

Second Grade Unit 2 Planning Guide

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

The Wild West

“How does setting affect a story?”

6 weeks

SEPTEMBER 2013						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Link to
Pacing Guide
[Unit 2](#)

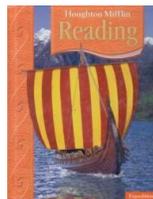
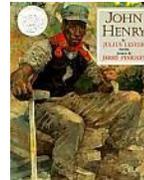
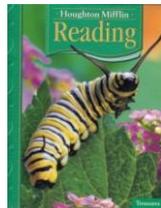
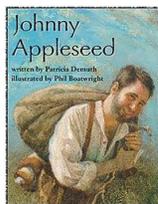
Suggested Activities and Assessments (from pg. 131-134 Common Core Curriculum Maps)
The listed standards appear on the 1st and/or 2nd Quarter Scoring Guides

1. Language/Information Text

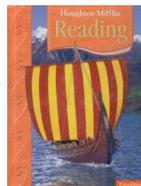
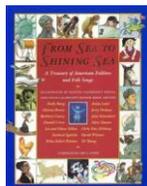
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.1.a Uses collective nouns (e.g., group)(1st quarter only)

2. Class Discussion/Literature

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2nd quarter only)



5th Grade HM Reading *Expeditions*
EXCERPT Big Men, Big Country
“John Henry Races the Steam Drill” retold by Paul Robert Walker
Page 114

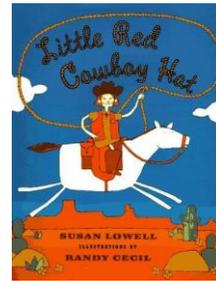
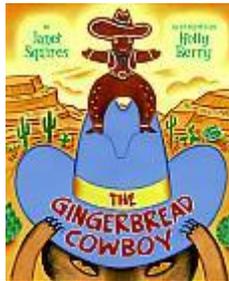
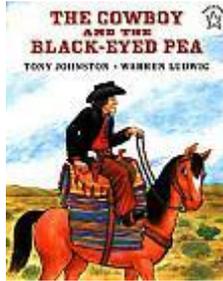
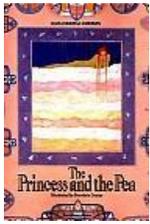


5th Grade HM Reading *Expeditions*
EXCERPT From Sea to Shining Sea
A Treasury of American Folklore and Folk Songs
“Paul Bunyan, the Mightiest Logger of Them All”
retold by Mary Pope Osborne, illustrated by Chris Van

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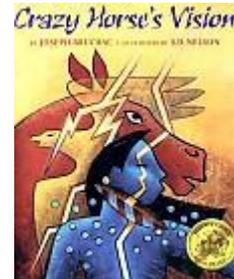
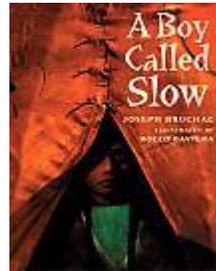
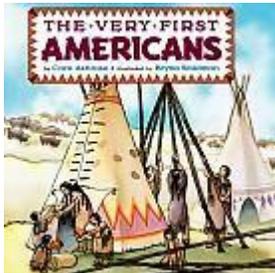
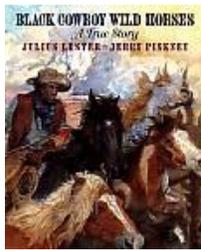
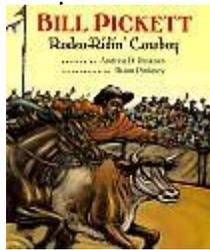
3. Graphic Organizer/Literature

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (2nd quarter)



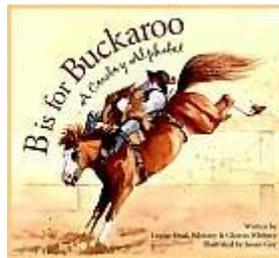
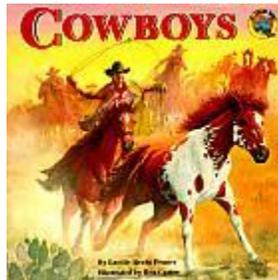
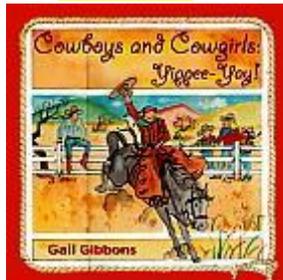
4. Class Discussion/Informational Text

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (1st quarter)



5. Class Discussion/Informational Text

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2nd quarter)



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6. Informative/Expository Writing-Prompt

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. (1st and 2nd quarter)

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).

