

UNIT 2

Overview of the Unit

Children will continue to build their writing skills by reviewing the elements they practiced in Unit 1, as well as learning new elements. Children will write words beginning with the new initial sounds and words with short vowel sounds. They will write words from several new Word Families, and new high-frequency words. Lessons on mechanics will

reinforce writing from left to right and proper spacing between and within words. Children will also be introduced to capitalization and end punctuation in sentences. During this unit, children will learn about Descriptive Writing and complete two independent Writing Projects: Labels and Descriptive Sentences.

Writing to Describe

Unit 2 Big Book, *Where Is My Home?*

In this unit, children will be introduced to the concept of Descriptive Writing. The Unit 2 Big Book, *Where Is My Home?* provides examples of Descriptive Writing by using labels and descriptive sentences. Each two-page spread begins with a character asking the question “Where is my

home?” and providing clues with descriptive language to help children determine the answer. The correct response is confirmed by the text and illustrations on the following page. Labels throughout the Big Book provide additional support and reinforce writing for an authentic purpose.

Tips for the Writing Classroom

Think Outside the Desk!

by Barry Sneed

An effective way to encourage children to write is to give them choices of location, materials, and method. Here are some easy ways to provide children with choices that encourage creative and independent thinking and writing. Choose an area in the classroom and make a sign or banner designating it as “The Writing Center.” Stock it with a variety of paper. Grade-appropriate writing paper should always be a choice, but also provide drawing paper, colored paper of varying sizes and shapes, and even paper with different textures. Place lots of writing implements in your Writing Center, from colored pencils to crayons, washable

markers, even chalk. This gives children a variety of writing materials to use, encouraging them to make wise and creative choices to meet their needs.

Children also love to write on the floor, on a lap desk or clipboard, under a table, at their desk, or at the teacher’s desk. They may choose to write alone, with a peer, or in a group.

As long as you set the expectation that writing must occur, allowing students choice in location, materials, and method empowers them and builds their love for the process.

Literature Connection



For more examples of Descriptive Writing, you may wish to share the following books with the children:

Are You My Mother? by P.D. Eastman

If You Give a Pig a Pancake by Laura Numeroff

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.

Goodnight Moon by Margaret Wise Brown

WEEK 1

Overview of the Week

This week, children will review and expand their knowledge of Word Families. The association of specific consonant sounds and letters will be reinforced and practiced. Children will also review and write several

high-frequency words and learn about the need for spaces between letters and for periods at the end of telling sentences. They will complete the initial steps of a Writing Project based on writing labels for classroom objects.

Planning Chart

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|--|--|--|
| Learning Objectives | | | | |
| <p>Children will</p> <ul style="list-style-type: none"> review writing words ending with ad, ent, in, ack, ow. practice putting spaces between letters in words. | <p>Children will</p> <ul style="list-style-type: none"> practice writing words beginning with m and s. begin to work on a Writing Project. | <p>Children will</p> <ul style="list-style-type: none"> continue to practice writing words beginning with m and s. review writing the high-frequency words <i>I, like, my, to, go</i>. | <p>Children will</p> <ul style="list-style-type: none"> practice writing words ending with ap. practice writing periods at the end of telling sentences. | <p>Children will</p> <ul style="list-style-type: none"> continue to practice writing words ending with ap. |
| Core Activities | | | | |
| <ul style="list-style-type: none"> Phonics Review Mini-Lessons: TE page 82 Model the Writing: TE page 82 Writing Skills Practice Book page 49 Mechanics Mini-Lesson: TE page 83 Model the Writing: TE page 83 | <ul style="list-style-type: none"> Phonics Mini-Lesson: TE page 84 Model the Writing: TE page 84 Writing Skills Practice Book page 50 Writing Project: TE page 85 | <ul style="list-style-type: none"> Phonics Reteach Mini-Lesson: TE page 86 Model the Writing: TE page 86 Writing Skills Practice Book page 51 High-Frequency Words Review Mini-Lesson: TE page 87 Model the Writing: TE page 87 Writing Skills Practice Book page 52 | <ul style="list-style-type: none"> Phonics Mini-Lesson: TE page 88 Model the Writing: TE page 88 Writing Skills Practice Book page 53 Writing Skill Mini-Lesson: TE page 89 Model the Writing: TE page 89 Writing Skills Practice Book page 54 | <ul style="list-style-type: none"> Phonics Reteach Mini-Lesson: TE page 90 Model the Writing: TE page 90 Writing Skills Practice Book page 55 |
| Full-Day Extension Activities | | | | |
| <ul style="list-style-type: none"> Extend the Learning: TE page 83 | <ul style="list-style-type: none"> Extend the Learning: TE page 84 | <ul style="list-style-type: none"> Extend the Learning: TE page 86 | <ul style="list-style-type: none"> Extend the Learning: TE pages 88, 89 | <ul style="list-style-type: none"> Extend the Learning: TE page 90 |