

Second Grade Unit 3 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.

Building Bridges with Unlikely Friends

“Why do authors use figurative language?”

6 weeks

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

DECEMBER 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				

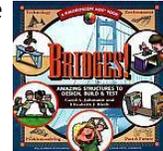
[Link to Pacing Guide Unit 3](#)

Sample Activities and Assessments (pg. 141-143 Common Core Curriculum Maps)

The listed standards appear on the 2nd Quarter Scoring Guide

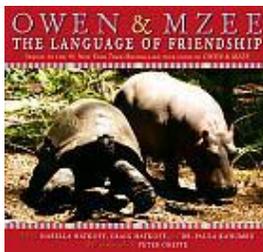
1. Informational Reading and Informative/Explanatory Writing

- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 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.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.



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3. Language Activity

- L.2.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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4. Class Discussion/Literature

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.



5. Class Discussion/Literature

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



6. Literature/Letter Writing

L.2.2.b. Use commas in greetings and closings of letters.
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.
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.



7. Writing/Digital Communication

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
L.2.2.b. Use commas in greetings and closings of letters.

8. Class Discussion/Literature

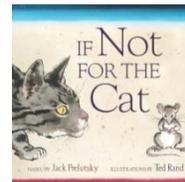
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
L.2.5.b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

14 copies



9. Class Discussion/Poetry/Language

L.2.4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.



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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.

Maryland Historical Society's Interactive Website (album quilts)

http://www.mdhs.org/digital-images?SearchTitles=&field_creator_value=&field_collection_value=&field_subject_value=album+quilts

11. 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.

SAMPLE LESSON

P. 145

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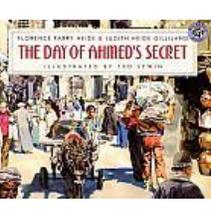
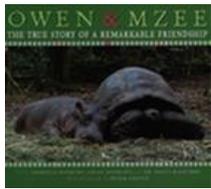


Text Talk Texts

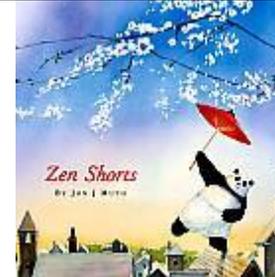
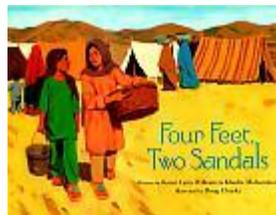
[Text Talk TierII words and kid friendly definitions](#) are also available on the district curriculum webpage for these titles.

	<i>Silent Music</i> (James Rumford)	motion	moving; going from one place to another
		resists	to keep away from or to fight against
		genius	to have a great intelligence
	<i>One Green Apple</i> (Eve Bunting and Ted Lewin) (EA)	jolt	to strike with a heavy sudden blow
		fondly	lovingly
		grunt	to make a short deep sound from your throat
	<i>Snow in Jerusalem</i> (Deborah da Costa, Ying-Hwa Hu, and Cornelius Van Wright)	hastily	fast or quick; with speed
		darted	to shoot out; move quickly
		rummaged	to search through many things looking for something
	<i>I Am the Dog I Am the Cat</i> (Donald Hall)	alert	quick to notice
		vanished	to disappear suddenly
		disguised	to change the look of something to fool others

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	<i>The Day of Ahmed's Secret</i> (Florence H. Parry and Ted Lewind)	tangled	to be mixed up or knotted
		mingle	to move around in a group of people to mix together
		caravans	A group traveling together
	<i>Owen and Mzee: The true story of a Remarkable Friendship</i> (Isabella Hatkoff)	wallowed	to roll the body in mud, sand or dirt to roll or lie about in a lazy comfortable way
		commotion	noise, excitement or confusion
		inseparable	impossible or difficult to divide

Read Aloud 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)

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.