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| **2nd Grade - UNIT 4**  **READ ALOUD – Literary**  **Dear Mr. Rosenwald** - Text Talk  **Tier II**: fretting – to worry (fluster)  hurdle – an obstacle; something that stands in the  way  clammy – moist, damp (slimy, gloomy)  **Other:***fidgeting, rally, sprouted, beamed* |  | **2nd Grade - UNIT 4**  **Informational**  **Henry’s Freedom Box: A True Story from the Underground** - Text Talk  **Tier II:** soared – to fly through the air with no difficulty  Swirled – to move in a twisting or turning motion  Pride – to feel good about yourself (confidence)  **Other:** *twisted, delivered, arranged* |
| **2nd Grade - UNIT 4**  **Informational**  **Henry’s Freedom Box: A True Story from the Underground**  **Activity/Assessment**:  **A: RL.2.6, RI.2.3, SL.2.2 B: W.2.3**  **A:** A focus question for this unit is, “What would you do to be free?” Ask students to write down their answer to this question. This book is a true story of a slave’s journey to freedom. Henry was willing to face danger to experience freedom. As you discuss the book, be sure to discuss the characters, setting, plot, and message of the book. (Students may enjoy listening to the author read the story, noting the way she changes her voice with the different characters.)  **B.** After reading, introduce this prompt: “Write a story as if you were in the box headed for freedom. Begin your story as you get into the box and end the story as the box is opened at your destination. Be sure to describe the action in the story, your thoughts, and feelings. To help students with thoughts and feelings, you may want to have them journal after spending several minutes in a well-ventilated, open box. |  | **2nd Grade - UNIT 4**  **READ ALOUD – Informational**  **Sit-In: How Four Friends Stood Up by Sitting Down**  – Text Talk  **Tier II:** budge – to move a little (bend, change)  Protests – a complaint (challenge)  Motivated – to give a reason to do something  (suggest, persuade)  **Other:** *bitter, committed, loafing, resist* |
| **2nd Grade - UNIT 4**  **READ ALOUD – Informational**  **Moses: When Harriet Tubman Led Her People to Freedom** – Text Talk  **Tier II:** haven – a place of safety (retreat, shelter)  Shun – to keep away from; avoid  (reject, refuse, snub)  Woes – great suffering from loss; sadness; problems  or hardship (sadness, burden, disaster)  **Other:** *gazes, murmurs, chance, creeps, flutters, startled, wobbles, lulls, snarl, ceases, babbling, churns, glimpsed, nabbing, dreaded* |  | **1st Grade - UNIT 4**  **READ ALOUD - Literary**  **The Other Side** – Text Talk  **Tier II:** damp – a little wet  Stretched – to make a body part longer by reaching  out; to make longer or wider by pulling |

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| **2nd Grade – Unit 4**  **READ ALOUD – Informational**  **Martin’s Big Words** – Text Talk  **Tier II:** blistering – very intense; hurts like a burn  Convinced – to make a person agree with you;  to make a person believe something  protested – to complain about or object to  something that you feel is wrong |  | **2nd Grade - UNIT 4**  **READ ALOUD - Informational**  **Ruby Bridges Goes to School: My True Story**  **Activity/Assessment: RI.2.3, RI.2.9, SL.2.3**  Read aloud this text and The Story of Ruby Bridges. Before  Reading explain that this book is an autobiography that  Bridges wrote about her own experiences. Explain that The  Story of Ruby Bridges is biographical, which means that an  Author wrote the book about Bridges’ life. When you finish  Reading each book aloud, have the children choose the  Most important parts of the story. Then, students can  Compare how the books are similar and how they are  Different. (There are several other opportunities to do this  Compare/contrast activity, or assessment, with the  Greensboro Sit-In and Martin Luther King, Jr. texts.) |
| **2nd Grade – Unit 4**  **READ ALOUD – Informational**  **The Story of Ruby Bridges**  **Activity/Assessment: RI.2.3, RI.2.9, SL.2.3**  Read aloud this text and Ruby Bridges Goes to School: A  True Story. Before reading, explain that this book is  biographical, which means that an author wrote the  book about Bridges’ life. Explain that Ruby Bridges Goes to  School: My True Story is an autobiography that Bridges  wrote about her own experiences. When you finish reading  each book aloud, have the children choose the most  important parts of the story. Then, students can compare  how the books are similar and how they are different. |  | **2nd Grade – Unit 4**  **READ ALOUD – Informational**  **The Story of Ruby Bridges**  **Activity/Assessment: RI.2.3, RI.2.9, SL.2.3**  Read aloud this text and Ruby Bridges Goes to School: A  True Story. Before reading, explain that this book is  biographical, which means that an author wrote the  book about Bridges’ life. Explain that Ruby Bridges Goes to  School: My True Story is an autobiography that Bridges  wrote about her own experiences. When you finish reading  each book aloud, have the children choose the most  important parts of the story. Then, students can compare  how the books are similar and how they are different. |
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| **2nd Grade - UNIT 4**  **READ ALOUD – Literary**  **Dear Mr. Rosenwald** - Text Talk  **Tier II**: fretting – to worry (fluster)  hurdle – an obstacle; something that stands in the  way  clammy – moist, damp (slimy, gloomy)  **Other:***fidgeting, rally, sprouted, beamed* |  | **2nd Grade - UNIT 4**  **Informational**  **Henry’s Freedom Box: A True Story from the Underground** - Text Talk  **Tier II:** soared – to fly through the air with no difficulty  Swirled – to move in a twisting or turning motion  Pride – to feel good about yourself (confidence)  **Other:** *twisted, delivered, arranged* |
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