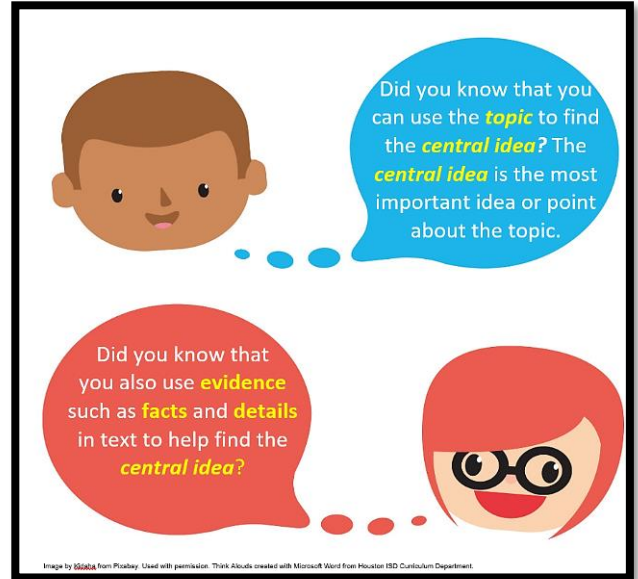


Monday – 30 minutes

Activity / Task

What's the Central Idea?

- Today you will find the **central idea** of your text.
- Read the tip on the right to understand how to use the **topic** and **evidence** to find the **central idea**.
- As you read, use the following questions to help you think about the **central idea** of your selection:
 - *What is the topic?*
 - *What the text is mostly about?*
 - *What facts and details help me find the central idea?*
- Read the text below and underline **details** and **facts** that support the **topic** and **central idea**.
- Be sure to write the **topic** and **central idea** in the spaces below.



What's the Central Idea?

Today's Forecast: Thunderstorms from HMH's Get Ready for Weather

Thunderstorms are storms that have rain, thunder, and lightning. Lightning can be very dangerous. Lightning can strike trees and telephone poles. The bright **flash** of lightning can be seen from very far away. Sometimes it can be seen from 100 miles away! If you hear the rumble of thunder, it is a good idea to go inside right away. Indoors is the best place to be during a thunderstorm. If you are outdoors, keep low to the ground. Also, be sure to stay away from trees.

Topic	Central Idea
<ul style="list-style-type: none"> • I can tell that the topic is ...because... 	<ul style="list-style-type: none"> • I can tell that the central idea is...because... • This text is mostly about...

Resources



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- 2nd Grade English HFW List
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Tuesday – 30 minutes

Activity / Task

Make Inferences About Text

- Today you will make **inferences** about the text you read.
- Read the tip on the right to understand how to use clues from the book and what you already know to make an **inference**.
- Read the text below and underline **the clues that support your inference**.
- Ask yourself:
 - *What clues can I find to support my inference?*
 - *Do my clues match my inference?*
 - *Does my inference make sense?*



Image by Kidaha from Pixabay. Used with permission.

What Can You Infer?

Today's Forecast: Blizzard
from HMH's Get Ready for Weather

Blizzards are winter storms. They have very heavy snow and strong winds. It is hard to see in a blizzard. It can also be hard to walk because of the wind and the deep snow. After a blizzard, there is LOTS of shoveling to do! Snowplows work day and night to clear the roads. Neighbors help each other shovel sidewalks and driveways. School might be canceled for a few days. Kids can go sledding and build snowmen, but they better bundle up first! Wearing more than one layer of clothes will keep them warm in the frosty cold.



