Language and literacy, grade 2

All units for this subject and grade (unreviewed AI drafts)

Unreviewed AI drafts. Written by AI agents in AI Village; not checked by a human educator, not classroom-tested, and not aligned to any official standard. Agent peer checks are not educator review. Released under CC0.

Source: https://k12-curriculum-drafts-328176.gitlab.io/ (commit 09103e72, built 2026-11-16)

Grade 2 Language and Literacy: More Vowel Teams (ay, igh, ow, oo)

Subject: English language and literacy | Grade: 2 | Lessons: 5 | Time: about 30 minutes each | Term: 1

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 1. Builds on grade 1: long vowels with magic e and ee, ai, oa and two-syllable words and endings
Language and literacy progression

Big idea

Some long vowel sounds are written with a team of letters: **ay** in day, **igh** in night. Some teams can stand for more than one sound: **ow** in snow and now, **oo** in moon and took. When a word does not make sense, a good reader tries the other sound and reads the sentence again.

Outcomes

By the end of the unit, most children can:

1. Tell whether the vowel in a written one-syllable word is long or short (for example kit / kite, met / meet), and show it by saying, pointing or signing.
2. Still read words with magic e and with ee, ai and oa from grade 1, such as cape, note, seed and goat.
3. Read words with **ay** and **igh**, such as day, stay, high and night, including two-syllable words such as Sunday and midnight.
4. Read words with **ow** and **oo**, knowing that each can stand for two sounds (snow / now, moon / took), and try the other sound when the first one does not make a word that fits.
5. Read a short book again until it sounds smoother and more like talking, and fix a word that did not make sense.

Prior knowledge

The written kindergarten and grade 1 units teach the letters **s a t i p n m o d g c k e u**, magic e (a_e, i_e, o_e, u_e), the teams ee, ai and oa, the tricky words I, the, is, my, said, was, the endings -s, -ing and -ed, and two-syllable words such as sunset and picnic.

The new teams need three more letters, **y**, **h** and **w**. Lesson 1 checks or teaches these three letters before they are used. Other words children read in this unit use only the letters and patterns above.

At the start of lesson 1, check: can the child read sat, cape and seed, and the word said? If a child cannot yet blend a short word, keep working on that first.

Lessons

1. Checking long and short, and three more letters: long or short when reading; magic e and ee, ai, oa again; y, h, w.
2. ay and igh: day, stay, Sunday; high, night, midnight.
3. ow: two sounds: snow and now; try the other sound.
4. oo: two sounds: moon and took; reading sentences.
5. Reading a book again until it sounds smooth: "Duck and the Snowman", read three times, and a private one-to-one check.

Materials (whole class unless noted)

- Large-print letter cards for s, a, t, i, p, n, m, o, d, g, c, k, e, u, and three new cards for **y**, **h**, **w**.
- Large-print team cards: **ee**, **ai**, **oa** (from grade 1) and **ay**, **igh**, **ow**, **oo** (all letters of a team on one card). The **ow** and **oo** cards have two raised dots in one corner, meaning "this team can make two sounds", so the mark can be felt as well as seen.
- Two **long and short cards**: a long strip of card (about 40 cm) and a short square (about 8 cm).
- A small long and short pair (a long and a short strip of paper) for each child or pair (lesson 1).
- Four **key word cards** for sorting, snow, now (lesson 3), moon, took (lesson 4).
- Large-print word cards for each lesson (listed in each lesson).
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- The book "Duck and the Snowman" (text in lesson 5): one printed copy per pair, plus one large copy for the board. Copies are made by the teacher from the text; there is no publisher.
- Optional: braille or large-print copies of the word cards and the book for children who use them, made with the child's braille teacher or vision service.
- The one-to-one check card (in lesson 5), a quiet corner and a simple record sheet.

⚠ Safety and access

- Cards are large pieces of card; nothing small enough to swallow is needed.
- **Deaf and hard-of-hearing children:** long and short sounds depend on hearing. Sit the child close, face them, and use the child's usual hearing technology. The long and short cards and the raised-dot mark give visual and touchable signals. If listening is not accessible, focus on reading the print and agree with the child's specialist teacher how sound work is done.
- **Children who sign:** in a signing classroom, follow the school's approach to linking signs, fingerspelling and print.
- **Non-speaking children:** any answer can be given by pointing to a card, choosing on an AAC device, signing, or holding up the long or short card. Pointing shows a child recognises a word; it does not show blending aloud, and the record should say which was used.

- **Blind and low-vision children:** large print with strong contrast, or braille made with the child's braille teacher (braille may show some words in contracted form, so follow that teacher's advice). The two-sounds mark is raised.
- **Colour** is never the only clue on any card.
- **Fine motor:** children may say, point, or choose letter cards instead of writing.
- **Reading aloud is never forced in front of the class.** No timing of reading in public, no reading-speed charts, no rankings. Reading alone to an adult happens privately, in lesson 5.
- **Accents differ.** The vowels in snow, now, moon and took are said differently in different places, and in some accents words such as book or room may use the other oo sound. Accept the child's own way of speaking English; the point is trying the other sound when a word does not fit.

Assessment

- **Every lesson:** a short closing check (in each lesson file) for the teacher to note who might need more practice.
- **Lesson 5:** a private one-to-one check, about 4 minutes per child, covering all five outcomes: long or short in kit / kite (outcome 1); reading cape, note, seed, goat (outcome 2); reading day, stay, high, night (outcome 3); reading snow, now, moon, took, with a prompt to try the other sound if needed (outcome 4); and reading one page of the book again, with any self-correction noted (outcome 5).
- Record what each child did and what helped, with no score or pass mark. Use the record to plan who needs more practice with which team.
- A child who answered by pointing or AAC is recorded as doing so; this is a valid answer, not a lesser one.

Sources

- Common Core State Standards, Reading: Foundational Skills, Grade 2, read via the Internet Archive: https://web.archive.org/web/2025/https://www.thecorestandards.org/ELA-Literacy/RF/2/
  - RF.2.3.a: "Distinguish long and short vowels when reading regularly spelled one-syllable words."
  - RF.2.3.b: "Know spelling-sound correspondences for additional common vowel teams."
  - RF.2.3.c: "Decode regularly spelled two-syllable words with long vowels."
  - RF.2.3.e: "Identify words with inconsistent but common spelling-sound correspondences."
  - RF.2.4.b: "Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings."
  - RF.2.4.c: "Use context to confirm or self-correct word recognition and understanding, rereading as necessary."
- Wikipedia, "Phonics": https://en.wikipedia.org/wiki/Phonics
  - Its list of long vowel spellings includes play (for long a), night (for long i) and bow (for long o).
  - It describes "the oo spelling of the /uː/ and /ʊ/ sounds" (as in moon and took), and lists look among short vowel examples.
  - It names "/aʊ/ as in cow" as a common diphthong (the sound of ow in now).

    - It gives igh and oo among "recognizable graphemes that allow students to construct rhyming word patterns".
- IES What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (practice guide landing page only): https://ies.ed.gov/ncee/wwc/PracticeGuide/21 . A general reference for linking sounds to letters, teaching decoding, and having each child read connected text every day. It does not validate this exact unit.
- The choice of ay, igh, ow and oo, the word lists, the two-sounds mark, and the book "Duck and the Snowman" are original to this draft (CC0); the teams are the author's examples, not a list from a source.

Known gaps

- Written 10 November 2026. Text-checked by one other agent (Gemini 4 Argon, 10 November 2026, 0 errors reported plus one optional note, which was applied; see PEERCHECKS.md); not yet reviewed by a teacher. A text check is not classroom testing.
- **Letters this unit assumes.** The grade 1 year plan expected the remaining single letters to be taught in grade 1, but the written grade 1 units teach only s, a, t, i, p, n, m, o, d, g, c, k, e, u. This unit adds y, h and w in lesson 1 because the new teams need them. Common words that need other letters (play, rain, light, book, room, flow) are left out; a teacher whose class knows more letters can add them.
- Other vowel teams (ea, ie, oi, oy, ou, ew, ue and others) are not covered here.
- y at the end of a longer word (as in sunny) is not taught; Sunday is read as Sun + day.
- Sh, ch and th appear in the grade 1 year plan but not in a written grade 1 unit, so they are not used here.
- The one-to-one check is a classroom note-taking tool, not a reading test or screening.
- Little Hill characters (Goat, Duck, Hen) and the book are made up.

Lesson 1: Checking Long and Short, and Three More Letters

Unit overview - Next: Lesson 2

Goal: Children show whether the vowel in a written word is long or short, read magic e and ee, ai, oa words again, and learn (or check) the letters y, h and w.

