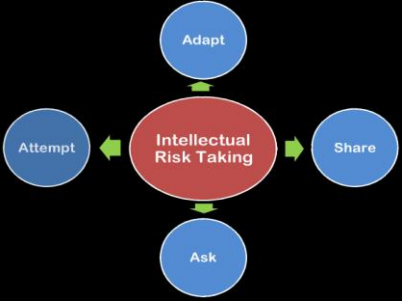


Second Grade Reading Newsletter

Marking Period 3, Part 1




MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Literature	<ul style="list-style-type: none"> describe how characters respond to major events and challenges. ask and answer questions about a text read independently. compare characters' points of view to recognize differences.
Language: Vocabulary	<ul style="list-style-type: none"> determine the meanings of unfamiliar words or phrases using context clues. use knowledge of the meaning of individual words to predict the meaning of compound words such as, "cupcake" or "football." determine the meaning of new words formed by adding prefixes.

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Flexibility	being open and responsive to new and diverse ideas and strategies and moving freely among them.	<ul style="list-style-type: none"> generate multiple solutions to characters' challenges using collaborative conversations. clarify the meaning of words using a variety of print and digital resources such as, dictionaries and glossaries. compare characters' points of view to recognize differences using illustrations and text.
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	<ul style="list-style-type: none"> adapt thinking after different perspectives have been shared. share personal ideas and connections in response to literary text. ask and answer questions within a group that explore characters' actions. predict word meanings using context clues. analyze and share the meaning of new words during conversation. 

Second Grade Reading Newsletter

Marking Period 3, Part 1

Learning Experiences by Measurement Topic (MT)

MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>																
Literature	<ul style="list-style-type: none">read and write about how characters respond to major events and challenges, such as changes that happen over time.show characters’ points of view by reading characters’ dialogue in different voices.create and categorize questions as thin or thick after reading a text. <table><tr><td>ASKING THIN QUESTIONS<ul style="list-style-type: none">Questions are asked to clarify specific details.Questions often begin with: <i>When?</i> <i>Where?</i> <i>Who?</i></td><td>ASKING THICK QUESTIONS<ul style="list-style-type: none">Questions are asked to help readers think about big ideas or concepts.Questions often begin with: <i>Why?</i> <i>What ?</i> <i>How?</i></td></tr></table>	ASKING THIN QUESTIONS <ul style="list-style-type: none">Questions are asked to clarify specific details.Questions often begin with: <i>When?</i> <i>Where?</i> <i>Who?</i>	ASKING THICK QUESTIONS <ul style="list-style-type: none">Questions are asked to help readers think about big ideas or concepts.Questions often begin with: <i>Why?</i> <i>What ?</i> <i>How?</i>	<ul style="list-style-type: none">read every night.answer both thin and thick questions after reading. <u>Keep going:</u> ask your child to generate a list of questions for you to answer.identify different characters’ points of view in comic strips and use different voices when reading. <u>Keep going:</u> try something new by creating a comic strip or a story and acting it out.														
ASKING THIN QUESTIONS <ul style="list-style-type: none">Questions are asked to clarify specific details.Questions often begin with: <i>When?</i> <i>Where?</i> <i>Who?</i>	ASKING THICK QUESTIONS <ul style="list-style-type: none">Questions are asked to help readers think about big ideas or concepts.Questions often begin with: <i>Why?</i> <i>What ?</i> <i>How?</i>																	
Language: Vocabulary	<ul style="list-style-type: none">list unfamiliar words or phrases when reading and discuss the meanings with a partner.predict the meaning of compound words by using the meaning of individual words. <u>Example:</u> “birdhouse” means a place a bird lives.work collaboratively to see how many ways a root word can be changed by adding prefixes and suffixes. <u>Example:</u> <table><tr><td>Prefix</td><td>Root Word</td><td>Suffix</td><td>New Word</td></tr><tr><td>pre-</td><td>view</td><td>-ed</td><td>previewed</td></tr><tr><td>re-</td><td>view</td><td>-ing</td><td>reviewing</td></tr><tr><td>un-</td><td>view</td><td>-able</td><td>unviewable</td></tr></table>	Prefix	Root Word	Suffix	New Word	pre-	view	-ed	previewed	re-	view	-ing	reviewing	un-	view	-able	unviewable	<ul style="list-style-type: none">read poetry, song lyrics, or nursery rhymes and discuss the meaning of unfamiliar words.act out a compound word and challenge someone to guess it. <u>Keep going:</u> make a list of compound words and illustrate them in a notebook. <div></div> <ul style="list-style-type: none">use sidewalk chalk, paint, or markers to create a list of words that begin with common prefixes such as: un, re, dis, and pre.
Prefix	Root Word	Suffix	New Word															
pre-	view	-ed	previewed															
re-	view	-ing	reviewing															
un-	view	-able	unviewable															

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Marking Period 3, Part 1