

Unit Topic: Unit 1

Content: Reading

Grade: 2nd Grade

Date: _____

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| S E Q U E N C E | <p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core</p> | <p>Weekly Stories</p> | <p>Vocabulary/ Vocab. Activity Activities Activities II</p> | <p>Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)</p> | <p>Literacy/ Reading in the Content Literacy Ideas</p> | <p>Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas</p> | <p>Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/ Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5</p> | <p>Technology 50 Ideas Resources- Text, sites,...</p> |
| A L L D A Y S | <p>RL 2.1 Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. How does asking and answering questions help you understand a text?</p> | <p>All stories: Use Higher Order Thinking (HOT) question stems before, during, and after reading.</p> | | | | <p>Summative: Common Assessment</p> | <p>T- During reading, check students comprehension by asking various leveled questions and holding student-led discussions. S- Begin with lower level questions and build up to higher level questions. G- Ask students to generate their own HOT questions and hold discussions with their classmates.</p> | <p>Question Stems: http://commoncoreinstitute.org/materials/acchat1resources.pdf Question Stems by Standard: http://www.tcoe.org/ERS/CCSS/ELA/Templates_02.pdf</p> |
| W E E K 1 | <p>RL 2.1 Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> | <p>Common Core Coach Book: Lesson 6</p> | <p>answer, demonstrate, key detail, understanding, text, details, information</p> | <p>Close Reading Strategies: Reading for meaning, highlighting/underlining (included in Coach Book Pack)</p> | <p>Students will participate in various reading of the text selections (choral, echo, independent) based on their reading ability.</p> | <p>Formative Assessment: Page 55 of Coach Book pack (possibly given on Friday)</p> | <p>T- Students will read and work through the packet with guidance from the teacher. Students will ask and answer text questions based on prompts in the Coach Book S: Students will listen to the teacher</p> | <p>padlet.com *Use padlet discussion with computers or ipads to allow students to ask and answer text questions.</p> |

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| | | | | | | | read the text first before reading the text independently. G- Students may choose to work independently to complete the pack. | |
| W E E K 1 | RL 2.1 Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. | SF 1.1 Iris and Walter | question, key detail | T-Chart Questions: After reading or listening to Iris and Walter, students generate their own questions about the text and answer their questions in a T-Chart format. | Students may listen to the text read aloud to them, buddy read, or independently read Iris and Walter | Formative Assessment: Exit Slip- Students will generate one question that can be answered by referring back to the text. | T- Students will generate questions and answers in a T-Chart after reading Iris and Walter. S- Students are given several questions in their T-Chart and generate correct answers to those questions. G- Students will generate questions that require the use of inference skills to answer. | padlet.com *Use padlet discussion with computers or ipads to allow students to ask and answer text questions. |
| W E E K 1 | RL 2.3 Describe how characters in a story respond to major events and challenges. | SF 1.1 Iris and Walter | character, respond, major event, minor event, challenge, describe, sequence | Cause-Effect Contraption: Students choose and illustrate two events from the text and then illustrate and describe how the character responds to the event. | Students may buddy read the text a second time, reading with a new meaning: finding two main events and identifying how characters responded. | Formative Assessment: Cause-Effect Contraption Formative Assessment: Selection Test | T- Students will re-read the text and identify and illustrate two events and describe how the characters responded to the events. S- Students will listen to the text being read again and identify main events and responses in a small group. G- Students will re- | Brain Pop Jr.- Rural and Urban http://www.brainpopjr.com/socialstudies/communities/ruralsuburbanandurban/preview.weml |

