

Focus on the Foundation

Grade
2

Issue # 9 Jan.18, 2021

Early Literacy: <http://scsk12.org/earlyliteracy/>

Unit 3, Week 5 & Unit 4, Week 1

Week

5

Key Concept: Express Yourself
Weekly Text: *Why People Drum, They've Got the Beat, Many Ways to Enjoy Music, A Musical Museum*

[Workstation Activity Cards](#)

Week

1

Key Concept: Our Culture Makes Us Special
Weekly Text: *My New School, Happy New Year!, Dear Primo: A Letter to My Cousin, Games Around the World*

[Workstation Activity Cards](#)

Word Work

Phonological Awareness: Identify and Generate Alliteration

Phonemic Awareness: Addition, Deletion, Blending

Phonics: Long u, u_e, ue, u, ew

HF Words: America, beautiful, began, climbed, come, country, didn't, give, live, turned

Structural Analysis: Comparative Endings -er, -est

Fluency: Intonation

Decodable Texts: *Luke's Tune & Mules*

Additional Resources: [High Frequency Words](#) [Wonders Weekly Practice](#) [Long u ppt](#) [Long U Video](#) [Comparative endings](#)

Phonological Awareness/Phonemic Awareness: Phoneme Identity, Categorization, Blending, Substitution, Addition

Phonics: Silent Letters wr, kn, gn, mb, sc

HF Words: below, colors, don't, down, eat, many, morning, sleep, though, very

Structural Analysis: Prefixes/Suffixes

Fluency: Intonation

Decodable Texts: "The Thumb's-Up Rain Forest" "Acadia Scenes"

Additional Resources: [Silent letters for Kids](#) [Wonders Weekly Practice](#) [High Frequency Words](#) [Prefixes and Suffixes](#)

Grammar and Writing

Grammar: Understand and use the verb, *have*

Analytical Writing: Write responses that demonstrate understanding

Genre Writing: Plan and draft an expository essay

Additional Resources: [Have/Has SV PPT](#)
[Have/Has PPT](#)

Grammar: Linking Verbs

Analytical Writing: Realistic Fiction

Genre Writing: Realistic Fiction Story

Additional Resources: [Verb Poster](#) [Linking Verb PPT](#)

Comprehension

Skill: Main Idea and Key Details

Text Feature: Bar Graphs

Strategy: Ask and Answer Questions

Essential Question: How do you express yourself?

Oral Vocabulary: communicate, festivals, respect, squeezing, tradition

Academic Vocabulary: cheered, concert, instrument, movements, music, rhythm, sounds, understand

Vocabulary Skill: Prefixes

Leveled Readers: **A:** *The Sounds of Trash (410L)* **O:** *The Sounds of Trash (530L)* **B:** *The Sounds of Trash (590L)* **E:** *The Sounds of Trash (380L)*

Skill: Compare and Contrast

Literary Element: Point of View

Strategy: Visualize

Comprehension: Craft and Structure

Essential Question: How are kids around the world different?

Oral Vocabulary: accompanies, assigns, crowded, locker, usual

Academic Vocabulary: common, costume, customs, favorite, parade, surrounded, travels, wonder

Vocabulary Skill: Similes

Leveled Readers: **A:** *Sharing Cultures (350L)* **O:** *A New Life in India (480L)* **B:** *Akita and Carlo (620L)* **E:** *A New Life in India (440L)*

Habits of Learning



Unit Focus: I believe I can succeed.

- I try different ways to learn things that are difficult for me.
- I challenge myself to do better.
- I stay on task until it is completed.

Classroom Culture



Unit Focus: We inspire confident writers.

- We understand the connection between reading and writing.
- We have a purpose for writing.
- We think about our audience when we write.
- We spend time revising our writing to make it stronger.