

Education Language Arts

Grade 2: Module 3: Unit 3

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.
- Encourage students to share any at-home learning with the class. They can do this orally or by sharing writing, pictures, or artifacts. Example: Consider providing time for students to share the types of fruits and vegetables they eat at home. Students can bring in fruits and vegetables from home or share pictures from home.
- Create a display board featuring pictures of fruits, vegetables, and insect pollinators. Provide a label for each insect pollinator, fruit, and vegetable written in several different languages.
- Take pictures of students drawing their insect pollinator throughout the day and post them in the room or hallway.
- Depending on the needs of your students and the expectations of your school community, consider assigning additional homework. Example: 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 Decodable Reader used each week and encourage families to have students read these texts aloud to them.

Dear Family,

During Unit 3 of this module, your student will learn how to present their learning of how insect pollinators pollinate the fruits and vegetables we enjoy. By the end of the module, students will be able to answer the module guiding questions, “How do we get the fruits, flowers, and vegetables we enjoy?” and “How do we become researchers and share our learning?” at our Celebration of Learning. 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 deep study to celebrate the students’ learning!

What will your student be learning?

Students will continue to study the topic of pollination by writing and illustrating the pollination process of their chosen insect pollinator. They will also learn how to present their ideas to others. The learning will focus on these ideas:

- The secret to how we get the flowers, fruits, and vegetables we enjoy is the secret process of pollination.
- Researchers share their learning with others by writing, illustrating, and talking about it.

Students will also practice these reading foundation skills:

- Identify and write spelling patterns for words with *au* and *aw*.
- Segment (break apart) and identify the syllables within words, and blend them back together.
- Decode (read) and encode (write) words with the prefixes and suffixes: *un-*, *re-*, *-ly*, *-er*, *-est*, *-less*, and *-ful*.

How will your student be learning?

Throughout the unit, your student will read, think, listen, talk, write, illustrate, and ask and answer questions about the topic of the secret process of pollination. Students will participate in these activities, among others, to build their literacy skills:

- Illustrating scientific drawings of insect pollinators.
- Listening to high-quality oral presentations about a variety of topics.
- Playing the Capture the Caption game, which teaches students how to use complex sentences.
- Singing songs about plants and pollinators.
- Participating in collaborative conversations with classmates, providing them with empathetic feedback.
- Writing about and drawing the pollination process.
- Orally presenting their presentation about the “secret” of how we get the fruits, flowers, and vegetables we enjoy.

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 these questions: How do we get the fruits, flowers, and vegetables we enjoy? How do we become researchers and share our learning?
- Practice asking and answering questions.
- Practice elaborating on ideas by turning words into sentences. Play games such as Taboo or Hedbanz.
- Encourage your student to read the weekly Decodable Reader to you every night.
- Practice reading and spelling words with different suffixes (e.g., *invisible* and *dependable*).

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

Sincerely,