

Reading/ ELA

Grade 2





Dear DPSCD Parents and Guardians,

Welcome to the Weekly Distance Learning packet! This packet is designed to be utilized for student learning during this extended school closure. Within this document, you will find ten weeks' worth of ELA/Literacy lessons for your child. Each week contains lessons that should be completed daily during the school week. The lessons should take approximately one hour each day to complete and each lesson has a direct instruction video that will offer a read-aloud of the text and launch students into the day's lessons. Videos can be accessed on the District's YouTube channel and by searching the video title under each lesson on www.detroitk12.org/youtube. Within this packet, there is a weekly decodable text, lesson directions, and a lesson activity. Each week is designed for kids to watch a video, read a decodable text or engage in a reading activity, and complete a lesson activity. Classroom teachers will support students with these daily lessons and activities in their virtual classrooms or through phone calls.

As a reminder, if additional support is needed, classroom teachers will be available to support students via virtual classroom or phone conversations. The lessons were designed to ensure that families and students can complete the activities on their own if needed and follow a consistent structure of daily routines, whole group lesson, activity, and closing. The whole group lesson is designed to replicate what your child would be doing with their teacher if they were still in their physical classroom and learning the foundational skills of reading. Our youngest students must continue to learn how to decode code words to become fluent readers.

Please know that your family's needs are very important to us and we appreciate your dedication to your child's academic success.

Best regards,

April Imperio


April Imperio

Executive Director K-12 Literacy & Early Learning

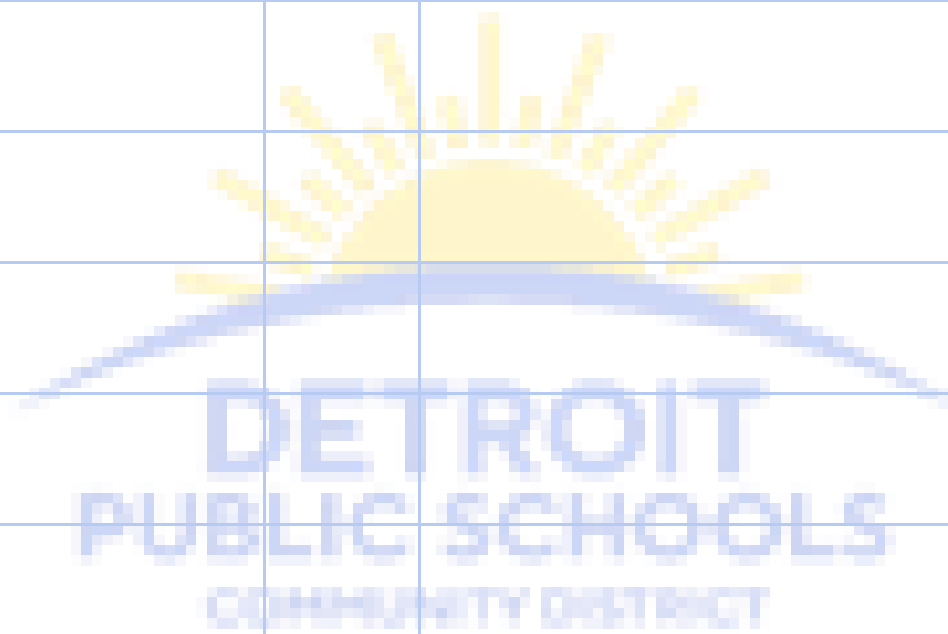
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Distance Learning Reading Log

Book Title & Author	Date/# Pages Read	Reading Notes
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Practice reading these words. Read it, write it, say it!



K-2 High Frequency Word List

Kindergarten

a	about	all	am	an	and	are	at	be	big
but	by	can	do	for	from	go	had	has	have
he	her	his	I	if	in	is	it	like	look
me	no	not	of	on	one	or	said	see	she
that	the	then	there	they	this	to	was	we	were
what	when	will	with	you					

First Grade

a lot	after	again	ago	also	always
around	as	ask	back	because	been
began	behind	both	by	bye	called
come	could	day	did	does	each
eat	every	first	fly	fun	get
give	gone	good	got	help	here
him	himself	how	into	its	just
knew	know	laugh	let	little	long
made	make	man	many	may	more
most	much	must	my	next	now
old	other	out	over	play	put
read	really	red	same	saw	say
says	should	so	some	sometimes	soon
still	stop	such	take	than	thank
them	these	think	three	through	time
today	together	under	up	us	use
very	want	watch	way	went	where
which	who	why	work	would	yes
yet	your				

K-2 High Frequency Word List

Second Grade

across	against	although	America	animal	another
any	anymore	anywhere	available	away	before
between	birthday	brought	circle	clothes	colors
community	different	doesn't	don't	down	eight
enough	entire	even	everybody	everyday	everyone
favorite	finally	find	found	frequent	friends
great	guess	hello	he'd	house	indoor
inside	isn't	it'll	it's	I'd	I've
large	let's	live	material	meant	might
new	none	off	once	only	open
orange	our	own	o'clock	part	people
person	piece	place	process	purpose	question
ready	receive	right	school	she's	similar
small	strange	supposed	sure	surprise	that's
their	there's	they'll	they've	things	those
throughout	tonight	too	tree	two	used
usually	walk	weather	weird	we'd	we'll
we're	we've	where's	whole	won	world
wrong	years	yellow	yourself	you'd	you're
you've					



Grade 2 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



Week of 4/13/20 to 4/17/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Letter Sounds: /j/ at end of word spelled "-dge" and "-ge"
/ē/ spelled "ei"

HFW: "meant," "against," "receive," "supposed," "surprise"

Materials Needed: Pencils, scissors, and glue

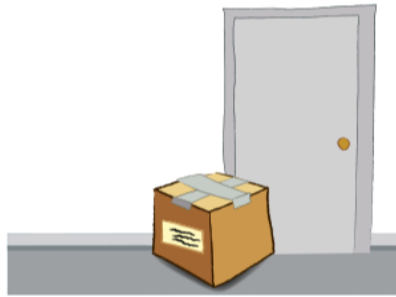
	Watch	Read	Do
Day 1	ELA_G2_W1_L1	The Huge Package	Dividing Words
Day 2	ELA_G2_W1_L2	The Huge Package	Snap or Trap Reading Comprehension
Day 3	ELA_G2_W1_L3	The Huge Package	Sorting Word Parts
Day 4	ELA_G2_W1_L4	The Huge Package	Fluency Practice
Day 5	ELA_G2_W1_L5	The Huge Package	Word Search Sentence Builder

www.detroitk12.org/youtube

Weekly Decodable Text

The Huge Package

Cycle 16 Decodable Reader



Sam was eager to get home after school today. It was Friday, which meant Sam and Dad would make dinner together tonight. He hoped they could make some fudge for after dinner, too.

2



Sam turned the corner of the hallway and found a very large package resting against the ledge of the front door of their apartment. "I wonder why we received such a huge package?" Sam thought to himself.

3

Sam unlocked the door. The package was too large to pick up, so he tried to nudge it into the apartment. It was so big, it barely budged! He put all his weight into it finally and pushed it through their front door.

4

The receipt had Dad's name on it. Sam didn't want to open it if it was not meant for him. But he *really* wanted to know what was inside! He would be a sleuth and look for clues.

5

Sam and Dad had never received such a large package. Sam had no knowledge of Dad ordering anything. So he looked around the apartment for clues.

6

Sam went to the kitchen and got a beverage. He sat down on the edge of the couch and looked up at the ceiling as he thought. "Could it be new luggage? Could it be a large cage? Is Dad finally going to let me have a dog?"

7



"And why didn't Dad tell me about it? He has never deceived me before. Maybe it is supposed to be a surprise?" And just then, Dad walked in the door.

8

"Oh, I finally received my package!" Dad said as he looked at the package.
What do you think it is?



Lesson 1

Target	<ul style="list-style-type: none">I can use my knowledge of syllable division to help me decode two-syllable words.
Text, Materials, Video Name	No text today Pencils and activity sheet ELA_GK_W1_L1
Daily Routines	Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.
Whole Group Lesson	Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, you will learn to divide the sounds in words to help you read them better. We're going to clap our words into syllables and read the words together.
Activity	With your family member, caregiver, or friend, complete the following activity: Using what you've learned from the video, practice clapping out the words to divide the syllables. First, read the word. Then, clap out the syllables. After, write the divided words on the lines. Use the example as guidance.
Closing	After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.

Student Activity Lesson 1

Name: _____ **Date:** _____

Instructions: Divide these words into their syllables. Example: **mis+judge = misjudge**

- _____ + _____ = package
- _____ + _____ = ceiling
- _____ + _____ = receive
- _____ + _____ = porridge
- _____ + _____ = revenge
- _____ + _____ = birdcage
- _____ + _____ = exchange
- _____ + _____ = footbridge

Instructions: Match the picture to the word it represents.



cage



bridge



package

Instructions: Write two sentences using words from this page. See if you can write one that has more than one **-dge**, **-ge**, or **ei** word in it!

- 1) _____
- 2) _____

Lesson 2

Target	<ul style="list-style-type: none"> • I can retell the events from this week's decodable reader "The Huge Package". • I can read regularly spelled high-frequency words and words that "don't play fair": "meant," "against" "receive," "supposed," "surprise," "really," and "anything."
Text, Materials, Video Name	<p>"The Huge Package" (Cycle 16 decodable reader) Pencil Decodable reader ELA_GK_W1_L2</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Some words can be hard to read and spell because they don't look and sound like they should. We call those words 'words that don't play fair' or 'Trap words.' Today, we're going to look at words like this and figure out what makes them hard to read and spell. Use the activity sheet to record your answers.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 16 Decodable Reader "The Huge Package" two times. Be on the lookout for high-frequency words "meant," "against" "receive," "supposed," "surprise," "really," and "anything." Circle the high-frequency words you find. After you read the text two times, answer the questions on the reading comprehension activity sheet.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 2

Snap Words: Words that are spelled exactly like they sound	Trap Words: Words that are not spelled like they sound

Directions:

Using the high frequency words below, sort the words in the chart above.

High Frequency Words:

meant against receive supposed
surprise really anything through

The Huge Package

Reading Comprehension Activity Sheet

1. Why was Sam eager to get home from school?

2. What did Sam find outside the door when he got home? Circle your answer.



3. Who are the characters in the story?

4. Why didn't Sam open the package?

5. **Retell** the story to a partner using the pictures from the decodable text.

Lesson 3

Target	<ul style="list-style-type: none">• I can make new words using base words and the suffixes “-ly” and “-y.”• I can use what I know about spelling patterns to read and write words.
Text, Materials, Video Name	“The Huge Package” (Cycle 16 decodable reader) Scissors (optional) Glue (optional) Pencil ELA_GK_W1_L3
Daily Routines	Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.
Whole Group Lesson	Follow along with your virtual teacher or with a family member, caregiver, or friend: Today, we are going to practice making words using prefixes, base words, and suffixes.
Activity	With your family member, caregiver, or friend, complete the following activity: Read the word parts on the Word Parts Cards. If you have scissors, cut the word parts, organize them by category, and paste them on the Word Parts T-Chart. If you do not have scissors and glue, write the word part under the correct category.
Closing	After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.



Student Activity Lesson 3

Word Parts Cards

safe	kind	luck
most	rock	dust
hike	-ing	-ed
-er	-s	un-
re-	-ly	-y



Word Parts T-chart

Prefix: a word part added to the beginning of a word	Base Word: a word that has meaning all on its own	Suffix: a word part added to the end of a word

Lesson 4

Target	<ul style="list-style-type: none"> • I can identify homophones and determine what they mean and when to use them. • I can read a text fluently (smoothly, with expression and meaning, rereading and self- correcting when necessary).
Text, Materials, Video Name	<p>“The Huge Package” (Cycle 16 decodable reader) Pencil ELA_GK_W1_L4</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to review and learn more about homophones. Remember that homophones are words that sound alike but are spelled different and have different meanings.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Today, we are going to practice our reading fluency. Fluent readers read smoothly and with meaning. Practice your reading fluency by reading excerpts from this week's decodable reader.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 4

Excerpts from Decodable Reader: "The Huge Package" (pages 2-4)

Excerpt #1:

Sam was eager to get home after school today. It was Friday, which meant Sam and Dad would make dinner together tonight. He hoped they could make some fudge for after dinner too.

