

# 2<sup>nd</sup> Grade ELD Packet – Week 1

## Paquete de 2 er grado (ELD)

### Day 1:

- Have your student complete pages 1 and 2 of the packet.
- Haga que su estudiante complete las páginas 1 y 2 del paquete.

### Day 2:

- Have your student complete page 3 of the packet.
- Haga que su estudiante complete la página 3 del paquete.

### Day 3:

- I would like your student to read for 30 minutes. Then, have them complete page 4 of the packet. They are encouraged to write down questions that they have about the book that they read.
- Me gustaría que su alumno lea durante 30 minutos. Luego, pídeles que completen la página 4 del paquete. Se los alienta a escribir las preguntas que tengan sobre el libro que leyeron.




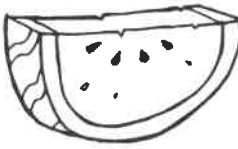




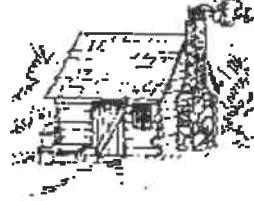

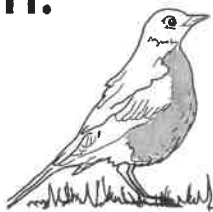

### Days 4/5:

- The last two pages of the packet might take more than one day. I would like your student to interview a friend or family member. If they would like to, they may write down their questions on day 4, and then on day 5 they can ask their questions (in English or Spanish) and write down the answers they get.
- Las últimas dos páginas del paquete pueden tomar más de un día. Me gustaría que su estudiante entreviste a un amigo o familiar. Si quisieran, pueden escribir sus preguntas el día 4, y luego el día 5 pueden hacer sus preguntas (en inglés o español) y escribir las respuestas que obtengan.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

# Syllable Division

<p>1.  ostrich oven <u>open</u></p>	<p>2.  zigzag zebra zapped</p>	<p>3.  email even enter</p>
<p>4.  melon misses moment</p>	<p>5.  racket rapid radish</p>	<p>6.  robot rotate ruler</p>
<p>7.  satin salad setup</p>	<p>8.  minus music menu</p>	<p>9.  cabin comet cobra</p>
<p>10.  second seven solid</p>	<p>11.  robin relax remake</p>	<p>12.  debate dolphin donut</p>

**Read It Together**

Is there a zebra or a radish in the salad?

**Directions:** Name each picture with children. Have children circle the word that goes with each picture. Help them draw a line between the syllables. Then have partners take turns reading and answering the question.

Name \_\_\_\_\_



1. Read the text 3 times and color a star each time you read it.

# At the Park

Ben is at the park. His dog, Sam, is at the park, too. Ben rides his bike and plays with Sam. Then he goes to the pond to see the ducks. He thinks they are so cute and funny!




2. Answer each question in a complete sentence and color the evidence in the text.

A. Where is Ben? 

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B. Who is with Ben? 

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C. Why does Ben want to see the ducks? 

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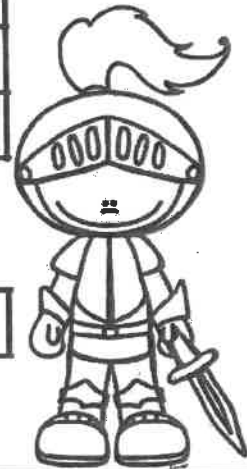
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Homophones: Crossword Puzzle

Directions: Read the clues and use the word bank to complete the crossword puzzle.

- |         |
|---------|
| sail    |
| sale    |
| flew    |
| flu     |
| knight  |
| night   |
| meat    |
| meet    |
| threw   |
| through |
| weight  |
| wait    |



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

**Across:**

- You can \_\_\_\_\_ my new friend.
- We will \_\_\_\_\_ for the bus to come.
- The store is having a big \_\_\_\_\_.
- She was sick with the \_\_\_\_\_.
- The \_\_\_\_\_ mounted his horse.
- He \_\_\_\_\_ the ball to first base.
- It was a long \_\_\_\_\_, and everyone was tired.

**Down:**

- My dad cooked the \_\_\_\_\_ on the grill.
- They went for a \_\_\_\_\_ around the island.
- The baby gained a little \_\_\_\_\_.
- We \_\_\_\_\_ our kites on the grass.
- He walked \_\_\_\_\_ through the forest.



Name \_\_\_\_\_

# Text Questioning

Asking questions is a comprehension skill that expert readers use to check their understanding. Write your questions here as you read. You may answer them if you find your answer in the text. You must have at least 3 questions.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

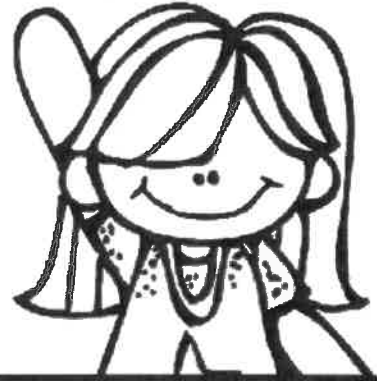
\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_



# MY INTERVIEW



INTERVIEWER: \_\_\_\_\_

INTERVIEWEE: \_\_\_\_\_

**Q:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
**A:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Q:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
**A:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Q:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
**A:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Q:

A:

Q:

A:

Q:

A:

Q:

A:

# What Do Plants Need?

by Rachelle Kreisman

Plants are living things. They depend on water and light to help them grow. But how do plants find what they need? They get it from the world around them!

Plants get water from the soil. They get light from the sun.

Many plants have roots, stems, and leaves. Roots keep a plant attached to the soil and help the plant take in water. Water moves up the plant's stem to the leaves. The stem also supports the plant so it stays up straight.

Leaves take in light energy from the sun. The leaves use water, light energy, and a gas called carbon dioxide to make glucose. Glucose is a kind of sugar. It is food for the plant. Yes, plants make their own food! They use it to grow.