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| | | | | | | | read the text and identify and illustrate two events and describe how the characters responded in writing. | |
| W E E K S 1 A N D 2 | <p>L.2.1f Produce, expand, and rearrange complete <u>simple</u> and compound sentences.</p> <p>Why is it important to write in complete sentences?</p> | <p>Language Notebook Resources: "Recipe for Complete Sentences" "Cooking Up a Sentence" (Language Notebook)</p> <p>For practice, use Common Core Language Resources pages 36-40</p> | <p>simple sentence, compound sentence, complete, subject, verb, capitalization, punctuation</p> | <p>Language Notebooks: Students glue-in language resources and discuss with teacher guidance what makes a complete sentence. The teacher will model correct and incorrect sentences and guide students to create their own sentences.</p> | <p>Students will write, share, and compare simple sentences. *Students will make corrections and changes immediately if needed.*</p> | <p>Formative Assessment: Teacher will check Language Notebooks.</p> | <p>T- Students will discuss and observe the teacher creating simple sentences before writing their own sentences. Students will make changes immediately if needed. S- Students will decide if sentences are complete or incomplete and write a sentence when given a subject and a verb. G-Students will complete more complex sentences, including when, where, and how details.</p> | <p>Changing Fragments into Sentences Game: http://www.teacherspayteachers.com/Product/Flip-Flop-Fragments-Changing-Fragments-into-Sentences-695946</p> |
| W E E K S 1 A N D | <p>L.2.1f Produce, expand, and rearrange complete simple and <u>compound</u> sentences.</p> | <p>Language Notebook Resources: "Recipe for Complete Sentences" "Cooking Up a Sentence" (Language Notebook)</p> | <p>simple sentence, compound sentence, complete, subject, verb, capitalization, punctuation</p> | <p>Language Notebooks: Students glue-in language resources and discuss with teacher guidance what makes a compound sentence. The teacher will model</p> | <p>Students will write, share, and compare compound sentences. *Students will make corrections and changes immediately if needed.*</p> | <p>Formative Assessment: Teacher will check Language Notebooks.</p> | <p>T- Students will discuss and observe the teacher creating compound sentences before writing their own sentences. Students will make changes immediately if needed. S- Students will</p> | <p>Simple and Compound SMART Exchange Lesson http://exchange.smarttech.com/details.html?id=e828d092-bd4b-4869-950d-fb9e44522f71</p> |

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| 2 | | For practice, use Common Core Language Resources pages 41-46 | | correct and incorrect sentences and guide students to create their own compound sentences. | | | decide if sentences are simple or compound and write a compound sentence when given two simple sentences. G-Students will complete more complex sentences, including when, where, and how details. | Complete Sentence Song: https://www.youtube.com/watch?v=MJ-K9S3GaYA |
| W E E K 1 | RL 2.1 Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. | Jitters- Part I | jitters, nervous, sloth, piercing, hesitantly, engage | Close Reading Strategies- Make annotations during reading | Students may read independently, listen to the teacher read, or buddy read the page-long selection, "Jitters-Part I." | Formative Assessment: Accompanying Question Page | T- Students will read and annotate the short text, Jitters-Part I, and ask and answer text dependent questions. S- Students will listen to the text being read and make annotations and ask and answer questions as a small group. G- Students will read and annotate the short text and develop their own text dependent questions and exchange with a partner to answer. | LearnZillion Online Lesson: https://learnzillion.com/lessons/2110-understand-a-characters-personality-traits |
| W E E K | RL 2.3 Describe how characters in a story respond to major events and challenges. | Common Core Coach Book Lesson 9 | Character, event, challenge, respond, support, problem | Close Reading Strategies: Reading for meaning, highlighting/underlining (included in | Students will participate in various reading of the text selections (choral, echo, independent, buddy) based on their | Formative Assessment: Common Core Coach Book pages 80-82. (Possibly given on Friday) | T- Students will read and work through the packet with guidance from the teacher. Students will ask | Character Scrapbook- Students use images and write descriptions of how characters respond to events in a story. |

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| 2 | | | | Coach Book Pack) | reading ability. | | and answer text questions based on prompts in the Coach Book S: Students will listen to the teacher read the text first before reading the text independently. G- Students may choose to work independently to complete the pack. | http://teacher.scholastic.com/activities/scrapbook/ |
| WEEK 2 | RL 2.1 Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. | SF 1.3: Henry and Mudge | character, respond, major event, challenge | Thoughtful Ed: Graffiti Activity After reading Henry and Mudge, students will develop a questions about the text. The teacher will choose various student-developed questions as well as teacher-developed questions for the graffiti questions. | Students will participate in various readings of Henry and Mudge (choral, echo, independent, buddy) based on their reading ability. | Formative Assessment: Selection Test | T-Students will read/listen to Henry and Mudge, develop text questions, and respond to a variety of graffiti questions. S- Students will be guided to answer lower level questions first and build up to higher level questions. G- Students will be challenged to develop and answer higher level text questions. | Accelerated Reader Tests |
| WEEK 2 | RL 2.3 Describe how characters in a story respond to major events and challenges. | SF 1.3: Henry and Mudge | character, event, challenge, respond, support, problem | Thoughtful Ed: Etch-a-Sketch Activity Student will re-read Henry and Mudge with a new purpose: identifying main events and how the character | Students will read Henry and Mudge, illustrate, and write about main events and character responses. | Formative Assessment: Etch-a-Sketch and Selection Test | T- Students will read Henry and Mudge and illustrate main events and how the characters respond using an Etch-a-Sketch template. S- Students will be given 3 main events to illustrate and | Brain Pop Jr.- Character http://www.brainpopjr.com/readingandwriting/storyelements/character/preview.weml |

