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| **2nd Grade - UNIT 3**  **READ ALOUD – Literary**  **Silent Music** - Text Talk  **Tier II**: motion – moving: going from one place to another  Tangled – to be mixed up or knotted  Genius – to have a great intelligence (brilliant)  **Other:***glistening, resists* |  | **2nd Grade - UNIT 3**  **READ ALOUD - Literary**  **One Green Apple** - Text Talk  **Tier II:** jolt – to strike with a heavy sudden blow  Fondly – lovingly  Grunt – to make a short, deep sound from your  throat |
| **2nd Grade - UNIT 3**  **READ ALOUD – Literary**  **Snow in Jerusalem** **–** Text Talk  **Tier II:** hastily – fast or quick; with speed  Darted – to shoot out; move quickly  Rummaged – to search through many things looking  for something.  **Other:** *peer, fragrant, swirling, crisp, scraggly*  **Activity/Assessment**:  **RL.2.3, RL.2.7**  Introduce this book by reviewing how unlikely friends become friends through finding something in common. Tell the students that you will read aloud a book about two children who were not friends, but then they found something in common. As the story is read, have the students focus on how the children find something in common to make a friendship. Talk about how these two characters faced a challenge and made a hard choice. |  | **2nd Grade - UNIT 3**  **READ ALOUD – Poetry**  **I Am the Dog, I Am the Cat** – Text Talk  **Tier II:** alert – quick to notice  Vanished – to disappear suddenly  Disguised – to change the look of something to fool  others  **Other:** *comfort, amuses, dignified* |
| **2nd Grade - UNIT 3**  **READ ALOUD – Literary**  **The Day of Ahmed’s Secret** – Text Talk  **Tier II:** tangled – to be mixed up or knotted  Mingle – to move around in a group of people; to  mix together  caravans – a group traveling together |  | **1st Grade - UNIT 3**  **READ ALOUD - Informational**  **Owen and Mzee: The True Story of a Remarkable Friendship**  – Text Talk  **Tier II:** wallowed – to roll the body in mud, sand, or dirt;  to roll or lie about in a lazy, comfortable  way  commotion – noise, excitement or confusion  inseparable – impossible or difficult to divide  **Other:** *surging, hoisted, companion, stranded*  **Activity/Assessment: SL.2.6, W.2.2, RI.2.6, RI.2.3, RI.2.7**  Begin a class discussion: “If a real hippopotamus had no other companions, what other kind of animal could you imagine her having for a friend?” Be sure to require good reasons for their opinions as they answer. Read the book aloud. When you are finished reading, have the students discuss what the author (a six year old girl) wanted to accomplish by publishing the book, using such questions as, “What did she want to explain? Describe? What questions did she want to answer? Why are there so many photographs?” Ask students to write a paragraph explaining how the two animals became friends. |

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| **2nd Grade – Unit 3**  **READ ALOUD – Literary**  **Pop’s Bridge**  **Activity/Assessment: RL.2.7**  Introduce the idea of a bridge as a metaphor by reading the book. In this book, a group of boys experience the sacrifice involved in bridge building and the joy that comes with friendship. Discuss the literal bridge in the book and the way the bridge served as a link not only between two places but also between two people. Introduce the following Isaac Newton quotation: “We build too many walls and not enough bridges.” Discuss what Isaac Newton may have meant by his comment. |  | **2nd Grade - UNIT 3**  **READ ALOUD - Literary**  **Charlotte’s Web**  **Activity/Assessment: L.2.2b, RL2.7, W.2.5**  Read the book aloud. After you have finished the book, have the students connect the characters in the book by writing friendly letters. Students should choose one of the characters and write a letter to that character. Have the students let the character know why he/she is their favorite, and what they like about him/her. Students should ask their character a question about something they are wondering. Require proper use of punctuation. Then, have students trade letters and write back to their classmate as if they were the classmate’s chosen character answering the question asked. For example, if a child receives a letter addressed to Wilbur, he/she should answer back as if he/she was Wilbur. |
| **2nd Grade – Unit 3**  **READ ALOUD – Literary**  **Pop’s Bridge**  **Activity/Assessment: RL.2.7**  Introduce the idea of a bridge as a metaphor by reading the book. In this book, a group of boys experience the sacrifice involved in bridge building and the joy that comes with friendship. Discuss the literal bridge in the book and the way the bridge served as a link not only between two places but also between two people. Introduce the following Isaac Newton quotation: “We build too many walls and not enough bridges.” Discuss what Isaac Newton may have meant by his comment. |  | **2nd Grade - UNIT 3**  **READ ALOUD - Literary**  **Charlotte’s Web**  **Activity/Assessment: L.2.2b, RL2.7, W.2.5**  Read the book aloud. After you have finished the book, have the students connect the characters in the book by writing friendly letters. Students should choose one of the characters and write a letter to that character. Have the students let the character know why he/she is their favorite, and what they like about him/her. Students should ask their character a question about something they are wondering. Require proper use of punctuation. Then, have students trade letters and write back to their classmate as if they were the classmate’s chosen character answering the question asked. For example, if a child receives a letter addressed to Wilbur, he/she should answer back as if he/she was Wilbur. |
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