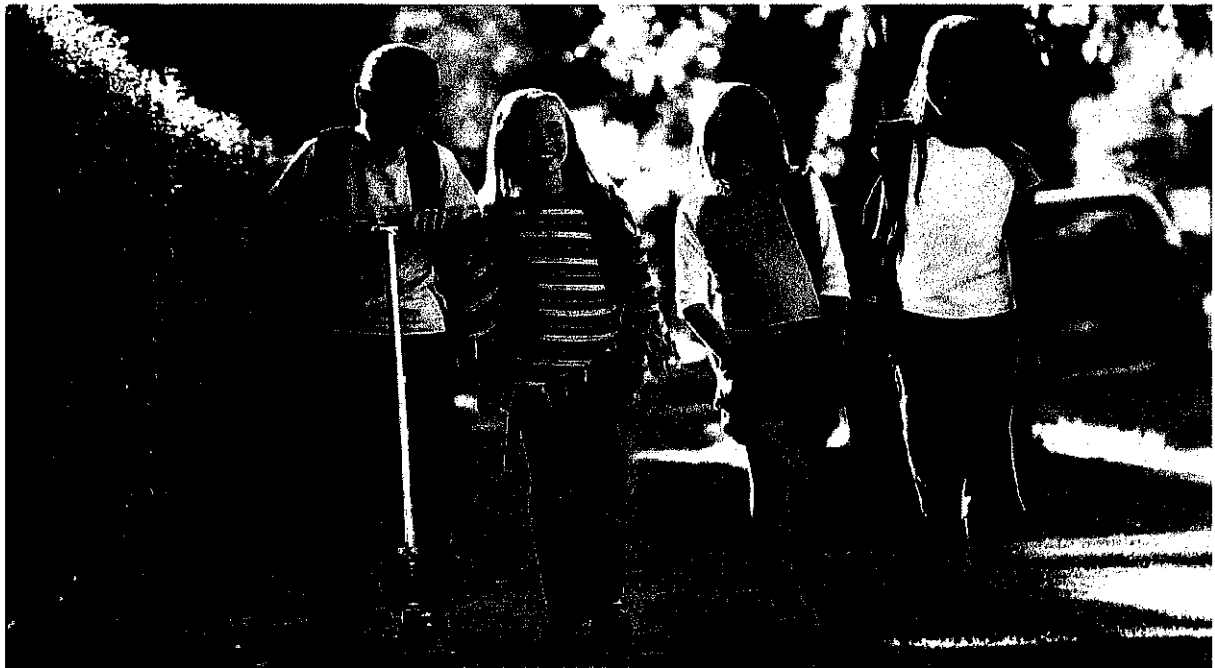
two more than two

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

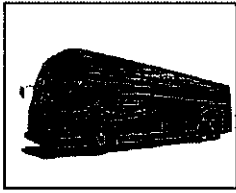
I can ride my bike to school. _____18



I like to go to my friend's house. _____26

My mom takes me in a car. _____33

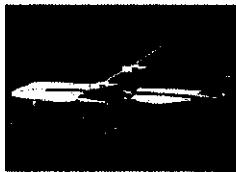
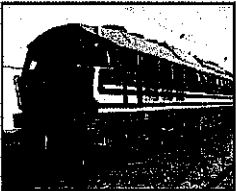
A car can take you far away. _____40



Sometimes I ride a bus to _____46
my friend's house. A bus _____51
can take you far away. _____56



I like to go to my grandma's _____63
house. We take a train to _____69
her house. A train can take _____75
you far, far away. _____79



Sometimes we take a plane _____84
to my grandma's house. A _____89
plane can take you far, far _____95
away. _____96

Possessives

sun's	houses'	cat's	children's	doctors'
dogs'	mom's	tree's	classes'	boys'

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

sun's	houses'	cat's	children's	doctors'
dogs'	mom's	tree's	classes'	boys'

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. _____

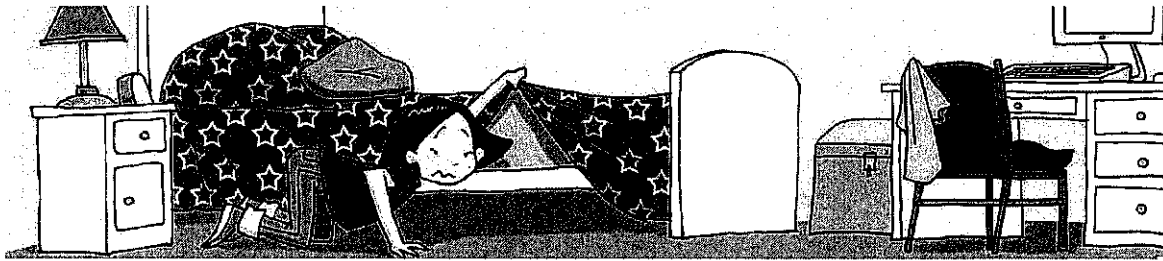
Plural possessive ending in 's (belonging to more than one)

