

Second Grade Reading Newsletter

Marking Period 1, Part 1

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Literature	<ul style="list-style-type: none"> ask and answer questions using who, what, where, when, why, and how to identify key details in a story. discuss how characters respond to challenges. describe the structure of a story (beginning, middle, end). build on the comments of others by adding thoughts and ideas based on details from the story. describe and compare characters' points of view.
Language: Vocabulary	<ul style="list-style-type: none"> use knowledge of the meaning of individual words to predict the meaning of compound words. identify verbs with closely-related meanings. use glossaries and dictionaries, both print and digital, to clarify the meaning of words and phrases.

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Fluency	generating multiple responses to a problem or idea.	<ul style="list-style-type: none"> ask a variety of simple and complex questions about a story. answer open-ended questions in different ways, orally or in writing. use different strategies to find the meanings of unknown words.
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> work with pairs or small groups to discuss new information learned from a text. respect the comments and ideas of others in a small guided reading group. share responsibilities to reach a goal or carry out a plan of action. show a willingness to share and listen to multiple ideas about how a character responds to challenges.

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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"> take notes about elements of the story and its structure (characters, setting, plot) and share ideas with a partner. describe how the events of a story form its story structure. read and discuss how a character responds to challenges and resolves problems. discuss a character’s thoughts, feelings, and opinions (point of view) and make real-life connections to them. read two versions of a folktale and identify similarities and differences between their story structures. 	<ul style="list-style-type: none"> read every day. Mix it up! Read stories, informational books, recipes, magazines, digital resources, etc. read two versions of the same story and compare elements of the story structure. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>Possible questions:</u></p> <ul style="list-style-type: none"> How was the setting similar? How were the characters different? If you were _____ how would you have responded? Which version did you like best? Why? </div>			
Language: Vocabulary	<ul style="list-style-type: none"> predict what a compound word means based on its two parts. <u>Example:</u> Compound word - “zookeeper” <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <tr> <td style="padding: 5px;"><u>Part 1: zoo</u> A place where animals are kept in cages or enclosures.</td> <td style="padding: 5px;"><u>Part 2: keeper</u> A person who guards or watches something.</td> <td style="padding: 5px;"><u>I think it means:</u> A person who guards or watches the animals at a zoo.</td> </tr> </table> <ul style="list-style-type: none"> use digital and print dictionaries and glossaries to find the meaning of unknown words. 	<u>Part 1: zoo</u> A place where animals are kept in cages or enclosures.	<u>Part 2: keeper</u> A person who guards or watches something.	<u>I think it means:</u> A person who guards or watches the animals at a zoo.	<ul style="list-style-type: none"> look for compound words in the books read at home. <u>Keep going:</u> make a list of compound words and illustrate them in a notebook. <p style="text-align: center;"><i>Vocabulary Development:</i></p> <p>Encourage your child to generate verbs with similar meanings to help expand their word bank. For example: throw, toss, lob, heave, etc. Ask: How can understanding the meaning of closely related verbs help you when writing?</p>
<u>Part 1: zoo</u> A place where animals are kept in cages or enclosures.	<u>Part 2: keeper</u> A person who guards or watches something.	<u>I think it means:</u> A person who guards or watches the animals at a zoo.			

Glossary	<p>story structure: the organization or structure of the elements of a story</p>
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