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| | | | | responds to those events. Students will illustrate 3 events and how the character responds to them. Students will share their events and character responses with others. | | | identify how the character responds. G- Students will translate their illustrations into writing. | |
| W E E K 2 | RL 2.3 Describe how characters in a story respond to major events and challenges. | Jitters- Part II | character, event, challenge, respond, support, problem | Close Read Strategies: Reading for Meaning Annotations | Students will read Jitters-Part II and make annotations. Students will discuss their annotations in a text-talk circle and complete questions based on standard RL2.3. | Formative Assessment: Questions accompanying Jitters- Part II | T- Students will read Jitters-Part II, make annotations, and answer text questions. S- Students will echo/choral read Jitters-Part II, make annotations and answer questions as a small group. G- Students will read Jitters—Part II, annotate, answer questions. Students will also guide small group discussion about character responses. | Trading Card Creator: Students create trading cards based on characters they have read about. http://www.readwrite-think.org/classroom-resources/student-interactives/trading-card-creator-30056.html |
| W E E K 3 | RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>How does the</i> | Common Core Coach Book- Lesson 21 | illustrations, digital text, characters, setting, plot, detail | Close Reading Strategies: highlighting text, underlining text as guided in Coach Book | Students will read and respond to questions in the Coach Book. The lesson will provide opportunities for both guided and independent practice. | Formative Assessment: page 210-212 Common Core Coach Book | | Brain Pop Jr: Inferences http://www.brainpopjr.com/readingandwriting/comprehension/makeinferences/preview.weml |

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| | <i>author's choice of pictures impact your reading?</i> | | | | | | | |
| W E E K 3 | RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | SF 2.1: Tara and Tiree | illustrations, digital text, demonstrate understanding, characters, setting, plot | Sequencing Strips and Frames (Laura Candler) pg. 65-68 | Students will read Tara and Tiree in a variety of ways—small group, buddy read, independently, choral/echo—and create illustrations that show a deeper understanding of main events from the story. | Formative: Sequence Strips and Frames Summative: Selection Test, Unit Test | T- Students will read the story with a partner and work with the teacher in small group to illustrate main events. The teacher will guide students to use specific words and phrases to give their illustrations detail. S- Students will listen to the story. The teacher will point out specific main events for students to illustrate. G- Students will read the story independently or with a buddy. The teacher will guide students toward specific words or phrases in the text to influence students' illustrations. Students will finish independently. | LearnZillion Online Lesson- (focuses on setting) https://learnzillion.com/lessons/2087-analyze-the-effect-of-setting-on-a-story |

