



READING

This week, we read **nonfiction texts** which teach us facts and information. Our learning targets this week were:

- Identify and use **text features** to locate key facts and information in a nonfiction text.
- Ask and answer **questions** to demonstrate my understanding of those **key details** in a nonfiction text.
- Identify the **main topic** of a paragraph and **key details** to support the main topic.



WRITING

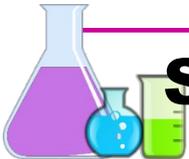
This week we read about caterpillars and butterflies. What did you learn about spiders? Use the word bank to tell facts that you learned about spiders. Here are some sentence starters you may want to use:

I learned many facts about butterflies. One fact is _____.

*Spiders are amazing insects! First, _____. Next, _____.
Then, _____. Last, _____.*

WORD BANK

caterpillar
life cycle
bristles
abdomen
thorax



SCIENCE CONNECTION

- ♦ Draw a picture of each stage of the life cycle of a butterfly. Then, write a sentence to explain what happens at each stage. Here is a reminder of the life cycle: egg, caterpillar, chrysalis, butterfly.
- ♦ Draw a diagram (a picture with labels) of a butterfly or caterpillar. Some ideas for labels are: head, thorax, abdomen, antennae, legs, wings.



READING TIP OF THE WEEK

Practice your second grade sight words every week to help build fluency and comprehension. Be creative! Make a memory game with two sets of the same sight words or write your sight words outside with chalk!



READING

This week, we read **fiction texts** which are stories with characters and events. Our learning targets this week were:

- Describe the **structure** of a story.
- Ask and answer **questions** to demonstrate my understanding of those **key details** in a fiction text.
- Describe how characters in a story **respond** to major **events** and **challenges**.



WRITING

This week we read a few fiction stories. Write your own story with a beginning, middle, and end. Make sure that you have characters, a setting and events.

Once upon a time _____.

One day _____.

First, _____. Next, _____. Then, _____. Last, _____.

All of a sudden, _____.

WORD BANK

character
setting
problem
solution
events



SCIENCE CONNECTION

- Scientists ask questions all the time! Think of a question for an experiment you would like to perform. See if you can answer that question by reading a text about your scientific question or perform your experiment to answer your questions (if you can).



READING TIP OF THE WEEK

- Reread books you have already read. This helps you to practice fluency which means you are reading with correct speed, expression and accuracy. Not too fast, not too slow.



READING

This week, we read **nonfiction texts** which are texts that give us facts or information about a topic. Our learning targets this week were:

- **Compare** the key details from two nonfiction texts
 - Compare = how these topics are similar
- **Contrast** the key details from two nonfiction texts
 - Contrast = how these topics are different



WRITING

This week we read a few nonfiction texts. Write a few sentences or a paragraph comparing and contrasting two topics. You can use sentences like:

_____ and _____ are similar because _____.

_____ and _____ are different because _____.

Both _____ and _____ are _____.

_____ but _____.

WORD BANK

compare
alike
similar
similarities
contrast
different
differences



SCIENCE CONNECTION

- Go on a nature walk with an adult. Pick two objects you notice on your walk. You might see a tree, river, or flower. Tell how the two objects you noticed are similar and different. For an extra challenge, complete a Venn Diagram when you get home about the two objects you noticed on your nature walk.



READING TIP OF THE WEEK

- Use reading strategies to help you read unknown words. If you have to guess what the word is, ask yourself: Does the word I read match the letters and sounds in the word from the text? Does that word make sense in the sentence?



READING

This week, we read **fables** and **folktales**. Our learning targets this week were:

- Describe the elements of fables and folktales.
 - Fable - short fiction story with a moral, animal characters
 - Folktale - fiction story with a moral, based on beliefs and traditions
- Retell a story using key details.
- Determine the **moral** of the story.
 - Moral - lesson or message the characters (or you) learned in the story



WRITING

Since we learned about the elements of fables and folktales this week, try to write your own fable! Choose your characters (remember, they should be animals), setting, and the moral of your story. Draw a picture to go with your fable.

EXAMPLES OF

MORALS:

- Be kind to all.
- Never give up.
- Believe in yourself.
- Treat others how you want to be treated.



ARTS & MUSIC CONNECTION

- Choose a song or a piece of art you love!
 - Look at the piece of art. What colors do you see? How does the art make you feel? What do you think the artist's message is or what do you think the artist wanted you to learn?
 - Listen to your favorite song. What do the lyrics mean? How does the music make you feel? What is the moral of the song?



READING TIP OF THE WEEK

- Looking for something to do at home? Create your own book! All you need is a few pieces of paper folded together. Draw a picture and write a few sentences on each page. Now you are an author!



READING

This week, we learned about:

- Comparing and contrasting the characters, setting, and plot in two different versions of a story
- An author's purpose for writing a text
- Using elements of poetry to help us read and understand a poem



WRITING

One of our topics this week was author's purpose. Pick a topic you know a lot about. Try to write a text to persuade, inform, or entertain your audience. Write at least five sentences and add a picture that supports your writing. Share your writing with a friend, parent, or stuffed animal. Can they guess your purpose for writing?

Author's Purpose

Persuade – opinion with reasons

Inform – give facts and information

Entertain – tell a story we would enjoy



ARTS & MUSIC CONNECTION

Songs and poems have similar elements. Choose a song you like to listen to and if you can, look up the song lyrics. As you read or listen to the lyrics, think about these elements:

- What is the rhythm of the song lyrics or music?
- What is your favorite line of the song? What is your favorite stanza?
- Does the song have repetition? Which words or lines repeat?
- Does the song have words that rhyme? Which words rhyme?



READING TIP OF THE WEEK

Make sure you read every day! Books aren't the only thing you can read. You can read newspapers, advertisements, magazines, recipes, billboards, street signs, articles, websites, comics, menus, and much, much more!