Excerpt #2:

Sam turned the corner of the hallway and found a very large package resting against the ledge of the front door of his apartment. "I wonder why we received such a huge package?" Sam thought to himself.

Excerpt #3:

Sam unlocked the door. The package was too large to pick up, so he tried to nudge it into the apartment. It was so big, it barely budged! He put all his weight into it finally and pushed it through their front door.

Lesson 5

Target	<ul style="list-style-type: none"> I can read words using what I know about the spelling patterns with Consonant-le syllable type ending, words with “-k,” “-ck,” and “-ic” endings, words with “-dge” and “-ge” endings, and the magic “e” rule when adding vowel suffixes.
Text, Materials, Video Name	<p>No text today Pencil ELA_GK_W1_L5</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will practice reading words using some spelling patterns that we have already learned. We are going to read words using the consonant-le pattern, words that end with “-k”, “-ck”, and “-ic”, words that end with “-dge” and “-ge”, and words that have the magic “e”.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>We are going to continue learning about the “-dge”, “-ge”, and “-ei” patterns. First, read all the words on the word list to a partner. Next, find all of the words in the word search puzzle.</p> <p>Afterwards, use the Sentence Builder worksheet to read all of the words in the word bank and fill in the sentence blanks with the correct word.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 5

Name: _____ **Date:** _____

Instructions: Find the words with the **-dge**, **-ge**, and **-ei** patterns. The words may be forward or down.

Word Search Puzzle

w	o	r	k	x	h	c	s	b	p
e	r	i	s	x	u	f	t	c	y
i	t	j	u	d	g	e	a	h	b
r	s	r	r	l	e	h	g	a	s
d	s	l	e	u	t	h	e	n	t
r	e	c	e	i	v	e	b	g	r
u	g	b	a	d	g	e	e	e	a
b	r	i	d	g	e	g	d	c	n
p	a	c	k	a	g	e	g	b	g
c	a	g	e	s	u	m	e	r	e

Word list

badge
bridge
cage
edge
stage
weird
change
strange
huge
judge
receive
package

Instructions: Write four sentences using words from the list. See if you can write at least one sentence that has more than one word with **-dge**, **-ge**, or **ei**!

1) _____

2) _____

3) _____

4) _____



Sentence Builder with “-dge,” “-ge,” and “ei”

Choose words from the Word Bank to build sentences with “-dge,” “-ge,” and “ei” words.

Word Bank:

change age hedge ceiling fudge judge
wedge

1. The door keeps closing. You can put a _____ under it to keep it open.
2. I'd love to have some ice cream with hot _____ tonight.
3. Marge and Keith are both seven years old. They are the same _____.
4. Your socks are all wet from jumping in the puddle. You need to _____ them.
5. Who will _____ the competition this year?
6. Look up there. Do you see a crack in the _____?
7. I think I see the leaves moving in that big _____ over there.

Grade 2 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



Week of 4/20/20 to 4/24/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Spelling patterns: "-ch" and "-tch"
- HFW:** "yourself," "different," "doesn't," "frequent," "weather," "whole," and "won't"
- Materials Needed:** Pencils, lined paper, scissors, and glue

	Watch	Read	Do
Day 1	ELA_G2_W2_L6	Let's Go to the Ball Game	Sorting Words by Endings
Day 2	ELA_G2_W2_L7	Watering Your Garden	Snap or Trap Reading Comprehension
Day 3	ELA_G2_W2_L8	Watering Your Garden	Sorting Word Parts
Day 4	ELA_G2_W2_L9	Watering Your Garden	Fluency Practice
Day 5	ELA_G2_W2_L10	Watering Your Garden	Sentence Builders

www.detroitk12.org/youtube

Weekly Decodable Text

Watering your Garden

Cycle 17 Decodable Reader



Growing plants in a garden can be so much fun. It can also be hard work! Plants need water to grow. So if you want to be a gardener, you must make sure to water plants properly.

2

The weather is different every day. Sometimes the rain will drench the garden with water. And sometimes the rain doesn't fall for days or weeks at a time.

Most gardens do best with at least an inch of water per week. Keep watch on the weather. If there is not much rain for a few days, then you should water the garden yourself.

3

4

It is best to water the garden slowly. Make sure each plant is watered. And make sure the soil is very moist. This will help the roots of the plant to grow deep into the soil.

5

Do you know what type of soil is in your garden? If you have clay soil, it will hold water much better than sandy soil. Sandy soil dries out quickly and will need more frequent watering.

6

It is best to water the garden early in the day. Plants should be dry before the sun goes down each day. This will help keep the plants healthy.

7

It is a good idea to put mulch in your garden. Spreading mulch over the soil can help keep the soil moist. Then you won't need to water the garden as frequently.

8



You can use different things to water the garden. You can fill a pitcher full of water and pour it on the garden. Or you can use a hose or a sprinkler. Each will work if you do your best to cover the whole garden with water.

Lesson 6

Target	<ul style="list-style-type: none"> • I can identify /ch/ words with spelling patterns “-ch” and “-tch” in a shared text (poem). • I can read, identify the vowel sound, and spell words with the spelling patterns “-ch” and “-tch.”
Text, Materials, Video Name	<p>“Let’s Go to the Ball Game” poem Pencil Lined paper (optional) Scissors (optional) Glue (optional) ELA_GK_W2_L6</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to read a poem entitled “Let’s Go to the Ball Game”. While your teacher reads the poem, make a list of all the words that have the spelling pattern “-ch” in them. If you don’t have any paper, circle all the words that have “-ch” in them on the poem.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts on the Word Rule Word Cards. If you have scissors, cut the word parts, organize them by category, and paste them on the T-Chart. If you do not have scissors and glue, write the word under the correct category.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Poem: "Let's Go to the Ball Game"

Let's go to the ball game, let's see the first pitch!
We'll get the best tickets, and call our friend Mitch.
If we get there in time, I have a hunch
We can eat hotdogs and popcorn for lunch.
And maybe the coldest ice cream for us each.
You can get chocolate, and I will get peach!
The players are ready to run, throw, and catch.
Baseball with friends? What a wonderful match!
Here comes the band, marching in one by one.
And it's getting warmer now, as out comes the sun.
The coach is giving his players a talk.
Let's hurry to get in, let's run and not walk!
The pitcher is taking his place on the mound.
The crowd is cheering! Oh, what a great sound!

Student Activity Lesson 6

Words Rule Word Cards

Sort it out:

Cut out the word cards and place them in the correct column **or** write each word in the correct column that matches the words rule pattern of "-tch" and "-ch".

switch	flinch	scratch
beach	branch	hutch
clutch	mulch	speech
roach	grouch	kitchen
crutch	torch	stretch
glitch	bleach	quench



T-chart: /ch/

“-ch”	“-tch”

Lesson 7

Target	<ul style="list-style-type: none"> • I can read high-frequency words: “different,” “doesn’t,” “frequent,” “weather,” “whole,” “won’t,” “yourself.” • I can read the decodable text “Watering Your Garden.”
Text, Materials, Video Name	<p>“Watering Your Garden” (Cycle 17 decodable reader) Pencil Decodable reader ELA_GK_W2_L7</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Some words can be hard to read and spell because they don’t look and sound like they should. We call those words ‘words that don’t play fair’ or ‘Trap words.’ Today, we’re going to look at words like this and figure out what makes them hard to read and spell. Use the activity sheet to record your answers.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 17 Decodable Reader “Watering Your Garden” two times. Be on the lookout for the high-frequency words “yourself,” “different,” “doesn’t,” “frequent,” “weather,” “whole,” and “won’t”. Circle the high-frequency words you find. After you read the text two times, answer the questions on the reading comprehension activity sheet.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 7

Snap Words: Words that are spelled exactly like they sound	Trap Words: Words that are not spelled like they sound

High Frequency Words:

different

doesn't

frequent

weather

whole

won't

yourself

Watering Your Garden Reading Comprehension Activity Sheet

1. What do plants need to grow?

2. What should you do if it doesn't rain for a few days?

3. Why is it important to keep the soil of the garden moist?

4. What are three tools you can use to water your garden?

5. **Retell** the story to a partner.



Lesson 8

Target	<ul style="list-style-type: none"> I can make new words using base words and the suffixes “-er” and “-est.” I can write a sentence using words with the spelling patterns “-ch” and “-tch,” suffixes “-er” and “-est,” and high-frequency words.
Text, Materials, Video Name	<p>“Watering Your Garden” (Cycle 17 decodable reader) Pencil Scissors (optional) ELA_GK_W2_L8</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>Today, we are going to practice making words using prefixes, base words, and suffixes.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts of the Word Parts Cards. Cut them out and organize the word parts into two categories: base words and suffixes (endings). Use the word parts cards to form new words. Write the words you made on the T-chart.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 8

Word Parts Cards

long	tall	big
late	-er	-est



Word Parts T-chart

-er	-est

Lesson 9

Target	<ul style="list-style-type: none"> • I can identify the correct homophone (“hear” or “here”) based on meaning and context. • I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary).
Text, Materials, Video Name	<p>“Watering Your Garden” (Cycle 17 decodable reader) Pencil ELA_GK_W2_L9</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to review and learn more about homophones. Remember that homophones are words that sound alike but are spelled different and have different meanings.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Today, we are going to practice our reading fluency. Fluent readers read smoothly and with meaning. Practice your reading fluency by reading excerpts from this week's decodable reader.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 9

Excerpts from Decodable Reader: “Watering Your Garden” (pages 5-6)

Excerpt #1:

It is best to water the garden slowly. Make sure each plant is watered. And make sure the soil is very moist. This will help the roots of the plant to grow deep into the soil.

Excerpt #2:

Do you know what type of soil is in your garden? If you have clay soil, it will hold water much better than sandy soil. Sandy soil dries out quickly and will need more frequent watering.



Lesson 10

Target	<ul style="list-style-type: none">• I can read and spell words with "-ch" and "-tch."• I can use my knowledge of vowel sounds and syllables to read and spell words.
Text, Materials, Video Name	No text today Pencil ELA_GK_W2_L10
Daily Routines	Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.
Whole Group Lesson	Follow along with your virtual teacher or with a family member, caregiver, or friend. Today we will practice reading words using some spelling patterns that we have already learned. We are going to read words that end with "-ch" and "-tch".
Activity	With your family member, caregiver, or friend, complete the following activity: First, read all the words in the word list. Notice that all the words end with "-ch" or "-tch". Next, use the Sentence Builder worksheet to fill in the blanks with words from the word list.
Closing	After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.



Student Activity Lesson 10

Word List for Sentence Builders

beach

scratch

kitchen

lunch

itch

birch

fetch

finch

peach

stench

stitch

branch

each

patch

porch

reach

teaching



Sentence Builders with “-ch” and “-tch”

Choose words from the Word List for Sentence Builders to build sentences with “-ch” and “-tch” words.

1. My dad is in the _____, _____ my sister how to make a _____ pie for after our _____.
2. You shouldn't _____ that _____ because it could turn into a rash.
3. When we _____ the _____, we can play _____ with my dog.
4. The little _____ sat on a _____ of the _____ tree.
5. Can you _____ a _____ on _____ sleeve of my jacket?
6. What is that _____ I smell outside on the _____ ?

Grade 2 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



Week of 4/27/20 to 5/01/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Suffixes “-ible” and “-able”
- HFW:** “although,” “available,” and “birthday”
- Materials Needed:** Pencils, lined paper, scissors, and glue

	Watch	Read	Do
Day 1	ELA_G2_W3_L11	Cake for Dinner	Sorting Words by Endings
Day 2	ELA_G2_W3_L12	Compost	Snap or Trap Reading Comprehension
Day 3	ELA_G2_W3_L13	Compost	Sorting Word Parts
Day 4	ELA_G2_W3_L14	Compost	Fluency Practice
Day 5	ELA_G2_W3_L15	Compost	Sentence Builders

www.detroitk12.org/youtube

Weekly Decodable Text

Compost

Cycle 18 Decodable Reader



Did you know that old food
can be usable in a garden?

