

A Season for Chapters

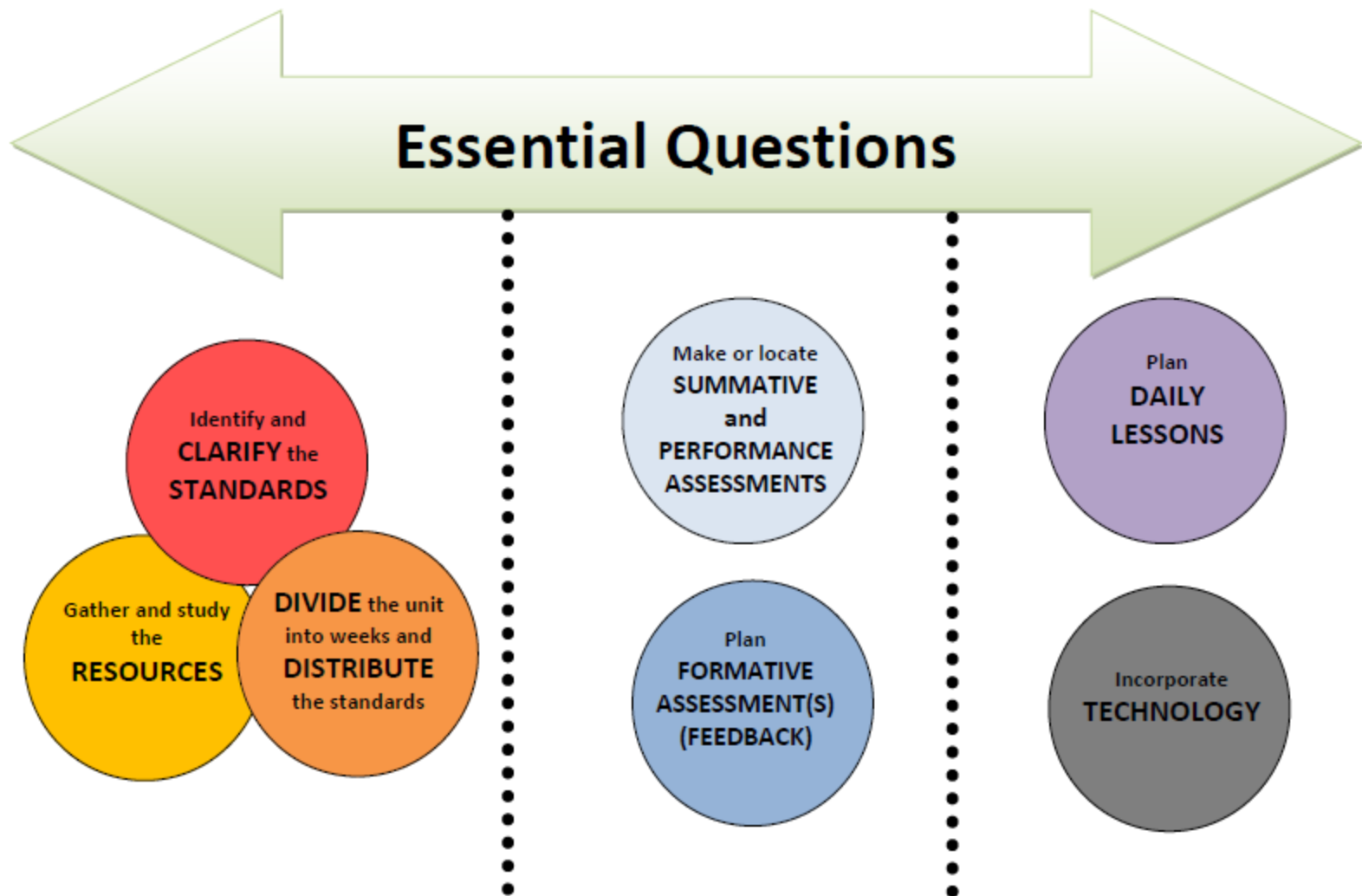
2nd Grade Unit 1

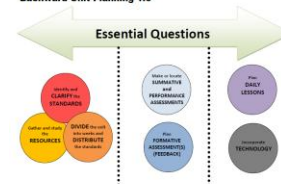


Unit Planning Team-

Deborah Goff (OW), Lori Ness (BV), Jenifer Pastore (BV), Tina Smith (LW),
Kerri Wells (LW), Maribeth Williams (OW)

Backward Unit Planning 1.0





Grade 2: Unit 1 A Season for Chapters

In this first six-week unit of second grade, students focus on the beauty of language—in chapter books, informational texts, and poetry—all related to the four seasons.

Overview

Focusing on the beauty of language in poetry and fiction, students learn poetry terms and the beginnings and endings of stories. In preparation for writing informational text, students complete a research project on a seasonal activity from a region of the United States unlike their own. Enjoying the beauty of the language of music through Vivaldi's *The Four Seasons*, students use their own beautiful language when writing "seasonal" poetry. Students review the roles of authors and illustrators, and read about specific authors and poets. This unit could become a

weather unit or a solar system unit by adding topic-specific titles to the informational texts.

