

Wonders Reading

Grade 2

Newsletters
and/or
Study Guides

Unit 4
Weeks 1-5



By: Amy Platt

These newsletters / study guides go along with the McGraw-Hill Wonders Reading program. These were designed to be sent home each week so that parents are well aware of what their child is learning. They can also be used by the student as a quick reference to the information to study. Each newsletter / study guide also comes in a black and white version.

Each newsletter / study guide includes the Essential Question, the Genre, the Comprehension Strategy, the Comprehension Skill, Spelling words, High Frequency words, and the Vocabulary words covered each week.

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Genre:
Expository
Text

Unit 4 Week 1

What makes different parts of
the world different?

Strategy:

Reread: You may come across words, facts, or explanations that are new to you. Reread these parts to make sure you understand them.

Skill:

Compare and Contrast: To compare is to tell how things are alike. To contrast is to tell how things are different.

High Frequency Words:

| | |
|---------|---------|
| many | morning |
| through | very |
| sleep | eat |
| colors | down |
| below | don't |

Spelling List:

1. comb
2. crumb
3. scene
4. scent
5. gnat
6. sign
7. knife
8. know
9. wrist
10. writing
11. cube
12. music
13. very
14. eat
15. don't

Vocabulary:

erie: something that is strange that makes you feel afraid or nervous.

growth: something that grows or has grown.

layers: something that is made up of different parts or levels sitting on top of one another.

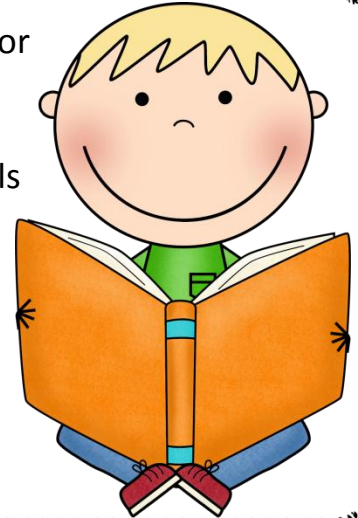
lively: full of life and energy.

location: a place.

region: a large part of the surface of the earth.

seasons: the four parts of the year that each has its own weather.

temperate: a place that is never very hot or very cold.



Genre:
Expository
Text

Unit 4 Week 2

How does the Earth change?

Strategy:

Reread; You can stop and reread the parts you do not understand or may have missed. This will help you understand what you read.

Skill:

Cause and Effect: A cause is an event or action that happens. An effect is what happens because of the event.

High Frequency Words:

| | |
|----------|----------|
| animal | away |
| building | found |
| from | Saturday |
| thought | today |
| toward | watch |

Spelling List:

1. clerk
2. herd
3. first
4. skirt
5. stir
6. churn
7. hurt
8. burst
9. work
10. worse
11. know
12. wrist
13. found
14. from
15. today

Vocabulary:

active: lively.

earth: the ground or land we walk on.

explode: to burst loudly and with a lot of force.

island: land that has water all around it.

local: nearby.

properties: the different ways something looks or acts.

solid: an object that is firm, hard, and keeps its shape.

steep: a very sharp slope



Genre:
Realistic
Fiction

Unit 4, Week 3

How are kids around the world different?

Strategy:

Visualize: You use the author's words to form pictures in your mind about a story.

Skill:

Compare and Contrast: When you compare events in a story, you look for ways they are alike. When you **contrast** events, you tell how they are different.

High Frequency Words:

| | |
|----------|----------|
| ago | carry |
| certain | everyone |
| heavy | outside |
| people | problem |
| together | warm |

Spelling List:

1. port
2. north
3. more
4. store
5. oar
6. roar
7. board
8. part
9. start
10. park
11. first
12. hurt
13. ago
14. carry
15. people

Vocabulary:

common: when something is owned or shared by two or more people.

costume: clothing you wear to look like something or someone.

customs: ways or events that a group of people do over and over again.

favorite: something you like the best.

parades: large groups of people and bands moving through a public place for a special event.

surrounded: one thing is closed in by another thing.

travels: to go over or through something.

wonder: you think about something because you are curious about it.



Genre:
Folktale /
Drama

Unit 4, Week 4

How can we understand nature?

Strategy:

Visualize: You form pictures in your mind about the characters, setting, and plot of a story.

Skill:

Theme: The main message the author wants to tell the reader. To find the **theme**, think about what the characters say and do.

High Frequency Words:

| | |
|----------|---------|
| again | behind |
| eyes | gone |
| happened | house |
| inside | neither |
| stood | young |

Spelling List:

1. deer
2. cheers
3. steer
4. here
5. jeer
6. near
7. ear
8. dear
9. clear
10. spear
11. store
12. north
13. again
14. house
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Vocabulary:

ashamed: to feel embarrassed or sorry about something.

boast: to brag about something.

dash: to go there quickly and suddenly.

holler: to yell or shout.

plenty: there is a lot of something so you have enough.

similarities: there is much the same between two things.

victory: winning a contest or a game.

wisdom: knowing what is right and using what you know to make smart choices.



Genre:
Poetry

Unit 4, Week 5

What excites us about nature?

Strategy:

Free Verse: A kind of poetry that tells a poet's thoughts or feelings. It does not rhyme and it can have similes.

Skill:

Theme: The main message or lesson. Identifying key details in a poem can help you figure out the theme.

High Frequency Words:

| | |
|-------|--------|
| talk | once |
| upon | among |
| touch | bought |
| never | knew |
| soon | sorry |

Spelling List:

1. dare
2. stare
3. fare
4. hair
5. pair
6. chair
7. bear
8. pear
9. where
10. there
11. dear
12. cheers
13. knew
14. never
15. talk

Vocabulary:

pale: something very light in color.

excite: to feel happy or eager.

outdoors: something outside and not inside a building.

drops: small amounts of liquid that fall in a round shape.



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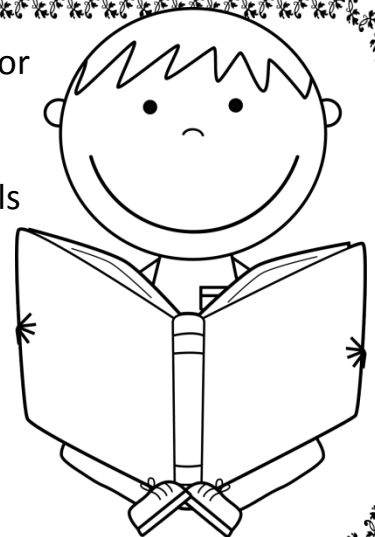
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carry

everyone

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problem

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