

2nd Grade Unit 1 Planning Guide

The following texts have been provided by the district for use with the activities in the [Common Core Curriculum Map](#) units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

A Season for Chapters *“When is language beautiful?”* 6 weeks

AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

Link to Pacing Guide
[Unit 1](#)

Sample Activities and Assessments (pg. 120-123 [Common Core Curriculum Maps](#))

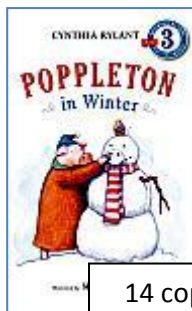
The listed standards appear on the 1st Quarter Scoring Guide

1. Class Discussion/Literature

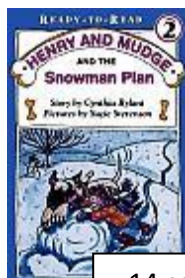
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2. Story Beginnings and Endings/Literature

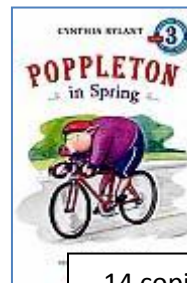
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
 RF.2.4. Read with sufficient accuracy and fluency to support comprehension.



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3. Asking and Answering Questions/Literature

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.

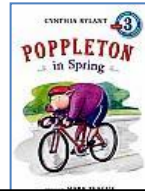
Poems

"Weather" (Eve Merriam)

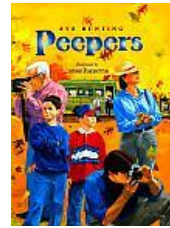
"Bed in Summer" (Robert Louis Stevenson)

"Summer Song" (John Ciardi)

"Knoxville, Tennessee" (Nikki Giovanni)



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4. Features of Informational Text/Recognizing and Writing Paragraphs

RI.2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.



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5. Language Activity

L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.

This standard is scored in 3rd and 4th quarter.

6. Shared Research/Writing

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (this includes parts a, b, and c of the standard)

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations.)

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

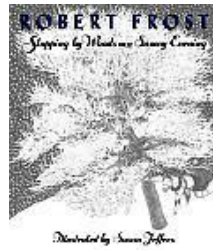
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7. Shared Research/Graphic Organizer/Writing

- RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- 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.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

8. Class Discussion/Poetry

- RL.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.



9. Class Discussion/Music Appreciation

- RL.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.
- L.2.5.b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

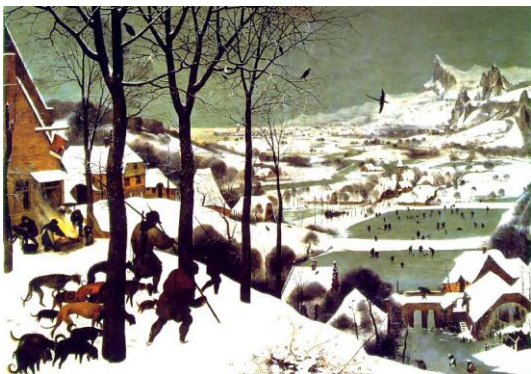
Vivaldi's *The Four Seasons*

<http://www.youtube.com/watch?v=GRxofEmo3HA&feature=related>

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10. Art/Language

L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).



Pieter Bruegel
Hunters in the Snow



Gustave Caillebotte
Paris Street, Rainy Day



Georges Seurat
Une Baignade, Asnieres

11. Art/Informative/Explanatory Writing

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.



Georges Seurat
Une Baignade, Asnieres

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12. Art/Class Discussion

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.



Vincent Van Gogh
Mulberry Tree



Artist Unknown
Snow-Laden Plum Branches



Louis Comfort Tiffany
Dogwood

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Text Talk Texts			
	<i>Peepers</i> (Eve Bunting and James Ransome)	speckled	To mark with small spots
		fading	To disappear slowly
		cling	To hold on to like glue; to hold tightly
	<i>The Mitten</i> (Jan Brett)	admired	To look up to
		commotion	Noise, excitement, and confusion
		investigate	To study closely
	<i>Snowflake Bentley</i> (Jacqueline Briggs Martin and Mary Azarian)	intricate	Made with or done with lots of detail
		twitched	To make a jerky movement
		delicate	Easy to tear or break
	<i>Leaf Man</i> (Lois Ehlert)	drifting	Carried away by wind, water, or air
		gliding	To move smoothly
		rustle	A soft, crackling sound
	<i>The Little Yellow Leaf</i> (Carin Berger)	beckon	To call or signal someone to come
		heaps	Piles
		soared	Flying upward
Additional Unit Texts			
<div><div></div><div></div><div></div></div>			

The following standards are paced for this quarter but are not included in unit activities:

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.