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 _____ 10
 you?” Max does not come. _____ 15



Ann looks for Max. Ann looks _____ 21
 under her bed. Ann looks in _____ 27
 the yard. She asks Mom and _____ 34
 Dad, “Have you seen Max?” _____ 38

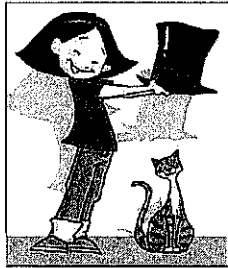
“No,” say Mom and Dad. _____ 43



Ann goes to the living room. _____ 49
 Her brother Mike is in the _____ 55
 living room. Mike is looking at _____ 61
 a hat. A hat is on the table. _____ 69

“What are you looking at?” _____ 74

Ann asks. _____ 76



“That hat keeps moving,” _____ 80

says Mike. Ann looks at _____ 85

the hat. The hat *is* moving! _____ 91

Something is under the _____ 95

hat. Ann picks up the hat. _____ 101

“Max!” says Ann. “I have _____ 106

been looking for you.” _____ 110

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.

Contraction

Let us go to the store.

Let's go to the store.

Possessive

The friend of Jason wants a new belt.

Jason's friend wants a new belt.

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.

Complete Sentence

Who or What?

Did What?

My family went on a picnic.

My family

went on a picnic

My cousins and I played catch.

My cousins and I

played catch

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.

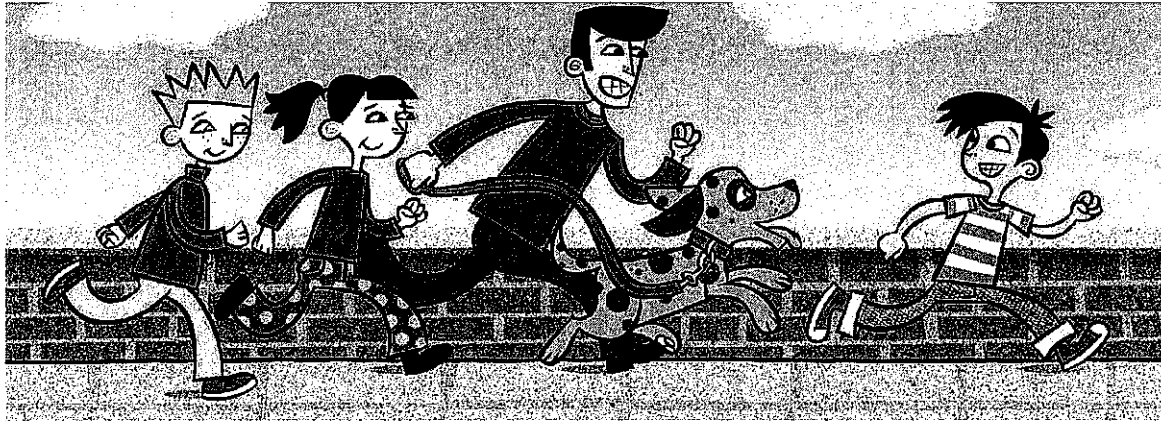
Put the words together to form a complete sentence. Write the sentence on the line.

4. flew a kite

My brother

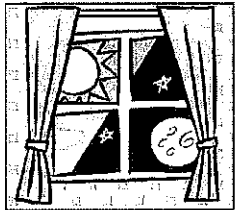
5. Uncle Rick

played his guitar



Juan Likes to Run

Juan likes to run. Juan runs _____ 6
 by himself. He runs with his _____ 12
 dog. He runs with his dad. _____ 18
 He runs with his friends. _____ 23



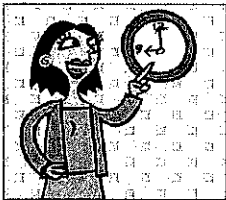
When does Juan run? Juan _____ 22
 runs in the morning. He runs _____ 34
 in the afternoon. He runs in _____ 40
 the evening. _____ 42

“I like to see you run, Juan,” _____ 49
 Mom says. _____ 51

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

_____ 57

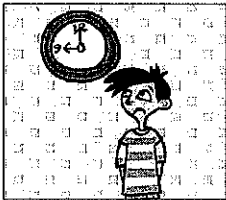
_____ 60



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

_____ 65

_____ 69



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

_____ 75

_____ 80

_____ 84

_____ 90

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-

disagree	reread	unpack	distrust	unsafe
reuse	unlock	reheat	dislike	unhappy

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*.

