

Grade 2: Module 4: 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.
- 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 their experiences with bats or butterflies outside of the classroom.
- Create a display board featuring pictures of bats and butterflies and their habitats. Provide a label for each pollinator and its habitat written in several different languages.
- Take pictures of students reading and writing about bats and butterflies 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. Examples: 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 Student Reader used each week and encourage families to have students read these texts aloud to them.

Family Letter

Dear Family,

During Unit 2 of this module, your student will learn the challenges facing bats and butterflies. By the end of the unit, students will be able to participate in a discussion around the unit guiding questions, “What dangers do pollinators face?” and “Why should people protect pollinators?” 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 all of your student’s learning!

What will your student be learning?

Students will continue their study of pollinators by reading and writing opinion pieces about the challenges pollinators face. The learning will be focused on these ideas:

- There are challenges facing pollinators, and possible solutions to those challenges.
- Human actions affect pollinators.
- An opinion should be supported with reasons (evidence).

Students will also practice these reading foundation skills:

- Identify the schwa sound represented by vowels
- Segment (break apart) the individual sounds of spoken, two-syllable words, and blend them back together
- Decode (read) and encode (write) two-syllable words with affixes.

How will your student be learning?

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

- Listening to read-alouds and reading a variety of books and poems about bats and butterflies
- Recording notes about the dangers that bats and butterflies face, and the reasons they are important
- Answering questions about their reading about butterflies and bats
- Engaging in conversations with classmates
- Writing a multi-paragraph opinion piece about why people should protect butterflies

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: “What dangers do pollinators face?” and “Why should people protect pollinators?”
- Read books from home or at the library about pollinators and the dangers they face.

Providing for Pollinators

- Ask your student to recite the poem “The Butterfly Garden.”
- Identify different types of pollinator habitats.
- Encourage your student to read the weekly Decodable Student Reader to you every night.
- Practice reading and spelling regularly spelled, one-syllable words with the middle vowel sound /a/. For example: pat, chat, and tap.

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

Sincerely,
