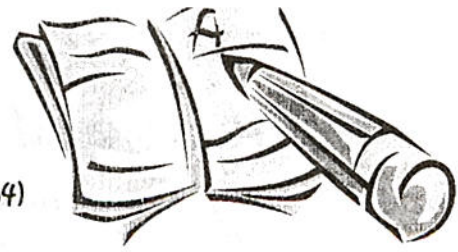


Language Arts Homework



Unit 2 Lesson 1 (The Snowflake: a Water Cycle Story pg. 134)

Name: _____

Directions: Complete each assignment on separate sheets of loose leaf paper with the correct headings for each assignment (Name, Date, Student #, Room #, and subject). Please staple these assignments to the back of this packet (one staple in the left top corner). Please staple the assignments in the order that is listed on this page. Remember to write on the correct side of the notebook paper. Have your parents sign the bottom of this page.

All homework is due on: Thursday, November 7, 2013

NO LATE HOMEWORK WILL BE ACCEPTED

Reading: ___/12 pts

Complete the attached comprehension activity. Please use complete sentences.
(Please print)

English/Grammar: ___/20 pts

Complete the attached activity sheet. Please be NEAT.

Spelling: ___/23 pts

- Define each spelling word (23), remember to underline the spelling word.
- Use each Spelling word (23) in a complete and meaningful sentence of seven or more words; remember to underline the vocabulary words in your sentences. Skip a line between your sentences and definitions. Remember to use the correct heading and write on the correct side of the notebook paper. (Please print)

Reading Log: ___/10 pts

X _____ Parent Signature/Date

Nature's Delicate Balance

In our new unit, Nature's Delicate Balance, we will be reading selections that deal with issues of concern to our environment and the natural world. Students will read about the water cycle by following the "life" of a snowflake through nature. They will also read selections about energy, food chains and webs, decomposition, and the importance of protecting and saving our environment for future generations.

Many of the issues we will be reading about and studying during this unit will be wonderful places from which to launch further exploration and research. Use the activities in these letters as a starting point for your investigations together. As always, trips to the library and research on the Internet will be beneficial, but many of the subjects in this unit are observable in the natural world around our homes and in our communities. Take this opportunity to explore the environment in which you live and witness the magic that surrounds us in nature's delicate balance.

The Snowflake

Your child will soon read “The Snowflake,” a selection from the Nature’s Delicate Balance unit. This story describes the stages a snowflake goes through over a period of twelve months.

For millions of years, water has frozen, melted, evaporated, condensed, and frozen again. After your child has finished reading “The Snowflake,” have your child think about the ways we use water and what would happen if there were none. Help your child answer the questions below.

How do we use water?

1. For washing hands

2. _____

3. _____

4. _____

What if there were no water?

1. I could not swim.

2. _____

3. _____

4. _____

Selection Vocabulary

Your child will study the following vocabulary words in the upcoming week. Please review the meanings of these words with your child: **jagged**—having sharp points that stick out; **trickled**—ran slowly in a series of drops or a thin stream; **flowed**—moved as water does; **raging**—violent, wild; **irrigation**—having to do with supplying farmland with water; **reservoir**—a lake for storing water; **particles**—tiny pieces; **glacier**—a huge mass of ice formed from unmelted snow, usually found in the polar regions or in high mountains.

Spelling

Your child will study the following spelling words in the upcoming week. Please review the spellings of these words with your child: telephone, phonic, microphone, homophone, democracy, pandemic, demography, academy, pathos, pathetic, empathy, dermis, epidermis, dermatology, history, historian, historic, prehistoric, cardiac, cardiology. **Challenge Words:** cacophony, symphony, sympathize.

Comprehension:

The Snowflake: A Water Cycle Story

In your own words describe what happens to the snowflake each month.

January: _____

February: _____

March: _____

April: _____

May: _____

June: _____



July: _____

August: _____

September: _____

October: _____

November: _____

December: _____

Subjects and Predicates


- Every sentence has two parts.
- The subject of a sentence tells who or what the sentence is about.
- The predicate tells what the subject does or what happens to the subject.

EXAMPLE:


Subject		Predicate
The marching band		won the state championship.

 Add a subject to each predicate to make a sentence.

- | | |
|-----------------------|-----------------------------|
| 1. _____ play tennis. | 3. _____ returned the ball. |
| 2. _____ run. | 4. _____ won the game. |

 Add a predicate to each subject to make a sentence.

- | | |
|---------------------|-------------------|
| 5. Players _____. | 7. Coaches _____. |
| 6. Some fans _____. | 8. Judges _____. |

 Write subject or predicate to tell which part of each sentence is underlined.

- | | |
|-------|--|
| _____ | 9. <u>Tennis</u> is a game. |
| _____ | 10. It <u>is played</u> with a racket. |
| _____ | 11. The player <u>swings</u> the racket. |
| _____ | 12. <u>A ball</u> is also needed. |
| _____ | 13. Two or four players <u>may play</u> at one time. |
| _____ | 14. <u>Love</u> means zero points in tennis. |
| _____ | 15. A set <u>is won</u> in six games. |



 Underline the subject of each sentence. Circle each predicate.

16. Tennis was invented by Major Walter Wingfield.
17. The game was called tennis-on-the-lawn.
18. Mary Outerbridge brought the game to the United States.
19. Tennis is a popular game.
20. You can play tennis, too.

Home Reading Log

Name _____

Week of _____ **#2.1**

Weekend	Title _____ Pages _____ _____ _____	Reading Minutes
	_____ _____	Parent Signature
Monday	Title _____ Pages _____ _____ _____	Reading Minutes
	_____ _____	Parent Signature
Tuesday	Title _____ Pages _____ _____ _____	Reading Minutes
	_____ _____	Parent Signature
Wednesday	Title _____ Pages _____ _____ _____	Reading Minutes
	_____ _____	Parent Signature
Thursday	Title _____ Pages _____ _____ _____	Reading Minutes
	_____ _____	Parent Signature

Goal: 100 minutes/week

Total Minutes: _____

Home Reading Log

Goal: 100 minutes/week

- Please have your child read “just right” material every week. The log includes weekend reading to help your child meet the 100 minutes/week goal.
- The reading log is due every Friday and a new log will be brought home on Friday.
- Please record the minutes read and sign the form.
- Your child must write a response to reading on the lines provided. Here are some sentences starters that might be helpful:
 1. It was (interesting, sad, funny) when...
 2. My favorite part was...
 3. This made me wonder...
 4. I have a connection...
 5. It reminded me of...
 6. One part I didn't understand was...
 7. I predict...
 8. I think...
 9. I wonder why...
 10. The main character...

Thank you for supporting your child's reading! 😊