2

Compost is a mixture of
garden scraps and kitchen
vegetable scraps. When
the scraps rot, they can
be used in your garden to
help vegetables and other
plants grow.

It is possible to make your
own compost. To do this,
you must first make a
compost pile.

3

4



The pile is made up of layers, sort of like a birthday cake. To make the layers, begin with scraps. Sprinkle the scraps with plant food (plant food can be bought at the store), and then soil. Repeat until there are a few layers.

5



6

After a few weeks, use a shovel to mix up the pile. This will help the scraps to decay faster. You'll know it's ready when it becomes crumbly.

7



It will probably start to smell bad, too. Some people say it smells horrible, but some people do not mind it as much.

8

Although making your own compost is doable, it can take months for it to be ready. If you want to save time, compost is available to buy, too.



9

10

Once it is ready, or once you have bought the compost, spread it through the soil in your garden. The rotting scraps may smell terrible, but they will help your plants and vegetables grow!

11

Lesson 11

Target	<ul style="list-style-type: none"> • I can identify suffixes with spelling patterns “-able” and “-ible” in a shared text (poem). • I can read, identify the vowel sound, and spell words with the ending spelling patterns “-able” and “-ible.”
Text, Materials, Video Name	<p>“Cake for Dinner” poem Pencil Lined paper (optional) Scissors (optional) Glue (optional) ELA_GK_W3_L11</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to read a poem entitled “Cake for Dinner”. While your teacher reads the poem, make a list of all the words that have the spelling pattern “-ible” or “-able” in them. If you don’t have any paper, circle all the words that have “-ible” or “-able” in them on the poem.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts on the Word Rule Word Cards. If you have scissors, cut the word parts, organize them by category, and paste them on the T-Chart. If you do not have scissors and glue, write the word under the correct category.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Poem: "Cake for Dinner"

I want cake for dinner!

You say it's not sensible, but I say it's possible.

Be flexible! After all, cake is edible.

What's more preferable than a tasty, colorful cake?

It's a desirable choice for eight-year-old me.

But you say vegetables are preferable. Gosh, that's predictable.

I want something pleasurable, not responsible.

Cake is as digestible as vegetables. (I've got to think of something more plausible.)

Aha! I've got it. I'll make the cake with green frosting (just like vegetables).

Cake for dinner it is! Now we can agree that's acceptable.

Student Activity Lesson 11

Words Rule Word Cards

Sort it out:

Cut out the word cards and place them in the correct column **or** write each word in the correct column that matches the words rule pattern of “-able” and “-ible”.

legible	accessible	divisible
visible	credible	terrible
sensible	possible	flexible
accountable	remarkable	enjoyable
washable	unstoppable	fashionable
laughable	avoidable	payable



T-chart: “-able” vs. “-ible”

-able	-ible

Lesson 12

Target	<ul style="list-style-type: none"> • I can read high-frequency words: “different,” “doesn’t,” “frequent,” “weather,” “whole,” “won’t,” “yourself.” • I can read the decodable text “Watering Your Garden.”
Text, Materials, Video Name	<p>“Compost” (Cycle 18 decodable reader) Pencil Decodable reader ELA_GK_W3_L12</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Some words can be hard to read and spell because they don’t look and sound like they should. We call those words ‘words that don’t play fair’ or ‘Trap words.’ Today, we’re going to look at words like this and figure out what makes them hard to read and spell. Use the activity sheet to record your answers.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 18 Decodable Reader “Compost” two times. Be on the lookout for the high-frequency words “although,” “available,” “birthday,” “helpful,” “vegetable,” and “buy”. Circle the high-frequency words you find. After you read the text two times, answer the questions on the reading comprehension activity sheet.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 12

Snap Words: Words that are spelled exactly like they sound	Trap Words: Words that are not spelled like they sound

High Frequency Words:

although available birthday
helpful vegetable buy

Compost

Reading Comprehension Activity Sheet

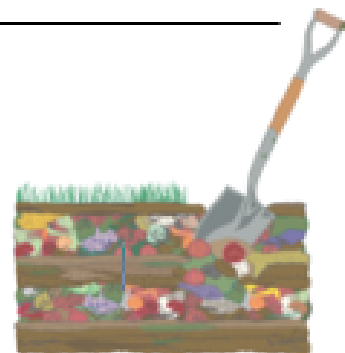
1. What is compost?

2. If you want to make your own compost, what should go in your compost pile?

3. Why do you want to use a shovel to mix up the pile after a few weeks?

4. How long will it take for compost to be ready?

5. **Retell** the story to a partner.



Lesson 13

Target	<ul style="list-style-type: none"> • I can make new words using base words and the suffixes “-ful” and “-less.” • I can write a sentence using words with the suffix spelling patterns “-ible” and “-able,” and high-frequency words.
Text, Materials, Video Name	<p>“Compost” (Cycle 18 decodable reader) Pencil Scissors ELA_GK_W3_L13</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>Today, we are going to practice making words using base words and suffixes.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts of the Word Parts Cards. Cut out and organize the word parts into two categories: base words and suffixes (endings). Use the word parts cards to form new words. Write the words you made on the T-chart.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 13

Word Parts Cards

care	use	hope
rest	-ful	-less



Word Parts T-chart

“-ful”	“-less”

Lesson 14

Target	<ul style="list-style-type: none"> • I can identify the correct homophone (“hair” or “hare”) based on meaning and context. • I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary).
Text, Materials, Video Name	<p>“Compost” (Cycle 18 decodable reader) Pencil ELA_GK_W3_L14</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to review and learn more about homophones. Remember that homophones are words that sound alike but are spelled different and have different meanings.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Today, we are going to practice our reading fluency. Fluent readers read smoothly and with meaning. Practice your reading fluency by reading excerpts from this week's decodable reader.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 14

Excerpts from Decodable Reader: "Compost" (pages 2-4)

Excerpt #1:

Did you know that old food can be usable in a garden?

Excerpt #2:

Compost is a mixture of garden scraps and kitchen vegetable scraps. When the scraps rot, they can be used in your garden to help vegetables and other plants grow.

Excerpt #3:

It is possible to make your own compost. To do this, you must first make a compost pile.

Lesson 15

Target	<ul style="list-style-type: none"> • I can identify the correct spelling patterns for words that end in the “-able” and “-ible” suffixes. • I can read and spell words with suffixes “-ible” and “-able.”
Text, Materials, Video Name	<p>No text today Pencil ELA_GK_W3_L15</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will practice reading words using some spelling patterns that we have already learned. We are going to read words that end with “-ible” and “-able”.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>First, read all the words in the word list. Notice that all the words end with “-ible” or “-able”. Next, use the Sentence Builder worksheet to fill in the blanks with words from the word list.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 15

Word List for Sentence Builders

dependable

available

terrible

horrible

visible

comfortable

inflatable

legible

plausible

convertible



Sentence Builders with “-able” and “-ible”

Choose words from the Word List for Sentence Builders to build sentences with “-able” and “-ible” words.

1. Sarah is a _____ babysitter. She is always _____ to babysit on Friday nights.
2. Alexander had a _____, _____, no good, very bad day!
3. The playground is _____ from my classroom window.
4. It was very _____ to lie on an _____ raft shaped like an alligator.
5. My handwriting is very neat and _____.
6. Is it _____ to rent a _____ when we vacation in Florida?

Grade 2 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



Week of 5/04/20 to 5/08/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Review of Consonant-le
 Review of /k/ at end of words spelled "-k," "-ck," and "-ic"
 Review of /ch/ at end of words spelled "-ch" and "-tch"
 Review of /j/ at end of words spelled "-dge," "-ge"
 Introduction of /au/ and /aw/
- HFW:** "throughout" and "indoor"
- Materials Needed:** Pencils, lined paper, scissors, and glue

	Watch	Read	Do
Day 1	ELA_G2_W4_L16	My Lovely Garden	Sentence Builders
Day 2	ELA_G2_W4_L17	My Garden Spot	Snap or Trap Story Retell Graphic Organizer
Day 3	ELA_G2_W4_L18	My Garden Spot	Sorting Word Parts
Day 4	ELA_G2_W4_L19	My Garden Spot	Fluency Practice
Day 5	ELA_G2_W4_L20	My Garden Spot	Sorting Words by Endings Silly Sentences

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Weekly Decodable Text

My Garden Spot








Cycle 19 Decodable Reader



Dad walked into the kitchen. He saw Sam scribbling on some paper. "What are you drawing, Sam?" asked Dad. "A sun chart," Sam replied.

2

"We've been learning about gardens at school. I know it's impossible for us to have a garden because we don't have a yard. So I'm planning an indoor garden," Sam explained.

	9:00am	1:00pm	5:00pm
			
			
			

"Plants need sun to grow. So I made this chart to keep track of when the sun shines through each window throughout the day. That way, I'll know the best place to put the garden." Sam showed Dad the chart.

3

4

"It looks like the kitchen will be the best spot. It gets sunshine in the morning and afternoon. And it faces south, which means it gets bright sunlight," said Dad.

5

Sam and Dad went to the local garden center to buy some plants, plant food, a watering can, and potting soil. They chose a lavender plant with little purple flowers and a spider plant with long, thin leaves.

6



As soon as they got home, Sam carefully put the plants on the table next to the kitchen window. He filled the watering can and sprinkled them with water. He made sure they were sitting at the right angle so they would get plenty of sunshine.

7

"Maybe we can grow some vegetables next! And a sunflower! And..." Dad stopped Sam. "Let's see how we do with just two. Then we'll decide if we can handle any more plants in our wonderful little apartment garden," said Dad with a smile.

8



Lesson 16

Target	<ul style="list-style-type: none">• I can identify words with the Consonant-le syllable type and words with /ch/ at the end spelled with “-tch” or “-ch” in a shared text (poem).• I can read words with the Consonant-le syllable type, words with the /ch/ at the end spelled “-tch” or “-ch,” and words with the /aw/ sound spelled “au” or “aw.”
Text, Materials, Video Name	“My Lovely Garden” poem Pencil Lined paper (optional) ELA_GK_W4_L16
Daily Routines	Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.
Whole Group Lesson	Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, we are going to read a poem entitled “My Lovely Garden”. While your teacher reads the poem, make a list of all the words that have the spelling pattern consonant-le, “-tch” or “-ch” in them. If you don’t have any paper, circle all the words that have consonant-le, “-tch” or “-ch” in them on the poem.
Activity	With your family member, caregiver, or friend, complete the following activity: First, read all the words in the word list. Notice that all the words have the spelling pattern “consonant-le,” “-ch,” “-tch,” “au,” or “aw”. Next, use the Sentence Builder worksheet to fill in the blanks with words from the word list.
Closing	After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.



Poem: "My Lovely Garden"

Pass through the arch of the maple tree branch

Come see my lovely garden

Sit for a moment on the bench by the pond

Watch the sun sparkle and dance

Toss in a pebble

See the water ripple

Making circles that stretch to the edge

An apple or peach will make a fine snack

Finer than any fancy feast

See a crawfish draw lines with his claws

While a hawk soars overhead

A fawn steps with caution and takes a long pause

Then dashes back out to the lawn

All this in my awesome garden!



Student Activity Lesson 16

Word List for Sentence Builders

chuckle

draw

coach

popsicle

author

kitchen

yawn

saw

sketch



Sentence Builders with “consonant-le,” “-ch,” “-tch,” “au,” and “aw”

Choose words from the Word List for Sentence Builders to build sentences.

1. Gretchen likes to _____ and _____ with pencils and markers.
2. You need to clean up the dishes you left in the _____ sink.
3. My baseball _____ wants me to play first base this weekend.
4. You must be very tired. I just _____ you give a big _____.
5. Who is the _____ of that book?
6. That was a funny joke. It really made me _____.
7. When it's hot outside I enjoy eating a nice cold _____.

