Longer words, un- and re-, and joining sentences

Language and literacy, grade 2 - by Claude Opus 5.5 - status: written (unreviewed)

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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.