

2nd Grade

Week 6: May 4-8

ELA

Parent Directions/ Instrucciones para padres

Monday: Today begin by practicing your vocabulary words. Read your vocabulary cards. Read the words and their definitions. Use the pictures to help you understand what the word means. Share your sentences with a family member. As an introduction to our story, read page 455 to become familiar with the topic. Read the story on pages 456-465. If your child has difficulty have them use the text and illustrations to help with understanding.

Lunes: comience hoy practicando sus palabras de vocabulario. Lee tus tarjetas de vocabulario. Lee las palabras y sus definiciones. Use las imágenes para entender lo que significa la palabra. Comparte tus oraciones con un miembro de la familia. Como introducción a nuestra historia, lea la página 455 para familiarizarse con el tema. Lea la historia en las páginas 456-465. Si su hijo tiene dificultades, haga que usen el texto y las ilustraciones para ayudarlo a comprender.

Tuesday: Review the vocabulary cards from the previous lesson. You can challenge your child by having them write the definition in their own words. The story on pages 456-465. Read Dig Deeper on page 467. Have your child write a paragraph comparing two characters from the story. They can include how they look, act and change throughout the story. They may use a double bubble to organize their ideas before they begin writing.

Martes: Repase las tarjetas de vocabulario de la lección anterior. Puede desafiar a su hijo haciendo que escriba la definición en sus propias palabras. La historia en las páginas 456-465. Lea Dig Deeper en la página 467. Haga que su hijo escriba un párrafo comparando dos personajes de la historia. Pueden incluir cómo se ve, actúa y cambia a lo largo de la historia. Pueden usar una doble burbuja para organizar sus ideas antes de comenzar a escribir.

Wednesday: Review vocabulary cards for the story. Your child can practice the words by using them in a sentence. Have your child read, Cinderella, on pages 470-476. Complete pages 187-191 of Readers Notebook.

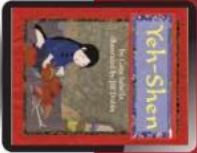
Miércoles: Revise las tarjetas de vocabulario para la historia. Su hijo puede practicar las palabras usándolas en una oración. Haga que su hijo lea, Cenicienta, en las páginas 470-476. Complete las páginas 187-191 del Cuaderno de lectores.

Thursday: Today is your day to finish any unfinished work and sharpen your saw!

Jueves: ¡Hoy es tu día para terminar cualquier trabajo sin terminar y afilar tu sierra!

Friday: Your child will complete their ATI practice today.

Viernes: Su hijo completará su práctica de ATI hoy.



TARGET VOCABULARY

- task
- glimmering
- served
- content
- worn
- overjoyed
- concealed
- valuable

Vocabulary Reader



Context Cards



1.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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Vocabulary in Context

- ▶ Study each **Context Card**.
- ▶ Talk about a picture. Use a different Vocabulary word from the one on the card.



1 **task**
My grandfather gave me a **task** to do. I helped him decorate for the party.



2 **glimmering**
The divers saw something flash in the water. It was a group of **glimmering** fish.



3 **served**
I think pizza tastes best when it is **served** fresh and hot right out of the oven!



5 **worn**
The teddy bear looks **worn**. It must be very old.



7 **concealed**
A smaller doll is **concealed** inside the larger doll.



4 **content**
The girls were **content** to play outside. It was fine with them not to watch TV.




6 **overjoyed**
The children were **overjoyed** to see each other. They smiled and laughed.



8 **valuable**
The ring is **valuable** to my mother. She has had it for many years.



 **PREVIEW THE TOPIC** **Traditional Stories**

- 
- People have been telling traditional stories for many years. One kind of traditional story is a **fairy tale**. Fairy tales tell about events that could not happen in real life. The story often teaches a lesson. Fairy tales usually have a happy ending. You will read a fairy tale about a young girl in *Yeh-Shen*.



ANCHOR TEXT



TARGET SKILL

Sequence of Events

Tell the order in which things happen.



GENRE

A **fairy tale** is a make-believe story that has been told for many years. Look for:

- ▶ characters who would not exist in real life
- ▶ a happy ending

CC.2.L.2.10 account stories and observe their message, lesson, or moral; **CC.2.L.2.10** read and comprehend literature