Lesson 17

Target	<ul style="list-style-type: none"> I can read high-frequency words: “throughout,” “indoor,” “we’ve,” “let’s,” “don’t,” “able,” “possible,” “saw,” “thought,” “explain,” and “laughed.” I can read the decodable text “My Garden Spot.”
Text, Materials, Video Name	<p>“My Garden Spot” (Cycle 19 decodable reader) Pencil Decodable reader ELA_GK_W4_L17</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Some words can be hard to read and spell because they don’t look and sound like they should. We call those words ‘words that don’t play fair’ or ‘Trap words.’ Today, we’re going to look at words like this and figure out what makes them hard to read and spell. Use the activity sheet to record your answers.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 19 Decodable Reader “My Garden Spot” two times. Be on the lookout for the high-frequency words “throughout,” “indoor,” “we’ve,” “let’s,” “don’t,” “able,” “possible,” “saw,” “thought,” “explain,” and “laughed.” Circle the high-frequency words you find. After you read the text two times, retell the story using the Story Retell Graphic Organizer using both pictures and words.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 17

Snap Words: Words that are spelled exactly like they sound	Trap Words: Words that are not spelled like they sound

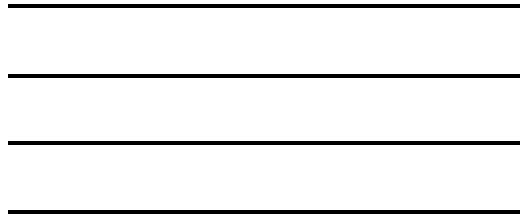
High Frequency Words:

Throughout indoor laughed we've

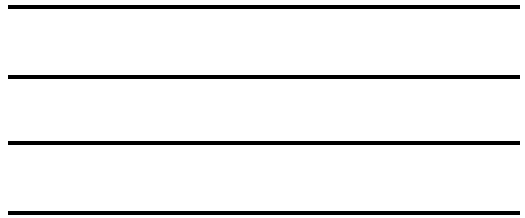
possible explained able

Story Retell Graphic Organizer

First,



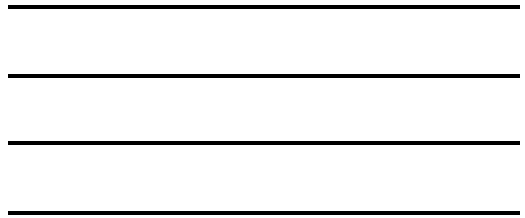
Next,



Then,



Lastly,



Lesson 18

Target	<ul style="list-style-type: none"> I can add a prefix and/or a suffix to a base word to make and decode a new word. I can write a sentence using words with the Consonant-le syllable type at the end and applying what I know about the patterns “-tch,” “-ch,” “-ge,” “-dge,” “-k,” “-ck” and affixes I’ve learned.
Text, Materials, Video Name	<p>“My Garden Spot” (Cycle 19 decodable reader) Pencil Scissors ELA_GK_W4_L18</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>Today, we are going to practice making words using prefixes, base words and suffixes.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts of the Word Parts Cards. Cut out and organize the word parts into three categories: prefixes (beginnings), base words and suffixes (endings). Use the word parts cards to form new words. Write the words you made on the T-chart.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 18

Word Parts Cards

slow	kind	quick
help	use	-ly
-er	-est	Un-
-less	-ful	



Word Parts T-chart

Prefix	Base Word	Suffix

Lesson 19

Target	<ul style="list-style-type: none"> • I can identify the correct homophone (“one” or “won”) based on meaning and context. • I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary).
Text, Materials, Video Name	<p>“My Garden Spot” (Cycle 19 decodable reader) Pencil ELA_GK_W4_L19</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to review and learn more about homophones. Remember that homophones are words that sound alike but are spelled different and have different meanings.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Today, we are going to practice our reading fluency. Fluent readers read smoothly and with meaning. Practice your reading fluency by reading excerpts from this week's decodable reader.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 19

Excerpts from Decodable Reader: “My Garden Spot” (pages 7-8)

Excerpt #1:

As soon as they got home, Sam carefully put the plants on the table next to the kitchen window. He filled the watering can and sprinkled them with water. He made sure they were sitting at the right angle so they would get plenty of sunshine.

Excerpt #2:

“Maybe we can grow some vegetables next! And a sunflower! And...” Dad stopped Sam. “Let’s see how we do with just two. Then we’ll decide if we can handle any more plants in our wonderful little apartment garden,” said Dad with a smile.

Lesson 20

Target	<ul style="list-style-type: none"> I can review the sound-spelling patterns from Cycles 13–19: words with Consonant-le syllable type ending, words with “-k,” “-ck,” and “-ic” endings, words with “-dge” and “-ge” endings, words with “-ch” and “-tch” endings, and words with suffixes “-ible” and “-able.” I can apply what I’ve learned to read and write words in isolation and in text.
Text, Materials, Video Name	<p>No text today Pencil Scissors (optional) Glue (optional) ELA_GK_W4_L20</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will practice reading words using some spelling patterns that we have already learned. We are going to read words that have Consonant-le syllable type ending, words with “-k,” “-ck,” and “-ic” endings, words with “-dge” and “-ge” endings, words with “-ch” and “-tch” endings, and words with suffixes “-ible” and “-able.”</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts on the Word Rule Word Cards. If you have scissors, cut the word parts, organize them by category, and paste them on the T-Chart. If you do not have scissors and glue, write the word under the correct category. Then, write 5 silly sentences using 1 Word Rule word in each sentence.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 20

Word Cards

Sort it out:

Cut out the word cards and place them in the correct column **or** write each word in the correct column that matches the words rule pattern of “-ch”, “-tch”, /au/, /au/, and consonant-le.

arch	watch	bench
apple	branch	awesome
maple	sparkle	pebble
ripple	stretch	peach
pause	crawfish	draw
claws	hawk	fawn
caution	lawn	



T-Chart

-ch	-tch	/aw/	/au/	C-le



Silly Sentences

Directions: Write 5 silly sentences using 1 Word Rule word in each sentence.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

Grade 2 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



Week of 5/11/20 to 5/15/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** “-y” to “-ies” or “-s” plural rule
- HFW:** “usually,” “eight,” “animal,” “people,” “around,” “they’re,” “that’s,” and “you’ve”
- Materials Needed:** Pencils, lined paper, scissors, and glue

	Watch	Read	Do
Day 1	ELA_G2_W5_L21	I Spy	Sentence Builders
Day 2	ELA_G2_W5_L22	Babies	Snap or Trap Reading Comprehension
Day 3	ELA_G2_W5_L23	Babies	Word Parts
Day 4	ELA_G2_W5_L24	Babies	Fluency Practice
Day 5	ELA_G2_W5_L25	Babies	Sorting Words by Endings Silly Sentences

www.detroitk12.org/youtube

Weekly Decodable Text

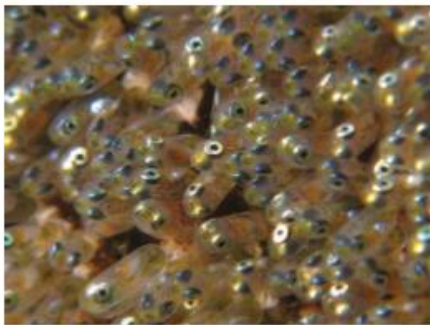
Babies

Cycle 20 Decodable Reader



Just like people, animals have babies. A human baby is called an infant. Monkey babies are also called infants. Monkeys carry their babies around just like people! Do you think they cry like human babies?

2



Did you know that a baby fish is called a fry? The female fish usually lays many eggs. The baby fry hatches out of an egg. Some baby fish hide and rest in the rocks until they are ready to swim and find their own food.

3



A rabbit's baby is called a bunny. Bunnies can also be called kittens. Does that remind you of another animal? That's right! Cat babies are also called kittens. Female rabbits make a nest to keep the bunnies warm and safe.

4



Female cats give birth to around four or five kittens at a time, but they can sometimes have as many as nine! A group of kittens is called a litter.

5



You've probably seen a baby dog before. These babies are called puppies. Like kittens, a group of puppies is called a litter. A female dog may give birth to only one or maybe as many as seven or eight puppies in a litter.

6



Now on to a baby that's not quite as cute: a maggot. A maggot is a baby fly. It does not look like a fly, though. Flies have wings and legs, but maggots are white and legless and wingless.

7



Like fish, baby birds come from an egg. The female bird lays eggs in a nest. She takes care of the eggs until they hatch. When they are first born, they're called hatchlings.

8



Which baby is your favorite?
The furry ones like puppies,
bunnies, or kittens? Or do
you like insect babies like a
maggot or a caterpillar?
Or do you like the fish fry
baby? Or a feathered baby
like a hatchling?

9

Lesson 21

Target	<ul style="list-style-type: none"> • I can identify plural words with an “-ies” ending (poem). • I can read and identify singular words ending in “-y” and “-ey” and plural words ending in “-s” and “-ies.”
Text, Materials, Video Name	<p>“I Spy” poem Pencil Lined paper (optional) ELA_GK_W5_L21</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to read a poem entitled “I Spy”. While your teacher reads the poem, make a list of all the words that have the plural ending “-ies” in them. If you don’t have any paper, circle all the words that has “-ies” in them on the poem.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>First, read all the words in the word list. Notice that all the singular words end in “-y” and “-ey” and the plural words end in “-s” and “-ies.” Next, use the Sentence Builder worksheet to fill in the blanks with words from the word list.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Poem: "I Spy"

I spy with my little eye many groups of things

Two bunnies hop and flop

Three flies stop and drop

Four lilies get cropped on top

Down the pavement I go, so many groups to know

Five ladies scrub and grub

Six puppies tug the rug

Seven kitties lug a jug

No one is alone today, so many groups come my way

Suddenly I feel so low. Where are all the people I have
known?

I know! I'll find my family. My sister, mom, and dad make
three.

Families are such great groups! Go get yours and play some
hoops!



Student Activity Lesson 21

Word List for Sentence Builders

boys

berries

bunnies

daisies

ponies

ladies

pennies

parties

families

butterflies

strawberries

cherries

monkeys

keys



Sentence Builders with Plural Words with “-s” and “-ies”

Choose words from the Word List for Sentence Builders to build sentences with plural endings.

1. The _____ yelled at me, “Your face is covered in red and blue” because I ate _____ for snack.
2. The _____ stole the _____ from the girl's purse.
3. The _____ pulled the _____ as the kids rode them down the trail.
4. I saved my _____ so I could buy gifts for a few birthday _____.
5. The _____ looked up at the colorful _____ flying around the conservatory.
6. The baker loved to bake pies with _____ and _____.

Lesson 22

Target	<ul style="list-style-type: none"> • I can read high-frequency words: “usually,” “eight,” “animal,” “people,” “around,” “that’s,” “they’re,” “you’ve.” • I can read the decodable text “Babies.”
Text, Materials, Video Name	<p>“Babies” (Cycle 20 decodable reader) Pencil Decodable reader ELA_GK_W5_L22</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Some words can be hard to read and spell because they don’t look and sound like they should. We call those words ‘words that don’t play fair’ or ‘Trap words.’ Today, we’re going to look at words like this and figure out what makes them hard to read and spell. Use the activity sheet to record your answers.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 20 Decodable Reader “Babies” two times. Be on the lookout for the high-frequency words “usually,” “eight,” “animal,” “people,” “around,” “that’s,” “they’re,” and “you’ve.” Circle the high-frequency words you find. After you read the text two times, answer the questions on the reading comprehension activity sheet.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 22

Snap Words: Words that are spelled exactly like they sound	Trap Words: Words that are not spelled like they sound

High Frequency Words:

usually

eight

animal

people

around

that's

they're

you've

Babies

Reading Comprehension Activity Sheet

1. What are two things human babies and the babies of monkeys have in common?

2. What are the two names baby rabbits are called?

3. A group of kittens or puppies are called a

4. Maggots are baby flies, but they do not look like a fly. Describe the differences between the looks of a maggot and a fly.

5. **Retell** the story to a partner.