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| <p>W E E K 3</p> | <p>RL2.7 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>Close Reading Text: Friends</p> | <p>illustrate, characters, setting, plot</p> | <p>Close Reading Strategies- Students will annotate literature as they read.</p> <p>Sketch-to-Stretch Thoughtful Ed Activity</p> | <p>Students will read and annotate a short, fictional text. Students will discuss the text in a text-talk circle. After discussion, students will re-read the close read passage and create illustrations that align with the text. The teacher will guide students to make connections between key words in the text and illustrations.</p> | <p>Formative Assessment: Sketch-to-Stretch Illustrations</p> | <p>T- Students will create illustrations that will help readers understand the close read passage by using key words in the text. S- Students will be given a sentence or excerpt from the text and be asked to illustrate accordingly. G- Students will be given the opportunity to change a section of the story (re-write and beginning, middle, or end) and illustrate accordingly.</p> | <p>Story Element Recipe Interactive Lesson</p> <p>http://learner.org/interactives/story/index.html</p> |
| <p>W E E K 3</p> | <p>RL2.7 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>Pigeons- Pixar Short Films</p> <p>https://www.youtube.com/watch?v=0lIIVFBbNw</p> | <p>illustrate, character, setting, plot</p> | <p>Story Map Variations (Laura Candler)</p> | <p>Students will watch the short video with no words or text and write the summary of the plot. During the video, the teacher will pause at certain spots and discuss with students the characters, setting, character's feelings and facial expressions, and plot.</p> | <p>Formative Assessment: Story Map Variation Organizers</p> | <p>T- Students will watch the video and complete the Beginning, Middle, End Organizer independently. S- Students will watch the video and complete the BME organizer. The teacher will prompt students by showing them images of the video to help them generate ideas to write. G- Students will complete the beginning, middle,</p> | <p>https://www.youtube.com/watch?v=0lIIVFBbNw</p> |

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| | | | | | | | climax, conclusion organizer independently. The teacher will hold a brief mini lesson with these students about climax and resolution. | |
| W E E K 3 | L.2.2a Use correct capitalization in writing, including holidays, product names, and geographic names. | Language Notebook Resources: Capitalization Rules Common Core Language Mini-Lesson 7 For Practice, use Common Core Language Resources pages 49-55 | capitalize, holiday, product name, geographic name, proper noun | Thoughtful Ed Strategy: Get One, Give One Students will create their own correctly-written sentence and share with others at their table. Once tables have shared, each table group will be asked to choose or create an outstanding sentence with correct capitalization. Students will share with the class. | The teacher will use Mini Lesson 7 to provide students with explicit modeling and guided practice. Students will paste in the capitalization portion of Language Notebooks and brainstorm with the teacher correct examples to use. | Formative Assessment: Capitalize It! | T- Students will contribute to discussion and whole/small group mini lessons and create their own sentences. S- Students will determine if example sentences are correct or incorrect. G- Students will be encouraged to write detailed sentences including where, when, why, and how details. | Brain Pop Jr.- Capital and Lower Case http://www.brainpopjr.com/readingandwriting/sentence/capitalandlowercase/preview.weml |
| W E E K 4 | RL 2.1 Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. | SF 2.2- Ronald Morgan | | Strategies that Work: Question Webs to Expand Thinking (page 121) | Students will read Ronald Morgan (differentiate accordingly) and be presented with teacher-generated question. Students will use a question web to answer their question and provide specific text-related evidence of their answer. The teacher may way to | Formative Assessment: Question Web Responses Selection Test | T- Students will use a question web to answer a given question and provide evidence to support their answer. S- Students will use a question web in small group to answer a given question and provide evidence. | |

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| | | | | | <p>use a mini lesson on the types of questions prior to this lesson (lesson plan idea included).</p> <p>*Students may work independently, in pairs, or small groups upon teacher discretion.</p> | | <p>Students may start with lower-level questions and work their way toward higher-level questions.</p> <p>G- Students will use a question web to answer a HOT question and provide evidence of their answer. Students will use their web to write a paragraph including their answer and evidence.</p> | |
| W E E K 4 | <p>RL 2.3 Describe how characters in a story respond to major events and challenges.</p> | SF 2.2- Ronald Morgan | | <p>Character Feelings Flow Map (Laura Candler pgs. 132-133)</p> | <p>Students will read Ronald Morgan (differentiate accordingly) and identify Ronald's feelings throughout the text. Students will write to identify his feelings in the beginning, middle, and end of the story. Encourage students to use rich vocabulary words to describe feelings.</p> <p>For Further practice, students will choose a book of their own to identify character's feelings.</p> | <p>Formative Assessment: Character Feelings Flow Map</p> | <p>T- Students will identify Ronald Morgan's feelings in the story and write an explanation.</p> <p>S- Students will identify Ronald Morgan's feelings in the story and tell their explanation.</p> <p>G- Students will identify Ronald Morgan's feelings throughout the story and write an explanation. Students will have the opportunity to retell a section of the story, (BME) and determine how it would change Ronald's feelings.</p> | |