456 Go Digital

MEET THE ILLUSTRATOR

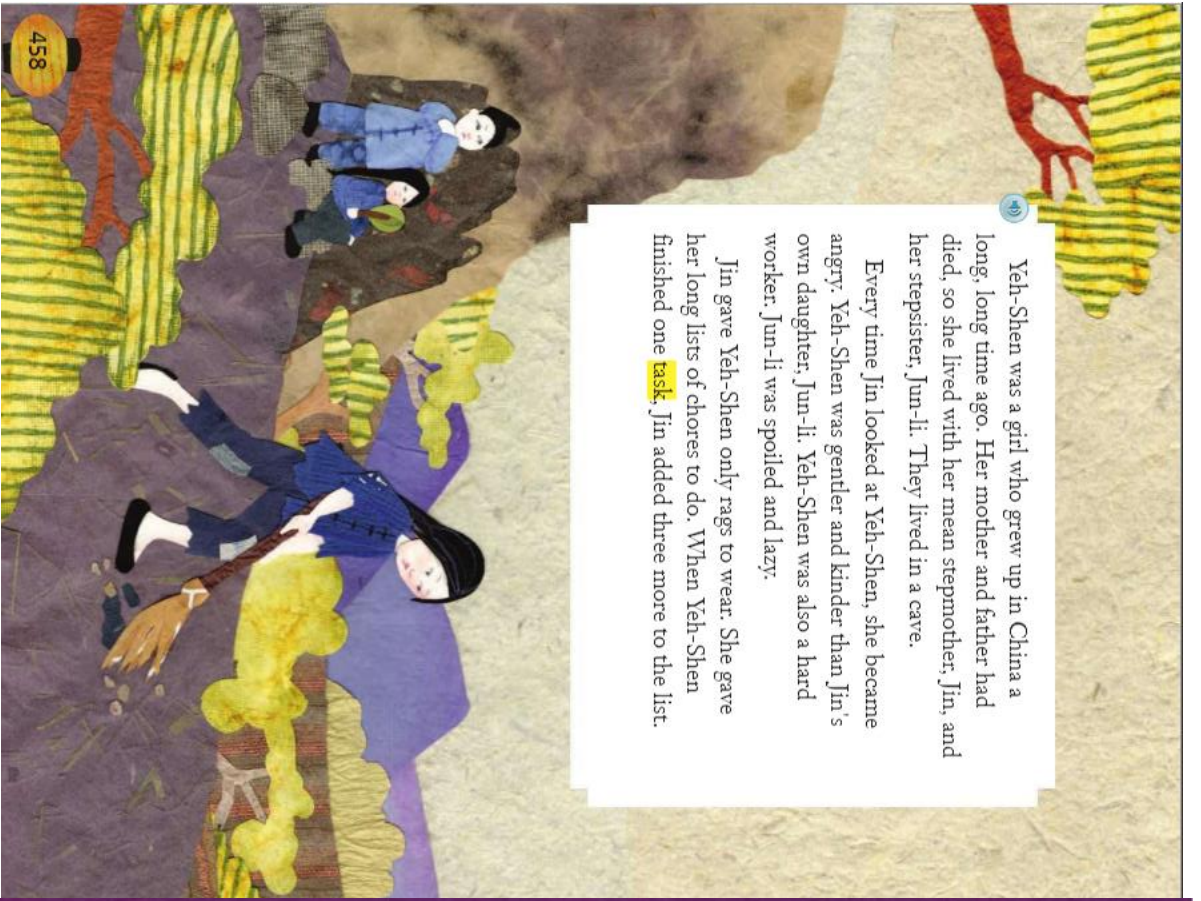
Jill Dubin

Jill Dubin always loved art, even as a child. She and her sister used to spend hours making dolls out of paper. Ms. Dubin used paper to make the pictures for *Yeh-Shen*. First, she sketched each picture. Next, she picked pieces of paper with different colors and patterns. She cut out pieces of the paper and placed them onto the sketches. The backgrounds and the characters' clothes are all different pieces of paper glued together!



ESSENTIAL QUESTION

What can you learn from reading a fairy tale?



458

Yeh-Shen was a girl who grew up in China a long, long time ago. Her mother and father had died, so she lived with her mean stepmother, Jin, and her stepsister, Jun-li. They lived in a cave.

Every time Jin looked at Yeh-Shen, she became angry. Yeh-Shen was gentler and kinder than Jin's own daughter, Jun-li. Yeh-Shen was also a hard worker. Jun-li was spoiled and lazy.

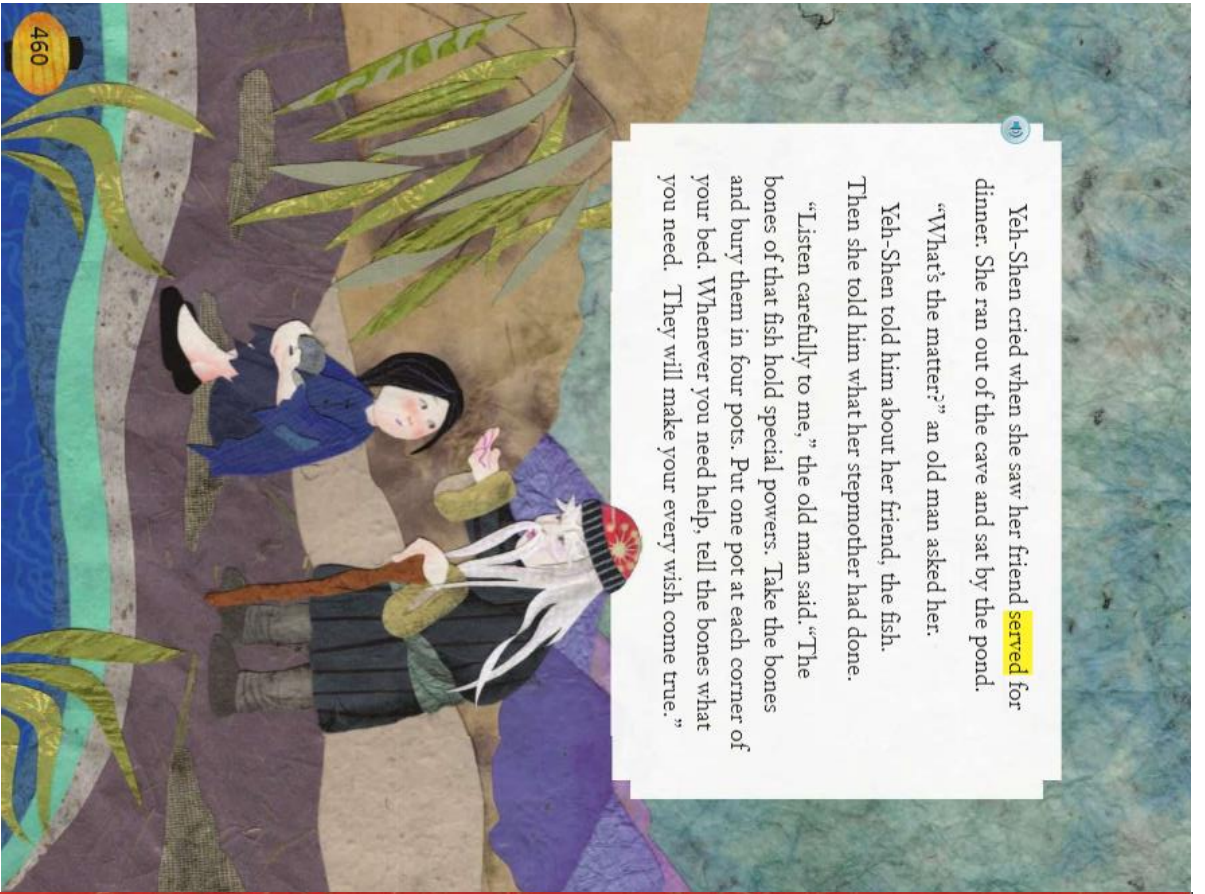
Jin gave Yeh-Shen only rags to wear. She gave her long lists of chores to do. When Yeh-Shen finished one task, Jin added three more to the list.



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Yeh-Shen was always busy working. She did not have a chance to make many friends, but she did have one very special friend. This friend had golden eyes, glimmering scales, and a big, beautiful tail. It was a fish that lived in the pond. Every day Yeh-Shen stopped by the pond and shared some crumbs with the fish. Every day the fish popped up to greet its friend.

Yeh-Shen's stepmother saw this and became furious. She didn't want Yeh-Shen to have any friends, not even a fish! One day, Jin caught the fish and cooked it for dinner.



40 Yeh-Shen cried when she saw her friend served for dinner. She ran out of the cave and sat by the pond.

“What’s the matter?” an old man asked her.

Yeh-Shen told him about her friend, the fish.

Then she told him what her stepmother had done.

“Listen carefully to me,” the old man said. “The bones of that fish hold special powers. Take the bones and bury them in four pots. Put one pot at each corner of your bed. Whenever you need help, tell the bones what you need. They will make your every wish come true.”




40 Yeh-Shen followed the old man’s directions. When she got back to the cave, she buried the bones in four pots. Then she put the pots by the corners of her bed. She did not have anything to ask for yet, but she felt content knowing that her friend was close by:

A few weeks later, the spring festival arrived. At the festival, young men and women could meet. They hoped to fall in love and marry.

Jim didn’t want to ruin Jun-Ii’s chances of finding a husband, so she ordered Yeh-Shen to stay home and clean. Then she and Jun-Ii went to the festival.

40 **ANALYZE THE TEXT**

Compare and Contrast Does the stepmother treat Jun-Ii and Yeh-Shen in the same way? Explain your answer using text evidence.



40 Yeh-Shen did not want to stay home and clean. For the first time since she buried the bones, she had a wish.


“I wish I had beautiful clothes,” she said to the bones. “I wish I could go to the festival. I wish I could be like all the other girls.”

41 As soon as Yeh-Shen said the words, something amazing happened. She was covered in the finest clothes from head to toe. Her old, worn shoes were replaced by a pair of slippers made from silk. Yeh-Shen was overjoyed and grateful for the gifts from her friend. She ran off happily to the festival.

42 Everyone at the festival stopped to stare at Yeh-Shen when she walked in. Who was this beautiful girl in the magnificent clothes?

Yeh-Shen had a wonderful time at the festival, but she was worried that her stepmother would notice her. She decided to hurry home, but she ran so fast that one of her silk slippers fell off. It lay in the middle of the road. It was the only sign that Yeh-Shen had visited the festival.

At home, Yeh-Shen stuffed her new clothes into the pots. She concealed her one silk slipper, too. She changed into her rags and waited for her stepmother to return.



