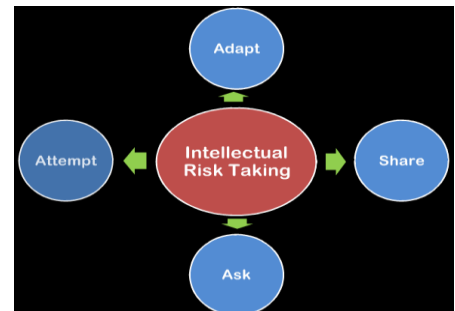


# Second Grade Reading Newsletter

Marking Period 3, Part 2



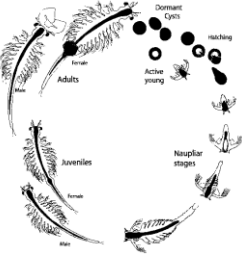
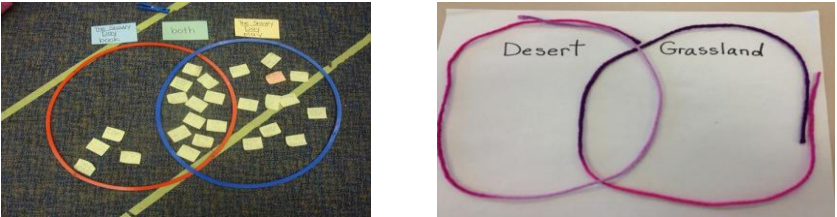
MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Informational Text	<ul style="list-style-type: none"> <li>• use images to understand scientific ideas presented in a text.</li> <li>• ask and answer questions to identify <b>key details</b> in an independently read text.</li> <li>• compare the most important points from two texts on the same topic.</li> <li>• identify the <b>main idea</b> of a text.</li> </ul>
Language: Vocabulary	<ul style="list-style-type: none"> <li>• identify describing words (adjectives, adverbs) in a text and explain how they help readers to better understand a new topic.</li> <li>• use context clues to determine the meanings of unfamiliar words or phrases.</li> </ul>

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"> <li>• use a variety of print or digital resources to find information that deepens understanding about a topic.</li> <li>• generate a list of similarities and differences between texts on the same topic.</li> <li>• show understanding of new words in multiple ways by creating illustrations and graphic organizers.</li> </ul>
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	<ul style="list-style-type: none"> <li>• adapt background knowledge using new information and images found in scientific text.</li> <li>• ask and answer questions about scientific text and images to clarify understanding.</li> <li>• follow a set of scientific instructions to attempt a new experiment.</li> <li>• predict word meanings using context clues.</li> </ul>



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Marking Period 3, Part 2

Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Informational Text	<ul style="list-style-type: none"> <li>identify the <b>main idea</b> and <b>key details</b> of a text.  <b>Main topic:</b> Lions  <b>Main idea:</b> Lions are predators.  <b>Key detail:</b> Lions run fast to catch their prey.</li> <li>ask and answer questions to identify key details in an independently read text.  <u>Possible questions:</u> How do animals' adaptations help them to survive in their habitat?</li> <li>compare most important points from articles, books, or digital resources on the same topic.</li> <li>use images of animal and plant life cycles to understand new information in a text.</li> </ul>  <div>Brine Shrimp Life Cycle</div>	<ul style="list-style-type: none"> <li>read every night. Check your school website for available digital non-fiction resources such as <a href="http://www.pebblego.com">www.pebblego.com</a>. Ask someone at the school media center for login information.</li> <li>read and follow directions to make a craft, project, or recipe.</li> <li>use flexible thinking to create or illustrate a machine and explain how it works.</li> <li>compare two animal habitats using homemade comparison circles (materials could include pipe cleaners, string, noodles, hula hoops).</li> </ul>  <div>Homemade Comparison Circles</div>
Language: Vocabulary	<ul style="list-style-type: none"> <li>identify describing words in a text to better understand a topic.</li> <li>use context clues to determine the meanings of unfamiliar words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>act out adverbs that describe an action (walk slowly, walk quickly).</li> <li>play a game by challenging someone to guess the meaning of made-up words. Use them in a sentence with clues that tell what they might mean.  <u>Example:</u> My "snarfu" is barking at the mailman.            "Snarfu" means "dog" because dogs often bark at strangers.</li> </ul>
Glossary	<b>key details:</b> details that support the message or topic in the text <b>main idea:</b> in informational text, the central point the author wants the reader to know <b>main topic:</b> the subject of an informational text	

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Marking Period 3, Part 2