

Second Grade Reading Newsletter

Marking Period 4, 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 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	<ul style="list-style-type: none"> identify adjectives with closely related meanings (shades of meaning). identify real-life connections between words and their use. 	<div style="border: 3px double black; padding: 5px; text-align: center;"> <p>Shades of Meaning:</p> <p>pretty</p> <p>beautiful</p> <p>gorgeous</p> </div>

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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. <div data-bbox="974 1417 1421 1816" style="float: right; text-align: center;"> <p>“I know I can” “This is important” “I am capable” “I will work hard” “I will adjust”</p> </div>

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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"> 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. <p style="text-align: center;"><u>Example: "Clever Cat"</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>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</p> </div>	<ul style="list-style-type: none"> 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. <p><u>Websites to support learning:</u> http://www.wild-about-woods.org.uk/elearning/concretepoetry/ http://gigglepoetry.com http://hnhbooks.com/guyku/how.html</p>
	<ul style="list-style-type: none"> generate adjectives with closely related meanings and use them to write poems. compare two objects using similes and metaphors. <div style="border: 1px solid black; padding: 5px;"> <p>Similes use "like" or "as" to make comparisons. Metaphors make comparisons without "like" or "as."</p> </div> <p><u>Metaphor Example:</u> The moon was a diamond in the sky.</p>	<ul style="list-style-type: none"> cut out adjectives from magazines, newspapers, or advertisements to create an original poem. write similes to describe family members. Illustrate the similes. <p><u>Simile Example:</u> My brother is as loud as a trumpet.</p> <div style="text-align: center;">  →  </div>
Glossary	key details: details that support the message or topic in the text	

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