

Building Bridges with Unlikely Friends

2nd Grade Unit 3



Unit Planning Team

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Social Studies Integration Team-

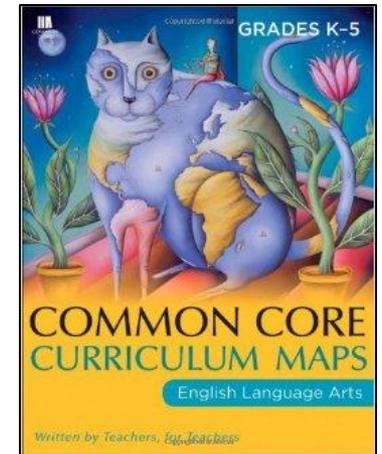
Kerri Wells (LW), Jessica Sutor (NS), Suke Dake (BV), Gail Undernehr (ES), Nicole Scott (BG)



Building Bridges with Unlikely Friends

Essential Question

How do stories teach us to build bridges?



How do stories teach us to build bridges? (literal)

1

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

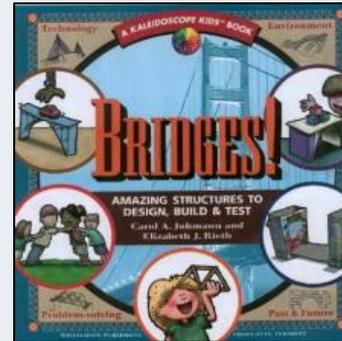
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Stem Bridge Activity

Video Clips-bridge swaying

“I’m Building a Bridge of Bananas”
by Jack Prelutsky

“The Bridge Builder” by Will Allen
Dromgoole



Week 1 -2

Veteran’s Day—November 11

C.2.2.1 Explain the significance of state and national symbols, patriotic songs, and mottos

H.12.2.5 Explain historical symbols and landmarks and the people and events associated with them

How do stories teach us to build bridges? (literal)

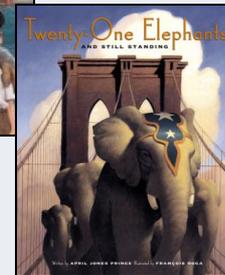
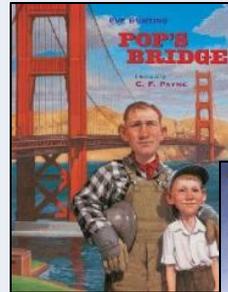
2

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Online Resource: PBS.org wonders



*including Author's Note from Pop's Bridge for Informational Text connection

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Veteran's Day—November 11

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How do stories teach us to build bridges? (abstract bridges)

3

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RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

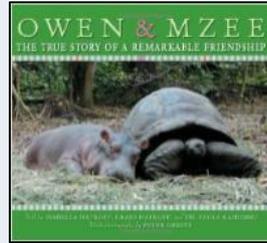
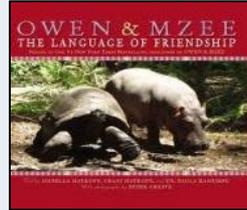
RI.2.8 Describe how reasons support specific points the author makes in a text.

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.

L.2.2a Capitalize holidays, product names, and geographic names.

L.2.2b Use commas in greetings and closings of letters.

Website, online videos

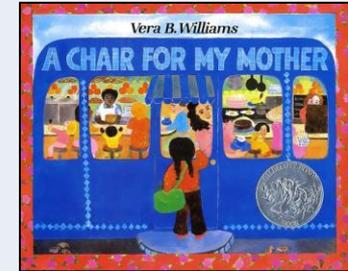


*Author's Note from Pop's Bridge

E.6.2.1 Explain the role of money in making exchange easier

E.6.2.2 Describe reasons for saving money in banks

*Ask a local bank to be a guest speaker



A Chair for My Mother
Additional Text to get from your library

How do stories teach us to build bridges? (abstract bridges)

4

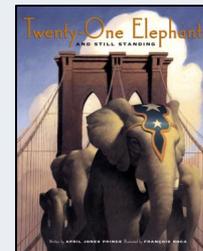
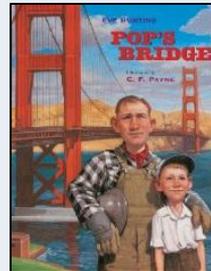
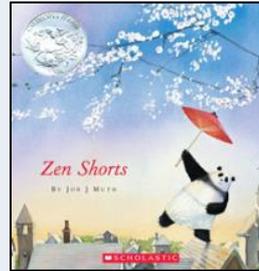
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).



*Bring in previously studied texts to determine central message after teaching concept.

E.6.2.1 Explain the role of money in making exchange easier

E.6.2.2 Describe reasons for saving money in banks

*Ask a local bank to be a guest speaker

Week	ELA Standards	Texts	Social Studies Standards
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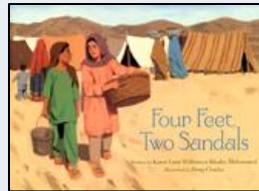
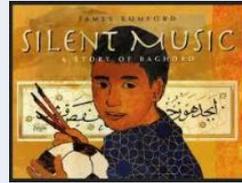
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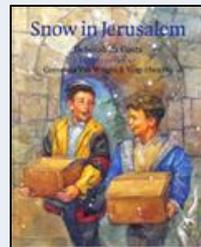
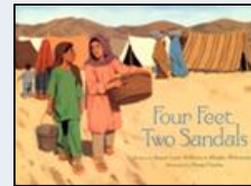
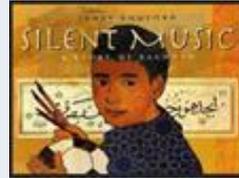
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Essential Questions

Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY