

# Building Bridges with Unlikely Friends

2<sup>nd</sup> Grade Unit 3



## Unit Planning Team

Roxy Jien, Nicole Scott, Renee Simpson, Brenda Brannan, Kristy Brown, and Julie Finney

# Essential Questions

Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

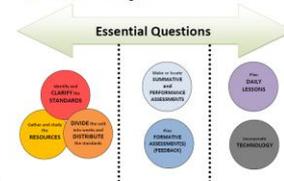
**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

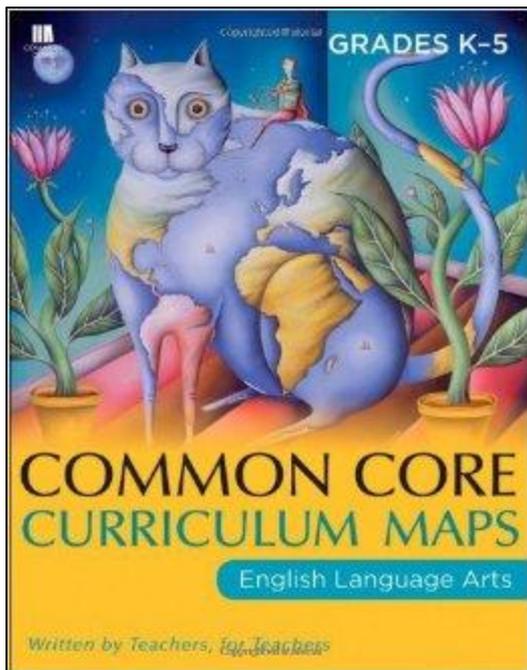
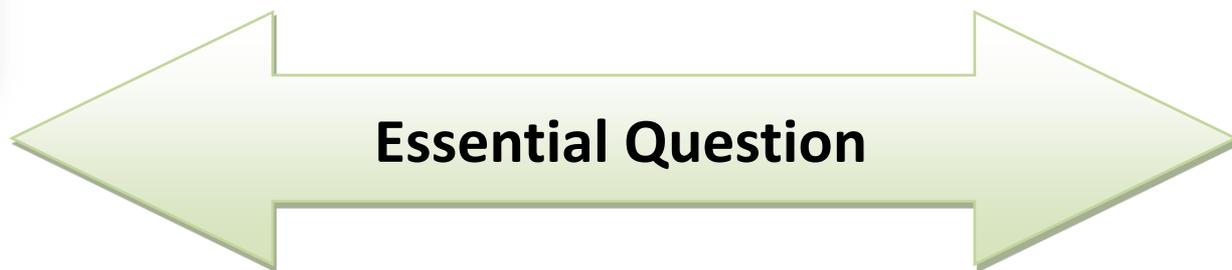
Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**

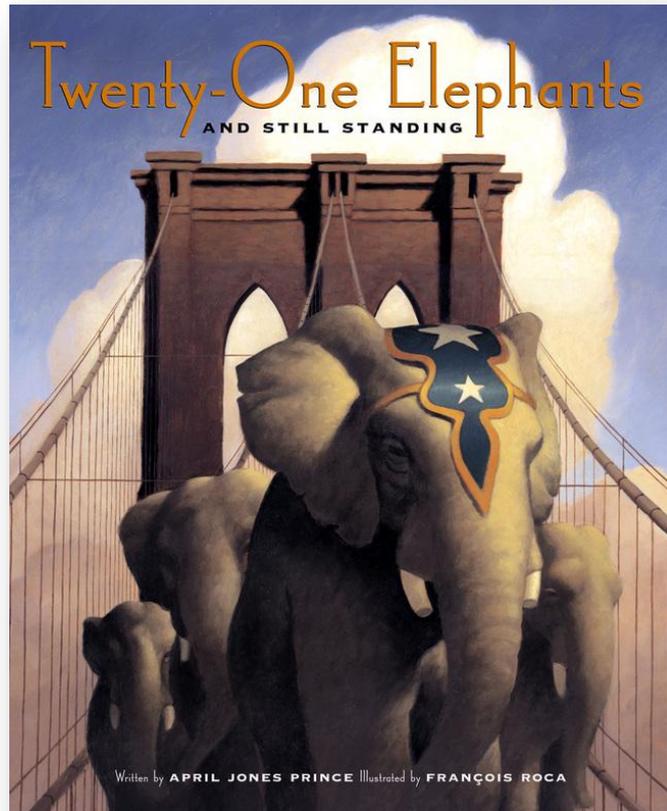


# Building Bridges with Unlikely Friends

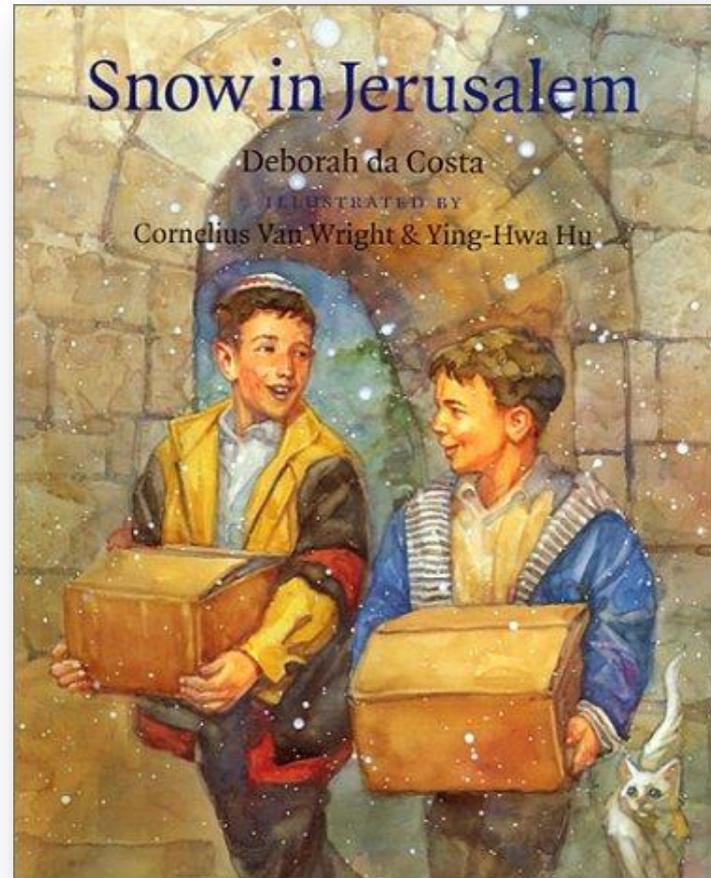


*How do stories teach us to build bridges?*

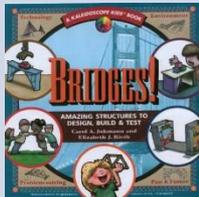
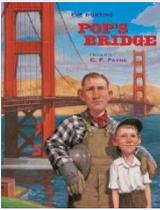
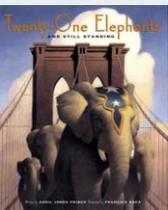
# New Texts

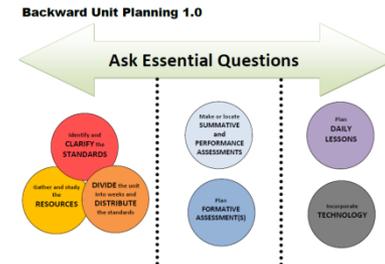


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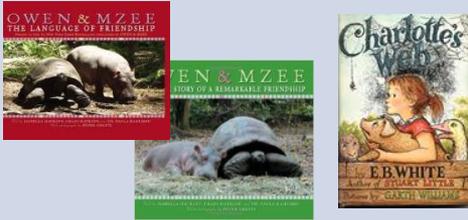


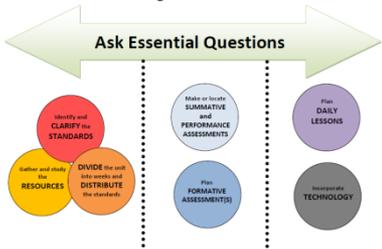
14 additional copies

Week	Standards	Texts
1	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or <u>steps in technical procedures in a text</u>.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Stem Bridge Activity</p> <p>Video Clips-bridge swaying</p> <p>“I’m Building a Bridge of Bananas” by Jack Prelutsky</p> <p>“The Bridge Builder” by Will Allen Dromgoole</p> 
2	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Online Resource: PBS.org wonders</p>    <p>*including Author’s Note from Pop’s Bridge for Informational Text connection</p>



**DIVIDE** the unit into weeks and **DISTRIBUTE** the standards

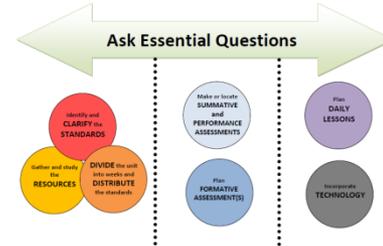
Week	Standards	Texts
3	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.2.2a. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2b. Use commas in greetings and closings of letters.</p>	<p>Website, online videos</p>  <p>*Author's Note from <u>Pop's Bridge</u></p>
4	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	 <p>*Bring in previously studied texts to determine central message after teaching concept.</p>



**DIVIDE** the unit into weeks and **DISTRIBUTE** the standards

Week	Standards	Texts
5	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their <i>central message</i>, lesson, or moral.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	
6	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	

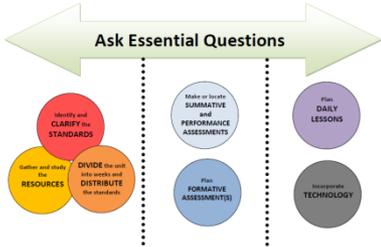
Backward Unit Planning 1.0



**DIVIDE** the unit into weeks and **DISTRIBUTE** the standards

Week	Standards	Texts
1	RI.2.1 RI.2.3 RI.2.4 RI.2.7 W.2.2	
2	RL.2.1 RL.2.3 RL.2.4	How do stories teach us to build bridges? (literal bridges)
3	RI.2.1 RI.2.4 RI.2.8 W.2.1	
4	RI.2.1 RI.2.4 RI.2.8 W.2.1	
5	RL.2.1 RL.2.2 RL.2.7	
6	RL.2.1 RL.2.2 RL.2.7	How do stories teach us to build bridges? (abstract bridges)

Backward Unit Planning 1.0



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