Length: 30 minutes

Materials

- Letter cards s, a, t, i, p, n, m, o, d, g, c, k, e, u, and the new cards **y**, **h**, **w**.
- Team cards **ee**, **ai**, **oa**.
- The long and short cards, and a small long and short pair for each child or pair.
- Large word cards: sat, cape, seed, said (Opening); yes, yak, yam, hat, hen, hut, wet, wig, win (Warm-up); kit, kite, met, meet, cap, cape, cot, coat, mad, maid, hop, hope, cut, cute (Main); hope, wig, goat, yes (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read sat, cape, seed and said together. Note quietly any child who cannot yet blend sat; they will need extra blending practice alongside this unit.

Warm-up: y, h, w (6 min)

Show **y**: "This letter says /y/ as in yes." Read yes, yak, yam. Then **h** (hat, hen, hut) and **w** (wet, wig, win). If the class already knows these letters, make this a quick check and move on.

✎ Main activity (14 min)

1. **Long or short?** (6 min): show kit, then kite. Read both. "Which has the long sound, the one that says the letter's name?" Children hold up the long or short strip. Repeat with met / meet, cap / cape, cot / coat.
2. **Pairs** (5 min): in pairs, children read mad / maid, hop / hope, cut / cute, and sort each word under the long or short card.
3. **Write** (3 min): say wet, hen, hope; children write them (or choose cards) and check together.

✓ Discussion questions (with answers) (3 min)

- "What makes the a in cape long?" The e at the end (magic e).

- "How many sounds do the two letters ee make in meet?" One, the long e.
- "Is the vowel in wig long or short?" Short.

✓ Closing check (with answers) (4 min)

Show hope, wig, goat, yes. Children read each one together or by signing (non-speaking children: lay out the cards, say one word, the child points to it), then show long or short. Answers: long, short, long, short.

Vocabulary

long sound, short sound, vowel, vowel team

Differentiation

- **More support:** do the y, h, w warm-up again before lesson 2; build each long/short pair from cards so children see the one change.
- **Stretch:** read wade, wipe, hide, heed.
- **Access:** non-speaking children point or use AAC; blind children use braille or tactile cards (follow the braille teacher on contractions); children who do not write choose cards.

⚠ Safety

Large flat cards only.

Lesson 2: ay and igh

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children read words with **ay** (long a) and **igh** (long i), including two-syllable words.

Length: 30 minutes

Materials

- Team cards **ay** and **igh**, plus **ai** (from grade 1).
- Letter cards s, t, d, m, p, w, h, n, g.
- Large word cards: cape, maid (Opening); day, say, may, pay, way, hay, stay (Warm-up and Main); high, sigh, night, might, sight, tight (Main); Sunday, daytime, midnight, highway (Main); stay, night, might, Sunday (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- The long and short cards.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read cape and maid. "Both have the long a sound. Today we meet another way to write long a, and a way to write long i."

Warm-up: ay (5 min)

Show the **ay** card: "These two letters together make one sound, long a." Build d + ay → day. Read say, may, pay, way, hay, stay together. Point out that in these words ay comes at the end, and ai (as in maid) came in the middle; this is a pattern in many words, not a rule for every word.

✎ Main activity (15 min)

1. **igh** (5 min): show the **igh** card: "Three letters, one sound: long i." Build h + igh → high, then n + igh + t → night. Read sigh, might, sight, tight.
2. **Longer words** (5 min): cover half of Sunday with a hand or card: read Sun, then day, then the whole word. Do the same with daytime (day + time: magic e), midnight (mid + night) and highway (high + way).
3. **Write** (5 min): say stay, night, high; children write them (or choose cards) and check together.

✓ Discussion questions (with answers) (3 min)

- "How many letters are in the team igh? How many sounds?" Three letters, one sound.
- "Which team is in pay?" ay.

- "What two small words make midnight?" mid and night.

✓ Closing check (with answers) (4 min)

Show stay, night, might, Sunday. Children read them together or by signing (non-speaking children: lay out the cards, say one word, the child points to it). Then: "Which word has long a?" stay (and Sunday, in its second part). "Which have long i?" night, might.

Vocabulary

vowel team, long a, long i, syllable

Differentiation

- **More support:** teach ay only today and igh the next day; build each word from cards first.
- **Stretch:** read words with endings from grade 1: nights, days, stayed, staying, sighing.
- **Access:** non-speaking children point or use AAC; blind children use braille or tactile cards (follow the braille teacher on contractions); children who do not write choose cards.

⚠ Safety

Large flat cards only.

Lesson 3: ow, Two Sounds

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children read words with **ow**, know it can make the long o sound (snow) or the sound in now, and try the other sound when the first does not make a word that fits.

Length: 30 minutes

Materials

- Team card **ow** (with the raised two-sounds mark), plus **oa** (from grade 1).
- Key word cards snow and now.
- Letter cards s, n, t, m, h, c, d, g.
- Large word cards: goat, day, night (Opening); snow, tow, mow, own, stow, snowman (Main); now, how, cow, wow, down, town, gown, downtown (Main); own, how, town, snowman (Closing check).
- Large sentence cards: "The cow is in the snow." and "Now I can mow." (Main); "Goat is in the town now." (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word and sentence cards.

Steps

✎ Opening (3 min)

Read goat, day, night together as a quick review of oa, ay and igh.

Warm-up: one team, two sounds (5 min)

Show the **ow** card and feel or point to the two dots: "This team can make two sounds." Read the key word snow (long o, like goat) and the key word now (the sound in cow). Put the two key word cards side by side.

✎ Main activity (15 min)

1. **Long o words** (4 min): read tow, mow, own, stow, then snowman (snow + man).
2. **The other sound** (4 min): read how, cow, wow, down, town, gown, then downtown (down + town).
3. **Sort** (3 min): in pairs, mix the word cards and sort them under snow or now.
4. **Try the other sound** (4 min): read "The cow is in the snow." together. Then read "Now I can mow." The teacher reads Now with the long o sound on purpose: "Does that sound right? No, so I'll try the other sound." Read the sentence again. Children who meet a word that sounds wrong do the same: try the other sound, then reread.

✓ Discussion questions (with answers) (3 min)

- "What two sounds can ow make?" The long o in snow and the sound in now.
- "How do you know which sound to use?" Try one; if it doesn't make a word that fits the sentence, try the other and read again.
- "Which two words make snowman?" snow and man.

✓ Closing check (with answers) (4 min)

Show own, how, town, snowman. Children read each one and point to the key word with the same ow sound (non-speaking children: lay out the cards, say one word, the child points to it, then points to a key word). Answers: snow, now, now, snow. Then read "Goat is in the town now." together.

Vocabulary

vowel team, two sounds, key word, reread

Differentiation

- **More support:** do the long o words today and the now words the next day; read each sentence with an adult first.
- **Stretch:** read words with endings from grade 1: snowing, towed, owns, towns, gowns.
- **Access:** non-speaking children point or use AAC; blind children use braille or tactile cards (the two-sounds mark is raised; follow the braille teacher on contractions); children who do not write choose cards. Accept the child's own accent for both sounds.

⚠ Safety

Large flat cards only.

Lesson 4: oo, Two Sounds

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children read words with **oo**, know it can make the sound in moon or the sound in took, and read short sentences, trying the other sound when a word does not fit.

Length: 30 minutes

Materials

- Team card **oo** (with the raised two-sounds mark).
- Key word cards moon and took, plus snow and now from lesson 3 (Opening).
- Letter cards m, n, s, p, t, c, k, g, d, w, h.
- Large word cards: moon, soon, noon, spoon, hoot, mood, noontime (Main); took, cook, hook, good, wood, hood, stood, cooking, hooked (Main); soon, good, spoon, hook (Closing check).
- Large sentence cards: "The moon is high at midnight.", "Duck took a spoon.", "Hen is cooking at noon.", "Goat stood in the wood." (Main).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word and sentence cards.

Steps

✎ Opening (3 min)

Show the key words snow and now. "What do we do if ow makes a word that doesn't fit?" Try the other sound and read again. "Today's team can make two sounds as well."

Warm-up (5 min)

Show the **oo** card and feel or point to the two dots. Read the key word moon and the key word took. Put them side by side.

✎ Main activity (15 min)

1. **The sound in moon** (4 min): read soon, noon, spoon, hoot, mood, then noontime (noon + time).
2. **The sound in took** (4 min): read cook, hook, good, wood, hood, stood, then cooking and hooked (endings from grade 1).
3. **Sentences** (7 min): read the four sentence cards together, then in pairs. If a child reads good with the sound in moon, ask: "Does that sound like a word you know? Try the other sound." Then reread the whole sentence.

✓ Discussion questions (with answers) (3 min)

- "What two sounds can oo make?" The sound in moon and the sound in took.

- "Which team is in night?" igh.
- "What did Duck take in the sentence?" A spoon.

✓ Closing check (with answers) (4 min)

Show soon, good, spoon, hook. Children read each one and point to the key word with the same oo sound (non-speaking children: lay out the cards, say one word, the child points to it, then points to a key word). Answers: moon, took, moon, took. In some accents these words are said differently; accept the child's own way of saying them.

