

2nd Grade Unit 1 Planning Guide

The following texts have been provided by the district for use with the activities in the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

A Season for Chapters

“When is language beautiful?”

6 weeks

AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

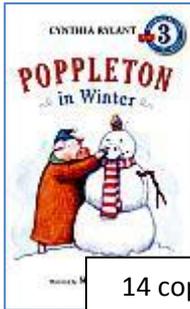
Link to Pacing Guide
[Unit 1](#)

Sample Activities and Assessments (pg. 120-123 Common Core Curriculum Maps)

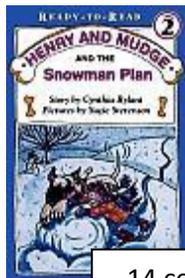
The listed standards appear on the 1st Quarter Scoring Guide

- 1. Class Discussion/Literature**
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

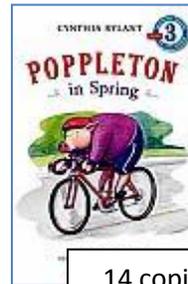
- 2. Story Beginnings and Endings/Literature**
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.



14 copies



14 copies



14 copies

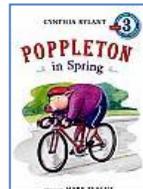
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3. Asking and Answering Questions/Literature

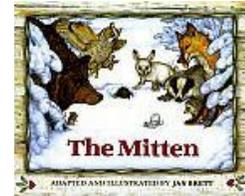
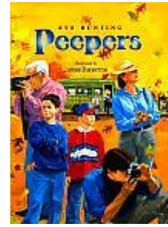
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Poems

- “Weather” (Eve Merriam)
- “Bed in Summer” (Robert Louis Stevenson)
- “Summer Song” (John Ciardi)
- “Knoxville, Tennessee” (Nikki Giovanni)



14 copies

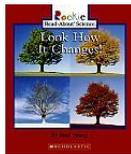


4. Features of Informational Text/Recognizing and Writing Paragraphs

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

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.



14 copies



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5. Language Activity

L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.

This standard is scored in 3rd and 4th quarter.

6. Shared Research/Writing

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (this includes parts a, b, and c of the standard)

W.2.5 With guidance and support from adults and peers, focus on a topic an 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.)

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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7. Shared Research/Graphic Organizer/Writing

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

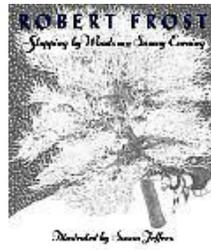
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

8. Class Discussion/Poetry

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.



9. Class Discussion/Music Appreciation

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.

L.2.5.b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Vivaldi's *The Four Seasons*

<http://www.youtube.com/watch?v=GRxofEmo3HA&feature=related>

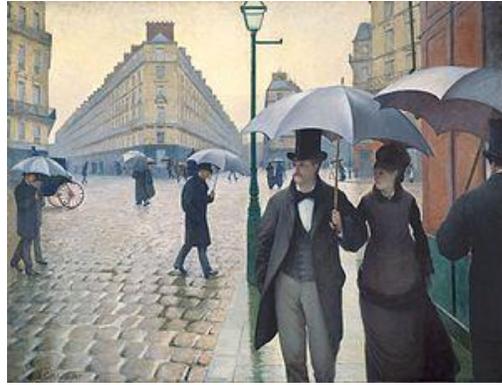
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10. Art/Language

L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).



Pieter Bruegel
Hunter in the Snow



Gustave Caillebotte
Paris Street, Rainy Day



Georges Seurat
Une Baignade, Asnieres

11. Art/Informative/Explanatory Writing

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.



Georges Seurat
Une Baignade, Asnieres

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12. Art/Class Discussion

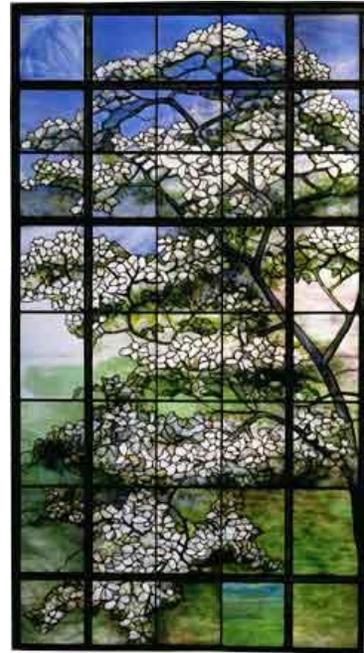
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.



Vincent Van Gogh
Mulberry Tree

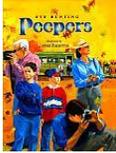
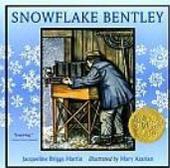
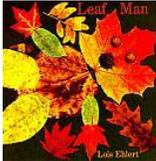
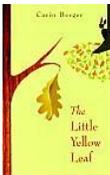


Artist Unknown
Snow-Laden Plum Branches

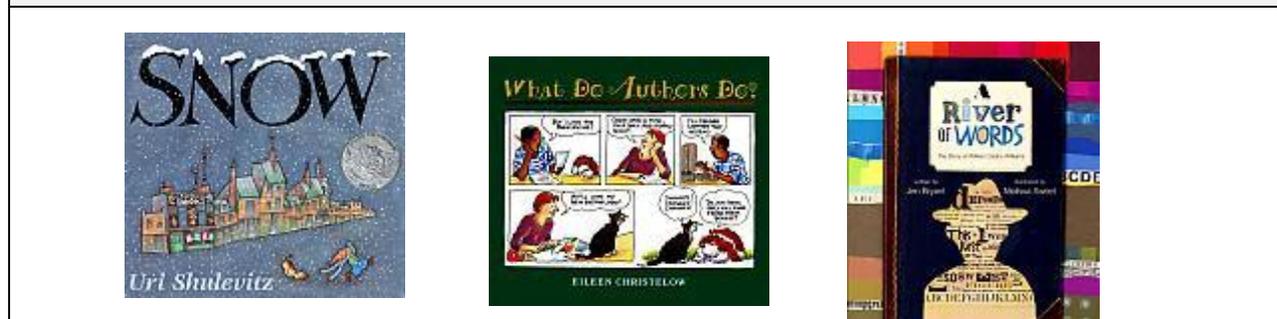


Louis Comfort Tiffany
Dogwood

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Text Talk Texts			
	<i>Peepers</i> (Eve Bunting and James Ransome)	speckled	To mark with small spots
		fading	To disappear slowly
		cling	To hold on to like glue; to hold tightly
	<i>The Mitten</i> (Jan Brett)	admired	To look up to
		commotion	Noise, excitement, and confusion
		investigate	To study closely
	<i>Snowflake Bentley</i> (Jacqueline Briggs Martin and Mary Azarian)	intricate	Made with or done with lots of detail
		twitched	To make a jerky movement
		delicate	Easy to tear or break
	<i>Leaf Man</i> (Lois Ehlert)	drifting	Carried away by wind, water, or air
		gliding	To move smoothly
		rustle	A soft, crackling sound
	<i>The Little Yellow Leaf</i> (Carin Berger)	beckon	To call or signal someone to come
		heaps	Piles
		soared	Flying upward

Additional Unit Texts



The following standards are paced for this quarter but are not included in unit activities:

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.