

For additional resources  
please visit:

[www.scratch.mit.edu](http://www.scratch.mit.edu)

Scratch supports creating and programming interactive stories, games, and animation online, while encouraging creative thinking, reasoning, and collaboration. Products can even be shared with people around the world!

[www.funbrain.com](http://www.funbrain.com)

This website provides free educational games, books, and comics for students grades PreK-8 that develop skills in reading, literacy, and math.

[www.abcya.com](http://www.abcya.com)

This website provides both literacy and math games sorted by grade level. While playing, children will be taught basic computer skills that will help them both in and out of the classroom.



**If you have any questions,**  
speak to your student's teacher or  
email [earlylit@hartfordschools.org](mailto:earlylit@hartfordschools.org)

**For more information,** please visit  
[www.hartfordschools.org/earlyliteracy](http://www.hartfordschools.org/earlyliteracy)

**Visit any of the  
Hartford Public Library branches  
or your local library!**  
[www.hplct.org](http://www.hplct.org)

K-2 LITERACY CURRICULUM

SECOND GRADE

UNIT 3



**UNIT THEMES:**  
money, economy, responsibility

How do readers ask  
questions about characters  
and elements of a story?



## CLASSROOM BOOKS IN UNIT 3

Ask your local librarian for books!

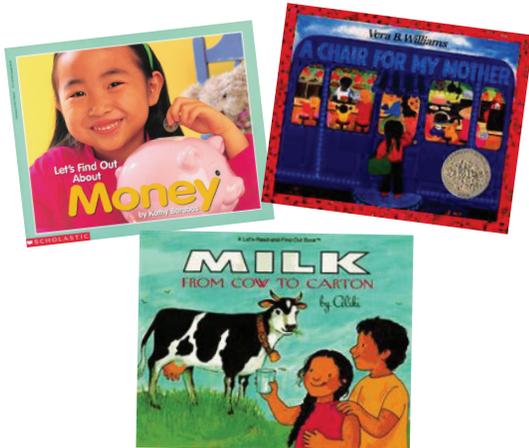
### Whole Class Read Aloud:

- *The Three Wishes* by Madge Tovey
- *Salt in His Shoes* by Deloris & Roslyn Jordan
- *The Popcorn Book* by Tomie dePaola



### Whole Class Shared Reading—each student has their own copy of:

- *Let's Find Out About Money* by Kathy Barabas
- *Milk From Cow to Carton* by Alike Brandenberg
- *A Chair for My Mother* by Vera B. Williams



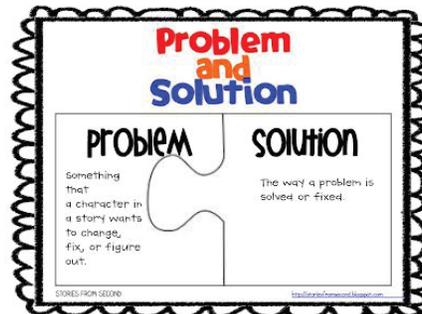
## ESSENTIAL QUESTIONS ADDRESSED IN UNIT:

- Why are characters important to a story?
- How do we talk about characters and explain how they respond to events in the story?
- How are characters in different stories similar and different?
- How can the student write about their opinion?
- How can the student use evidence to answer a question?

STUDENTS  
LEARNING TARGETS  
ALIGNED TO THE  
CONNECTICUT  
CORE STANDARDS

### Your child can...

- describe how characters in stories solve problems and overcome challenges
- describe the connection between events, ideas, or concepts in an informational text



## ACTIVITIES FOR HOME:

### Long Vowel Sounds

- When the vowel says its name (pine, hay, rain,...) Play "I Spy" Someone can find an object in the room you're in and the other person has to ask questions in order to guess what they see. The items you find should have a long vowel sound. (i.e. "I spy with my little eye something that is white." "Is it a piece of paper? Is it paint?")

Short Vowels	Long Vowels
ă apple	ā ape
ĕ egg	ē eat
ĭ igloo	ī ice
ŏ octopus	ō oatmeal
ŭ umbrella	ū unicorn

### Vowel Teams

- igh, ie **say i**
- oa, ow **say o**
- Make three cubes with paper, or use blank dice. On each side of one die, write a long vowel pattern (oa). On the other two, write consonants (b, t, m). Roll the dice and put them in order with the vowel teams in the middle. See who can roll more real words!