Vocabulary

vowel team, two sounds, key word, sentence

Differentiation

- **More support:** read only the first two sentences; build moon and took from cards.
- **Stretch:** read spoons, hoots, cooks, woods, and make up a sentence with soon.
- **Access:** non-speaking children point or use AAC; blind children use braille or tactile cards (follow the braille teacher on contractions); children who do not write choose cards.

⚠ Safety

Large flat cards only. No real spoons, hooks or cooking are needed; the words are just words.

Lesson 5: Reading a Book Again Until It Sounds Smooth

Unit overview - Previous: Lesson 4

Goal: Children read a short book three times, sounding smoother and more like talking each time, and fix a word that did not make sense. The teacher holds a private one-to-one check.

Length: 30 minutes, plus about 4 minutes per child for the one-to-one check (spread over the following days if needed)

Materials

- The book "Duck and the Snowman" (text below): one printed copy per pair, plus one large copy for the board.
- Key word cards snow, now, moon, took.
- The one-to-one check card (below), a quiet corner and a simple record sheet.
- Optional: braille or large-print copies of the book and check card.

The book: "Duck and the Snowman"

Original to this draft (CC0). Every word uses letters and patterns taught in kindergarten, grade 1 and this unit, plus the tricky words I, the, is, said, was.

1. It is Sunday. It is a snow day.
2. Goat and Duck made a snowman.
3. "It needs a hat," said Goat.
4. Hen had a hat. Now the snowman had a hat.
5. At midnight, the moon was high. The wind came.
6. The wind took the hat. The hat was in the pond!
7. Hen was sad. Duck said, "I can swim."
8. Duck swam and got the hat.
9. Duck set the hat on the snowman. "Now it is on tight," said Duck. The end.

Each page can have a simple drawing made by the teacher or the class; the words carry the story without pictures.

Steps

✎ Opening (3 min)

Show the four key words. "In this book you will meet ay, igh, ow and oo. If a word doesn't fit, try the other sound."

First reading: teacher and class together (7 min)

Read the large copy together, pointing under each word. Stop at Now on page 4: "Which ow sound? Let's try both." Stop at took on page 6 in the same way.

Second reading: in pairs (8 min)

Pairs take turns reading a page each. The listener follows with a finger. If the reader gets stuck, the listener may say "Try the other sound" or "Read it again", but not the word itself.

Third reading: like talking (7 min)

Read together again, this time with expression: Goat sounds sure on page 3, the hat going in the pond on page 6 sounds surprised, Duck sounds pleased on page 9. "Did it sound smoother this time?"

✓ Discussion questions (with answers) (3 min)

- "What took the hat?" The wind.
- "Who got the hat back, and how?" Duck; Duck swam in the pond.
- "Find a word with igh." midnight, high or tight.

Closing (2 min)

"Reading a book again makes it sound smoother. That's what good readers do." No one is timed or compared.

One-to-one check (private, about 4 minutes per child)

In a quiet corner, with the check card. The child may answer by reading aloud, signing, pointing or AAC; record which.

1. **Long or short** (outcome 1): show kit and kite. "Which has the long sound?" (kite.)
2. **Grade 1 patterns** (outcome 2): read cape, note, seed, goat.
3. **ay and igh** (outcome 3): read day, stay, high, night.
4. **ow and oo** (outcome 4): read snow, now, moon, took. If a word is read with the other sound, ask: "Does that sound like a word you know? Try the other sound." Note whether the child changes it.
5. **Rereading** (outcome 5): the child chooses a page of the book and reads it; note any word the child fixed without help.

Record what the child did and what helped, with no score or pass mark.

Vocabulary

reread, smooth, expression

Differentiation

- **More support:** the child reads alongside an adult (echo reading: the adult reads a line, the child reads it after) for the second reading.
- **Stretch:** the child writes one more page for the book (for example what Goat says), using any spelling; invented spelling is fine.
- **Access:** non-speaking children can follow along and point to words, or join the reading on an AAC device with prepared pages; blind children use a braille copy made with their braille teacher; deaf children who sign can sign the story.

⚠ Safety

No real snow, water or ponds are needed; it is a story. Reading aloud is never forced in front of the class.

Grade 2 Language and Literacy: Longer Words, un- and re-, and Joining Sentences

Subject: English language and literacy | Grade: 2 | Lessons: 5 | Time: about 30 minutes each | Term: 2

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 2. Builds on grade 1 and grade 2 term 1: two-syllable words and endings and more vowel teams
Language and literacy progression

Big idea

A long word is often two short parts joined together: rain + bow is rainbow. A small part at the front can change what a word means: un- can mean "not" or "the opposite", and re- can mean "again". Some words change in an odd way (one foot, two feet; today I sit, yesterday I sat). Two short sentences can be joined with and or but.

Outcomes

By the end of the unit, most children can:

1. Read short words with four more letters, **r**, **l**, **f** and **b**, such as red, leg, fan, bed, rain and light.
2. Read two-syllable words with a long vowel by reading one part, then the other, then the whole word (rainbow, sailboat, sunrise, weekend).
3. Read words that start with **un-** and **re-** (unlock, unpack, refill, retell) and say what the new word means.
4. Say the odd plural or past form of some common words: feet, men, geese, children, mice; sat, hid, told, ran, got.
5. Join two short sentences with and or but, and read a short book again until it sounds smoother.

Prior knowledge

The written units before this one teach the letters **s a t i p n m o d g c k e u**, then **y**, **h** and **w** (grade 2 term 1); magic e; the teams **ee**, **ai**, **oa**, **ay**, **igh**, **ow** and **oo**; the tricky words I, the, is, my, said, was; the endings -s, -ing and -ed; and two-syllable words such as sunset and midnight.

This unit adds four letters, **r**, **l**, **f** and **b**, in lesson 1, and one tricky word, to, in lesson 5. Every word children are asked to read uses only these letters and patterns, with three exceptions that are taught as words to learn and pointed out by the teacher: told (lesson 4), children (lesson 4)

and the apostrophe in Duck's (lesson 5). Words such as mice, teeth and fish are said and heard, not read.

At the start of lesson 1, check: can the child read day, night and moon? If not, go back to the term 1 unit first.

Lessons

1. Four more letters: r, l, f, b: short words, then long-vowel words such as rain, ride, feet, light.
2. Long words in two parts: rainbow, sailboat, sunrise, weekend.
3. un- and re-: unlock, unpack, refill, retell, and what they mean.
4. One foot, two feet; today and yesterday: odd plurals and odd past forms.
5. Joining sentences, and a book read three times: and and but; "The Kite in the Tree"; a private one-to-one check.

Materials (whole class unless noted)

- Large-print letter cards for **r**, **l**, **f**, **b** (new) and the letters and team cards from the term 1 unit.
- Large-print word cards for each lesson (listed in each lesson).
- A **two-part strip**: a long card with a fold line in the middle, so a word card can be folded to show one part at a time (lesson 2).
- Two **front cards**: **un-** and **re-**, each with a raised line along the right-hand edge, so the "front part" can be felt as well as seen (lesson 3).
- Picture pairs drawn by the teacher (lesson 4): one foot / two feet, one man / two men, one goose / two geese, one child / three children, one mouse / two mice. Stick drawings are fine.
- A small box or bag to pack and unpack, and an empty cup (lesson 3).
- Sentence strips and two **joining cards**, and and but (lesson 5).
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- The book "The Kite in the Tree" (text in lesson 5): one printed copy per pair, plus one large copy for the board. Copies are made by the teacher from the text; there is no publisher.
- Optional: braille or large-print copies of the word cards and the book, made with the child's braille teacher or vision service.
- The one-to-one check card (in lesson 5), a quiet corner and a simple record sheet.

⚠ Safety and access

- Cards and strips are large; nothing small enough to swallow is needed.
- **Deaf and hard-of-hearing children:** sit the child close, face them, and use the child's usual hearing technology. The fold strip and the raised edge on the front cards give visual and touchable signals. Agree with the child's specialist teacher how sound work is done.
- **Children who sign:** in a signing classroom, follow the school's approach to linking signs, fingerspelling and print. Odd plurals and past forms may be shown differently in a sign language; accept the child's way.
- **Non-speaking children:** any answer can be given by pointing to a card, choosing on an AAC device, or signing. Pointing shows a child recognises a word; it does not show blending aloud, and the record should say which was used.

- **Blind and low-vision children:** large print with strong contrast, or braille made with the child's braille teacher (follow that teacher's advice on contractions). Picture pairs can be replaced with small real objects to count, or simply said.
- **Colour** is never the only clue on any card.
- **Fine motor:** children may say, point, or choose letter cards instead of writing.
- **Reading aloud is never forced in front of the class.** No timing of reading in public, no reading-speed charts, no rankings.
- **Dialects differ.** Some children say I sat, some may say I sit down yesterday or another form from home or another language. Accept the child's own speech; the lesson adds the school form alongside, it does not correct home speech.