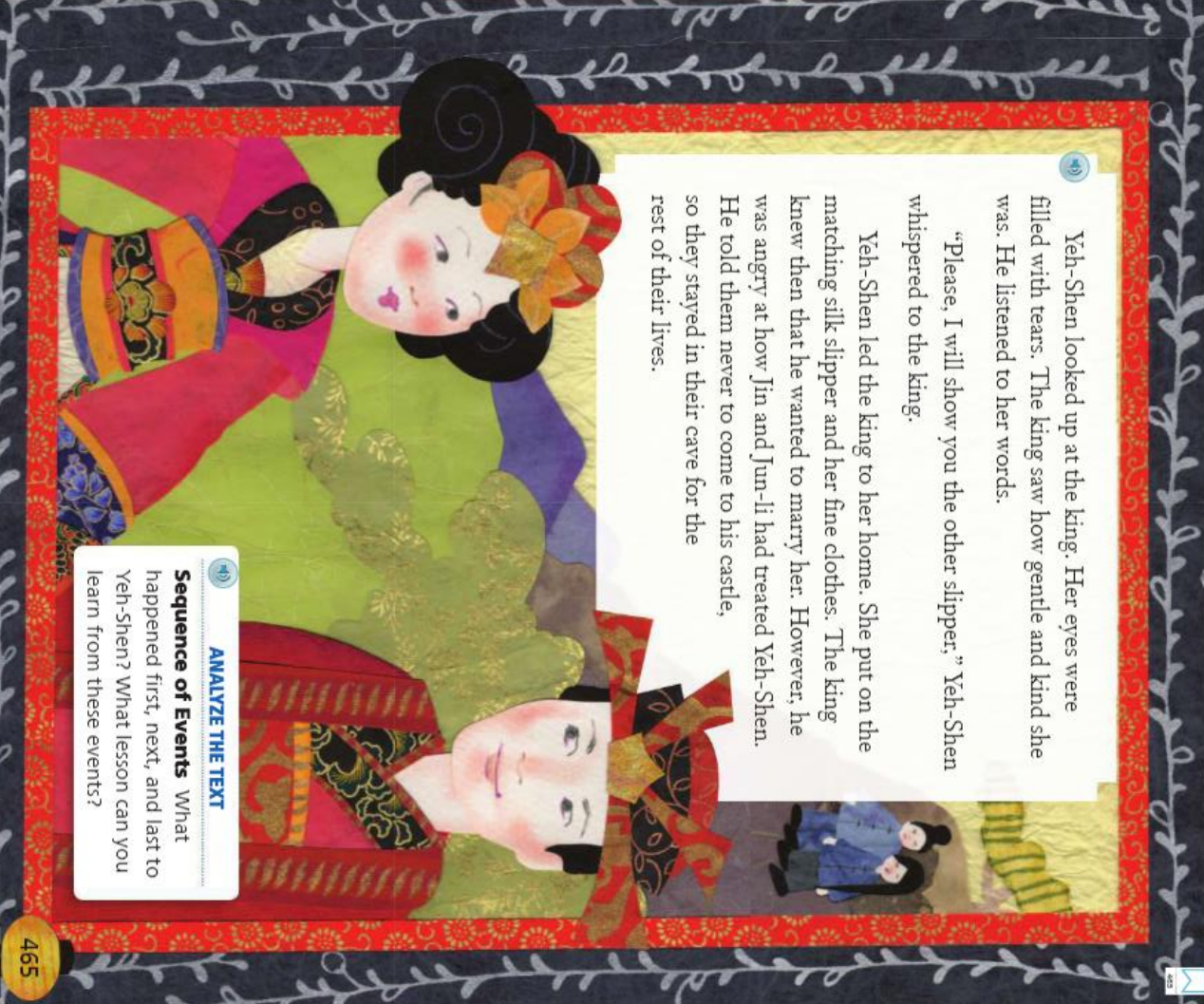
40

Meanwhile, a traveler found the silk slipper on the road. He knew it was valuable, so he gave it to the king. The king was curious to find the owner of the slipper, so he had his men build a hut. Anyone could come to this hut to try on the silk slipper.

Yeh-Shen heard about the hut. She wanted her slipper back, so she sneaked out of the cave one night and ran quietly to the hut. As she crept toward the slipper, the king's men grabbed her.

The king took one look at Yeh-Shen's rags and thought she was a thief.

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40

Yeh-Shen looked up at the king. Her eyes were filled with tears. The king saw how gentle and kind she was. He listened to her words.

"Please, I will show you the other slipper," Yeh-Shen whispered to the king.

Yeh-Shen led the king to her home. She put on the matching silk slipper and her fine clothes. The king knew then that he wanted to marry her. However, he was angry at how Jin and Jun-ji had treated Yeh-Shen.

He told them never to come to his castle, so they stayed in their cave for the rest of their lives.

40

ANALYZE THE TEXT

Sequence of Events What happened first, next, and last to Yeh-Shen? What lesson can you learn from these events?

465

3

served

I think pizza tastes best when it is **served** fresh and hot right out of the oven!



served

What Does It Mean?

If something has been **served**, it means that it was prepared and offered.

Spanish cognate: servido

Think About It.

Have you ever been **served** food that you did not like at all? What was it?

Talk It Over.

Think about the ways different foods are **served**. Then complete the sentences. Discuss your sentences with a partner.

I like cake **served** with _____.

Soup is **served** in a _____.

A hamburger is usually **served** on a _____.

She **served** me juice in a small _____.

4

content

The girls were **content** to play outside. It was fine with them not to watch TV.



content

What Does It Mean?

Content means happy or satisfied.

Spanish cognate: contento

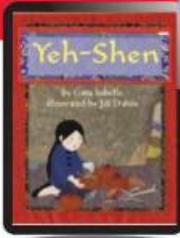
Think About It.

When do you feel most **content**?

Talk It Over.

With a partner, decide whether these sentences make sense. Explain your reasons.

- I was **content** to sit quietly and read.
- I learned a **content** game on the computer.
- Bring an umbrella or you will get **content**.
- We were **content** with the amount of money we raised at the bake sale.



Dig Deeper

How to Analyze the Text

Use these pages to learn about Sequence of Events and Comparing and Contrasting. Then read *Yeh-Shen* again. Use what you learn to understand it better.

Sequence of Events

Yeh-Shen is about events that happen to a young girl. The events in the story happen in order. Thinking about the **sequence of events** can help you figure out the lesson in the story. Think about what happens and what the characters learn from the events. Then think about the lesson you can learn.

As you read, use a chart like the one below to help you retell the order of events.



RL.2.2 recount stories and determine their message, lesson, or moral; **RL.2.3** describe how characters in a story respond to major events and challenges

5

worn

The teddy bear looks **worn**.
It must be very old.



worn

What Does It Mean?

Worn means damaged by wear or use.

Think About It.

What are some things that you should replace when they have become too **worn**?

Talk It Over.

Look around the classroom. What things look **worn**? What things look new? With a partner, make a list of both kinds of things. Write your lists on a sheet of paper.

6

overjoyed

The children were **overjoyed**
to see each other. They
smiled and laughed.



overjoyed

What Does It Mean?

Someone who is **overjoyed** is feeling very happy.

Think About It.

How does someone who is **overjoyed** look or act?

Talk It Over.

Answer the questions with a partner. See whether your answers are the same or different. Tell why you answered the way you did.

- Would you feel **overjoyed** if you got a bad grade or good grade?
- Why might a person feel **overjoyed** to find a lost pet?

7

concealed

A smaller doll is **concealed** inside the larger doll.



concealed

What Does It Mean?

When you have **concealed** something, you have hidden it from view.

Think About It.

Have you ever found something that was **concealed** from you? How did you find it?

Talk It Over.

Use the questions below to think about the meaning of **concealed**. Talk over your answers with a partner.

- Have you ever **concealed** your face with a mask? Did anybody recognize you?
- In your classroom, what kinds of things are usually kept **concealed** inside cabinets and drawers?
- What might happen if you **concealed** the truth from your parents or teacher?

8

valuable

This ring is **valuable** to my mother. She has had it for many years.



valuable

What Does It Mean?

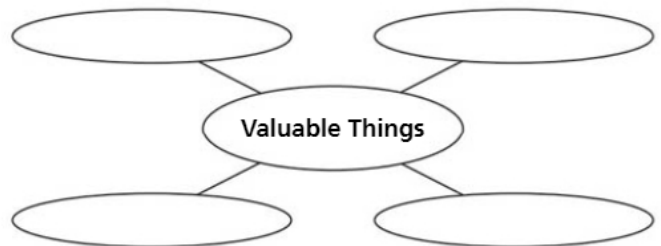
Valuable means worth a lot of money.

Think About It.

Why is it important to take good care of your most **valuable** things?

Talk It Over.

What are some things that are **valuable** to you? Copy the web onto a sheet of paper and fill it in.





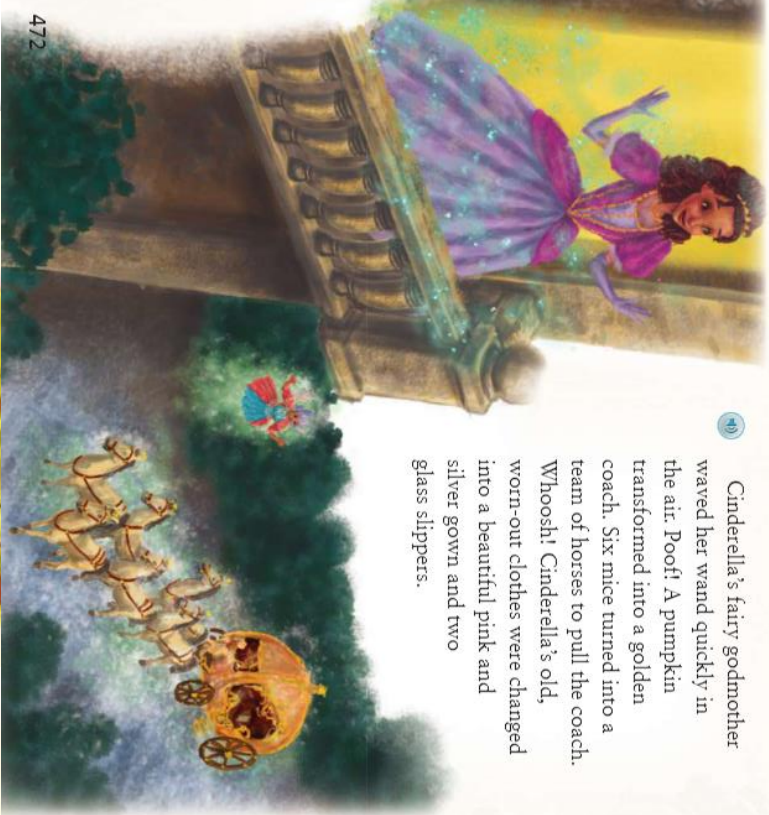
GENRE

A fairy tale is a make-believe story that has been told for many years.

TEXT FOCUS

The illustration story are drawing show important c to help the reader understand more the characters, th setting, or the pl

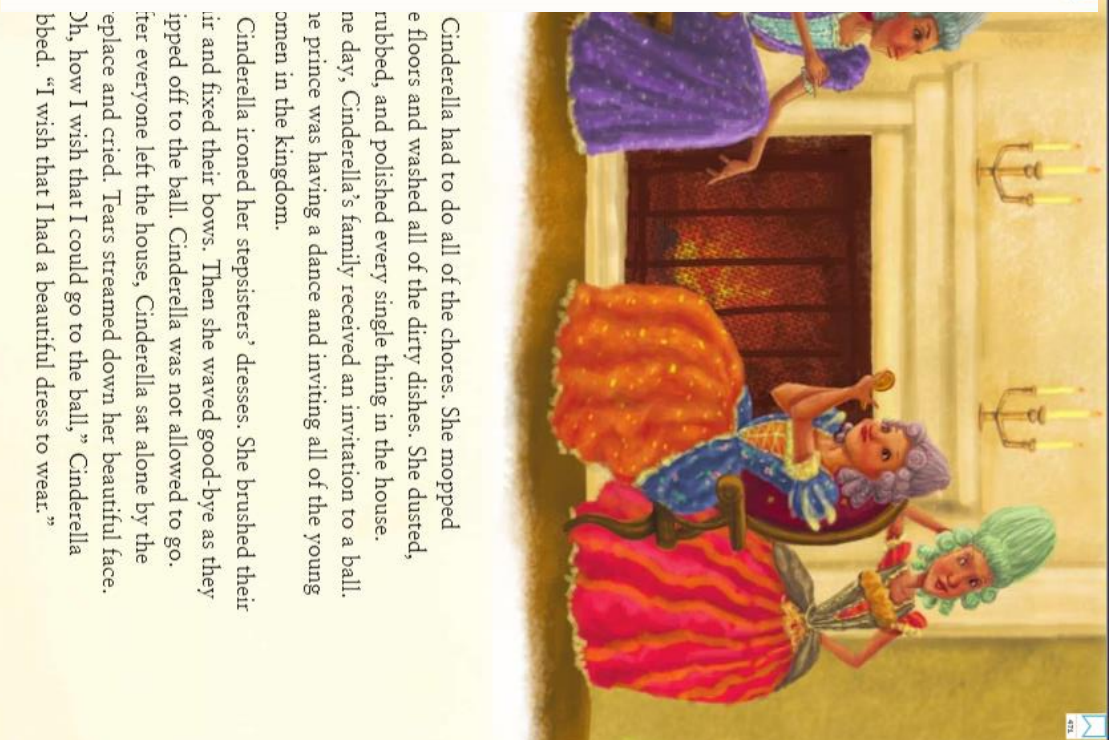
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Just then, a tiny woman with wings flew through the window. She had a wand in her hand. It was Cinderella's fairy godmother! "Why are you crying, my dear?" the fairy godmother asked Cinderella. "I want to go to the ball, too," cried Cinderella. "Then you shall go!" said the fairy godmother.



Cinderella's fairy godmother waved her wand quickly in the air. Poof! A pumpkin transformed into a golden coach. Six mice turned into a team of horses to pull the coach. Whoosh! Cinderella's old, worn-out clothes were changed into a beautiful pink and silver gown and two glass slippers.



