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| **2nd Grade - UNIT 5**  **READ ALOUD – Literary**  **The Village of Round and Square Houses** - Text Talk  **Tier II**: slope – ground that slants up or down (not level)  Content – wanting no more than what you have  Spared – to save or prevent someone from harm  **Other:***squirm, wiggle, rumble* |  | **2nd Grade - UNIT 5**  **Literary**  **Caps for Sale** - Text Talk  **Tier II:** ordinary – plain  Refreshed – to bring back energy  to make something strong or clean  again |
| **2nd Grade - UNIT 5**  **READ ALOUD - Literary**  **The Real Story of Stone Soup** – Text Talk  **Tier II:** stingy – giving or spending as little as possible;  unwilling to share or spend  aroma – a smell/fragrance (odor)  luscious – juicy and delicious  **Other:** *assembled, drizzled, delectable* |  | **2nd Grade - UNIT 5**  **READ ALOUD – Literary**  **Stone Soup (Forest)**  – Text Talk  **Tier II:** elegant – fine or rich in quality; graceful and  attractive  tattered – ragged or torn; torn into shreds or pieces  edible – able to be eaten  **Other:** *nestles, squirmed, wearily, emerged, timidly, simmering, marveled*  **Activity/Assessment: RL.2.2, RL.2.9** Read the book Stone Soup (Brown), aloud to the students. Introduce other versions of the book (Muth, Forest). Compare and contrast the versions of the story, using a teacher-created graphic organizer that addresses the 5Ws and an H questions, or a graphic organizer that addresses “character, setting, plot, conclusion” categories. Encourage student participation by handing each child three Post-Its to use to post information on the graphic organizers. |
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| **2nd Grade – Unit 5**  **READ ALOUD – Literature**  **Martina, the Beautiful Cockroach** – Text Talk  **Tier II:** dismay – to shock and discourage  Livid – very angry  Scurried – to move quickly  **Other:** *cozy, aghast, stammered, strutted, crooned, hesitate, declined, dismay*  **Activity/Assessment: SL.2.3, RL.2.2**  Invite speakers to read folktales from home countries. Invite someone from Cuba or the Caribbean to read Martina, The Beautiful Cockroach: A Cuban Folktale. As the visitor reads the story, have students consider what message the folktale might teach. When the story is over, the speaker could share some information about the country from which the folktale comes. Give an opportunity for students to ask questions about the folktale and the country. |  | **2nd Grade - UNIT 5**  **READ ALOUD - Literary**  **The Five Chinese Brothers –** Text Talk  **Tier II:** indefinitely – not having fixed limits or ends  consented – to give permission or approval  desperate – having a great need or desire |
| **2nd Grade – Unit 5**  **Literary**  **The Pied Piper (Kellogg)\***  **Activity/Assessment: RL.2.2, SL.2.4, L.2.4a**  Introduce the poem “The Pied Piper of Hamlin” by Robert  Browning. This poem is a narrative based on a legend that is  thought to have happened in Hamelin, Germany. Remind students that a legend is a story in which some things really happened and other things have been exaggerated over time as the story was passed down through the generations. (\*Read this book first, to help scaffold the students’ understanding of the sophisticated language.) Give children the opportunity to retell the story, confirming that they understand the main events. Ask such questions as: How many of you think this story could have really happened? What was the story teaching? |  | **2nd Grade – Unit 5**  **Informational**  **Shoes, Shoes, Shoes**  **Activity/Assessment: RI.2.5, RI.2.10, RI.2.6**  The informational books in this unit are based on a theme  Like shoes or bread. For example, the author of this book  studied interesting shoes from around the world, had  photographs taken of them, and published them in this  book. As students read this and the books Bread, Bread,  Bread and Houses and Homes, ask them to look at the way  the book is organized and locate the information about  each photograph by using the index. As they study the  book, challenge them to find the location on a world map to  mark as the text moves from one place to another. After  reading the books in this series, ask students why they think  the author wrote these books for children. |
| **2nd Grade – Unit 5**  **Informational**  **If the World Were a Village: A Book about the World’s People**  **Activity/Assessment: RI.2.3, RI.2.6, RI.2.7**  This is an informational book packed with rich facts about the world. One of the interesting things about this book is that it shows the world as if it were a village of just 100 people. Although you may have time for just a few pages, focus on how much information can be learned from the illustrations and text. Keep a list of the information that the students glean from the pages as you read. |  | **2nd Grade – Unit 5**  **Informational**  **If the World Were a Village: A Book about the World’s People**  **Activity/Assessment: RI.2.3, RI.2.6, RI.2.7**  This is an informational book packed with rich facts about the world. One of the interesting things about this book is that it shows the world as if it were a village of just 100 people. Although you may have time for just a few pages, focus on how much information can be learned from the illustrations and text. Keep a list of the information that the students glean from the pages as you read. |
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