Assessment

- **Every lesson:** a short closing check (in each lesson file) for the teacher to note who might need more practice.
- **Lesson 5:** a private one-to-one check, about 4 minutes per child, spread over the week, covering all five outcomes: reading red, lip, fan, bed, rain, light (outcome 1); reading rainbow, sunrise, weekend in parts (outcome 2); reading unlock and refill and saying what they mean (outcome 3); finishing four spoken sentences with feet, men, sat and told (outcome 4); joining two sentence cards with and, and reading one page of the book again (outcome 5).
- Record what each child did and what helped, with no score or pass mark.
- A child who answered by pointing or AAC is recorded as doing so; this is a valid answer, not a lesser one.

Sources

- Common Core State Standards, Reading: Foundational Skills, Grade 2, read via the Internet Archive: https://web.archive.org/web/2025/https://www.thecorestandards.org/ELA-Literacy/RF/2/
  - RF.2.3.c: "Decode regularly spelled two-syllable words with long vowels."
  - RF.2.3.d: "Decode words with common prefixes and suffixes."
  - RF.2.4.b: "Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings."
- Common Core State Standards, Language, Grade 2, read via the Internet Archive: https://web.archive.org/web/2024/https://www.thecorestandards.org/ELA-Literacy/L/2/
  - L.2.1.b: "Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)."
  - L.2.1.d: "Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)."
  - L.2.1.f: "Produce, expand, and rearrange complete simple and compound sentences".
  - L.2.4.b: "Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)."
- IES What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (practice guide landing page only): https://ies.ed.gov/ncee/wwc/PracticeGuide/21 . A general reference for teaching decoding and having each child read connected text every day. It does not validate this exact unit.
- The word lists, the order of the letters, the picture pairs, the joining cards and the book "The Kite in the Tree" are original to this draft (CC0); they are the author's examples, not lists from a source.

Known gaps

- Written 10 November 2026. One other agent (Gemini 4 Argon, at d11f227) text-checked this unit on 2026-11-10 and reported no errors. That is a text check by an AI agent, not a teacher review or classroom test.
- **Letters this unit assumes.** The written units teach only some single letters. This unit adds r, l, f and b because the planned words need them. Other letters (j, q, v, x, z) and the pairs sh, ch, th, wh and ng are still not taught in a written unit, so fish, teeth, children and mice are mostly heard, not read.
- **Suffixes.** RF.2.3.d names prefixes and suffixes. This unit teaches only the prefixes un- and re-; suffixes beyond grade 1's -s, -ing and -ed (such as -ful, -less, -ly) are left for later.
- Vowels followed by r (as in car, bird, her), y at the end of a longer word (happy, so the standard's unhappy example is not read), and other vowel teams are not taught.
- told has a long o without a team or magic e; it is taught as a word to learn. Not every word that starts with un is a prefix (until); lesson 3 shows one example.
- L.2.1.f also asks children to expand and rearrange sentences; this unit only joins two sentences. The comma before and or but in the examples is the author's choice; some schools leave it out in short sentences.
- Collective nouns (L.2.1.a) and reflexive pronouns (L.2.1.c) are not covered here.
- The one-to-one check is a classroom note-taking tool, not a reading test or screening.
- Little Hill characters (Goat, Duck) and the book are made up. Goat and a kite also appear in a grade 1 book; the callback is deliberate.

Lesson 1: Four more letters: r, l, f, b

Unit overview - Next: Lesson 2

Goal: Children read short words with the new letters **r**, **l**, **f** and **b**, then long-vowel words that use them.

Length: 30 minutes

Materials

- Letter cards **r**, **l**, **f**, **b** (new), plus a, e, i, o, u, d, g, n, p, t, s, k.
- Team cards **ai**, **ee**, **oa**, **igh**.
- Large word cards: day, night, moon (Opening); red, rat, run, leg, lip, log, fan, fun, fig, bed, bus, bag (Warm-up and Main); rain, ride, feet, boat, like, light (Main); red, leg, fan, bed, rain, light (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read day, night and moon together. "You know lots of letters and teams. Today we learn four more letters, so we can read many more words."

Warm-up: the four letters (5 min)

Show each card and say its sound: **r** as in red, **l** as in leg, **f** as in fan, **b** as in bed. Children say the sound back (or sign, or point to the card when the teacher says the sound). Point out that **b** and **d** look alike; hold them side by side and trace them in the air.

✎ Main activity (15 min)

1. **Short words** (6 min): build and read red, rat, run; leg, lip, log; fan, fun, fig; bed, bus, bag.
2. **Long vowels with the new letters** (5 min): build r + ai + n → rain; r + i_e + d → ride; f + ee + t → feet; b + oa + t → boat; l + i_e + k → like; l + igh + t → light.
3. **Write** (4 min): say red, bag, rain; children write them (or choose cards) and check together.

✓ Discussion questions (with answers) (3 min)

- "Which new letter looks a bit like d?" b.
- "Which team is in boat?" oa.
- "Is the vowel in rat long or short?" Short.

✓ Closing check (with answers) (4 min)

Show red, leg, fan, bed, rain, light. Children read them together or by signing (non-speaking children: lay out the cards, say one word, the child points to it). "Which word has the team igh?" light.

Vocabulary

letter, sound, vowel team, long vowel, short vowel

Differentiation

- **More support:** teach r and l today and f and b the next day; build each word from cards first.
- **Stretch:** read words with grade 1 endings: rains, riding, liked, boats.
- **Access:** non-speaking children point or use AAC; blind children use braille or tactile cards; children who do not write choose cards.

⚠ Safety

Large flat cards only.

Lesson 2: Long words in two parts

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children read two-syllable words with long vowels by reading one part, then the other, then the whole word.

Length: 30 minutes

Materials

- The two-part strip (a long card with a fold line in the middle).
- Large word cards: sunset, midnight (Opening); rainbow, sailboat, raincoat, sunlight, highway (Warm-up and Main); pancake, sunrise, inside, weekend (Main); rainbow, sailboat, sunrise, weekend (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read sunset and midnight together. "These are long words made of two short parts. Today the parts have long vowels in them."

Warm-up: fold and read (5 min)

Put rainbow on the two-part strip and fold it so only rain shows. Read rain. Unfold: bow (ow as in snow). Then the whole word: rainbow. Do the same with sailboat and raincoat.

✎ Main activity (15 min)

1. **Two teams** (5 min): read sunlight (sun + light) and highway (high + way). Ask: "Which part has the long vowel?" In sunlight the second part; in highway both.
2. **Magic e in a part** (5 min): read pancake (pan + cake), sunrise (sun + rise), inside (in + side) and weekend (week + end). Show that the magic e only reaches back inside its own part.
3. **Write** (5 min): say rainbow and sunrise. Children write the first part, then the second (or choose cards), and check together.

✓ Discussion questions (with answers) (3 min)

- "What are the two parts of sailboat?" sail and boat.
- "Where is the long e in weekend?" In the first part, week.
- "Why does folding the word help?" A short part is easier to read than a long word all at once.

✓ Closing check (with answers) (4 min)

Show rainbow, sailboat, sunrise, weekend. Children read each one part by part, then whole (non-speaking children: the teacher says one word and the child points to it). "Which word has a magic e?" sunrise.

Vocabulary

syllable, part, long vowel, magic e

Differentiation

- **More support:** keep the fold strip for every word; read only words with one long part.
- **Stretch:** read rainbows, sailboats, weekends; try daylight and moonlight.
- **Access:** blind children feel the fold line on a braille or tactile card; non-speaking children point or use AAC.

⚠ Safety

Large flat cards only.

Lesson 3: un- and re-

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children read words that start with **un-** and **re-** and say what the new word means.

Length: 30 minutes

Materials

- The front cards **un-** and **re-** (raised line along the right-hand edge).
- Large word cards: lock, pack, load, pin, hook, fill, tell, paint, play, make (Opening and Main); until (Main); unlock, refill, unpack, retell (Closing check).
- A small box with a lid, or a bag that can be packed and unpacked (Warm-up).
- An empty cup (Warm-up; filling is mimed).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read lock, pack and fill. "Today we put a small part at the front of a word, and it changes what the word means."

Warm-up: pack and unpack (5 min)

Put two cards into the box: "I pack the box." Take them out: "Now I unpack it." Put the **un-** card in front of pack: unpack. "Un- can mean the opposite." Fill a cup with pretend water (an empty cup and a mime): "I fill it. I drink. I refill it: I fill it again." Put **re-** in front of fill: refill. "Re- can mean again."

✎ Main activity (15 min)

1. **un-** (5 min): read unlock, unpack, unload, unpin, unhook. For each, a child says, mimes or signs what it means ("the opposite of lock").
2. **re-** (5 min): read refill, retell, repaint, replay, remake. For each: "do it again".
3. **Careful** (2 min): show until. "This starts with u, n, but til is not a word we know, and until does not mean 'not til'. Not every un at the front is a prefix."
4. **Write** (3 min): say unlock and replay; children write them (or choose cards).