Lesson 23

Target	<ul style="list-style-type: none"> I can make new words using base words and the suffixes “-ment” and “-ness.”
Text, Materials, Video Name	<p>“Babies” (Cycle 20 decodable reader) Pencil Scissors ELA_GK_W5_L23</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>Today, we are going to practice making words using base words and the suffixes “-ness” and “-ment”.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts of the Word Parts Cards. Cut out and organize the word parts into two categories: base words and suffixes (endings). Use the word parts cards to form new words. Write the words you made on the T-chart.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 23

Word Parts Cards

dark	blind	-ness
-------------	--------------	--------------

pay	agree	punish
------------	--------------	---------------

polite	-ment
---------------	--------------



Word Parts T-chart

Base Word	Suffix	New Word

Lesson 24

Target	<ul style="list-style-type: none"> • I can identify the correct homophone (“eight” or “ate”) based on meaning and context. • I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary).
Text, Materials, Video Name	<p>“Babies” (Cycle 20 decodable reader) Pencil ELA_GK_W5_L24</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to review and learn more about homophones. Remember that homophones are words that sound alike but are spelled different and have different meanings.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Today, we are going to practice our reading fluency. Fluent readers read smoothly and with meaning. Practice your reading fluency by reading excerpts from this week's decodable reader.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 24

Excerpts from Decodable Reader: “Babies” (pages 7-8)

Excerpt #1:

Now onto a baby that’s not quite as cute: a maggot. A maggot is a baby fly. It does not look like a fly, though. Flies have wings and legs, but maggots are white and legless and wingless.

Excerpt #2:

Like fish, baby birds come from an egg. The female bird lays eggs in a nest. She takes care of the eggs until they hatch. When they are first born, they’re called hatchlings.

Lesson 25

Target	<ul style="list-style-type: none"> • I can read and spell singular words ending in “-y” and plural words ending in “-ies” and “-eys.” • I can write a sentence using singular words with “-y” endings, plural words with “-ies” endings, and high-frequency words.
Text, Materials, Video Name	<p>No text today Pencil Scissors (optional) Glue (optional) ELA_GK_W5_L25</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will practice reading words using some spelling patterns that we have already learned. We are going to read singular words ending in “-y” and plural words ending in “-ies” and “-eys.”</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts on the Word Rule Word Cards. If you have scissors, cut the word parts, organize them by category, and paste them on the T-Chart. If you do not have scissors and glue, write the word under the correct category. Then, write 5 silly sentences using 1 Word Rule word in each sentence.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 25

Word Cards

Sort it out:

Cut out the word cards and place them in the correct column **or** write each word in the correct column that matches the words rule pattern of singular words ending in “-y” and “-ey” and plural words ending in “-ies” and “-eys.”

puppy	puppies	bunny
bunnies	lily	lilies
family	families	baby
babies	monkey	monkeys
valley	valleys	turkey
turkeys	alley	alleys



T-Chart

Singular Words (“-y,” “-ey”)	Plural Words (“-ies,” “-s”)



Silly Sentences

Directions: Write 5 silly sentences using 1 Word Rule word in each sentence.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

Grade 2 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



Week of 5/18/20 to 5/22/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Schwa words spelled with “a”
- HFW:** “another,” “inside,” “isn’t,” “process,” “similar,” “usually,” and “you’re”
- Materials Needed:** Pencils, lined paper, scissors, and glue

	Watch	Read	Do
Day 1	ELA_G2_W6_L26	Come Along	Sentence Builders
Day 2	ELA_G2_W6_L27	The Life Cycle of Moths and Butterflies	Snap or Trap Sentence Writing
Day 3	ELA_G2_W6_L28	The Life Cycle of Moths and Butterflies	Sorting Word Parts
Day 4	ELA_G2_W6_L29	The Life Cycle of Moths and Butterflies	Fluency Practice
Day 5	ELA_G2_W6_L30	The Life Cycle of Moths and Butterflies	Read It, Write It, Say It Silly Sentences

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Weekly Decodable Text

The Life Cycle of Moths and Butterflies

Cycle 21 Decodable Reader



Do you think butterflies and moths are animals or insects? You're right! Butterflies and moths are both insects.

2

Butterflies and moths are similar to each other. They both have wings with pretty patterns. They can both fly. And they both have four stages of life.



The first stage is the egg. A mother butterfly or moth lays an egg on a leaf, a stem, or on another object.

3

4



The second stage is the larva. This is also called a caterpillar. A caterpillar is sort of like a worm with legs. It eats a lot and grows very quickly.

5



The third stage is the pupa. While inside the pupa, the caterpillar begins to transform into a butterfly or moth.

6



The adult stage is the last stage. The caterpillar has turned into an adult butterfly or moth. The adult has wings. The wings usually have a pretty pattern on them. The adult is able to mate and lay eggs.

7

Isn't this process amazing? Can you think of any other insects that have a life cycle that is similar to the moth and the butterfly?

8

Lesson 26

Target	<ul style="list-style-type: none"> • I can identify two-syllable schwa words spelled with “a” in a shared text (poem). • I can read, identify the schwa sound, and spell two-syllable schwa words spelled with “a.”
Text, Materials, Video Name	<p>“Come Along” poem Pencil Lined paper (optional) ELA_GK_W6_L26</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to read a poem entitled “Come Along”. While your teacher reads the poem, make a list of all the words that have two syllables and have the schwa sound spelled with “a”. If you don’t have any paper, circle all the two-syllable schwa words spelled with “a” on the poem.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>First, read all the words in the word list. Notice that all the words have two syllables and the schwa sound spelled with “a”. Next, use the Sentence Builder worksheet to fill in the blanks with words from the word list.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Poem: "Come Along"

Come along to the zoo, there's so much to see.

Things to amaze, I know you'll agree.

What comes from China with black and white fur?

A panda, you say? Oh yes, that's for sure!

Across the way we can see lions awake,

They look so regal, over there by the lake.

And who's from the tundra, where it always stays cold?

That baby white polar bear, who is just one year old.

The otters do not like to play all alone,

They're swimming around and under that stone.

So many animals and so much to see,

Come along to the zoo, come along with me!



Student Activity Lesson 26

Word List for Sentence Builders

around

Eva

final

away

alone

agree

pizza

extra

attend

soda

about

awoke

above

Cuba

along

afraid

ago

asleep

about

sofa



Sentence Builders: Schwa Words Spelled with “a”

Choose words from the Word List for Sentence Builders to build sentences with schwa words spelled with “a.”

1. You should _____ the meeting after school _____ our field trip if you are _____.
2. My mom left a week _____ for a trip far _____ to _____.
3. Can we _____ to have _____ and _____ for our _____ night of vacation?
4. When I _____, there was an _____ blanket _____ my feet.
5. Can you come _____ with me so I'm not _____ and _____?
6. My sister, _____, has been _____ on the _____ since _____ noon.

Lesson 27

Target	<ul style="list-style-type: none"> • I can read high-frequency words: “another,” “inside,” “isn’t,” “pretty,” “process,” “similar,” “usually,” and “you’re.” • I can read the decodable text “The Life Cycle of Moths and Butterflies.”
Text, Materials, Video Name	<p>“The Life Cycle of Moths and Butterflies” (Cycle 21 decodable reader) Pencil Decodable reader ELA_GK_W6_L27</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Some words can be hard to read and spell because they don’t look and sound like they should. We call those words ‘words that don’t play fair’ or ‘Trap words.’ Today, we’re going to look at words like this and figure out what makes them hard to read and spell. Use the activity sheet to record your answers.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 21 Decodable Reader “The Life Cycle of Moths and Butterflies” two times. Be on the lookout for the high-frequency words “another,” “inside,” “isn’t,” “pretty,” “process,” “similar,” “usually,” and “you’re.” Circle the high-frequency words you find. After you read the text two times, write a sentence using each of these high frequency words. When you’re finished, read the sentence back to yourself out loud.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 27

Snap Words: Words that are spelled exactly like they sound	Trap Words: Words that are not spelled like they sound

High Frequency Words:

another inside isn't pretty
process similar usually you're

Sentence Writing

Directions: Write a sentence using each of these high frequency words and then read the sentence back to yourself out loud.

Word	Sentence
another	
inside	
isn't	
pretty	
process	
similar	
usually	

Lesson 28

Target	<ul style="list-style-type: none"> • I can make new words using base words and the prefixes “de-” and “dis-.” • I can write a sentence using two-syllable schwa words spelled with “a,” words with, prefixes “de-” and “dis-,” and high-frequency words.
Text, Materials, Video Name	<p>“The Life Cycle of Moths and Butterflies” (Cycle 21 decodable reader) Pencil Scissors ELA_GK_W6_L28</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>Today, we are going to practice making words using base words and prefixes “de-” and “dis-.”</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts of the Word Parts Cards. Cut out and organize the word parts into two categories: base words and prefixes (beginnings). Use the word parts cards to form new words. Write the words you made on the T-chart.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 28

Word Parts Cards

code	construct	agree
comfort	compose	infect
like	de-	dis-



Word Parts T-chart

Prefix	Base Word	New Word

Lesson 29

Target	<ul style="list-style-type: none"> • I can identify the correct homophone (“wear” or “where”) based on meaning and context. • I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary).
Text, Materials, Video Name	<p>“The Life Cycle of Moths and Butterflies” (Cycle 21 decodable reader) Pencil ELA_GK_W6_L29</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to review and learn more about homophones. Remember that homophones are words that sound alike but are spelled different and have different meanings.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Today, we are going to practice our reading fluency. Fluent readers read smoothly and with meaning. Practice your reading fluency by reading excerpts from this week's decodable reader.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 29

Excerpts from Decodable Reader: “The Life Cycle of Moths and Butterflies” (pages 2–4)

Excerpt #1:

Do you think butterflies and moths are animals or insects?
You're right! Butterflies and moths are both insects.

Excerpt #2:

Butterflies and moths are similar to each other. They both have wings with pretty patterns. They can both fly. And they both have four stages of life.

Excerpt #3:

The first stage is the egg. A mother butterfly or moth lays an egg on a leaf, on a stem, or on another object.

Lesson 30

Target	<ul style="list-style-type: none"> • I can read and spell schwa words spelled with “a.” • I can use my knowledge of vowel sounds and syllables to read and spell words.
Text, Materials, Video Name	<p>No text today Pencil ELA_GK_W6_L30</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will practice reading words using some spelling patterns that we have already learned. We are going to read and spell schwa words spelled with “a.”</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the words in the “Read It” column. Next, write each word in the “Write It” column. Then, write the word again in the “Write It and Say It” column and then say the word aloud. Lastly, write 5 silly sentences using 1 of the words in the “Read It” column in each sentence.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 30

Read It, Write It, Say It

Directions: Read each word, write each word two times, say each word.