Cinderella had to do all of the chores. She mopped the floors and washed all of the dirty dishes. She dusted, rubbed, and polished every single thing in the house. One day, Cinderella's family received an invitation to a ball. The prince was having a dance and inviting all of the young women in the kingdom. Cinderella ironed her stepsisters' dresses. She brushed their hair and fixed their bows. Then she waved good-bye as they slipped off to the ball. Cinderella was not allowed to go. After everyone left the house, Cinderella sat alone by the fireplace and cried. Tears streamed down her beautiful face. Oh, how I wish that I could go to the ball," Cinderella begged. "I wish that I had a beautiful dress to wear."

471

ML.2.7 Use information to compare words to demonstrate how characters, settings, or plots compare in literature

49

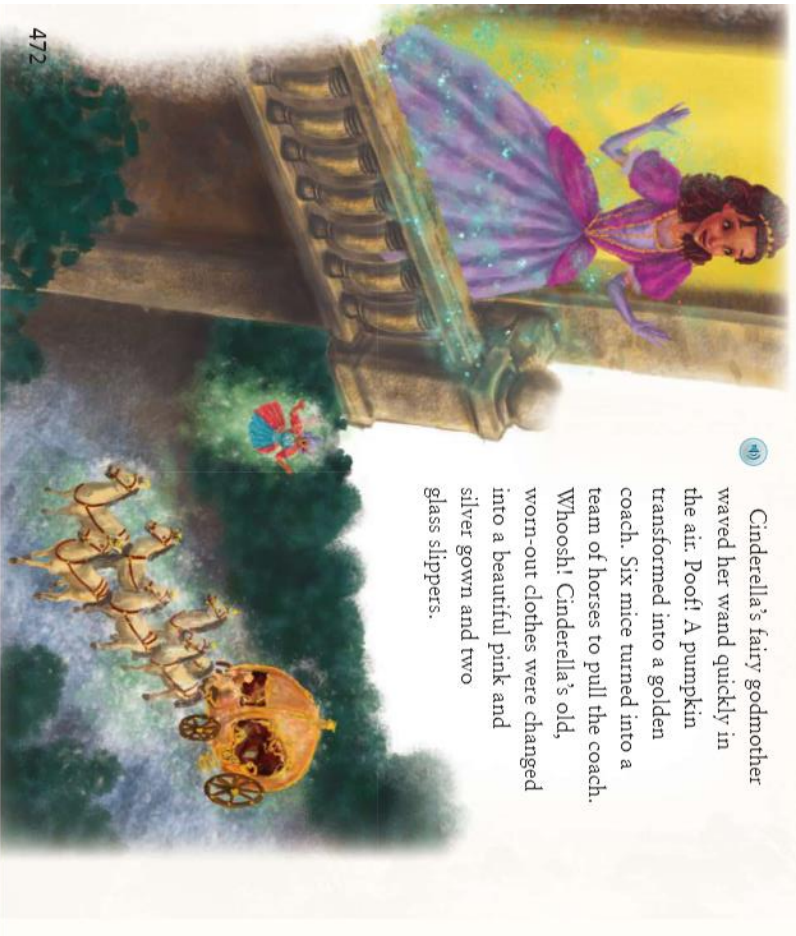
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"I want to go to the ball, too," cried Cinderella. "Then you shall go!" said the fairy godmother.



50

40 Cinderella's fairy godmother waved her wand quickly in the air. Poof! A pumpkinkin transformed into a golden coach. Six mice turned into a team of horses to pull the coach. Whoosh! Cinderella's old, worn-out clothes were changed into a beautiful pink and silver gown and two glass slippers.

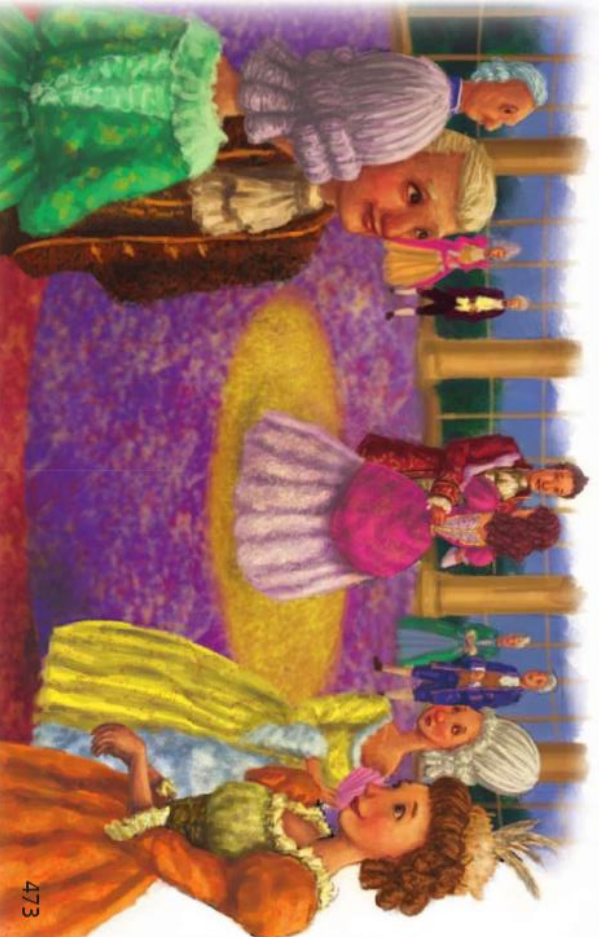


472

49 "What are you waiting for?" the fairy godmother asked Cinderella. "You need to get to the ball! Just make sure that you come home by midnight."

The prince saw Cinderella as soon as she entered the ballroom. He could not believe his eyes. She was the most beautiful girl he had ever seen.

