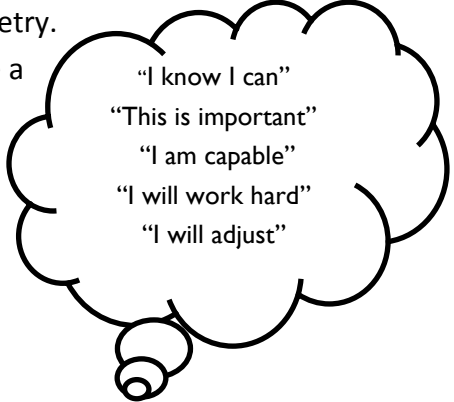


Second Grade Reading Newsletter

Marking Period 4, Part 1

MT	Learning Goals by Measurement Topic (MT)	
	<u>Students will be able to . . .</u>	
Literature	- ask and answer questions to identify key details that create images in poetry. - describe how words and phrases give rhythm and meaning to poems. - identify poetic devices, such as alliteration, rhyming, and repetition.	
Language: Vocabulary	- identify adjectives with closely related meanings (shades of meaning). - identify real-life connections between words and their use.	Shades of Meaning: pretty beautiful gorgeous

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	- create graphic organizers to display information in a way that is easier to understand. - use prior knowledge and new information to make generalizations about the language poets use. - organize ideas to create poems. - integrate ideas, information, and poetic strategies to invent a poem.
Effort/Persistence/Motivation	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles or competing pressures.	- use imagery and repetition as motivation to express personal thoughts and feelings in poetry. - work diligently to complete a piece of poetry. - self-assess effectiveness of strategies used to produce poems and redirect efforts to achieve a goal. - show a “can do” attitude. 

Second Grade Reading Newsletter

Marking Period 4, Part 1

Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Literature	- ask and answer questions about poems using who, what, when, where, why, and how. - clap out and chant poems to find rhythm. - identify words or phrases within a poem that create meaning. - read, analyze, and write poems with <u>alliteration</u>, <u>rhyme</u>, and repetition. <u>Example:</u> “Clever Cat” The <u>clever cat</u> climbed <u>carefully</u> up the <u>coconut</u> <u>tree</u> He stretched his paw out so he could catch a tiny little <u>flea</u> But he cried out, for he had caught a giant bumble bee, a giant bumble bee. By Suzy Summit	- read every night. - sing, clap, or act out a favorite poem. - rename and illustrate a favorite poem. - create a poem with a family member by taking turns writing each line. Read the final product together! - visit the library and check out a poetry book. Some popular poets include: Shel Silverstein, Jack Prelutsky, or Langston Hughes. <u>Websites to support learning:</u> http://www.wild-about-woods.org.uk/elearning/concretepoetry/ http://gigglepoetry.com http://hnhbooks.com/guyku/how.html
Language: Vocabulary	- generate adjectives with closely related meanings and use them to write poems. - compare two objects using similes and metaphors. Similes use “like” or “as” to make comparisons. Metaphors make comparisons without “like” or “as.” <u>Metaphor Example:</u> The moon was a diamond in the sky.	- cut out adjectives from magazines, newspapers, or advertisements to create an original poem. - write similes to describe family members. Illustrate the similes. <u>Simile Example:</u> My brother is as loud as a trumpet.  → 
Glossary	key details: details that support the message or topic in the text	

Second Grade Reading Newsletter

Marking Period 4, Part 1