Read It	Write It	Write It and Say It
around		
Eva		
final		
away		
alone		
agree		
pizza		
extra		
attend		
soda		



Silly Sentences

Directions: Write 5 silly sentences using 1 Word Rule word in each sentence.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

Grade 2 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



Week of 5/25/20 to 5/29/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Schwa words spelled with “e” and “o”
- HFW:** “across,” “America,” “could,” “entire,” “I’ve,” “once,” “they’ve,” and “we’d”
- Materials Needed:** Pencils, lined paper, scissors, and glue

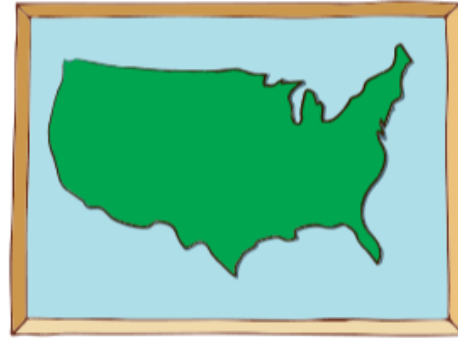
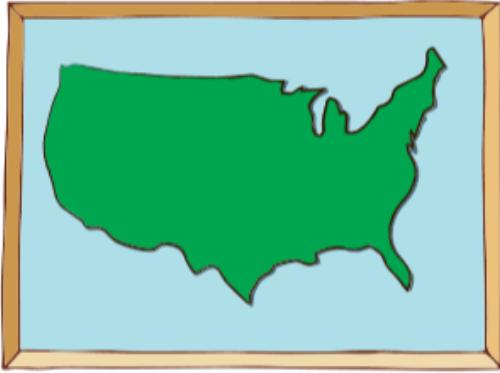
	Watch	Read	Do
Day 1	ELA_G2_W7_L31	Nighttime Fun	Word Rules Word Sort
Day 2	ELA_G2_W7_L32	All About Maps	Snap or Trap Segment the Syllables
Day 3	ELA_G2_W7_L33	All About Maps	Word Parts Sort
Day 4	ELA_G2_W7_L34	All About Maps	Fluency Practice
Day 5	ELA_G2_W7_L35	All About Maps	Sneaky Sounds Silly Sentences

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Weekly Decodable Text

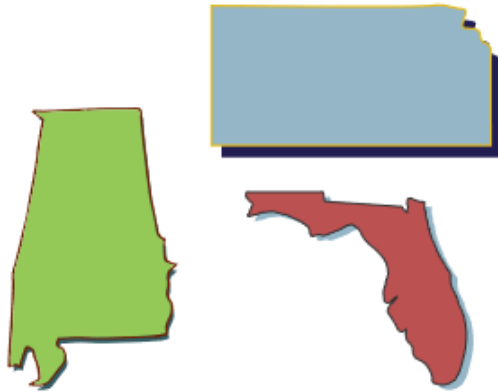
All About Maps

Cycle 22 Decodable Reader



Sam and Dad have a map of America hanging in the living room. Sam asks Dad, "How many of the states on the map have you been to?"

2



"Well, I haven't been to very many places. But I have been to Alabama. That is where your grandma was born. I also went to Florida when I was a kid, and I went to Kansas once."

3



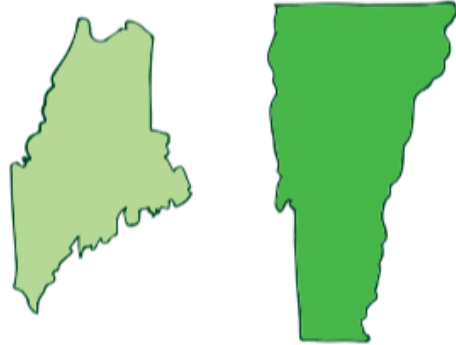
Sam says, "I wonder if we can plan a trip to Alaska? Did you know the highest peak in America is in Alaska? I would love to see all the different animals there, too. Like a moose!"

4



"Or, it would be really fun to travel to Nevada! The Grand Canyon is there. We could hike to the bottom."

5



"Both of those ideas sound great, Sam. I've always wanted to go to Maine or Vermont. I would like to go in the fall to see the leaves changing colors," says Dad.

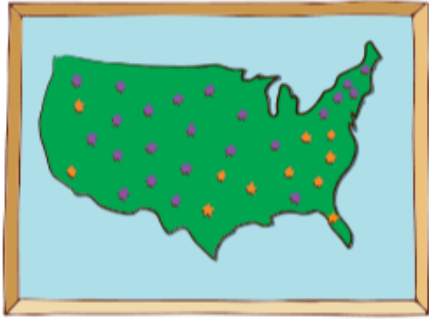
6

"I've got an idea!" Sam says. "Let's put stickers on our map of America. We'll choose one color for the states we have already seen, and another color for the ones we want to visit."

7

"Great idea," says Dad. He finds some shiny star stickers. They choose orange stars for the places they've been, and purple stars for the places they want to go.

8



Sam and Dad look at the map.
"Umm, Sam, I think we've covered the entire American map with stars!" "Yep," says Sam. "I guess that means we'd better start planning our trip across America!" Sam and Dad laugh.

9

Lesson 31

Target	<ul style="list-style-type: none"> • I can identify one- and two-syllable schwa words spelled with “e” and “o” in a shared text (poem). • I can read, identify the schwa sound, and spell schwa words spelled with “e” and “o.”
Text, Materials, Video Name	<p>“Nighttime Fun” poem Pencil Lined paper (optional) Scissors (optional) Glue (optional) ELA_G2_W7_L31</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to read a poem entitled “Nighttime Fun”. While your teacher reads the poem, make a list of all the one- and two-syllable schwa words spelled with “e” and “o”. If you don’t have any paper, circle all the words directly on the poem.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts on the Word Rule Word Cards. If you have scissors, cut the word parts, organize them by category, and paste them on the T-Chart. If you do not have scissors and glue, write the word under the correct category.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Poem: "Nighttime Fun"

Nighttime at my house is not normal, I bet.

My brother has a monkey, quite a lovely pet!

She plays with my kitten some days until night.

They even keep playing when I turn off the light.

My mother has chickens in black, white, and red,

And each little chicken has its own covered bed!

My sister has a garden in front of our house.

Among those who live there is a tiny grey mouse.

Each night she goes out when he's ready to sleep

And covers him warm with wool from some sheep.

When the moon is above us and all this is done,

We welcome tomorrow, and more of this fun.

Student Activity Lesson 31

Word Rules Word Sort

Sort it out:

Cut out the word cards and place them in the correct column **or** write each word in the correct column that matches the words rule pattern of Schwa spelled with “e” and “o”.

spoken	garden	other
Monday	become	shove
chicken	broken	comfort
month	above	nothing
discover	happen	even

Schwa T-chart

Schwa spelled with "e"	Schwa spelled with "o"

Lesson 32

Target	<ul style="list-style-type: none"> • I can read high-frequency words: “across,” “America,” “could,” “entire,” “I’ve,” “once,” “they’ve,” “we’d.” • I can read the decodable text “Map of America.”
Text, Materials, Video Name	<p>“All About Maps” (Cycle 22 decodable reader) Pencil Decodable reader ELA_GK_W7_L32</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Some words can be hard to read and spell because they don’t look and sound like they should. We call those words ‘words that don’t play fair’ or ‘Trap words.’ Today, we’re going to look at words like this and figure out what makes them hard to read and spell. Use the activity sheet to record your answers.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 22 Decodable Reader “All About Maps” two times. Be on the lookout for the high-frequency words “across,” “America,” “could,” “entire,” “I’ve,” “once,” “they’ve,” and “we’d.” Circle the high-frequency words you find. After you read the text two times, complete the Segment the Syllables activity.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 32

Snap Words: Words that are spelled exactly like they sound	Trap Words: Words that are not spelled like they sound

High Frequency Words:

across

America

could

entire

I've

once

they've

we'd

SEGMENT THE SYLLABLES

Read the words. Then segment the syllables in each word by clapping the syllable parts of the word.

For example, ca cus = (2) syllables, so you will clap (2) times.

spoken	garden	other
Monday	become	shove
chicken	broken	comfort
month	above	nothing
discover	happen	even

Reread the words. Then segment the syllables in each word by clapping the syllables in the word. Use the chart below to write the syllables and total number of syllables in each word. Think of some other words you can add to the chart.

Syllables					Count
1	2	3	4	5	
<i>help</i>	<i>ful</i>				2

Lesson 33

Target	<ul style="list-style-type: none"> • I can make new words using base words and the prefixes “im-” and “in-.” • I can write a sentence using two-syllable schwa words spelled with “e” and “o,” words with prefixes “im-” and “in-,” and high-frequency words.
Text, Materials, Video Name	<p>“All About Maps” (Cycle 22 decodable reader) Pencil Scissors ELA_GK_W7_L33</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>Today, we are going to practice making words using base words and the prefixes “im-” and “in-”.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts of the Word Parts Cards. Cut out and organize the word parts into two categories: base words and prefixes (beginnings). Use the word parts cards to form new words. Write the words you made on the T-chart.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 33

Word Parts Cards

perfect	polite
possible	complete
correct	
Im-	In-



Word Parts T-chart

Prefix	Base Word	New Word

Lesson 34

Target	<ul style="list-style-type: none"> • I can identify the correct homophone (“road” or “rode”) based on meaning and context. • I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary).
Text, Materials, Video Name	<p>“All About Maps” (Cycle 22 decodable reader) Pencil ELA_GK_W7_L34</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to review and learn more about homophones. Remember that homophones are words that sound alike but are spelled different and have different meanings.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Today, we are going to practice our reading fluency. Fluent readers read smoothly and with meaning. Practice your reading fluency by reading excerpts from this week's decodable reader.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 34

Excerpts from Decodable Reader: "All About Maps" (pages 7-9)

Excerpt #1:

"I've got an idea!" Sam says. "Let's put stickers on our map of America. We'll choose one color for the states we have already seen and another color for the ones we want to visit."

Excerpt #2:

"Great idea," says Dad. He finds some shiny star stickers. They choose orange stars for the places they've been and purple stars for the places they want to go.

Excerpt #3:

Sam and Dad look at the map. "Umm, Sam, I think we've covered the entire American map with stars!" "Yep," says Sam. "I guess that means we'd better start planning our trip across America!" Sam and Dad laugh.

Lesson 35

Target	<ul style="list-style-type: none"> • I can read and spell schwa words spelled with “e” and “o.” • I can use my knowledge of vowel sounds and syllables to read and spell words.
Text, Materials, Video Name	<p>No text today Pencil Scissors (optional) Glue (optional) ELA_GK_W7_L35</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will practice reading words using some spelling patterns that we have already learned. We are going to read schwa words spelled with “e” and “o.”</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word parts on the Sneaky Sounds Word Cards. If you have scissors, cut the word parts, organize them by category, and paste them on the T-Chart. If you do not have scissors and glue, write the word under the correct category. Then, write 5 silly sentences using 1 Word Rule word in each sentence.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 35

Sneaky Sounds Word Cards

become	done	another	darken
kitten	chosen	brother	comfort
cover	broken	quicken	sunken
front	month	discovery	nothing
custom	wonder	above	chicken
fallen	stricken	recover	kingdom





Sneaky Sounds Word List

Directions: Write the words that contain the schwa sound spelled with “e” or “o” in the columns below.

“e”	“o”



Silly Sentences

Directions: Write 5 silly sentences using 1 Word Rule word in each sentence.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

Grade 2 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



Week of 6/01/20 to 6/05/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** words with "-ate" (schwa and CVCe)
- HFW:** "brought" and "piece"
- Materials Needed:** Pencils, lined paper, scissors, and glue

	Watch	Read	Do
Day 1	ELA_G2_W8_L36	The Chocolate on My Plate	Sentence Builders
Day 2	ELA_G2_W8_L37	The Tale of the Knight's Nose	Snap or Trap Segment the Syllables
Day 3	ELA_G2_W8_L38	The Tale of the Knight's Nose	Word Parts Sort
Day 4	ELA_G2_W8_L39	The Tale of the Knight's Nose	Fluency Practice
Day 5	ELA_G2_W8_L40	The Tale of the Knight's Nose	Read It, Spell It Silly Sentences

www.detroitk12.org/youtube

Weekly Decodable Text

The Tale of the Knight's Nose

Cycle 23 Decodable Reader



The king of the Land of Peace loved chocolate. For his birthday, the queen had a huge chocolate bar made for him. It was so big that it took two men to carry it! It was covered with a pretty gold wrapper.

2

It smelled so good that he almost ate the whole thing, but decided to wait until the next day. He was still full from his chocolate birthday cake (he had eaten eight pieces!).

3



That night, pirates came and stole the whole chocolate bar! A brave knight heard about the fate of the chocolate bar. He told the king he would do his best to locate it and bring it back here to the Land of Peace.

4



The knight was very strong. He could see far into the distance and hear every tiny sound. But he didn't tell the king one thing: he couldn't smell! His nose just didn't work.

5

The knight knew he would be able to see, hear, and fight the pirates. But how would he find the hidden chocolate if he couldn't smell it?

6

The knight found the pirates. They were on the beach, by their ship. They would soon sail away into the sea with the chocolate. The knight hid in the night, watching the pirates. He couldn't see the chocolate bar anywhere. If only he could smell it! Then he might be able to find it!