Essential Question

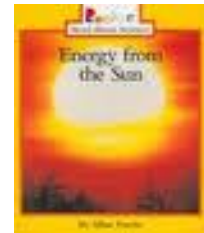
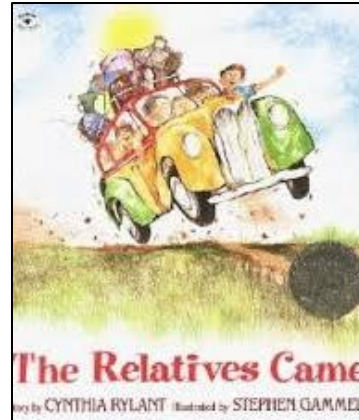
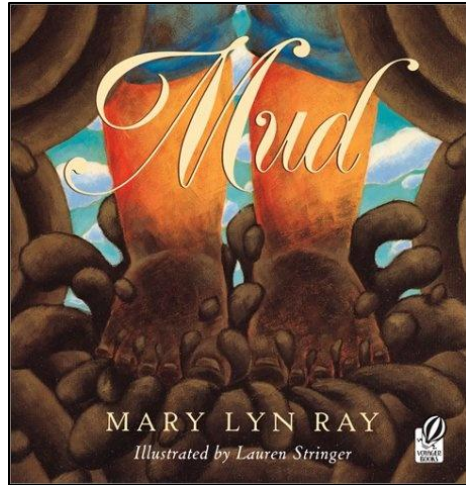


When is language beautiful?

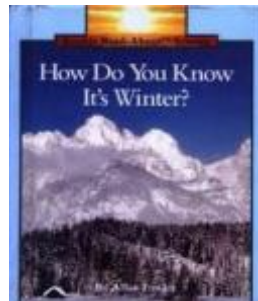
Essential Question

Why is sequence important?

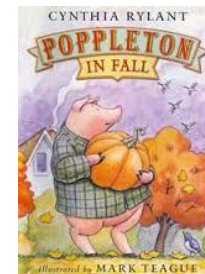
New Texts



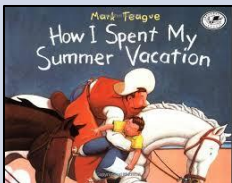





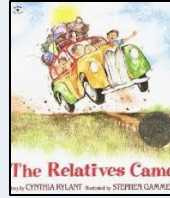
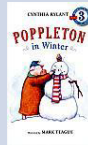

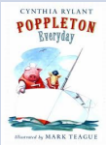
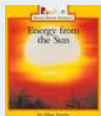





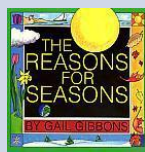
1 copy for sets
3 & 4



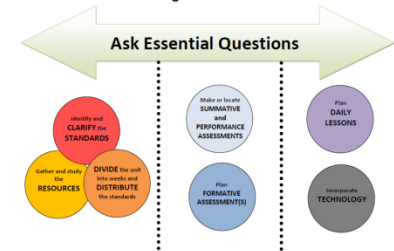
14 copies for sets
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14 copies

Week	Standards	Texts
1	<ul style="list-style-type: none"> •Describe the overall structure of a story (RL.2.5) •Describe how words supply rhythm and meaning (RL.2.4) •Write to recount (W.2.3) 	 
2	<ul style="list-style-type: none"> •Ask and answer questions (RL.2.1) •Describe the overall structure of a story (RL.2.5) •Describe how words supply rhythm and meaning (RL.2.4) •Write to recount (W.2.3) 	    
3	<ul style="list-style-type: none"> •Ask and answer questions (RL.2.1) •Describe the overall structure of a story (RL.2.5) •Write to recount (W.2.3) 	  
4	<ul style="list-style-type: none"> •Ask and answer question (RI.2.1) •Identify the main topic (RI.2.2) •Participate in shared research (W.2.7) •Recall information (W.2.8) 	     
5	<ul style="list-style-type: none"> •Ask and answer question (RI.2.1) •Identify the main topic (RI.2.2) •Participate in shared research (W.2.7) •Recall information (W.2.8) 	
6	<ul style="list-style-type: none"> •Write to state an opinion (W.2.1) 	Texts from weeks 4 & 5

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DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Week	Standards	Essential Questions
1	<ul style="list-style-type: none"> •Ask and answer questions (RL.2.1) •Describe the overall structure of a story (RL.2.5) •Describe how words supply rhythm and meaning (RL.2.4) •Write to recount (W.2.3) 	
2	<ul style="list-style-type: none"> •Ask and answer questions (RL.2.1) •Describe the overall structure of a story (RL.2.5) •Describe how words supply rhythm and meaning (RL.2.4) •Write to recount (W.2.3) 	
3	<ul style="list-style-type: none"> •Ask and answer questions (RL.2.1) •Describe the overall structure of a story (RL.2.5) •Write to recount (W.2.3) 	Why is sequence important?
4	<ul style="list-style-type: none"> •Ask and answer questions (RI.2.1) •Identify the main topic (RI.2.2) •Participate in shared research (W.2.7) •Recall information (W.2.8) 	
5	<ul style="list-style-type: none"> •Ask and answer questions (RI.2.1) •Identify the main topic (RI.2.2) •Participate in shared research (W.2.7) •Recall information (W.2.8) 	Why is sequence important?
6	<ul style="list-style-type: none"> •Write to state an opinion (W.2.1) 	

Backward Unit Planning 1.0