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

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. (1st and 2nd quarter)

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

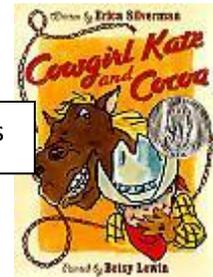
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

7. Dramatization/Fluency

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

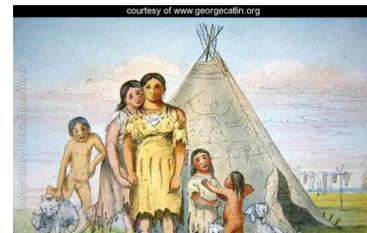
14 copies



8. 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.

The White Cloud, Head Chief of the Iowas



A Comanche Family Outside Their Teepee- Catlin

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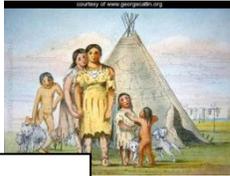
9. Art/Opinion Writing

This standard is scored in 3rd quarter.

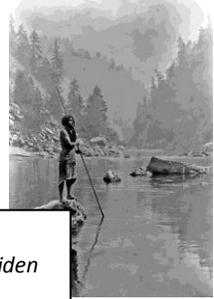
W.2.2 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.



Catlin
*The White Cloud, Head
Chief of the Iowas*
or
*A Comanche Family
Outside Their Teepee-*

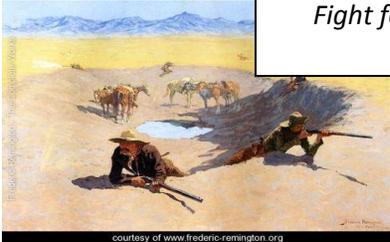


Curtis
Cheyenne Maiden
or
*A Smokey Day at
the Sugar Bowl-
Hupa*



10. Art/Class Discussion

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

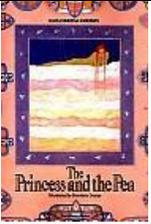
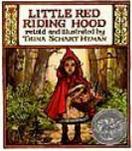
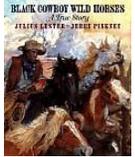
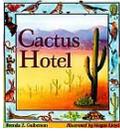


Fight for the Waterhole-
Remington

A Dash for the Timber-
Remington

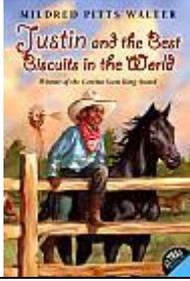


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Text Talk Texts			
<u>Text Talk Tier II words and kid friendly definitions</u> are also available on the district curriculum webpage for these titles.			
	"The Princess and the Pea" in <i>Fairy Tales from Hans Christian Anderson</i> (Hans Christian Anderson)	miserable	very unhappy
		sloshing	splashing of liquid
		dreadful	causing fear or disgust
	<i>The Tortoise and the Jackrabbit</i> (Susan Lowell)	slithered	to move slowly close to the ground
		bolted	to run away quickly
		skedaddled	left in a hurry
	<i>Little Red Riding Hood</i> (Trina Schart Hyman)	scrumptious	tastes delicious
		zigzagged	to move back and for in the shape of the letter "z"
		adores	to like or love a lot
	<i>Paul Bunyan</i> (Steven Kellogg)	urge	to encourage someone to do something
		thunderous	to make a noise like thunder
		longingly	a strong wish for something
	<i>Black Cowboy, Wild Horses: A True Story</i> (Julius Lester and Jerry Pinkney)	intently	having the mind fixed on something working steadily with a plan and purpose
		remorse	being very sorry
	<i>Cactus Hotel</i> (Brenda Z. Guiberson)	gnaws	bite or chew with the teeth
		beckon	call or signal someone to come
		glisten	to shine

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Additional Texts



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

RI.2.8 Describe how reasons support specific points the author makes in a text. (2nd quarter)

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (2nd quarter)

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

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

Additional Resources:

Johnny Appleseed

<http://vimeo.com/32542316>