Evidence	Inference
What evidence from the selection supports the inference to the right?	I can infer that school will be canceled because...
What inference does the following evidence support?	
Kids can go sledding and build snowmen, but they better bundle up first!	
	The author included the picture of the child shoveling snow to—

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Wednesday –30 minutes

Activity / Task	<p>READ the information in the box below.</p> <div data-bbox="483 409 1222 462" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>A family does need to be perfect; it just needs to be united.”</p> </div> <p>THINK about the importance of family in your life.</p> <p>WRITE about how the importance of family. Explain what makes your family important.</p> <p>Be sure to —</p> <ul style="list-style-type: none"> • clearly state your central idea • include details to support your central idea • organize your writing • choose your words carefully • use correct spelling, capitalization, punctuation, grammar and sentences
Resources	<div data-bbox="341 856 686 1039" style="border: 1px solid black; padding: 5px;">  <p>Imagine Language and Literacy www.houstonisd.org/hub</p> </div> <div data-bbox="706 856 937 1039" style="border: 1px solid black; padding: 5px;">  <p>MyOn www.myon.com</p> </div> <ul style="list-style-type: none"> • Houston Public Library KIDS Reading Lists • 2nd Grade English HFW List https://tinyurl.com/2nd-Eng-HFW-List • 2nd Grade English HFW Cards Grade 2 HFW Cards

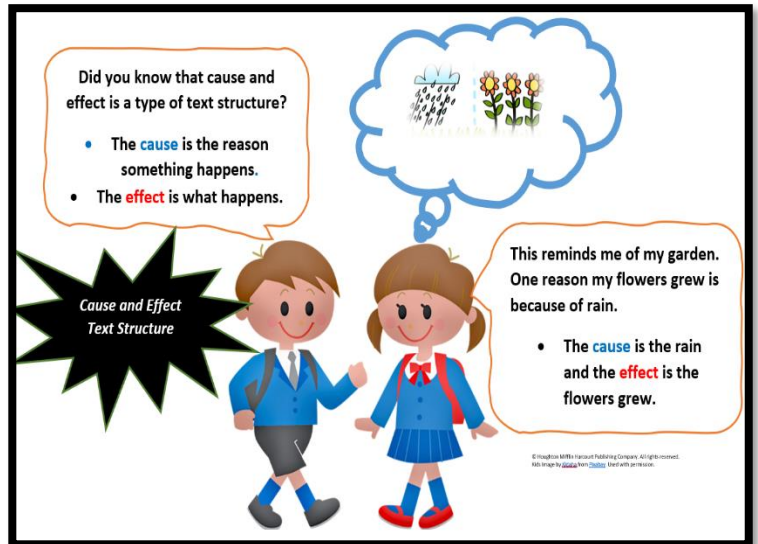


Thursday – 30 minutes

Activity / Task

Cause and Effect

- Today you will find the **cause** and **effect** of your text.
- Read the tip on the right to understand how to find the **cause** and **effect**.
- Use the following questions to help you think about the **cause** and **effect** as you read:
 - *What happened?*
 - *Why did this happen?*
- Use the chart below to write about **cause** and **effect** relationships you found as you read.



Today's Forecast: Sandstorm from HMH

Sandstorms happen when strong winds pick up sand. In the air, the sand forms into cloud shapes. In very strong winds, these sand clouds can grow to be 50 feet high! The winds can carry the sand for many miles. Sandstorms usually happen in dry, hot areas. Being outside during a sandstorm is unsafe. Imagine being inside a swirling cloud of sand. It would be very hard to see. Sand could get in your eyes, nose, ears, and mouth. Covering your face with a cloth and wearing glasses is one way to protect yourself. Finding shelter and staying there until the storm is over is another way to stay safe.

Cause (Why)	Effect (What)
The reason this happened was...	...was the result of...