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| W E E K 4 | 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. | SF 2.2- Ronald Morgan | illustrations, character, setting, plot | Strategies that Work: Visualizing from a Vivid Piece of Text | Students will listen to an excerpt being read and illustrate as they listen. (Journal Entry) Students will identify words that stood out to them and gave them clues as to what to draw. | Formative Assessment: Journal Entry | T- Students will illustrate using important and vivid words and phrases from a read aloud. S-Students will be prompted to draw what they see in their minds at specific points during the read aloud. G- Students will create their own vivid description of their favorite place after the initial activity. | Brain Pop Jr.- Sequencing http://www.brainpopjr.com/readingandwriting/comprehension/sequence/preview.weml |
| W E E K 4 | L.2.1f Produce, expand, and rearrange complete <i>simple</i> and compound sentences. | The Sentence Recipe mini-book | sentence, subject, predicate, simple, complete, | | Students will read (differentiate accordingly) The Sentence Recipe mini book and create their own sentences with complete subjects and predicates. | Formative Assessment: Show What You Know page in mini book | | Subject and Predicate School House Rock https://www.youtube.com/watch?v=fdUXxdmhlsw |
| W E E K 5 | RL 2.3 Describe how characters in a story respond to major events and challenges. | Crazy Hair Day- by Barney Saltzberg https://www.youtube.com/watch?v=Ckm1c5N9EoM | character, event, challenge, respond, support, problem | FCRR Graphic Organizers: Character Consideration | Students will listen to and discuss Crazy Hair Day. The teacher will differentiate the graphic organizers accordingly. Students will work to determine how the main character responds to a challenge. | Formative Assessment: Character Consideration Organizer | T- Students will watch the digital read aloud and use Graphic Organizer 1 to identify how the character responds to a challenge. S- Students will use Graphic Organizer 3 to identify how the character responds to a challenge. G- Students will use Graphic Organizer 4 to identify how the | FCRR- Character Consideration http://www.fcrr.org/studentactivities/c_001c.pdf |

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| | | | | | | | character responds to a challenge. | |
| W E E K 5 | RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | <i>Tight Times</i> by Barbara Shook Hazen Read-Aloud: https://www.youtube.com/watch?v=JA1sKgZ0vas | illustrations, character, setting, plot | Strategies that Work: Inferring from the Cover and Illustrations as Well as the Text Use Sample Lesson on page 140 | Students will listen to <i>Tight Times</i> being read aloud, using the illustrations to infer how the boy feels throughout the story. | Formative Assessment: Two Column Journal Entry (page number or illustration /inference) | T- Students will listen to <i>Tight Times</i> being read aloud and discuss how the illustrations help the reader understand the story. Students will create a two-column journal entry listing the page number or the illustration and their inference. S- Students will be shown specific illustrations from the text and be asked to identify the boys' feelings based on the illustrations. G- Students will create new illustrations to go along with the text and explain how their illustration would help readers understand the story. | Tight Times Discussion Questions: http://books.google.com/books?id=uVY8f4-urVMC&lpg=PA201&ots=A0vKa8NBoA&dq=tight%20times%20read%20aloud&pg=PA201#v=onepage&q=tight%20times%20read%20aloud&f=false |

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| W E E K 5 | L.2.1f Produce, expand, and rearrange complete <i>simple</i> and compound sentences. | Compound Sentence Activity Pack | sentence, subject, predicate, simple, complete, | Thoughtful Ed: Sorting and Categorizing | Students will work in pairs or small groups to read simple sentence and combine them using and, but, or or. | Formative Assessment: Recording Sheet | T- Students work in small groups or pairs to combine simple sentences in order to create compound sentences. S- Students will work in a teacher group. G- Students will add additional simple sentence strips to be used by their classmates. | Compound Sentence Game: http://www.teacherspayteachers.com/Product/Compound-Sentences-using-commas-and-conjunctions-1284645 |
| W E E K 5 | L.2.2a Use correct capitalization in writing, including holidays, product names, and geographic names. | Uppercase Idol mini book | capitalize, proper noun, pronoun I, brand, holiday | | Students will read (differentiate accordingly) Uppercase Idol mini book and identify words that should be capitalized in sentences. | Formative Assessment: Show What You Know page in mini book | | Magic Capitals Interactive Lesson http://www.sheppardsoftware.com/grammar/capitalization.htm |
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