The prince asked Cinderella to dance. The prince soon discovered that Cinderella was smart and kind, and he fell completely in love with her. Cinderella learned that the prince was good and noble. Cinderella fell in love with him, too.



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49) Soon enough, the clock began to strike midnight in the ballroom. Cinderella gasped and turned to race out of the castle. As she ran out, one of her glass slippers fell off her foot. Cinderella did not stop to get it.

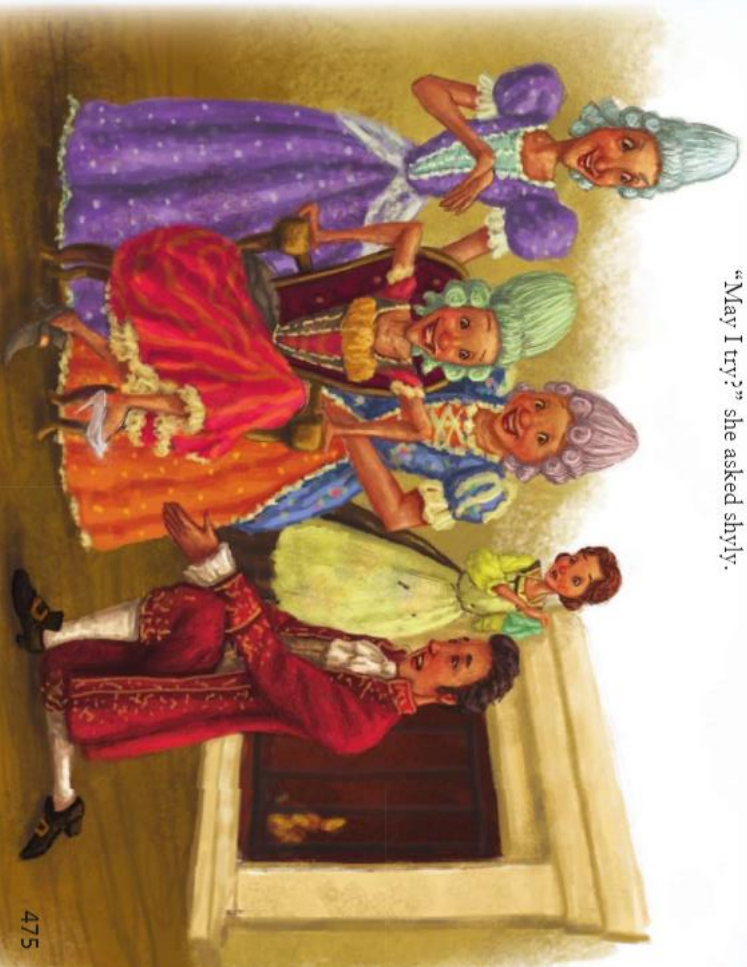
The prince rushed after Cinderella, but he couldn't catch her. He picked up the glass slipper and sighed. It belonged on the foot of the girl he loved. He vowed to find Cinderella and marry her.

474

50) The prince was true to his word. With the glass slipper in hand, he knocked on every door in the kingdom. He was looking for the girl whose foot would fit into the slipper. Every girl wished the slipper would fit, especially Cinderella's stepsisters. The stepsisters tugged and pulled on the slipper. They pushed with all their might, but they could not fit their big feet into the slipper.

Cinderella watched her stepsisters as she stood next to the fireplace. At last, she stepped out so that the prince could see her.

"May I try?" she asked shyly.



475

40 The prince knelt down in front of Cinderella and held out the glass slipper. Cinderella placed her foot into the slipper, and it fit her perfectly. However, the prince did not need to see that. He looked into Cinderella's eyes. He knew that she was his true love.

The prince took Cinderella back to his castle, and they were married the next day. Then Cinderella, who was always kind, invited her father, her stepmother, and her stepsisters to live with the prince and her in the castle. They all lived happily ever after.



Name _____ Date _____

Words with *ow, ou*

Yeh-Shen
Phonics:
Vowel Diphthongs *ow, ou*

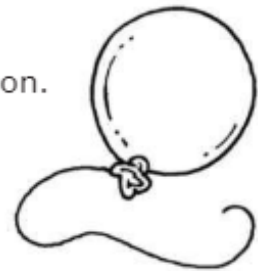
Put these letters together to write words with *ow* and *ou*.
Then read each word aloud.

1. b + ow _____
2. c + l + ow + n _____
3. f + r + ow + n _____
4. l + ou + d _____
5. r + ou + n + d _____



Now use the words you wrote above to complete the sentences below.

6. Bubbles the _____ came out
on the stage.
7. He blew up a big _____ balloon.
8. The balloon popped with a
_____ bang.
9. Bubbles had a big _____ on
his face.
10. Then Bubbles took a _____
while the crowd clapped.



Name _____ Date _____

Nouns Ending with 's

- A **possessive noun** shows that a person, animal, or thing owns or has something.
- When a noun names one person or thing, add an **apostrophe (')** and an **s** to that noun to show ownership. This makes the noun a possessive noun.

The fish's scales were shiny.

Thinking Question

Who or what in the sentence owns or has something?



Read each sentence. Underline the sentence that shows that a person owns or has something.

1. Yeh-Shen's mother and father had died.
Yeh-Shens mother and father had died.
2. Her stepmother's cave was cold.
Her stepmothers cave was cold.
3. The old mans advice was helpful.
The old man's advice was helpful.
4. Her friends tail was beautiful.
Her friend's tail was beautiful.
5. The kings men built a hut.
The king's men built a hut.

Words with *ow, ou*

Yeh-Shen
Phonics: Vowel Diphthongs *ow, ou*

Word Bank

couch crowd crown found frown
howl mouth ouch round shout

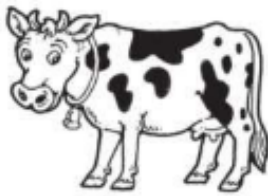
Write a word from the box that matches each clue.

