

For additional resources  
please visit:

[www.meddybemps.com/letterary/index.html](http://www.meddybemps.com/letterary/index.html)

Fun with Letters encourages kids to read letters using numerous fonts they will encounter in the real world. This site encourages interaction with an adult and even scrapbooking, comparing and contrasting, and taking adventures together.

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

Mrs. P has a goal of giving kids a wonderful reading experience. This storyteller recreates the feel of story time while reading classic literature that kids will love.

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

Mama Lisa has nursery rhymes and children's songs from all over the world. Students can sort the songs by country, language, and types of song. Each song has lyrics to match the words and all songs are translated in English.



**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 6



**UNIT THEMES:**  
energy, evolution, diversity,  
plants, habitats

How do good  
readers identify  
the Author's  
Purpose?



## CLASSROOM BOOKS IN UNIT 6

Ask your local librarian for books!

### Whole Class Read Aloud:

- *The Little Gardener's Guide* by Niki Horin
- *Owl Moon* by Jane Yolen



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

- *Parrots Over Puerto Rico* by Susan L. Roth and Cindy Trumbore
- *The Magic School Bus Plants Seeds: A Book About How Living Things Grow* by Joanna Cole
- *Plants and Flowers* by Laura Marsh
- *Who Lives Here?* by Rozanne Lanczak Williams
- *Charlotte's Web* by E. B. White



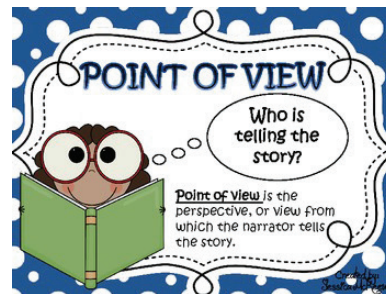
## ESSENTIAL QUESTIONS ADDRESSED IN UNIT:

- Why is it important to understand who is telling the story?
- How do I know what the author is trying to say?
- How do I write reflective informative/ explanatory texts?
- What is research and how do I do it?

STUDENTS  
LEARNING TARGETS  
ALIGNED TO THE  
CONNECTICUT  
CORE STANDARDS

### Your child can...

- identify different characters' points of view in a story
- speak in different voices to match the characters' dialogue when I read a story out loud
- identify the main idea of an informational text



## ACTIVITIES FOR HOME:

### Prefixes and Suffixes

- **Pre-** before
  - **Re-** again
  - **Bi-** two
  - **Tri-** three
  - **Un-** not
  - **Dis-** no, not
- Think of as many words as you can that start with these prefixes. (i.e. prebake, redo, bicycle, undo) Make silly words such as bibake (bake two times) or prejump (before jumping). Try to draw a picture using your new made-up word!