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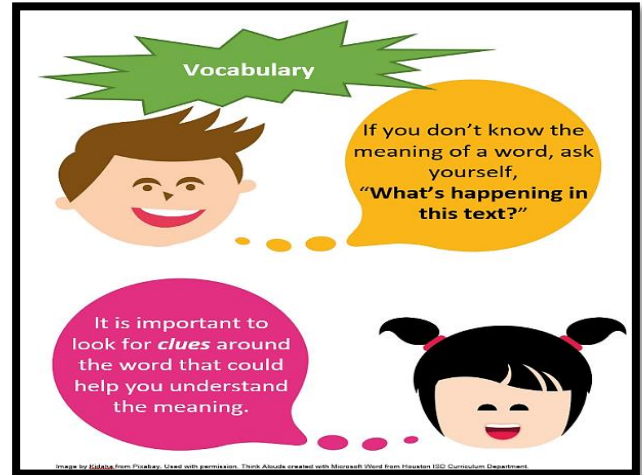
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Friday– 30 minutes

Activity/Task

Vocabulary

- Select a text to read.
- Today we will use **clues** to figure out words you do not know.
- Read the tip on the right to know how to use **clues** to help you think about what to do when you find a word that you do not know.
- Now use the chart below to show your understanding of the word.



Write the word	Write clue words from the text	Write the meaning of the word	Draw a picture that shows the meaning of the word	Write a sentence using the word

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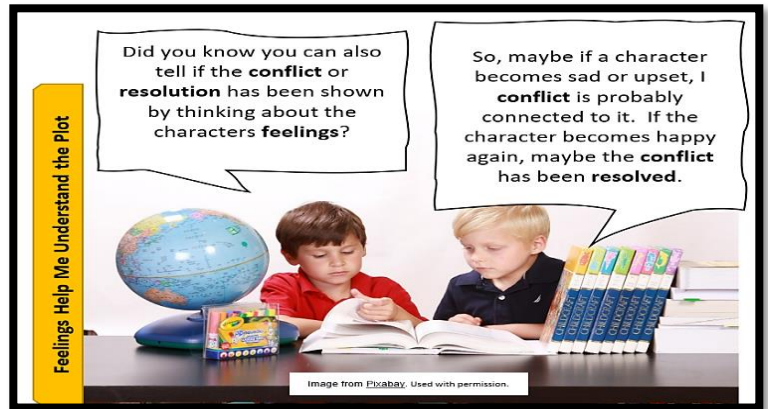
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Monday – 30 minutes

Activity / Task

Feelings Help Me Understand the Plot

- Use your own text or the story below to track the character's feelings to help you find the conflict and resolution.
- Read the tip to the right and ask yourself:
 - *How does the character feel?*
 - *How is this feeling related to the conflict or resolution in the story?*



A Horse Tale from HMH

"Grandpa, we're lost!" Billie Bear's cry cut through the Great Wood. Her twin, Honeysuckle, opened her eyes wide. The cubs loved hiking with Grandpa. He never told them to hurry. He liked to move slowly. Today they had picked lots of blueberries. They had splashed in a river and fished for salmon. Now it was getting dark, and they were lost. "A bear is never lost," Grandpa said with a wink. "The Great Bear will take us home." Grandpa's paw traced the outline of a huge bear in the stars. "That bear up there is Ursa Major. Ursa means bear, and major means big." "There IS a bear up there!" Honeysuckle cried out. "There are four paws!" Billie pointed. "I see a nose, too. But how...?" "The first paw points to our den," Grandpa said. Billie Bear and Honeysuckle jumped for joy. "Grandpa is so wise," Honeysuckle said. "I can't wait to tell Mama what he showed us!"

Feeling



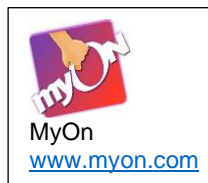
Conflict

Feeling



Resolution

Resources



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Tuesday – 30 minutes

Activity / Task

Retelling Glove

- Choose a fiction book to read.
- Today you will retell the story using elements from the text.
- You may trace your hand on paper and leave enough space on each finger to include details about the **main character, setting, conflict, resolution** and **lesson learned**.
- Use the sample to the right to know where to write the details about each element on your retelling glove.
- Use the space below to retell your text in complete sentences.



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Wednesday – 30 minutes

Activity / Task

LOOK at the picture below.



Image by Виктория Бородинова from Pixabay. Used with permission.

