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| **2nd Grade - UNIT 1****READ ALOUD - Literary****Peepers** - Text Talk**Tier II**: speckled – to mark with small spotsFading – to disappear slowly Cling – to hold on to like glue; to hold tightly |  | **2nd Grade - UNIT 1****READ ALOUD - Literary****The Days of Summer** - Text Talk**Tier II:** fluttering – to move about quicklyGenerous – giving to others Doleful – full of sadness**Other:** ***Spanish cognates:*** *calm*Ordinary, gloomy, gently, nudge |
| **2nd Grade - UNIT 1****READ ALOUD – Informational****The Mitten** - Text Talk**Tier II:** admired – to look up toCommotion – noise, excitement, and confusion Investigate – to study closely |  | **2nd Grade - UNIT 1****READ ALOUD – Literary****Snowflake Bentley** – Text Talk**Tier II:** intricate – made with or done with lots of detailTwitched – to make a jerky movement Delicate – easy to tear or break**Other:** pelted, jumbled, gently |
| **2nd Grade - UNIT 1****STORIES - Literary****Leaf Man** – Text Talk**Tier II:** drifting – carried away by wind, water, or airgliding – to move smoothly rustle – a soft, crackling sound |  | **1st Grade - UNIT 1****READ ALOUD - Literary****The Little Yellow Leaf**  – Text Talk**Tier II:** beckon – to call or signal someone to comeHeaps – piles Soared – flying upward |

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| **2nd Grade – Unit 1****Poppleton in Winter** – Literary**Activities/Assessments: RL.2.5, RF.2.4** – Introduce and read the first chapter. The following day, look at the chapter again. Explain to the class that Cynthia Rylant is an author who knows exactly how to write the beginning of a story and how to wrap it up with a strong ending. Direct the students to look closely at how the story begins. Reread the section where the story is set up. Students will see the setting, characters, and situation/problem in the first two sentences of the story: “Poppleton’s house grew very long icicles in winter. Poppleton was proud of them.” Create a bulleted list as students discuss what they see, finishing the sentence “A strong beginning has…” Then turn to the end of the story and discuss what is contained in an ending. Read the final sentences: “Poppleton was gld his icicles were knocked down. Icicles always melted. But a new friend would stay.” Continue the bulleted list, having students finish the sentence “A strong ending has…” As the student read each successive chapter independently, with a partner, or with the teacher, make these charts a focus of discussion. Eventually add a chart for the action in the middle of the story. |  | **2nd Grade - UNIT 1****How Do You Know It’s Fall?** – Informational (14 copies)**Activities/Assessments –** LanguageUse the informational book *How Do You Know It’s Fall?* To introduce apostrophes. Discuss the concept of contractions by creating sentences starting with “It is…” and then contracting the word to “It’s.” Extend the lesson by discussing apostrophes used to show possession. **(Also see Mechanically Inclined lesson “Apostrophe-Thon”)** |
| **2nd Grade – Unit 1****Poppleton in Winter** – Literary**Activities/Assessments: RL.2.5, RF.2.4** – Introduce and read the first chapter. The following day, look at the chapter again. Explain to the class that Cynthia Rylant is an author who knows exactly how to write the beginning of a story and how to wrap it up with a strong ending. Direct the students to look closely at how the story begins. Reread the section where the story is set up. Students will see the setting, characters, and situation/problem in the first two sentences of the story: “Poppleton’s house grew very long icicles in winter. Poppleton was proud of them.” Create a bulleted list as students discuss what they see, finishing the sentence “A strong beginning has…” Then turn to the end of the story and discuss what is contained in an ending. Read the final sentences: “Poppleton was gld his icicles were knocked down. Icicles always melted. But a new friend would stay.” Continue the bulleted list, having students finish the sentence “A strong ending has…” As the student read each successive chapter independently, with a partner, or with the teacher, make these charts a focus of discussion. Eventually add a chart for the action in the middle of the story. |  | **2nd Grade - UNIT 1****How Do You Know It’s Fall?** – Informational (14 copies)**Activities/Assessments –** LanguageUse the informational book *How Do You Know It’s Fall?* To introduce apostrophes. Discuss the concept of contractions by creating sentences starting with “It is…” and then contracting the word to “It’s.” Extend the lesson by discussing apostrophes used to show possession. **(Also see Mechanically Inclined lesson “Apostrophe-Thon”)** |
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