

Focus on the Foundation

Grade
2

Issue #13 March 15, 2021

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

Unit 5 Week 3 & Week 4

Week

3

Key Concept: Being a Good Citizen
Weekly Text: *A Colorful Problem, A Difficult Decision, Grace for President, Helping to Make Smiles*

[Workstation Activity Cards](#)

Week

4

Key Concept: Being a Good Citizen
Weekly Text: *A Colorful Problem, A Difficult Decision, Grace for President, Helping to Make Smiles*

[Workstation Activity Cards](#)

Word Work

Phonological Awareness: Identify Syllables

Phonemic Awareness: Categorization, Blending

Phonics: Variant vowels /ü/: oo, u_e, ew, ue, ui, and /u°/: oo, ou, u

HF Words: air, along, always, draw, during, ever, meant, nothing, story, strong

Structural Analysis: Contractions

Fluency: Phrasing

Decodable Texts: *Soon the North Wind Blew & It Couldn't Be Done*

Additional Resources: [Wonders Weekly Practice High Frequency Words](#) [Vowel Diphthongs](#) [Contractions](#) [Fluency Phrasing](#)

Phonological Awareness: Identify Syllables

Phonemic Awareness: Deletion, Addition

Phonics: Variant vowels /ô/: aw, au, augh, al, ough

HF Words: city, father, mother, o'clock, own, questions, read, searching, sure, though

Structural Analysis: Vowel Team Syllables

Fluency: Expression

Decodable Texts: *Paul Saw Arctic Foxes & Small Ways to Save the Earth*

Additional Resources: [Wonders Weekly Practice High Frequency Words](#) [Diphthong Cards](#) [Syllables](#)

Grammar and Writing

Grammar: Pronoun-Verb Agreement

Analytical Writing: Write responses that demonstrate understanding

Genre Writing: Write Your Own Biography

Additional Resources: [Pronoun-Verb Agreement](#) [Writing: Peer Review](#)

Grammar: Possessive and Reflexive Pronouns

Analytical Writing: Write responses that demonstrate understanding

Genre Writing: Write Your Own Biography

Additional Resources: [Possessive Pronouns Kahoot](#) [Possessive Pronoun Anchor Chart](#)

Comprehension

Strategy: Make and Confirm Predictions

Literary Elements: Story Structure: First Person

Skill: Point of View

Essential Question: What do good citizens do?

Oral Vocabulary: calm, Concern, exhausted, offered, treat

Academic Vocabulary: champion, determined, issues, promises, responsibility, right, volunteered, votes

Vocabulary Strategy: Suffixes -ful, -less

Leveled Readers: **A:** *Fixing the Playground* (340L) **O:** *The Food Crew*(480L) **B:** *How Many Greats?* (620L) **E:** *The Food Crew* (430L)

Strategy: Make and Confirm Predictions

Literary Elements: Story Structure: First Person

Skill: Point of View

Essential Question: What do good citizens do?

Oral Vocabulary: calm, Concern, exhausted, offered, treat

Academic Vocabulary: champion, determined, issues, promises, responsibility, right, volunteered, votes

Vocabulary Strategy: Suffixes -ful, -less

Leveled Readers: **A:** *Fixing the Playground* (340L) **O:** *The Food Crew*(480L) **B:** *How Many Greats?* (620L) **E:** *The Food Crew* (430L)

Classroom Culture



Unit Focus: We build knowledge.

- Building knowledge is highly valued in your classroom.
- We investigate what we want to know more about.
- We read many different types of texts.

Habits of Learning



Unit Focus: I think critically about what I am reading.

- I ask questions.
- I look for text evidence.
- I make inferences based on evidence.
- I look for connection across the different things I learn and know.