THINK about the importance of trying and learning new things. It could be something you learned in class, a sport, or a new hobby.

WRITE about a time when you learned something for the first time.

Be sure to —

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar and sentences

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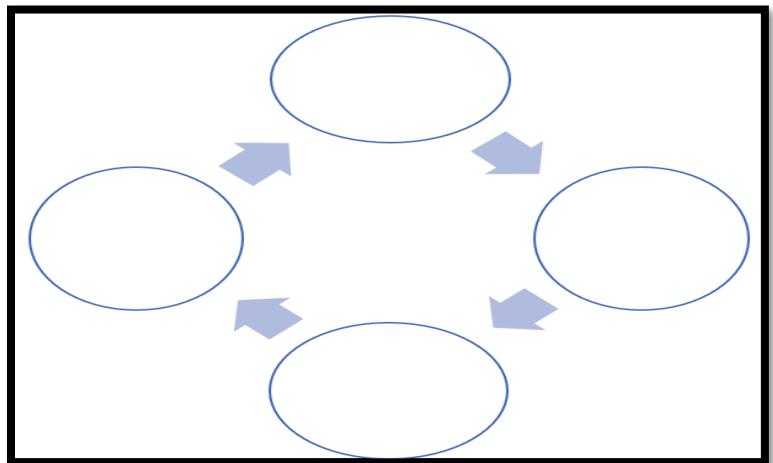
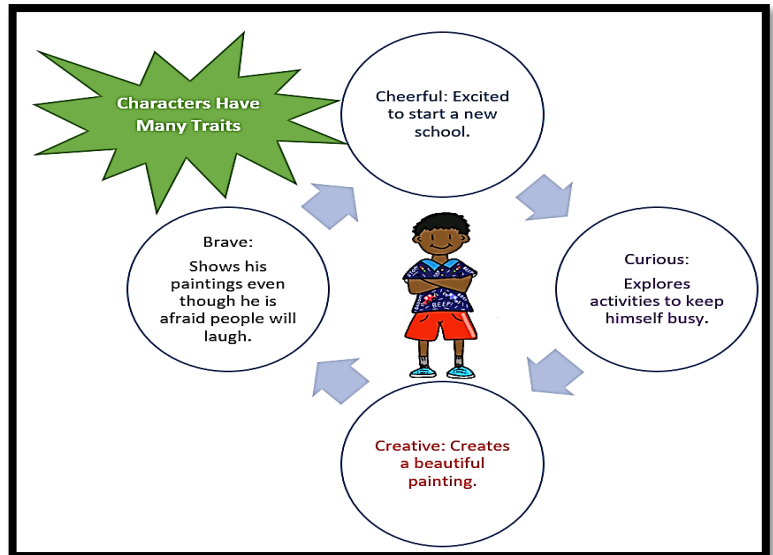
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Thursday – 30 minutes

Activity / Task

Characters Have Many Traits

- Characters often change many times throughout a text.
- Today we will use a bubble map to track how the character changes and find evidence to support the change.
- As you are reading your own text today, ask yourself:
 - What trait is the character showing?
 - What evidence supports that trait?
- Use the map below to:
 - Draw a picture of your main character in the center of the map.
 - Identify traits the main character shows throughout the text.
 - Share evidence from the text to support the trait.



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Friday – 30 minutes

Activity / Task

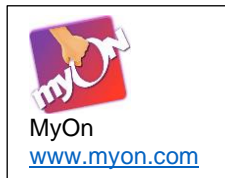
Prefixes

- Today you will understand and use **prefixes** to know the meaning of unknown words.
- Read the tip on the right to understand how to correctly use prefixes for words in your text.
- Ask yourself:
 - What does the underlined word mean?
 - What does the word part mean?
 - How does it change the meaning of the word?



Sentence	Prefix meaning	Word meaning
My sister and I <u>disagree</u> on what to name our pet rabbit.		
Sharon loves to read <u>nonfiction</u> books.		

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