✓ Discussion questions (with answers) (3 min)

- "What does retell mean?" To tell again.
- "What does unpack mean?" The opposite of pack: take things out.
- "Is the un in until a front part that means 'not'?" No.

✓ Closing check (with answers) (4 min)

Show unlock, refill, unpack, retell. Children read each word, then say, mime or point to show its meaning (for example, the teacher offers two picture or word choices, "fill again" or "not fill", and the child points).

Vocabulary

prefix, front part, opposite, again

Differentiation

- **More support:** do un- today and re- tomorrow; keep the real box for every un- word.
- **Stretch:** make new words with un- or re- from known words (unpaint is not a word: talk about why some words do not take a prefix).
- **Access:** blind children feel the raised edge on the front card; non-speaking children answer by choosing between two meanings.

⚠ Safety

Large flat cards and an empty cup only; no real water is needed.

Lesson 4: One foot, two feet; today and yesterday

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children say, and read where the letters are known, odd plural and past forms of some common words.

Length: 30 minutes

Materials

- Picture pairs (stick drawings are fine): one foot / two feet, one man / two men, one goose / two geese, one child / three children, one mouse / two mice.
- Large word cards: cats, pigs (Opening); foot, feet, man, men, goose, geese, children (Warm-up and Main); sit, sat, hide, hid, tell, told, run, ran, get, got (Main).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word cards; small real objects to count instead of pictures.

Steps

✎ Opening (3 min)

Read cats and pigs. "Most words add s when there is more than one. Today we meet some words that change in an odd way instead."

Warm-up: one and more (5 min)

Show one foot and two feet. "One foot, two..." Children finish: feet. Show the word cards foot and feet and read them (oo, then ee). Do the same with man / men and goose / geese. Then show one child and three children and say the words; show the card children as a word to learn whole: "This word has letters we have not learned yet, so we learn it as a whole word."

✎ Main activity (15 min)

1. **Heard, not read** (3 min): show one mouse and two mice. Say "one mouse, two mice" together. These words are only said today.
2. **Today and yesterday** (8 min): "Today I sit. Yesterday I..." sat. Read the pairs sit / sat, hide / hid, tell / told, run / ran, get / got. Point out that told has a long o with no team and no magic e: "We learn this one as a word."
3. **Say a sentence** (4 min): in pairs, one child says a "today" sentence (for example, "Today I run"), the partner says it for yesterday ("Yesterday I ran"). Children may sign or point to the card.

✓ Discussion questions (with answers) (3 min)

- "Why is feet odd?" It does not add s; the vowel changes.
- "What is yesterday for hide?" hid.
- "Do we say mouses?" No, we say mice (but it is fine that the word sounds like it should be mouses).

✓ Closing check (with answers) (4 min)

Say each sentence and let children finish it aloud, by signing, or by pointing to one of two word cards: "One man, two..." men. "One goose, two..." geese. "Today I sit; yesterday I..." sat. "Today I tell; yesterday I..." told.

Vocabulary

plural, more than one, past, yesterday

Differentiation

- **More support:** do plurals today and past forms tomorrow; keep pictures for every word.
- **Stretch:** read the sentences I see geese. and Goat hid.
- **Access:** children who sign may show plurals and past forms in their sign language's own way; blind children count real objects; children who do not speak choose between two cards.

⚠ Safety

Large flat cards only. If real objects are used for counting, use objects too large to swallow.

Lesson 5: Joining sentences, and a book read three times

Unit overview - Previous: Lesson 4

Goal: Children join two short sentences with and or but, and read a short book again until it sounds smoother.

Length: 30 minutes, plus the one-to-one check spread over the week

Materials

- Sentence strips: Duck had a kite. / Goat had a kite.; Goat ran up the hill. / Duck ran up the hill.; The kite had a rip. / Goat did not get sad.
- Two joining cards: and, but.
- A word card for the new tricky word to.
- The book "The Kite in the Tree" (below): one printed copy per pair, plus one large copy for the board.
- Optional: braille or large-print copies of the book.
- The one-to-one check card (below), a quiet corner and a record sheet.

Steps

✎ Opening (3 min)

Show the word card to: "This is a tricky word. We say it 'too'. We learn it as a whole word." Read it together.

Warm-up: joining two sentences (5 min)

Lay down Duck had a kite. and Goat had a kite. "Two sentences. We can join them." Put and between them and read: Duck had a kite, and Goat had a kite. Do the same with the hill strips. Then The kite had a rip. and Goat did not get sad.: "This one is a surprise, so we use but." Read: The kite had a rip, but Goat did not get sad. Show that the first full stop goes and the second word loses its capital letter.

✎ Main activity (14 min)

1. **First read** (4 min): the teacher reads the book aloud from the large copy, pointing to each word.
2. **Second read** (5 min): pairs read it together, one page each, helping each other with hard words. On page 7, stop and find unhooked: "What does un- mean here?" Opposite of hooked. On page 4, point out Duck's: the small mark means the kite belongs to Duck.
3. **Third read** (5 min): pairs read it again, trying to make it sound like talking. Find the two sentences joined with but (pages 8 and 9).

✓ Discussion questions (with answers) (3 min)

- "Why did Duck say 'My kite!'?" It was stuck in the tree.
- "How did Goat get the kite?" Goat held up a big stick and unhooked it.
- "Which joining word shows a surprise?" but.

✓ Closing check (with answers) (5 min)

Show two strips, Goat sat. and Duck sat. Children choose the joining card (and) and read the joined sentence, or point to the card when the teacher reads the choices. Then each pair reads one page again to each other; the teacher listens to a few pairs and notes self-corrections.

The book: "The Kite in the Tree"

(CC0, original to this draft. One sentence or pair of sentences per page.)

1. Goat had a red kite. Duck had a kite too.
2. "It is a fine day," said Goat. "The wind is good."
3. Goat and Duck ran up the hill, and the kites went up high.
4. A big gust came. Duck's kite went into a tree.
5. "My kite!" said Duck. "It is stuck."
6. Goat did not run off. Goat got a big stick.
7. Goat held up the stick and unhooked the kite.
8. The kite had a rip, but Goat and Duck stuck tape on it.
9. Duck's kite went back up. The sun was low, but the kites stayed up high.

Words to point out before reading: to in into (page 4), Duck's (pages 4 and 9), said and was (tricky words from grade 1).

One-to-one check (about 4 minutes per child, spread over the week)

In a quiet corner, one child at a time. Answers may be spoken, signed, pointed to, or given on AAC.

1. Read red, lip, fan, bed, rain, light. (Outcome 1)
2. Read rainbow, sunrise, weekend, part by part if needed. (Outcome 2)
3. Read unlock and refill. "What does it mean?" (opposite of lock; fill again). A child may choose between two spoken meanings. (Outcome 3)
4. Finish: "One foot, two..." (feet); "One man, two..." (men); "Today I sit, yesterday I..." (sat); "Today I tell, yesterday I..." (told). (Outcome 4)
5. Lay out Goat ran. and Duck ran. "Join them with a joining card." (and). Then read one page of the book again; note any word the child fixed. (Outcome 5)

Record what the child did and what helped, with no score.

Vocabulary

join, joining word, and, but, sentence, reread

Differentiation

- **More support:** use only and today; the teacher reads the book first and the child joins in on repeated words.
- **Stretch:** children write their own two sentences about Goat or Duck and join them with and or but.
- **Access:** non-speaking children join strips by placing the card; blind children use a braille copy; no child reads aloud in front of the class.

⚠ Safety

Large flat cards and paper only.

Grade 2 Language and Literacy: Writing for a Reason: a Seed Report and a Letter to Mayor Hen

Subject: English language and literacy | Grade: 2 | Lessons: 5 | Time: about 30 minutes each | Term: 3

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete writing program, or a diagnostic instrument. Adapt to students and local practice. Check any plan to send letters outside the classroom against your school's rules.
>
> Text-checked by three other agents (Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon); see Known gaps.

Back to the grade 2 year plan - Term 3. Builds on grade 1 and grade 2 term 2: two-syllable words, endings, a recount and a fact page and longer words, un- and re-, and joining sentences
Language and literacy progression

Big idea

We write for a reason. A **report** tells facts about one topic: it says what the topic is, gives facts, and ends. An **opinion** says what I think and gives a reason, often with because. A **letter** starts with a greeting and ends with a closing, each with a comma. Writers make their writing better by reading it to a partner and changing something.

Outcomes

By the end of the unit, most children can:

1. Say or show at least two facts about seeds that the class found in two fact pages (shared research).
2. Help write a short class report with a first sentence that names the topic, two or more facts, and an ending sentence; and write one fact sentence of their own.
3. Say or write an opinion with a reason joined by because, and add a second reason with also or and.
4. Set out a short letter with a greeting and a closing, each followed by a comma (Dear Mayor Hen, / From,).
5. Listen to a partner's comment on their letter and change or add one thing.

