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| **2nd Grade - UNIT 2**  **READ ALOUD – Fairy Tale**  **The Princess and the Pea (Fairy Tales)** - Text Talk  **Tier II**: miserable – very unhappy  Sloshing – splashing of liquid  Dreadful – causing fear or disgust  **Other: *Spanish Cognates –*** *terrible.* Flashing, streaming fetch  **Activity/Assessment**:  **RL.2.9, SL.2.2**  After reading this fairy tale, introduce The Cowboy and the Black-Eyed Pea. Before reading the book, challenge the students to think about how the two stories are the same and how they are different. Create a Venn diagram or other graphic organizer to copare and contrast the two stories. Have the children use Post-its to add their ideas to the Venn diagram. When finished, ask students to use the graphic organizer to construct sentences that describe two ways the stories are the same and two ways they are different. Continue with other traditional stories and their alternative versions. |  | **2nd Grade - UNIT 2**  **READ ALOUD - Literary**  **The Tortise and the Jackrabbit** - Text Talk  **Tier II:** slithered – to move slowly close to the ground  Bolted – to run away quickly  Skedaddled – left in a hurry  **Other:** soared, inched, trudged |
| **2nd Grade - UNIT 2**  **READ ALOUD – Fairy Tale**  **The Cowboy and the Black-Eyed Pea**  **Activity/Assessment**:  **RL.2.9, SL.2.2**  After reading this fairy tale, introduce The Cowboy and the Black-Eyed Pea. Before reading the book, challenge the students to think about how the two stories are the same and how they are different. Create a Venn diagram or other graphic organizer to copare and contrast the two stories. Have the children use Post-its to add their ideas to the Venn diagram. When finished, ask students to use the graphic organizer to construct sentences that describe two ways the stories are the same and two ways they are different. Continue with other traditional stories and their alternative versions. |  | **2nd Grade - UNIT 2**  **READ ALOUD – Literary**  **Little Red Riding Hood** – Text Talk  **Tier II:** scrumptious – tastes delicious  zigzagged – to move back and forth in the shape of  the letter “z.”  adores – to like or love a lot (*Spanish Cognate)* |
| **2nd Grade - UNIT 2**  **STORIES – Tall Tale**  **Paul Bunyan** – Text Talk  **Tier II:** urge – to encourage someone to do something  Thunderous – to make a noise like thunder  Longingly – a strong wish for something  **Other:** wandering, astonishing, ambushed, colossal, burrowed, damage, haul, snatching, surface, stumbled, desperate, deprived. |  | **1st Grade - UNIT 2**  **READ ALOUD - Informational**  **Black Cowboy, Wild Horses: A True Story**  – Text Talk  **Tier II:** intently – having the mind fixed on something  working steadily with a plan and a  purpose  remorse – being very sorry  aimlessly – not having a goal or purpose  **Other: *Spanish Cognates – vastness.*** Suspended, scarcely, examine, mares, ravine, shuddered, grazed, fury, milled, skittered. |

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| **2nd Grade – Unit 2**  **READ ALOUD – Informational**  **Cactus Hotel** – Text Talk  **Tier II:** gnaws – bite or chew with the teeth  Beckon – call or signal someone to come  Glisten – to shine |  | **2nd Grade - UNIT 2**  **Literary**  **Cowgirl Kate and Cocoa**  **Activity/Assessment: RL.2.6, RF.2.4**  Introduce the book. Ask students to think as they read the  first chapter whether this story could really happen or if it is  a fantasy. Ask students to choose one or the other, real or fantasy, and find evidence in the text to support their choice. Use a white board or Post-its to record their thinking. As they finish reading and writing, pair students to discuss their ideas. After they are finished discussing, ask them to remain partners and to discuss their ideas. Let partners take turns using different voices for different characters in the book. Monitor the reading by listening for reading with expression and character voices. |
| **2nd Grade – Unit 2**  **Cowboys and Cowgirls: Yippee-Yay** – Informational  **Activities/Assessments: RI.2.6**  Remind students that when they are doing research in the classroom they start with a question. Similarly, authors of informational books also begin their work with a question or the desire to explain something. Have the students read this book. After they finish the book, ask students to think about what question the author wanted to answer or what she wanted to explain in this book. When they are finished reading and writing down their questions, begin a discussion on how authors base research in asking and answering questions. |  | **2nd Grade – Unit 2**  **Cowboys and Cowgirls: Yippee-Yay** – Informational  **Activities/Assessments: RI.2.6**  Remind students that when they are doing research in the classroom they start with a question. Similarly, authors of informational books also begin their work with a question or the desire to explain something. Have the students read this book. After they finish the book, ask students to think about what question the author wanted to answer or what she wanted to explain in this book. When they are finished reading and writing down their questions, begin a discussion on how authors base research in asking and answering questions. |
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