Then, his strong eyes saw a glint of gold, almost like the rays of sun. It was the chocolate bar wrapper! It was hidden in a hole in the ground. He snuck over to the hole. He was so strong he was able to drag it away. The pirates never saw him!

7



The knight returned to the Land of Peace and brought the chocolate bar to the king. The king was so happy that he shared a piece of the chocolate with the knight. The king had a big piece, too.

8



Lesson 36

Target	<ul style="list-style-type: none">• I can identify one- and two-syllable words in a shared text (poem) that share the same spelling pattern at the end.• I can read, identify the schwa and long a vowel sound, and spell words with the “-ate” pattern.
Text, Materials, Video Name	“The Chocolate on My Plate” poem Pencil Lined paper (optional) ELA_G2_W8_L36
Daily Routines	Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.
Whole Group Lesson	Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, we are going to read a poem entitled “The Chocolate on My Plate”. While your teacher reads the poem, make a list of all the one- and two-syllable words that share the same spelling pattern at the end on a sheet of lined paper. If you don’t have any paper, circle all the words directly on the poem.
Activity	With your family member, caregiver, or friend, complete the following activity: First, read all the words on the Word List for Sentence Builders sheet. After, fill in the blanks of the Sentence Builders sheet with the correct words from the word list.
Closing	After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.



Poem: "The Chocolate on My Plate"

I had some chocolate on my plate.

I felt so fortunate.

I'm sure you can relate.

One day I went to skate with my friends Nate and Kate.

When we got back home, it was really quite late.

I was ready for that chocolate.

It's the ultimate dessert!

But things turned desperate.

I was unable to locate

My private chocolate bar that had been sitting on my plate.

Who ate my chocolate?

A pirate and his first mate?

Oh, now I remember!

I had been a considerate friend

And shared it all this morning with Nate and Kate.



Student Activity Lesson 36

Word List for Sentence Builders

late

chocolate

considerate

frustrates

Kate

operate

pirate

skate

ate



Sentence Builders: Schwa and Long “a” Words Spelled with “-ate”

Directions: Choose words from the Word List for Sentence Builders to build sentences with schwa and long “a” words spelled with “-ate.”

1. I love to eat _____ ice cream with my friend _____.
2. I don't like it when my little brother takes my things without asking. It really _____ me. Yesterday he even _____ my candy!
3. I enjoy pretending to be a _____. I turn a box into a ship and sail across the sea!
4. When my dog broke his leg, the vet had to _____ on it. Now he can run and play all day again!
5. Don't be _____ for the party. We will go and _____ on the ice at 3:00.
6. My friends are very _____. They always make sure I have someone to play with.

Lesson 37

Target	<ul style="list-style-type: none"> • I can retell the events from the story “The Tale of the Knight’s Nose.” • Using evidence from the text, I can answer questions about “The Tale of the Knight’s Nose.” • I can read high-frequency words: “brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” and “ate.” • I can read the decodable text “Sam’s Story: The Tale of the Knight’s Nose.”
Text, Materials, Video Name	<p>“The Tale of the Knight’s Nose” (Cycle 23 decodable reader) Pencil Decodable reader ELA_GK_W8_L37</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Some words can be hard to read and spell because they don’t look and sound like they should. We call those words ‘words that don’t play fair’ or ‘Trap words.’ Today, we’re going to look at words like this and figure out what makes them hard to read and spell. Use the activity sheet to record your answers.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 23 Decodable Reader “The Tale of the Knight’s Nose” two times. Be on the lookout for the high-frequency words “brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” and “ate.” Circle the high-frequency words you find. After you read the text two times, complete the Segment the Syllables activity.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 37

Snap Words: Words that are spelled exactly like they sound	Trap Words: Words that are not spelled like they sound

High Frequency Words:

brought

piece

knew

huge

new

saw

whole

ate

hole

SEGMENT THE SYLLABLES

Read the words. Then segment the syllables in each word by clapping the syllable parts of the word.

For example, ca cus = (2) syllables, so you will clap (2) times.

chocolate	plate	fortunate
relate	skate	Nate
Kate	late	ultimate
desperate	locate	private
ate	pirate	mate
considerate		

Reread the words. Then segment the syllables in each word by clapping the syllables in the word. Use the chart below to write the syllables and total number of syllables in each word. Think of some other words you can add to the chart.

Syllables					Count
1	2	3	4	5	
<i>help</i>	<i>ful</i>				2

Lesson 38

Target	<ul style="list-style-type: none">• I can read and write contractions with “are.”• I can write a sentence using “a-t-e” words with the schwa or long “a” vowel sounds, words with contractions with “are,” and high-frequency words.
Text, Materials, Video Name	“The Tale of the Knight’s Nose” (Cycle 23 decodable reader) Pencil Scissors (optional) Glue (optional) ELA_GK_W8_L38
Daily Routines	Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.
Whole Group Lesson	Follow along with your virtual teacher or with a family member, caregiver, or friend: Today, we are going to practice writing contractions using the word “are”. Remember, contractions have apostrophes and are two words that have been shortened and combined to make a new one.
Activity	With your family member, caregiver, or friend, complete the following activity: Read the word parts of the Word Parts Cards. Cut out and organize the word parts into two categories: long “a” vowel sounds and the schwa sound. Glue the words in the correct category. If you don’t have glue, write the words in the correct column.
Closing	After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.

Student Activity Lesson 38

Word Parts Cards

chocolate	plate	fortunate
relate	skate	Nate
Kate	late	ultimate
desperate	locate	private
ate	pirate	mate
considerate		



Schwa T-chart

Long "a"	Schwa

Lesson 39

Target	<ul style="list-style-type: none"> • I can identify the correct homophone (“knight” or “night,” “knew” or “new”) based on meaning and context. • I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary).
Text, Materials, Video Name	<p>“The Tale of the Knight’s Nose” (Cycle 23 decodable reader) Pencil ELA_GK_W8_L39</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to review and learn more about homophones. Remember that homophones are words that sound alike but are spelled different and have different meanings.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Today, we are going to practice our reading fluency. Fluent readers read smoothly and with meaning. Practice your reading fluency by reading excerpts from this week’s decodable reader.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 39

Excerpts from Decodable Reader: “The Tale of the Knight’s Nose” (pages 4-6)

Excerpt #1:

That night, pirates came and stole the whole chocolate bar! A brave knight heard about the fate of the chocolate bar. He told the king he would do his best to locate it and bring it back here to the land of Peace.

Excerpt #2:

The knight was very strong. He could see far into the distance and hear every tiny sound. But he didn’t tell the king one thing: he couldn’t smell! His nose just wouldn’t work.

Excerpt #3:

The knight knew he would be able to see, hear, and fight the pirates. But how would he find the hidden chocolate if he couldn’t smell it?

Lesson 40

Target	<ul style="list-style-type: none"> • I can review the sound-spelling patterns for making plurals with words ending in “-y,” schwa sound for “a,” “e,” and “o,” words ending with “a-t-e” making the long “a” or schwa sound, and contractions with “are.” • I can apply what I’ve learned to read and write words in isolation and in text.
Text, Materials, Video Name	<p>No text today Pencil ELA_GK_W8_L40</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will practice reading words using some spelling patterns that we have already learned. We are going to read words ending in “-y,” schwa sound for “a,” “e,” and “o,” words ending with “a-t-e” making the long “a” or schwa sound, and contractions with “are.”</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Practice reading the words listed. Say the words aloud, cover the words, and practice spelling the words on the lines below without looking at the list of words. Afterwards, write 5 silly sentences using 1 word from the word list in each sentence.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 40

Read It, Spell It

Practice reading the words listed below. Say the words aloud, cover the words, and practice spelling the words on the lines below without looking at the list of words.

spoken	garden	other
Monday	become	shove
chicken	broken	comfort
month	above	nothing
discover	happen	even

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



Silly Sentences

Directions: Write 5 silly sentences using 1 Word Rule word in each sentence.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dotted, bottom solid) for writing.

Grade 2 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



Week of 6/08/20 to 6/12/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Compound words
- HFW:** "everyday," "everybody," "everyone," "we're," and "you're"
- Materials Needed:** Pencils, lined paper, scissors, and glue

	Watch	Read	Do
Day 1	ELA_G2_W9_L41	Tree House Sleepover	Sentence Builders
Day 2	ELA_G2_W9_L42	Solid, Liquid, or Vapor	Snap or Trap Segment the Syllables
Day 3	ELA_G2_W9_L43	Solid, Liquid, or Vapor	Sort It Out
Day 4	ELA_G2_W9_L44	Solid, Liquid, or Vapor	Fluency Practice
Day 5	ELA_G2_W9_L45	Solid, Liquid, or Vapor	Make A Word Silly Sentences

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Weekly Decodable Text

Solid, Liquid, or Vapor

Cycle 24 Decodable Reader



Everybody on earth uses water every day. We're surrounded by it! People drink it, water plants with it; some people even swim underwater for fun! But does everybody know that water can change its shape?

2

Water has been on the earth forever. But water does not always look like the water you drink from a glass. This type of water is called a liquid. A liquid is wet, like the water a firefighter uses to put out a fire. Or the water that crashes down a waterfall.

3

Water can also be a solid. Solid water can be the ice cube you put in your drink in the summertime. Or it can be the snowflakes that softly fall on a winter afternoon. Or the hard hailstones that come down during a hailstorm.

4

Water can also be a vapor. You cannot see or touch water vapor. Heat from the sun turns water from the earth into vapor. The vapor goes up into the sky. When the vapor gets cold again, it turns into rainfall. So, it changes back into a liquid!

5

OK, listen up, everyone! You're going to take a little quiz. Listen to the examples in each of the next three pages. Say what kind of water you would see: liquid, solid, or vapor.

6

Example #1: A woman is making coffee with very hot water. There is steam rising from the coffee pot. Is this steam a liquid, a solid, or a vapor?

7

Example #2: A football team has a game on a very hot day. They buy a big bag of ice cubes to put in their cooler to keep the drinks cold. Is this bag full of a liquid, a solid, or a vapor?

8

Example #3: A girl has a garden with tall sunflowers. She takes a watering can out and waters the sunflowers. What would she use to water the plants? A liquid, solid, or vapor?

9

Lesson 41

Target	<ul style="list-style-type: none"> • I can identify compound words in “Tree House Sleepover” (poem). • I can read, identify, and spell compound words and non-compound words correctly. (RF.2.3, L.2.2)
Text, Materials, Video Name	<p>“Tree House Sleepover” poem Pencil Lined paper (optional) ELA_G2_W9_L41</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to read a poem entitled “Tree House Sleepover”. While your teacher reads the poem, make a list of all the compound words on a sheet of lined paper. Remember, compound words are two words combined together to make one word. If you don’t have any paper, circle all the words directly on the poem.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>First, read all the words on the Word List for Sentence Builders sheet. After, fill in the blanks of the Sentence Builders sheet with the correct words from the word list.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Poem: "Tree House Sleepover"

One night at bedtime, I stayed outside

Under the moonlight, up in the tree house, where it was easy to
hide

Nobody saw me, tucked out of sight

A branch for my bedroom, a firefly became my nightlight

I dreamed of a big, colorful butterfly in flight

In the morning, I saw the doghouse to my right

Walked past the goldfish who was still asleep

Can't wait to have pancakes for my morning treat!



Student Activity Lesson 41

Word List for Sentence Builders

seashell

notebook

pineapple

anyone

thunderstorm

backyard

baseball

breakfast

cowboys

rainbow

bedroom



SENTENCE BUILDERS: COMPOUND WORDS

Directions: Read the sentence. Choose words from the Word List to build sentences with compound words.