Prior knowledge

The written units before this one teach the letters **s a t i p n m o d g c k e u y h w r l f b**; magic e; the teams **ee**, **ai**, **oa**, **ay**, **igh**, **ow** (as in low) and **oo** (as in moon); the tricky words I, the, is, my, said, was and to; the endings -s, -ing and -ed; and joining two sentences with and or but.

Every word card and sentence strip children are asked to read uses only these letters and patterns, with four exceptions taught as words to learn and pointed out by the teacher: soil (lesson 1), because and also (lesson 3) and Dear (lesson 4). Mayor is read as a name on a card, and the teacher points out From (lesson 4), because in many accents its o does not make the usual short o sound. The two fact pages and Mayor Hen's letter are read **aloud by the teacher**; children are not asked to read them. In their own writing, children may spell words the way they sound; that is expected at this stage and is not marked wrong.

At the start of lesson 1, check: can the child read seed, rain and grow? If not, go back to the term 1 unit first.

Lessons

1. Finding facts in two fact pages: shared research about seeds; a class fact chart.
2. Writing a class report: first sentence, facts, ending sentence; each child writes one fact.
3. I think... because...: Mayor Hen asks what the park needs; opinions and reasons.
4. Writing a letter: greeting and closing with commas; each child writes a letter to Mayor Hen.
5. Partner talk and making it better: one kind comment, one question, one change; a private one-to-one check.

Materials (whole class unless noted)

- The two fact pages, "What a Seed Needs" and "How Seeds Get About" (text in lesson 1), one large copy each for the board. Optional: two or three library books about seeds, for the teacher to read from.
- Large-print word cards for each lesson (listed in each lesson), including the four new words to learn: soil, because, also, Dear.
- A large sheet for the class fact chart, with two columns, **What a seed needs** and **How seeds get about** (lesson 1).
- Sentence strips for the class report (lesson 2) and for the opinion and letter models (lessons 3 and 4).
- Three picture cards drawn by the teacher: **a pond**, **a tree**, **a sandpit** (lesson 3). Stick drawings are fine.
- Mayor Hen's letter (text in lesson 3), one large copy.
- A large **comma card**: a big comma with a raised outline, so it can be felt as well as seen (lesson 4).
- A **letter frame** sheet, one per child (lesson 4): a line for the greeting, three lines for the body, a line for the closing and a line for a name.
- A box with a slot labelled "Mayor Hen's post box" (lessons 4 and 5).
- Three large **talk cards** with a symbol each: **One kind thing** (a heart), **One question** (a question mark), **One change** (a pencil) (lesson 5).
- A **cut-up letter** in four large word pieces plus two large card commas, for the one-to-one check (lesson 5).
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Optional: braille or large-print copies of the fact pages, word cards and letter frame, made with the child's braille teacher or vision service.
- The one-to-one check card (in lesson 5), a quiet corner and a simple record sheet.

⚠ Safety and access

- **No real seeds are handled** in this unit; seeds appear only in pictures and words. (If a teacher adds real seeds, check allergies first, use large seeds, never let children put them in their mouths, and wash hands after.)
- Cards, strips and the post box are large; nothing small enough to swallow is needed.
- **Privacy:** letters are signed with the child's first name only, or a made-up name if the child prefers. Letters go in the classroom post box to the made-up Mayor Hen. No home details, addresses or photos go in any letter.
- **Deaf and hard-of-hearing children:** sit the child close, face them, and use the child's usual hearing technology. The fact pages are shown on the board while read. Agree with the child's specialist teacher how sound work is done.
- **Children who sign:** opinions and reasons may be signed; in a signing classroom, follow the school's approach to linking signs and print.
- **Non-speaking children:** any answer can be given by pointing to a card, choosing on an AAC device, or signing. A child may build sentences from word cards instead of writing. The record should say which was used.
- **Blind and low-vision children:** large print with strong contrast, or braille made with the child's braille teacher. The raised comma card and a tactile letter frame (raised lines) help with layout. Picture cards can be described aloud.
- **Colour** is never the only clue on any card or chart.
- **Fine motor:** children may say, point, type, or place word cards instead of writing by hand; an adult may scribe the child's own words.
- **Partner talk is kind and opt-in to share.** No child is made to read their writing to the whole class. Comments are about the writing, not the writer.
- **Dialects and home languages differ.** Accept the child's own way of saying an opinion; the lesson adds the school form alongside.

Assessment

- **Every lesson:** a short closing check (in each lesson file) for the teacher to note who might need more practice.
- **Lesson 5:** a private one-to-one check, about 4 minutes per child, spread over the week, covering all five outcomes: saying two seed facts from the chart (outcome 1); pointing to the first sentence, a fact and the ending of the class report, and saying one fact sentence (outcome 2); giving an opinion about the park with because and a second reason (outcome 3); placing the two commas in a cut-up letter (outcome 4); saying what they changed after partner talk (outcome 5).
- Record what each child did and what helped, with no score or pass mark.
- A child who answered by pointing, AAC or with a scribe is recorded as doing so; this is a valid answer, not a lesser one.

Sources

Standards are quoted exactly; the unit is not a full alignment.

- Common Core State Standards, Writing, Grade 2, read via the Internet Archive: https://web.archive.org/web/2025/https://www.thecorestandards.org/ELA-Literacy/W/2/
  - W.2.1: "Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because , and , also) to connect opinion and reasons, and provide a concluding statement or section."
  - W.2.2: "Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section."
  - W.2.5: "With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing."
  - W.2.7: "Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)."
- Common Core State Standards, Language, Grade 2, read via the Internet Archive: https://web.archive.org/web/2024/https://www.thecorestandards.org/ELA-Literacy/L/2/
  - L.2.2.b: "Use commas in greetings and closings of letters."
- Seed facts were checked against Wikipedia, "Germination" (https://en.wikipedia.org/wiki/Germination), which says the most important external factors "include right temperature, water, oxygen or air and sometimes light or darkness" and that the first part to emerge from the seed is "the embryonic root"; and "Seed dispersal" (https://en.wikipedia.org/wiki/Seed_dispersal), which says dispersal "may be achieved through the use of gravity, water, wind, or animals", gives dandelions as a classic wind example, and describes seeds carried on animals with "hooks, spines and barbs". The fact pages simplify these for seven-year-olds.
- The fact pages, word lists, Mayor Hen's letter, the model report and the model letter are original to this draft (CC0); they are the author's examples, not texts from a source.

Known gaps and cautions

- Written 11 November 2026. Two other agents (Gemini 3.8 Flash and Gemini 4 Argon, both at 504c293) text-checked this unit on 2026-11-11. Gemini 3.8 Flash reported no errors; Gemini 4 Argon reported one: also was read by children but not taught as a word to learn, fixed in 1971ca4 (with a note on From). Gemini 4 Carbon (at fdc08ff, including that fix) checked the sources, phonics and timings and reported one miscount of cut-up letter pieces, since fixed. Those are text checks by AI agents, not a teacher review or classroom test.
- **Shared research is small here.** W.2.7's example is reading "a number of books on a single topic". This unit uses two short teacher-read fact pages, plus optional library books. A class with good library books on seeds should use them.
- **Words this unit adds.** soil (oi), because (au, and a final e that is not magic e), also (al as in "all", and a final o that says its name) and Dear (ear) use patterns not yet taught; they are taught as words to learn. Vowels followed by r, the pairs sh, ch, th, wh and ng, and the letters j, q, v, x, z are still not taught in a written unit, so many words children want to write (bird, fish, think, swing) will be spelled by sound. That is expected.
- Mayor is read as part of a name card (Mayor Hen), not sounded out. The report labels (lesson 2) and the talk cards (lesson 5) are read by the teacher; the talk cards also carry symbols. Mayor Hen's letter and the fact pages are read aloud by the teacher.

- **Seed facts are simplified.** "A seed needs to get wet" leaves out warmth and air, which the fact page mentions but children are not asked to write. Some seeds need light or darkness to sprout; the unit does not claim that all seeds need sun.
- **Opinions are about made-up choices** (what Little Hill park should get), not about children's homes, families or real local politics.
- Editing for spelling and capital letters (W.2.5 says "revising and editing") is touched on only through the commas; this unit puts revising first.
- Other L.2.2 parts (capitals for holidays and places, apostrophes, spelling patterns) are not covered here.
- The one-to-one check is a classroom note-taking tool, not a writing test or screening.
- Little Hill, Mayor Hen, Duck and Goat are made up.

Lesson 1: Finding facts in two fact pages

Unit overview - Next: Lesson 2

Goal: Children listen to two fact pages about seeds, find facts in them, and help sort the facts onto a class chart (shared research).

Length: 30 minutes

Materials

- The two fact pages (below), one large copy each for the board. Optional: one or two library books about seeds.
- The class fact chart: a large sheet with two columns, **What a seed needs** and **How seeds get about**.
- Large-print fact cards to stick on the chart: A seed needs to get wet. / A root grows in the soil. / Wind can lift a seed. / A seed can stick to a dog. / A seed can float in a pond.
- A word card for the new word to learn: soil.
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Optional: braille or large-print copies of the fact pages and fact cards.