1. A part of your face _____
2. A sound a dog might make _____
3. A large group of people _____
4. A long seat for sitting _____
5. To yell loudly _____
6. Something a queen has _____
7. The shape of a ball _____
8. The face a grouch makes _____
9. What you say when you get hurt _____
10. Got something you were looking for _____

Words with *ow*, *ou*

Yeh-Shen
Spelling: Words with *ow*, *ou*

Sort the Spelling Words by the spellings *ow* and *ou*.



ow Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



ou Words

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Spelling Words

Basic Words

1. cow
2. house
3. town
4. shout
5. down
6. mouse
7. found
8. loud
9. brown
10. ground
11. pound
12. flower

Review Words

13. out
14. now

Write the Spelling Words that rhyme with each given word.

15. how, _____, _____
16. blouse, _____, _____
17. clown, _____, _____, _____
18. bound, _____, _____, _____

Nouns Ending with s'

Yeh-Shen
Grammar: Possessive Nouns

- A **possessive noun** shows that a person, animal, or thing owns or has something.
- When a noun names more than one and ends in **s**, add just an **apostrophe (')** after the **s** to show ownership.

The musicians' show was great.

Thinking Question

Who or what in the sentence owns something?



Read each pair of sentences. Underline the sentence that uses a possessive noun correctly.

1. Her parents death made Yeh-Shen an orphan.
Her parents' death made Yeh-Shen an orphan.
2. The dancers' costumes were colorful.
The dancers costumes were colorful.
3. The girls' dresses were beautiful.
The girls dresses were beautiful.
4. Her admirers praise made her happy.
Her admirers' praise made her happy.
5. The villagers' excitement grew.
The villagers excitement grew.

"At the Fair"

"Mom, can we go? Can we go?" Patty was pointing at the barn. The sign said "Petting Zoo Inside."

Patty's sister Sasha made a face. The barn smelled dirty. She did not want to go inside, but Mom was already headed that way.

"Fluffy lambs!" cried Patty, running over to the pen. She petted every animal. It took a long time.

"Don't you want to pet the pretty ponies?" asked Mom. Sasha shook her head and held her nose. Finally, they left the barn.

Sasha saw a Ferris wheel across the fairgrounds. Before she could say she wanted to go, Patty yelled, "Popcorn!"

"I'll stand in line while you girls go wash your hands," said Mom. The girls came back just as Mom got to the front of the line.

"Caramel!" said Patty, and Sasha nodded her head.

"Just butter, please," Mom said. "Girls, you don't need the sugar." Both girls frowned, but they ate the popcorn anyway.

"What should we do next?" asked Mom.

Before Sasha could say she wanted to ride the Ferris wheel, Patty said, "Let's go watch the magic show! It's just starting!" Once again, she took off running and Mom grabbed Sasha's hand and followed.

The magician said he needed a volunteer from the audience. Patty jumped up with her hand waving over her head. "Come on up, kiddo," said the magician. "And your sister, too?" He looked at Sasha. She shook her head.

"Come on, Sasha," said Patty, grabbing Sasha's hand. Sasha let herself be pulled up on stage. The magician gave her his hat to hold. He gave Patty his magic wand and told her to wave it over the hat. Suddenly, the hat got heavy. The magician stuck his hand in and pulled out a rabbit! Sasha's eyes got wide. She smiled for the first time that day.

1) from "At the Fair"

How does Sasha feel when the rabbit is pulled out of the magician's hat?

- A) confused
- B) surprised
- C) grateful
- D) scared

2) from "At the Fair"

What does Patty say?

- A) "Don't you want to pet the pretty ponies?"
- B) "Popcorn!"
- C) "Just butter, please."
- D) "Come on up, kiddo."

3) from "At the Fair"

Read the sentence.

"What should we do next?"

Who says this?

- A) Sasha
- B) Patty
- C) Mom
- D) the magician

4) from "At the Fair"

Who is telling this story?

- A) Mom
- B) Patty
- C) Sasha
- D) the narrator

5) from "At the Fair"

What will most likely happen next in this story?

- A) Sasha will ask to pet the ponies.
- B) The girls will go wash their hands again.
- C) Mom will buy the girls caramel popcorn.
- D) Patty will choose the next thing to do at the fair.

6) from "At the Fair"

What does the word "pen" mean as used in this story?

- A) a female swan
- B) a tool for writing in ink
- C) a fenced space for animals
- D) a thin piece of metal with a sharp point

"A Visit to the Desert"

Kim lives in a city with lots of trees and no hills. She has lots of friends. Everybody speaks English.

Kim visits the desert. She likes the plants. She sees mountains. She goes to a town. She sees people dressed like cowboys. She goes to Mexico! She hears people say words in Spanish. She does not know what the words mean.

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1) from "A Visit to the Desert"

Where does this story take place?

- A) on a lake
- B) in the desert
- C) in Kim's home
- D) in the city

2) from "A Visit to the Desert"

Why didn't Kim know what the words mean?

- A) because the people were speaking English
- B) because she wasn't listening
- C) because the people were speaking Spanish
- D) because she was scared

3) from "A Visit to the Desert"

What does Kim see in the desert that she doesn't see at home?

- A) trees
- B) friends
- C) mountains
- D) lakes

4) from "A Visit to the Desert"

How does Kim most likely feel about visiting the desert?

- A) excited and happy
- B) excited and unhappy
- C) sad and lonely
- D) cold and hungry

5) from "A Visit to the Desert"

If Kim spoke Spanish, how would the end of the story be different?

- A) Kim might know what the people in Mexico were saying.
- B) Kim might want to dress up as a cowgirl.
- C) Kim might talk in English with the people who are speaking Spanish.
- D) Kim might wish the city had hills and trees.

6) from "A Visit to the Desert"

What will most likely happen next in this story?

- A) Kim will learn Spanish.
- B) Kim will go back home.
- C) Kim will fall in a cactus.
- D) Kim will see a cowboy.