

## Second Grade Unit 4 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.

# A Long Journey to Freedom

*“What is challenging about writing a narrative?”*

## 6 weeks

JANUARY 2014							FEBRUARY 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	

[Link to Pacing Guide Unit 4](#)

### Sample Activities and Assessments (pg. 151-153 [Common Core Curriculum Maps](#) )

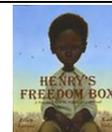
The listed standards appear on the 3rd Quarter Scoring Guide

**1. Language**

- 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).
- L.2.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**2. Class Discussion/Informational Text-*Henry's Freedom Box***

- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.



**3. Narrative Writing-Writing Prompt**

- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**4. Language Activity**

- L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told).

**5. Class Discussion/Poetry**

- L.2.3.a. Compare formal and informal uses of English.
- 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.

**Poems**

- “Harriet Tubman” (Eloise Greenfield)
- “Lincoln” (Nancy Byrd Turner)

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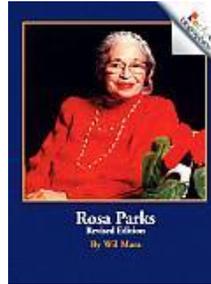
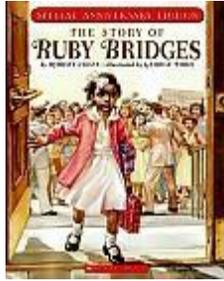
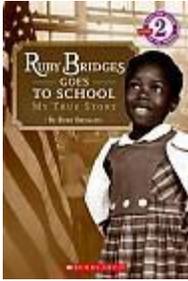
### 6. Class Discussion/Informational Text

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

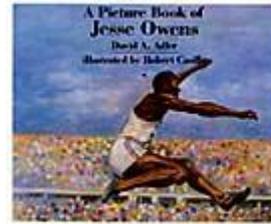
RI.2.7 Explain how specific images (e.g., captions, bold print, subheading, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.



14 copies



### 7. Art/Class Discussion

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).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).



**Norman Rockwell**  
The Problem We All Live With

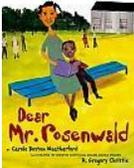
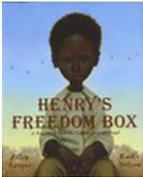
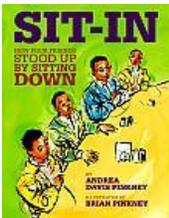
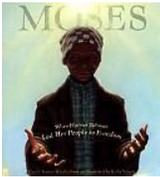
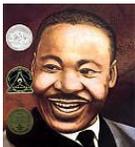


**Artist Unknown**  
Working Photograph of Ruby Bridges

### 8. Opinion Writing

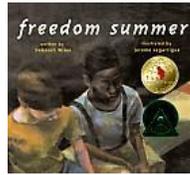
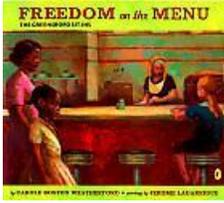
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

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<b>Text Talk Texts</b>			
<u><a href="#">Text Talk Tier II words and kid friendly definitions</a></u> are available on the district curriculum webpage for these titles.			
	<i>Dear Mr. Rosenwald</i> (1920) (Carole Boston Weatherford)	fretting	to worry
		hurdle	an obstacle; something that stands in the way
		clammy	moist, damp
	<i>Henry's Freedom Box: A True Story from the Underground Railroad</i> (1849) (Ellen Levine and Kadir Nelson)	soared	to fly through the air with no difficulty
		swirled	to move in a twisting or turning motion
		pride	to feel good about yourself
	<i>Sit-In: How Four Friends Stood Up by Sitting Down</i> (1960) (Andrea D. and Brian Pinkney)	budge	to move a little
		protests	a complaint
		motivated	to give a reason to do something
	<i>Moses: When Harriet Tubman Led Her People to Freedom</i> (c.1820-1913) (Carole Boston Weatherford and Kadir Nelson)	haven	a place of safety
		shun	to keep away from; avoid
		woes	great suffering from loss sadness problems or hardship
	<i>The Other Side</i> (1950s) (Jacqueline Woodson and E.B. Lewis)	damp	a little wet
		stretched	to make a body part longer by reaching out to make longer or wider by pulling
	<i>Martin's Big Words</i> (Doreen Rappaport)	blistering	very intense hurts like a burn
		convinced	to make a person agree with you to make a person believe something
		protested	To complain about or object to something that you feel is wrong

## Second Grade Unit 4 Planning Guide

### Additional Texts



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

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