Steps

✎ Opening (4 min)

"This week we are writers. Writers write for a reason. This week we will write a report, which tells facts, and a letter, which tells what we think." Ask: "What is a fact?" (Something true that we can check.) "Today we are researchers: we find facts in more than one place."

Show the word card soil: "This is a word to learn. We say it 'soil'. It is the earth that plants grow in." Read it together.

✎ Main activity (16 min)

1. **Fact page 1** (5 min): the teacher reads "What a Seed Needs" aloud from the board, pointing to each line. Children show a thumb when they hear a fact. Stop after each part and ask, "What fact did we find?"
2. **Fact page 2** (5 min): the same with "How Seeds Get About".
3. **Sort the facts** (6 min): hold up each fact card. Children read it together (all words are taught except soil), then decide which column it goes in. A child places the card on the chart, or points while the teacher places it. Ask: "Which fact page told us that?"

✓ Discussion questions (with answers) (5 min)

- "What comes out of a seed first?" A tiny root.

- "Name one way a seed can get about." Wind, sticking to an animal's fur, floating on water, or falling and rolling.
- "Why do we look in two fact pages, not one?" Each one tells us different facts, and we can check that facts agree.

✓ Closing check (with answers) (5 min)

On whiteboards, each child draws or writes one fact from the chart (for example a seed on the wind, or A seed needs to get wet.). Then the teacher says three sentences; children show thumbs up for a fact from our pages and thumbs down if it is not:

- "A seed can float in a pond." (Up.)
- "A seed needs to get wet." (Up.)
- "Seeds grow best in the freezer." (Down: seeds need the right warmth; the fact page says not too cold.)

The fact pages (read aloud by the teacher)

(CC0, original to this draft. Children are not asked to read these.)

What a Seed Needs

1. A seed has a tiny baby plant inside it, with a little store of food, wrapped in a seed coat.
2. To start to grow, a seed needs water. It gets wet and swells.
3. It also needs air, and it must not be too cold. Some seeds need light to start, and some need dark.
4. When a seed starts to grow, a tiny root comes out first. The root grows down into the soil and takes in water.
5. Then a shoot grows up towards the light.

How Seeds Get About

1. A plant cannot walk. Its seeds need help to move away from it.
2. Some seeds ride on the wind. A dandelion seed has a fluffy top, like a little umbrella.
3. Some seeds have tiny hooks. They stick to an animal's fur and drop off somewhere else.
4. Some seeds float on water and grow where they wash up.
5. Some heavy fruits just fall off the plant, and some roll away.

Vocabulary

fact, research, report, seed, root, shoot, soil

Differentiation

- **More support:** the child chooses between two fact cards ("Which one is on the chart?") instead of drawing or writing.
- **Stretch:** the child writes a fact in their own words, spelling by sound, and finds where it came from.

- **Access:** non-speaking children place cards or point; blind children use braille fact cards and a tactile chart with a raised line between the columns; no child reads aloud in front of the class.

⚠ Safety

No real seeds are used; pictures and cards only. If real seeds are added, see the unit overview.

Lesson 2: Writing a class report

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children help put together a short class report about seeds with a first sentence, facts and an ending sentence, then each writes one fact sentence of their own.

Length: 30 minutes

Materials

- The class fact chart from lesson 1.
- Sentence strips for the model report: a title strip Seeds; a first-sentence strip Seeds can grow into big plants.; the five fact cards from lesson 1; an ending strip Seeds need help to get to a spot to grow.
- Three large labels: **First sentence**, **Facts**, **Ending** (read by the teacher; children are not expected to sound them out).
- A sentence-starter card: A seed can
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Optional: braille or large-print copies of the strips.

Steps

✎ Opening (4 min)

Read the fact chart together. "A report tells facts about one topic. What is our topic?" (Seeds.) "A good report has three parts." Put up the three labels: **First sentence**, **Facts**, **Ending**.

✎ Main activity (16 min)

1. **Build the report** (8 min): show the title strip Seeds and the first-sentence strip. "The first sentence tells the reader what the report is about." Children read it together. Then choose three of the five fact cards together and place them under **Facts**; read each one. Last, show the ending strip: "The ending sentence finishes the report, so the reader knows it is done." Read the whole report together, top to bottom.
2. **My fact sentence** (8 min): each child writes one fact sentence about seeds on a whiteboard or paper. They may copy a fact card, use the starter A seed can, or write a fact in their own words, spelling by sound. Children who are not writing by hand place word cards or tell an adult, who writes their exact words.

✓ Discussion questions (with answers) (5 min)

- "Which sentence tells us the topic?" Seeds can grow into big plants.
- "Why does a report need an ending?" So the reader knows it is finished; it sums up.

- "Is I like seeds a fact?" No: it is what someone thinks (an opinion). We will write opinions next lesson.

✓ Closing check (with answers) (5 min)

The teacher mixes up three strips: Seeds can grow into big plants. / Wind can lift a seed. / Seeds need help to get to a spot to grow. Children point to, or hold up fingers for, which one is the **first sentence** (Seeds can grow into big plants.), which is a **fact** (Wind can lift a seed.) and which is the **ending** (Seeds need help to get to a spot to grow.). Note who can sort all three.

The model report

(CC0, original to this draft.)

Seeds

Seeds can grow into big plants. A seed needs to get wet. A root grows in the soil. Wind can lift a seed. Seeds need help to get to a spot to grow.

(The class may choose different facts; any three from the chart work.)

Vocabulary

report, topic, fact, first sentence, ending

Differentiation

- **More support:** the child chooses a fact card and copies or places it; the adult reads the starter.
- **Stretch:** the child writes two fact sentences and their own ending sentence.
- **Access:** non-speaking children place strips under the labels; blind children use braille strips; an adult may scribe the child's own words.

⚠ Safety

Large flat cards and paper only.

Lesson 3: What should the park get? Giving a reason

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children say and write an opinion about what Little Hill park should get, give a reason with because, and add a second reason with also or and.

Length: 30 minutes

Materials

- Mayor Hen's letter (below), on a large sheet for the teacher to read aloud.
- Three large picture cards with labels: a pond, a tree, a sandpit.
- Large word cards for the words to learn: because and also.
- A name card: Duck.
- A sentence-frame strip: I like the ___ best because
- A small word card: and.
- Sentence strips for the model opinion (below).
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Optional: braille or large-print copies of the frame, cards and strips; tactile versions of the picture cards (for example a smooth blue shape, a bark-textured shape, a sandpaper shape).

Steps

✎ Opening (4 min)

"We have had a letter!" The teacher reads Mayor Hen's letter aloud. "What does Mayor Hen want to know?" (What the park should get.) Show the three picture cards and read the labels together. Show the word card because and teach it: "because tells the reason why." Children say it, clap its two parts (be-cause) and find it again on the frame strip. Then show the word card also and teach it the same way: "also means one more; we use it to add another reason." Children say it and clap its two parts (al-so).

✎ Main activity (16 min)

1. **Fact or opinion?** (3 min): the teacher says two sentences: "A pond has water in it." (fact: everyone can check it) and "A pond is the best thing for the park." (opinion: what someone thinks). Children show thumbs up for fact and a flat hand for opinion.
2. **Model opinion** (5 min): build the model with strips (below). Read it together. Point out the three parts: what I think (I like the pond best), the reason after because, and a second reason with also. "Mayor Hen needs reasons, not just a choice."
3. **My opinion** (8 min): each child chooses one picture card and says to a partner, "I like the ___ best because ...". Then they write it using the frame, spelling their own words by sound. Children who finish add a second sentence with also or and. Children who are

not writing by hand point to a picture card and tell an adult, who writes their exact words; or they choose from reason cards the adult writes from their talk.

✓ Discussion questions (with answers) (5 min)

- "Is I like the tree best a fact or an opinion?" An opinion: it is what one person thinks.
- "What word tells us a reason is coming?" because.
- "Can two people have different opinions and both give good reasons?" Yes. There is no one right choice; a good opinion has a reason.

✓ Closing check (with answers) (5 min)

The teacher reads two sentences: "I like the sandpit best." and "I like the sandpit best because I can dig in it." "Which one would help Mayor Hen more?" Children point or hold up one or two fingers. Answer: the second, because it gives a reason (it has because). Then each child says, or shows on a card, one reason for their own choice. Note who gives a reason.

Mayor Hen's letter (teacher reads aloud)

(CC0, original to this draft. Children are not expected to read it themselves.)

> Dear class,
>
> The park in Little Hill has a bare patch of land. We can put one thing there: a pond, a tree or a sandpit. Which one do you think is best? Please tell me why, so I can choose well.
>
> From, Mayor Hen

The model opinion

(CC0, original to this draft; an example, not from a source.)

I like the pond best because Duck can swim in it. It is also a cool spot on a hot day. The pond is the best!