meaning	sentence
unlock	
antonym	things that unlock

Prefixes un-, re-, dis-

disagree	reread	unpack	distrust	unsafe
reuse	unlock	reheat	dislike	unhappy

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

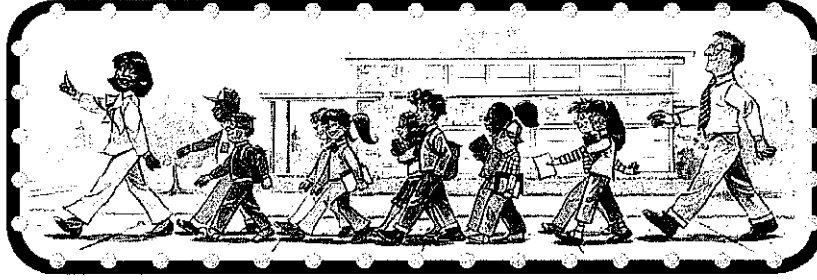
reread

12. reuse

unpack

reheat

disagree



The Walking Bus

Ten children at Park Lane School go home in the walking bus.	7
Mrs. Green walks in front of the bus. Mr. Scott walks in back of the bus. The children walk in the middle.	12
“Here we go!” says Mrs. Green.	18
“Look out for cars.”	26
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!	33
	34
	40
	44
	50
	55
	62
	66
	68

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.

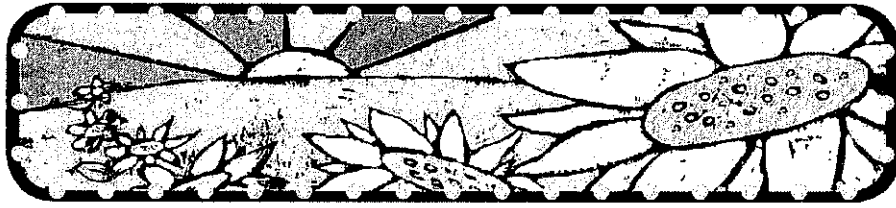
1. Hi Jack _____ 2. Your pal _____

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 5
growing sunflowers in the garden. 10
They watered their sunflowers to 15
help them grow. They talked to 21
their sunflowers to help them 26
grow. 27

But Maria put her sunflower in 33
a pot. All day long she moved the 41
pot to follow the sunshine. 46
Her sunflower grew very big. 51
It became the biggest sunflower. 56

"My sunflower likes sunshine," said 61
Maria. "So where the Sun goes, my 68
sunflower goes, too!" 71

Self-Check

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

painless	careful	spotless	spoonful	speechless
useful	fearless	colorful	priceless	helpful

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

painless	careful	spotless	spoonful	speechless
useful	fearless	colorful	priceless	helpful

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 _____

Name: _____

Unit 10: States of Matter

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Soap Shapes p. 4 <ul style="list-style-type: none"> Read the text aloud with your child. Discuss the question. <i>How can you make something old become new?</i> <input type="checkbox"/>	The Art of Origami pp. 6-9 <ul style="list-style-type: none"> Read the text aloud together, taking turns reading the numbered steps. Have your child explain how origami is used to change one thing to make a new thing. <input type="checkbox"/>	The Art of Origami pp. 6-9 <ul style="list-style-type: none"> Review the text and the folding procedure. Make an origami dog's face with your child. Discuss how the pictures helped with the task. <input type="checkbox"/>	Sand Sculpture pp. 10-13 <ul style="list-style-type: none"> Preview the text together, reading the captions and discussing the pictures. Discuss what the text will be about. Then, invite your child to read paragraphs 1 and 2. <input type="checkbox"/>	Sand Sculpture pp. 10-13 <ul style="list-style-type: none"> Have your child read the text aloud. Point out difficult words like squawking, sculptors, and bottomless. Point out root words and suffixes and discuss their meanings. <input type="checkbox"/>
Week 2	That's Cool! p. 17 <ul style="list-style-type: none"> Invite your child to read the text aloud. Discuss the steps involved, organize supplies—and then make ice cream! <input type="checkbox"/>	Changing Matter pp. 18-22 <ul style="list-style-type: none"> Read pages 18-22 aloud with your child, alternating paragraphs. Talk about how the pictures on page 18 illustrate the main topic of the text. <input type="checkbox"/>	Changing Matter pp. 23-25 <ul style="list-style-type: none"> Invite your child to read the rest of the text aloud. Work together to group solids and liquids from your refrigerator. <input type="checkbox"/>	Changing Matter pp. 18-25 <ul style="list-style-type: none"> Review "Changing Matter" with your child and discuss how the images and captions help make the topic clear. <input type="checkbox"/>	Sand Becomes Glass! p. 26 <ul style="list-style-type: none"> Ask your child to read the letter aloud. Discuss how the word shape becomes shaped and reshaped. <input type="checkbox"/>
Week 3	Old Faithful p. 28 <ul style="list-style-type: none"> Preview the text with your child. Look at the title and the picture. Ask: <i>What is this article going to be about?</i> <input type="checkbox"/>	How Mount Rushmore Was Made pp. 30-32 <ul style="list-style-type: none"> Invite your child to read pages 30-32 aloud. Ask what topics are introduced in the text. <input type="checkbox"/>	How Mount Rushmore Was Made p. 31 <ul style="list-style-type: none"> Look at the picture and read paragraph 3. Work with your child to think of a six-story building you both know. That's how big it is! <input type="checkbox"/>	How Mount Rushmore Was Made pp. 33-37 <ul style="list-style-type: none"> Read the rest of the text aloud. Make a list of the steps the workers had to follow that are described in "Carving the Mountain." <input type="checkbox"/>	Beautiful Ice Cities p. 38 <ul style="list-style-type: none"> Point out the words colorless and colorful in the text. Write them down, separating the endings from the roots. Search the text for similar words. <input type="checkbox"/>

