

Grade 2: Module 2: Unit 2

Overview for Families

Notes to Teacher:

Making connections between home and school is vitally important in supporting students' learning. The following suggestions and materials represent some of the ways you can support these connections during this unit.

Suggestions:

- Copy the attached family letter and send it home with students after teaching Lesson 1 (this letter can be used as is or as a model). Consider having the letter translated for families whose first language is not English.
- Send home a copy of the "A Group of Dinosaurs" poem for students to read with their family members at home.
- Send home a copy of the independent reading texts (from Lessons 8–11) for students to reread with their family members at home.
- Consider sending home students' Paleontologist's notebooks after they are completed to share with family members.
- Consider providing additional time for students to engage with the fossilization picture card sets to support their understanding of the fossilization process.
- Depending on the needs of your students and the expectations of your school community, consider assigning additional homework. Consider more open-ended activities that help students read, think, talk, write, and ask questions about the topic instead of those that simply test students on their content knowledge (see suggested activities in the family letter).
- If using EL Education's K–2 Reading Foundations Skills block, consider sending home a copy of the student decodable reader used each week.

Dear Family,

During Unit 2 of this module, your student will continue studying the topic of fossils using informational texts. Students will learn how to read an informational text to learn more about how fossils are formed. I am writing today to explain what your student will be learning, describe the activities that will support this learning, and suggest how to support this learning at home. I hope that you will plan to join us at the end of our study to celebrate all of your student's learning!

What will your student be learning?

Students will continue to study the topic of fossils. The learning will be focused on these ideas:

- The process of fossilization can help us understand the earth long ago.
- Readers read informational texts to learn more about a topic.

Students will also practice these reading foundation skills:

- Doubling the consonant when a suffix is added (e.g., run + ing = running)
- Three ways to read -ed at the end of a word

How will your student be learning?

Throughout the unit, your student will read, think, listen, talk, and write about the topic of fossils. Students will participate in these activities, among others, to build their literacy skills:

- Observing, taking notes, and making inferences about fossil photos
- Using the features in an informational text to learn about the topic of fossils
- Reciting “A Group of Dinosaurs” poem to learn about collective nouns
- Reading, writing, and drawing about the process of fossilization (how a fossil is formed)
- Creating fossil “impressions” in play-dough
- Participating in a Science Talk about fossils
- Working with fossil vocabulary words using an Interactive Word Wall
- Reading and answering questions about a text about fossils

What can you do to support your student’s learning at home?

Here are a few activities that you can do at home with your student to support his or her learning:

- Ask your student to talk with you about the following questions: “How are fossils formed?” and “What can we learn from studying fossils?”
- Talk with your student about how he or she can show the habits of effective learners at school and at home (perseverance, initiative, collaboration, responsibility).
- Continue reading books about fossils and/or paleontologists from home or at the library.
- Ask your student to teach you about the steps of fossilization by describing what happens in each step (1–5).
- Help your student use collective nouns in conversation (e.g., a *group* of people, a *swarm* of bees, or a *bunch* of grapes).
- Encourage your student to read the weekly Decodable Student Reader to you.
- Practice reading words ending in *-ed* three different ways (e.g., *learned*, *jumped*, *landed*).

Please let me know if you have any questions or would like to discuss your student’s learning.

Sincerely,