

Second Grade Unit 5 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.

Hand-Me-Down Tales From Around the World

“How are stories and poems alike? How are they different?”

6 weeks

FEBRUARY 2014						
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	

MARCH 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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30	31					

APRIL 2014						
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 5](#)

Sample Activities and Assessments (pg. 160-162 [Common Core Curriculum Maps](#))

The listed standards appear on the 3rd and/or 4th Quarter Scoring Guides

1. 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.

Poems by Robert Louis Stevenson

- “The Land of Counterpane”
- “Foreign Lands”
- “The Land of Story Books”
- “At the Seaside”
- “Where Go the Boats?”
- “My Bed is a Boat”

2. Class Discussion/Poetry

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (3rd quarter)

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

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.

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3. Language Activity

L.2.1.b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
(3rd quarter standard)

“The Pied Piper of Hamelin” by Robert Browning

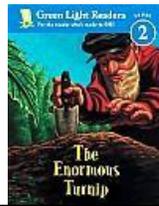
<http://www.indiana.edu/~librcsd/etext/piper/cover.html>



4. Class Discussion/Literature

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. (3rd and 4th quarter)

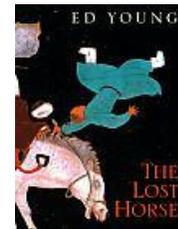
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (3rd and 4th quarter)



14 copies



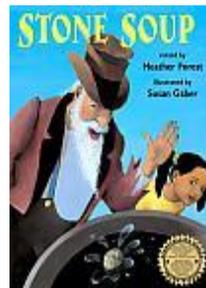
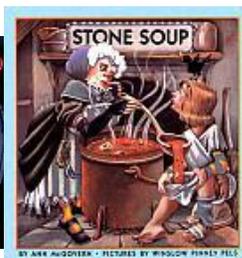
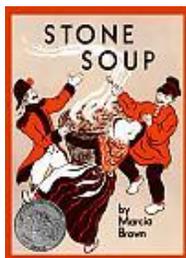
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5. Class Discussion/Literature

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (3rd and 4th quarter)

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. (3rd quarter)



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6. Literary Response

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (3rd and 4th quarter)

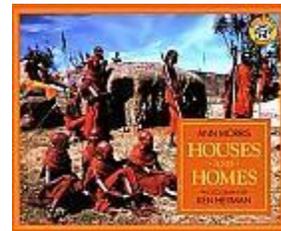
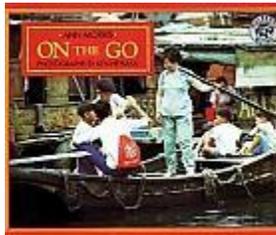
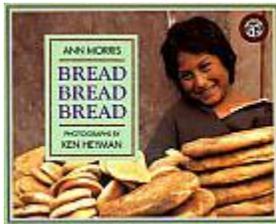
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (4th quarter)

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).

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (3rd and 4th quarter)

7. Class Discussion/Informational Text

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. (4th quarter)



8. 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. (3rd quarter)

RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (3rd quarter)



9. Narrative Writing

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. (3rd quarter)

10. Music Appreciation

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (3rd and 4th quarter)

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. (3rd quarter)

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. (3rd quarter)

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (4th quarter)

Peter and the Wolf (Sergei Prokofiev)

<http://www.youtube.com/watch?v=LI3s7Wonvg> (animation with narration)

<http://www.youtube.com/watch?v=ctsWdUaHsHM> (Peter and the Wolf March)

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11. Art/Class Discussion

SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (4th quarter)

Dance

Peter and the Wolf (Royal Ballet School, 1995)

<http://www.youtube.com/watch?v=iCoBFTw64b0>

A Folk Tale (Et Folkesagn) (Royal Danish Ballet, 2011)

The Firebird (Northwest Ballet, 2008)

<http://www.youtube.com/watch?v=6h6Wvleodfs>

12. Dramatization/Fluency

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.

SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (4th quarter)

Poems by Robert Louis Stevenson

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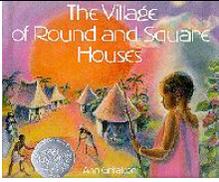
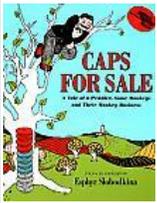
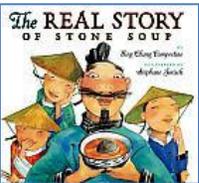
“Where Go the Boats?”

“My Bed is a Boat”

13. Literature/Opinion Writing: writing to a prompt

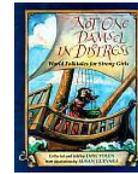
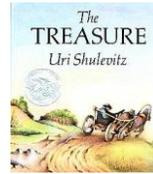
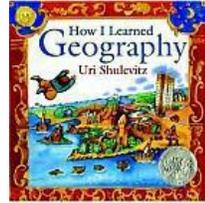
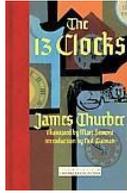
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (3rd and 4th quarter)

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Text Talk Texts			
<u>Text Talk TierII words and kid friendly definitions</u> are available on the district curriculum webpage for these titles.			
	<i>The Village of Round and Square Houses</i> (Ann Grifalconi)	slope	ground that slants up or down (not level)
		content	wanting no more than what you have
		spared	to save or prevent someone from harm
	<i>Caps for Sale: A Tale of a Peddler</i> (Esphyr Slobodkina)	ordinary	plain
		refreshed	bring back energy to make something strong or clean again
	<i>The Real Story of Stone Soup</i> (Ying Chang Compestine)	stingy	giving or spending as little as possible unwilling to share or spend
		aroma	a smell/fragrance
		luscious	juicy and delicious
	<i>Stone Soup</i> (Heather Forest)	elegant	fine or rich in quality graceful and attractive
		tattered	ragged or torn torn into shreds or pieces
		edible	able to be eaten
	<i>Martina the Beautiful Cockroach, A Cuban Folktale</i> (Carmen Agra Deedy and Michael Austin) (EA)	dismay	to shock and discourage
		livid	very angry
	<i>The Five Chinese Brothers</i> (Claire Huxford)	indefinitely	not having fixed limits or ends
		consented	to give permission or approval
		desperate	having a great need or desire

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Additional Texts



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

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

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.