Nombre: _____

Unidad 10: States of Matter



Calendario de actividades diarias para la casa

Marque cada actividad a medida que la complete.

	Lunes	Martes	Miércoles	Jueves	Viernes
Semana 1	Soap Shapes pág. 4 <ul style="list-style-type: none">• Lea el texto en voz alta con su niño/a.• Comenten la pregunta: <i>¿Cómo puedes hacer que algo viejo se vuelva nuevo?</i>	The Art of Origami págs. 6–9 <ul style="list-style-type: none">• Lean juntos (o invite a su niño/a a leer) el texto en voz alta, turnándose para leer los pasos enumerados.• Pida a su niño/a que explique cómo se usa el origami para cambiar una cosa para convertirla en algo nuevo.	The Art of Origami págs. 6–9 <ul style="list-style-type: none">• Repasen el texto y el procedimiento de plegado.• Haga una cara de perro de origami con su niño/a. Comenten cómo las imágenes los ayudaron con la tarea.	Sand Sculpture págs. 10–13 <ul style="list-style-type: none">• Den juntos un vistazo inicial al texto, leyendo los pies de foto y comentando las imágenes.• Comenten sobre qué tratará el texto.• Luego, invite a su niño/a a que lea los párrafos 1 y 2.	Sand Sculpture págs. 10–13 <ul style="list-style-type: none">• Pida a su niño/a que lea el texto en voz alta.• Señale palabras con dificultad como squawking (graznar), sculptors (escultores) y bottomless (sin fondo).• Señale raíces de palabras y suijos y comenten sus significados.
Semana 2	That's Cool! pág. 17 <ul style="list-style-type: none">• Invite a su niño/a a que lea el texto en voz alta.• Comenten los pasos necesarios, organicen los suministros y luego ¡hagan helado!	Changing Matter págs. 18–22 <ul style="list-style-type: none">• Lean (o invite a su niño/a a leer) las páginas de la 18 a la 22 en voz alta.• Hablen sobre cómo las imágenes en la página 18 ilustran el tema principal del texto.	Changing Matter págs. 23–25 <ul style="list-style-type: none">• Invite a su niño/a a que lea el resto del texto en voz alta.• Trabajen juntos para agrupar sólidos y líquidos de su refrigerador.	Changing Matter págs. 18–25 <ul style="list-style-type: none">• Revise "Changing Matter" con su niño/a y comenten cómo las imágenes y pies de foto lo ayudan a aclarar el tema.	Sand Becomes Glass! pág. 26 <ul style="list-style-type: none">• Pida a su niño/a que lea la carta en voz alta.• Comenten cómo la palabra shape (moldear) se convierte en shaped (moldeó) y reshaped (remoldeó).
Semana 3	Old Faithful pág. 28 <ul style="list-style-type: none">• Dé un vistazo al texto con su niño/a.• Miren el título y la imagen.• Pregunta: <i>¿Sobre qué tratará el artículo?</i>	How Mount Rushmore Was Made págs. 30–32 <ul style="list-style-type: none">• Invite a su niño/a a que lea las páginas de la 30 a la 32 en voz alta.• Pregunta qué temas se presentan en el texto.	How Mount Rushmore Was Made pág. 31 <ul style="list-style-type: none">• Miren la imagen y lean el párrafo 3.• Trabaje con su niño/a para pensar en un edificio de seis plantas que ambos conozcan. ¡Así de grande es!	How Mount Rushmore Was Made págs. 33–37 <ul style="list-style-type: none">• Lean (o invite a su niño/a a leer) el resto del texto en voz alta.• Hagan una lista de los pasos que tuvieron que seguir los trabajadores y que se describen en "Carving the Mountain".	Beautiful Ice Cities pág. 38 <ul style="list-style-type: none">• Señale las palabras colorless (incoloro) y colorful (colorido) en el texto.• Escribanlas, separando las terminaciones de las raíces.• Busquen palabras similares en el texto.