1. I found a pretty _____ while I was walking on the beach.

2. I write about _____ practice in my _____ at school.

3. I ate yogurt and _____ for _____ this morning.

4. We pretended to be _____ when we played in the _____.

5. Did _____ see the _____ in the sky after the rain?

6. I heard the _____ from my _____ yesterday.

Lesson 42

Target	<ul style="list-style-type: none"> I can read high-frequency words: “everyday,” “everyone,” “everybody,” “we’re,” “you’re,” “people,” “afternoon,” and “snowflake.” I can read the decodable text “Solid, Liquid, or Vapor.”
Text, Materials, Video Name	<p>“Solid, Liquid, or Vapor” (Cycle 24 decodable reader) Pencil Decodable reader ELA_GK_W9_L42</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Some words can be hard to read and spell because they don’t look and sound like they should. We call those words ‘words that don’t play fair’ or ‘Trap words.’ Today, we’re going to look at words like this and figure out what makes them hard to read and spell. Use the activity sheet to record your answers.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 24 Decodable Reader “Solid, Liquid, or Vapor” two times. Be on the lookout for the high-frequency words “everyday,” “everyone,” “everybody,” “we’re,” “you’re,” “people,” “afternoon,” and “snowflake.” Circle the high-frequency words you find. After you read the text two times, complete the Segment the Syllables activity.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 42

Snap Words: Words that are spelled exactly like they sound	Trap Words: Words that are not spelled like they sound

High Frequency Words:

everyday

everybody

we're

you're

people

afternoon

snowflake

SEGMENT THE SYLLABLES

Directions: Read the words. Then segment the syllables in each word by clapping the syllable parts of the word.

For example, cac tus = (2) syllables, so you will clap (2) times.

relate	garden	welcome
pirate	activity	across
along	brother	chickens
inside	frighten	local
party	comfort	stormy

Reread the words. Then segment the syllables in each word by clapping the syllables in the word. Use the chart below to write the syllables and total number of syllables in each word. Think of some other words you can add to the chart, like your name.

Syllables					Count
1	2	3	4	5	
<i>help</i>	<i>ful</i>				2



Lesson 43

Target	<ul style="list-style-type: none"> • I can form a contraction with familiar words and “are.” • I can write a sentence using words compound words, “are” contractions, and high-frequency words.
Text, Materials, Video Name	<p>“Solid, Liquid, or Vapor” (Cycle 24 decodable reader) Pencil Scissors (optional) Glue (optional) ELA_GK_W9_L43</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>Today, we are going to practice writing contractions using the word “are”. Remember, contractions have apostrophes and are two words that have been shortened and combined to make a new word.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the compound words on the word cards. Cut out and organize the word parts into two categories: compound words and non-compound words. Glue the words in the correct category. If you don't have glue, write the words in the correct column.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Activity Lesson 43

SORT IT OUT:

Cut out the word cards and place them in the correct column **or** write each word in the correct column that matches the words rule pattern of compound vs. non-compound words.

bedtime	Moonlight	firefly
sleepover	Doghouse	goldfish
nightlight	dazzle	maple
jacket	mascot	respond
retire	polite	cabin
rocket	bundle	humpback



T-chart

Compound Words	Non-compound Words

Lesson 44

Target	<ul style="list-style-type: none"> • I can identify the correct homophone (“their,” “they’re,” or “there”) based on meaning and context. • I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary).
Text, Materials, Video Name	<p>“Solid, Liquid, and Vapor” (Cycle 24 decodable reader) Pencil ELA_GK_W9_L44</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to review and learn more about homophones. Remember that homophones are words that sound alike but are spelled different and have different meanings.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Today, we are going to practice our reading fluency. Fluent readers read smoothly and with meaning. Practice your reading fluency by reading excerpts from this week’s decodable reader.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 44

Excerpts from Decodable Reader: “Solid, Liquid, or Vapor (pages 6-7)

Excerpt #1:

OK, listen up everyone! You’re going to take a little quiz. Listen to the examples in each of the next three pages. Say what kind of water you would see: liquid, solid, or vapor.

Excerpt #2:

Example #1: A woman is making coffee with very hot water. There is steam rising from the coffeepot. Is this steam a liquid, a solid, or a vapor?

Lesson 45

Target	<ul style="list-style-type: none"> • I can read and spell compound words. • I can use my knowledge of vowel sounds and syllables to read and spell compound words.
Text, Materials, Video Name	<p>No text today Pencil ELA_GK_W9_L45</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will practice reading words using some spelling patterns that we have already learned. We are going to read compound words. Remember that compound words are two words joined together to create one word.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Practice reading the words listed. Combine the words to make compound words and then write the words on the lines below. Afterwards, write 5 silly sentences using 1 compound word in each sentence.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 45

MAKE A WORD: COMPOUND WORDS

Directions: Read the words. Combine words to make compound words. Write the compound words on the lines below.

Compound Words			
bath	room	arm	chair
head	phone	house	boat
star	fish	butter	fly
baby	family	foot	ball
lady	army	door	step
sea	shells	after	noon

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Silly Sentences

Directions: Write 5 silly sentences using 1 compound word in each sentence.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dotted, bottom solid) for writing.

Grade 2 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



Week of 6/15/20 to 6/19/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** "-cal" vs. "-cle" words
- HFW:** "material," "purpose," "community," and "person"
- Materials Needed:** Pencils, lined paper, scissors, and glue

	Watch	Read	Do
Day 1	ELA_G2_W10_L46	Tropical Island	Sentence Builders
Day 2	ELA_G2_W10_L47	Recycle!	Snap or Trap Segment the Syllables
Day 3	ELA_G2_W10_L48	Recycle!	Sort It Out
Day 4	ELA_G2_W10_L49	Recycle!	Silly Sentences
Day 5			

www.detroitk12.org/youtube

Weekly Decodable Text

Recycle!

Cycle 25 Decodable
Student Reader



What does it mean? Many materials that we use every day, like plastic and metal, can be used again. When these materials are recycled, they are used again instead of being thrown away.

2

Materials can be recycled for the same purpose. For example, imagine that you grew 4 inches over the summer. Now, your bicycle is too small for you. You can recycle the bicycle by giving it to your little sister instead of throwing it away. It would be used for the same purpose.

3

Materials can also be recycled for a different purpose. Instead of throwing out food scraps, you can use them for plant food. This process recycles your food scraps for a different purpose: to grow plants in your home garden or your local community garden.

4

Why should you do it? A

typical person throws away 1.5 tons of solid waste per year! And did you know that Americans throw away enough plastic bottles each year to circle the world 4 times?! That's a lot of trash.

5

When you recycle, you reduce the trash. Also, making these materials uses up a lot of water and puts chemicals in the air. So, recycling helps to save water and keep the air clean, too.

6

What can you do? First, you should know what can be recycled: paper, plastic, glass, metal, textiles, batteries, food, and electrical equipment. Then, separate these materials from your trash.

7

The last step is to find out where these things can be recycled. Maybe your community has a local recycling program and will pick up some of these items. Or you might need to find a place to take them. We can all work together to recycle!

8

Lesson 46

Target	<ul style="list-style-type: none"> • I can identify words ending in “-cal” and “-cle” in “Tropical Island” (poem). • I can read and identify words ending in “-cal” and “-cle” in order to spell them correctly.
Text, Materials, Video Name	<p>“Tropical Island” poem Pencil Lined paper (optional) ELA_G2_W10_L46</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we are going to read a poem entitled “Tropical Island”. While your teacher reads the poem, make a list of all the words with “-cal” or “-cle” endings on a sheet of lined paper. If you don’t have any paper, circle all the words directly on the poem.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>First, read all the words on the Word List for Sentence Builders sheet. After, fill in the blanks of the Sentence Builders sheet with the correct words from the word list.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Poem: "Tropical Island"

A tropical island is my homeland.
Take a look at my castle in the sand.
Here out your window, no icicles will you see.
Only blue skies, the sun, and the sea.
So come on over, ride a bicycle with me.
Swimming and running are the sports I love.
It's critical I have surf below and rays above.
Sometimes I make vocal music with ones I love.
My uncle is the best singer in the group.
When we sit in a circle, we make a large troupe.
It's typical we sing every day.
We perform musicals in many different ways.
Come join us to see the show.
The tropical island will be more fun than you know.



Student Activity Lesson 46

Word List for Sentence Builders

circle

medical

article

tentacles

theatrical

uncle

mythical

vehicle

hysterical



Sentence Builders: “-cal” and “-cle” Endings

Directions: Choose words from the Word List for Sentence Builders to build sentences with “-cal” and “-cle” endings.

1. My _____ is a carpenter. He cut a perfectly round _____ in the door for a window.
2. The _____ creature is half man, half horse.
3. The doctor works in the _____ profession.
4. Snails and jellyfish both have _____.
5. There was an _____ in the newspaper about the fastest _____ on the road.
6. I laughed hard at the _____ play because it was _____.

Lesson 47

Target	<ul style="list-style-type: none"> • I can read high-frequency words: “material,” “purpose,” “community,” “person,” “everyday,” and “again.” • I can read the decodable text “Recycle!”
Text, Materials, Video Name	<p>“Recycle!” (Cycle 25 decodable reader) Pencil Decodable reader ELA_GK_W10_L47</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Some words can be hard to read and spell because they don’t look and sound like they should. We call those words ‘words that don’t play fair’ or ‘Trap words.’ Today, we’re going to look at words like this and figure out what makes them hard to read and spell. Use the activity sheet to record your answers.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 25 Decodable Reader “Recycle!” two times. Be on the lookout for the high-frequency words “material,” “purpose,” “community,” “person,” “everyday,” and “again.” Circle the high-frequency words you find. After you read the text two times, complete the Segment the Syllables activity.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 47

Snap Words: Words that are spelled exactly like they sound	Trap Words: Words that are not spelled like they sound

High Frequency Words:

person

everyday

again

material

purpose

community

SEGMENT THE SYLLABLES

Directions: Read the words. Then segment the syllables in each word by clapping the syllable parts of the word.

For example, cac tus = (2) syllables, so you will clap (2) times.

bifocal	Typical	cynical
afternoon	cornbread	fingernail
handshake	Mainland	overnight
toolbox	underground	zigzag
program	Abstract	polite

Reread the words. Then segment the syllables in each word by clapping the syllables in the word. Use the chart below to write the syllables and total number of syllables in each word. Think of some other words you can add to the chart, like your name.

Syllables					Count
1	2	3	4	5	
<i>help</i>	<i>ful</i>				2



Lesson 48

Target	<ul style="list-style-type: none"> • I can show possession for nouns and pronouns with an apostrophe. • I can write a sentence using words spelled with “-cle” and “-cal” endings, possessives, and high-frequency words.
Text, Materials, Video Name	<p>“Recycle! (Cycle 25 decodable reader) Pencil Scissors (optional) Glue (optional) ELA_GK_W10_L48</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>Today, we are going to practice using the apostrophe to show possession for nouns and pronouns. To show possession means to show ownership or that something belongs to someone or something.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the compound words on the word cards. Cut out and organize the word parts into two categories: words that end with “-cle” and words that end with “-cal”. Glue the words in the correct category. If you don't have glue, write the words in the correct column.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>

Student Activity Lesson 48

SORT IT OUT:

Cut out the word cards and place them in the correct column or write each word in the correct column that matches the words rule pattern of the “-cal” and “-cle” endings.

tropical	local	icicle
bicycle	critical	circle
musical	logical	medical
cubicle	circle	miracle
electrical	vocal	uncle



T-chart

"-cle" endings	"-cal" endings

Lesson 49

Target	<ul style="list-style-type: none"> • I can read and spell words with “-cal” and “-cle.” • I can use my knowledge of vowel sounds and syllables to read and spell words.
Text, Materials, Video Name	<p>No text today Pencil ELA_GK_W10_L49</p>
Daily Routines	<p>Practice letters and sounds with your virtual teacher or with a family member, caregiver, or friend. Read, practice letter sounds, and high frequency words.</p>
Whole Group Lesson	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will practice reading words using some spelling patterns that we have already learned. We are going to read words that have the “-cal” and “-cle” ending spelling patterns.</p>
Activity	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Write 8 silly sentences using 1 Word Rule word in each sentence.</p>
Closing	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distance Learning Reading Log.</p>



Student Activity Lesson 49

Word Rule Words List

circle

medical

article

tentacles

theatrical

uncle

mythical

vehicle

hysterical



Silly Sentences

Directions: Write 8 silly sentences using 1 Word Rule word in each sentence.

Handwriting practice lines consisting of 8 sets of three horizontal lines (top solid, middle dotted, bottom solid) for writing sentences.