

**Grade 2:** Module 2: 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.
- Send home a copy of the "I Found a Baby Dinosaur" poem for students to read with their family members at home.
- 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 3 of this module, your student will use the information he or she has learned about fossils and narratives to write a narrative about a paleontologist discovering a fossil. 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 learn to write a narrative about discovering a fossil. The learning will be focused on these ideas:

- Paleontologists use tools and habits of character to make important discoveries.
- Authors use various techniques to write compelling narratives.

Students will also practice these reading foundation skills:

- Reading words with *oo*, *ou*, *ui*, *ue*, and *ew* (long u sound patterns)
- Words with the *-tion* and *-sion* spelling patterns

### 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:

- Listening to a narrative text read-aloud about a paleontologist who discovered a fossil
- Reciting "I Found a Baby Dinosaur" poem to learn about irregular past-tense verbs (i.e., past-tense verbs that don't "play fair" because they don't end with *-ed*)
- Writing about a paleontologist's actions, thoughts, and feelings
- Reading and analyzing a model (good example) of a compelling narrative piece
- Writing a practice narrative piece with step-by-step guidance from the teacher
- Planning, writing, revising, and editing a narrative piece based on feedback from the teacher

**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 question: “How do authors write compelling narratives?”
- 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).
- Read books with “compelling narratives” from home or at the library. This could be any narrative that contains a clear beginning, middle, and ending; characters’ actions and responses; and temporal words to order events (*first, next, then, afterward*).
- Help your student use irregular past-tense verbs in conversation (e.g., *ran, found, saw, thought, said, ate, drank*).
- Encourage your student to read the weekly Decodable Student Reader to you.
- Practice reading and writing words with the *-tion* and *-sion* spelling patterns (e.g., *action, fusion*).

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

Sincerely,