

Second Grade Unit 6 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.

Taking Care of Ourselves

“Why should we support our opinions with reasons?”

6 weeks

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			

MAY 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	31

[Link to Pacing Guide Unit 6](#)

Sample Activities and Assessments (pg. 170-172 [Common Core Curriculum Maps](#)).
The listed standards appear on the 4th Quarter Scoring Guide

1. Class Discussion

S.L.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail of clarification.

2. Art/Class Discussion/Art Making

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



Willem Claesz Heda
Still Life on a Table



Pieter Claesz
Still Life with Two Lemons

3. Art/Class Discussion: compare the painting by discussing the different elements between the two.

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

Wayne Thiebaud
Cakes



William Bailey
Still Life with Rose Wall and Compton

Second Grade Unit 6 Planning Guide

4. Informative/Explanatory Writing

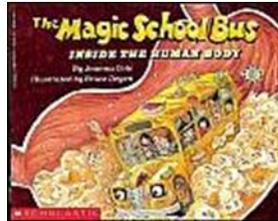
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

5. Word Activity

L.2.2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.5.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

6. Class Discussion/Literature

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

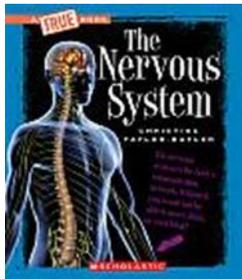


7. Student Reading/Informational Text

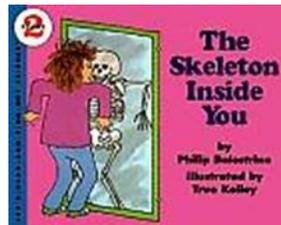
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.8. Describe how reasons support specific points the author makes in a text.

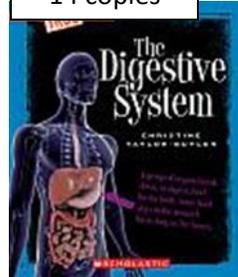
W.2.7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations)



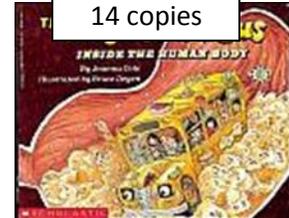
14 copies



14 copies



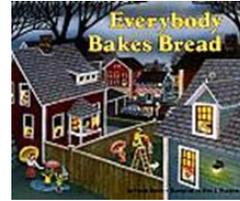
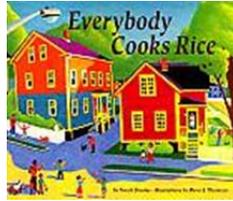
14 copies



Second Grade Unit 6 Planning Guide

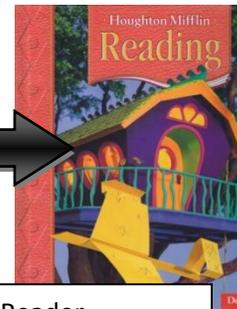
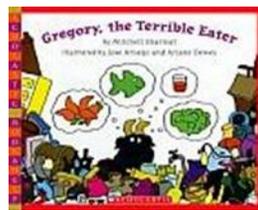
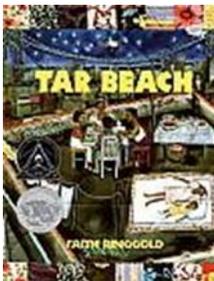
8. Teacher Read Aloud/Class Discussion

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. Student Reading/Fiction

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.



HM 2nd Grade Reader
2.2 Delights
Thunder Cake
Pg. 261

10. Language Activity

L.2.1.c. Use reflexive pronouns (e.g., myself, ourselves).

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

11. Song and Content Vocabulary Activity

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.

Songs

"Dry Bones" (Traditional)

<http://www.youtube.com/watch?v=mVoPG9HtYF8>

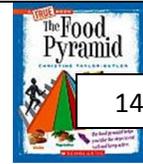
"Them Not So Dry Bones" (School House Rock)

<http://www.youtube.com/watch?v=TO1jllsmFc>

Second Grade Unit 6 Planning Guide

12. Opinion Writing

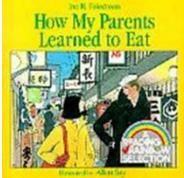
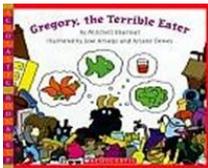
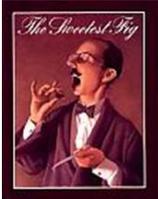
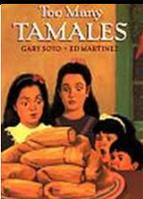
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.



14 copies

Text Talk Texts

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

	<i>How My Parents Learned to Eat</i> (Ina R. Friedman and Allen Say)	stationed	assigned to a particular place
		blushed	to become red in the face when you are embarrassed
		trembled	to be shaky
	<i>Gregory the Terrible Eater</i> (Mitchell Sharmat, Jose Aruego, and Ariane Dewey)	revolting	very bad to look at, eat, or smell
		munching	to chew in a noisy way
		moaned	to make low sounds of pain or pleasure
	<i>The Sweetest Fig</i> (Chris Van Allsburg)	admiring	to look up to something to think highly of someone
		gazed	a look steadily at something without giving it much attention
		furious	full of anger
	<i>Too Many Tamales</i> (Gary Soto and Susan Guevara)	kneaded	to press, rub, and squeeze with your hands
		chattered	to talk quickly about unimportant things
		nudged	to push gently
	<i>Thunder Cake</i> (Patricia Polacco)	bellowed	to shout loudly
		surveyed	to take a wide look at an entire area
		jagged	an uneven pointed edge
	<i>Cloudy with a Chance of Meatballs</i> (Judi Barrett)	incident	a single event or occurrence
		gradual	to happen slowly
		abandon	to give up or stop

Second Grade Unit 6 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.2.8 Recall information from experiences or gather information from provided sources to answer a question.