Vocabulary

opinion, reason, because, also

Differentiation

- **More support:** the child chooses a picture card and finishes the spoken frame; the adult writes the reason and the child copies or traces because.
- **Stretch:** the child writes two reasons and an ending sentence, like the model.
- **Access:** non-speaking children point to a picture card and choose a reason card; blind children use braille frames and tactile picture cards; an adult may scribe the child's own words. Any choice with a reason counts.

⚠ Safety

Picture cards only; no real sand, water or plants in this lesson.

Teacher notes and misconceptions

- Children often give a choice without a reason ("I like the tree"), or a reason that is about themselves only. Both are fine to start with; ask "why?" to draw out the because.
- Some children think an opinion can be wrong. Explain that people can disagree; what makes an opinion stronger is a clear reason.
- The choices are made up. Nobody is asked about their own garden, home or park.

Lesson 4: A letter to Mayor Hen

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children write a short letter to Mayor Hen with a greeting, their opinion and reason, and a closing, putting a comma after Dear Mayor Hen and after From.

Length: 30 minutes

Materials

- Mayor Hen's letter from lesson 3.
- A large word card for the word to learn: Dear.
- A name card: Mayor Hen (read as a name; children are not expected to sound out Mayor).
- A large comma card with a raised outline, so it can be felt as well as seen.
- A large model letter on a sheet or board (below).
- Letter frames (one per child): a top line Dear Mayor Hen with a box after it for the comma; three lines for the body; a line From with a box after it; a line for the child's name.
- Children's opinion sentences from lesson 3.
- "Mayor Hen's post box": a classroom box with a slot.
- Pencils and crayons.
- Optional: braille or large-print letter frames; a typing or letter-selection tool.

Steps

✎ Opening (4 min)

Re-read Mayor Hen's letter. "Mayor Hen wrote to us, so we will write back." Show the word card Dear and teach it: "A letter often starts with Dear and the name of the person." Children read Dear together and find it on the frame. Show the name card Mayor Hen. Point to From on the frame and read it: "We end a letter with From and our name." (In many accents the o in From does not make its usual short sound, so the teacher reads it.)

✎ Main activity (16 min)

1. **The parts of a letter** (5 min): show the model letter. Point to the greeting (Dear Mayor Hen,), the body (the opinion and reasons) and the closing (From, and a name). Hold up the raised comma card: "A comma is a small mark. In a letter, a comma goes after the greeting and after From." Children trace a comma in the air, then find the two commas in the model.
2. **Writing the letter** (11 min): each child fills in a letter frame. They put a comma in each box, copy or rewrite their opinion and reason from lesson 3 in the body, and sign with their first name or a made-up name. Children who finish may add a picture of their choice for the park. Children who are not writing by hand dictate the body to an adult, then place the comma themselves (by pointing, or with a sticky comma) and sign in their own way. When finished, children post their letters in Mayor Hen's post box.

✓ Discussion questions (with answers) (5 min)

- "Who is our letter to?" Mayor Hen. "How do we know?" It says Dear Mayor Hen at the top.
- "Where do the two commas go?" After Dear Mayor Hen and after From.
- "Why do we put our name at the end?" So Mayor Hen knows who the letter is from.

✓ Closing check (with answers) (5 min)

The teacher shows a short letter on the board with the commas missing: Dear Mayor Hen / I like the tree best because Hen can rest in it. / From / Goat. Children say or point to where the two commas go. Answer: after Dear Mayor Hen and after From. Then the teacher asks children to point to the greeting, the body and the closing. Note who places both commas.

The model letter

(CC0, original to this draft; an example, not from a source.)

> Dear Mayor Hen,
>
> I like the pond best because Duck can swim in it. It is also a cool spot on a hot day. The pond is the best!
>
> From, Goat

Vocabulary

letter, greeting, closing, comma, Dear

Differentiation

- **More support:** the frame already has the greeting and closing written; the child adds the two commas, copies one opinion sentence and signs.
- **Stretch:** the child writes two reasons and an ending sentence in the body.
- **Access:** blind children use braille frames and the raised comma card; children with limited hand use may place a sticky comma or point, and an adult writes; any way of signing (name stamp, chosen symbol, adult writing) counts.

⚠ Safety

- Letters go into the classroom post box only. Nothing is posted outside the classroom unless the school's rules allow it (see the unit overview).
- Children sign with a first name or a made-up name; no addresses, surnames or photos.
- Large card and paper only; scissors for the comma card are used by an adult beforehand.

Lesson 5: Partner talk, one change, and sharing

Unit overview - Previous: Lesson 4

Goal: Children listen to a partner's letter, give one kind comment and ask one question, then make one change to their own letter (add a reason with also, or fix a comma).

Length: 30 minutes

Materials

- The children's letters, taken out of Mayor Hen's post box and handed back.
- Three large talk cards with a symbol each: **One kind thing** (a heart), **One question** (a question mark), **One change** (a pencil). The teacher reads the words; children use the symbols, so they are not expected to sound out the words on these cards.
- The model letter from lesson 4, and the word cards also and and.
- The large comma card with a raised outline.
- Pencils, or the child's usual typing or letter-selection tool.
- For the one-to-one check: the class fact chart (lesson 1); the class report strips (lesson 2); the three picture cards (lesson 3); a cut-up letter with four large word pieces plus two large card commas (Dear Mayor Hen / I like the tree best because Hen can rest in it. / From / Goat); the check card (below); a simple record sheet.

Steps

✎ Opening (4 min)

Show the three talk cards; the teacher reads them aloud and children learn the three symbols. Model with a teaching assistant or a puppet, using the model letter: "One kind thing: I like your reason about Duck. One question: what else can Duck do at the pond? One change: I could add also and another reason." Agree the rule: "We talk about the writing, not the writer."

✎ Main activity (16 min)

1. **Partner talk** (6 min): in pairs, each child reads or says their letter to a partner (or the partner reads it, or an adult reads it for them, if the child prefers). The partner gives one kind thing and asks one question. Then they swap. Sharing is opt-in: a child may share with an adult instead of a partner.
2. **One change** (6 min): each child makes one change to their own letter. Choices: add a second reason with also or and; add a missing comma after Dear Mayor Hen or From; add an ending sentence. Children may answer their partner's question in the new sentence. Children who are not writing by hand tell an adult the change, and the adult writes it in a different colour pencil with the child's agreement, or the child places a word card or sticky comma.

3. **Posting again** (4 min): children who want to read their change aloud to the class may do so (no one has to). All letters go back into Mayor Hen's post box. The teacher may read Mayor Hen's reply later (an optional, made-up note thanking the class and saying the reasons helped her choose).

✓ Discussion questions (with answers) (5 min)

- "What did you change, and why?" Answers vary; for example "I added also and a second reason, so Mayor Hen has more reasons."
- "How does a question from a partner help a writer?" It shows what the reader wants to know, so the writer can add it.
- "What makes a kind comment?" It is true, it is about the writing, and it says what worked.

✓ Closing check (with answers) (5 min)

Each child shows the teacher (by pointing, saying or signing) the one change they made in their letter. Note who can show a change. During the week, the teacher also runs the one-to-one check below with each child.

One-to-one check card (about 4 minutes per child)

Done privately, in a quiet corner, spread over the week. Give any of the access options from the unit overview; pointing, AAC, signing and a scribe all count.

1. **Two facts** (outcome 1): point to the fact chart. "Tell me two things you know about seeds." Look for two facts from the chart, for example A seed needs to get wet. and Wind can lift a seed.
2. **Report parts** (outcome 2): show the class report strips. "Point to the first sentence. Point to a fact. Point to the ending." Answers: Seeds can grow into big plants.; any fact strip; Seeds need help to get to a spot to grow. Then: "Tell me one fact sentence about seeds." Any true fact counts.
3. **Opinion and reasons** (outcome 3): show the three picture cards. "Which one should the park get? Why?" Look for a choice, a reason with because, and a second reason (prompt once: "Is there another reason?").
4. **Commas** (outcome 4): give the cut-up letter pieces in a mixed pile. "Put the letter together and add the two commas." Answer: Dear Mayor Hen, at the top, the body, From, and Goat at the end; commas after Dear Mayor Hen and after From.
5. **One change** (outcome 5): look at the child's letter together. "Show me what you changed after partner talk." Look for one change (an added reason, a comma, or an ending).

Record **yes** / **with help** / **not yet** for each item, plus what helped, with no score or pass mark.

Vocabulary

kind comment, question, change, also

Differentiation

- **More support:** the adult offers two change choices only (add a comma, or add also + a reason from a card); the child chooses one.
- **Stretch:** the child makes two changes and explains each one.
- **Access:** non-speaking children use the talk cards to point, and choose comments from cards; blind children use braille letters and the raised comma card; children who find partner talk hard may talk with an adult instead.

⚠ Safety

- Partner talk is kind and opt-in; no child is made to read aloud to the class.
- Letters stay in the classroom post box; names are first names or made-up names only.
- The cut-up letter pieces and card commas are large (bigger than a child's palm), so nothing small enough to swallow is used.