

# Grade 2 Unit 2 Working Together

Content Area: **Language Arts**  
Course(s):  
Time Period: **Generic Time Period**  
Length: **November 13-January 26**  
Status: **Published**

## **Stage 1: Desired Results**

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Students will be able to independently use their learning to

## **Established Goals**

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Reading:

read fiction and nonfiction text

use strategies to decode unfamiliar words

apply self monitoring and fix-it strategies while reading

identify characters, setting, main idea, details and problem/solutions in stories, sequence, predicting

write short answer responses in complete sentences

Guided Reading:

- By the end of Unit 2 students should be reading at Fountas & Pinnell levels K to meet end of year expectations.
- By the end of 2nd grade students should be reading at Fountas & Pinnell levels M/N to meet end of year expectation.

Writing Workshop:

Improving Narrative Writing

- Bend II Noticing Author's Craft: Studying Imagery, Tension, and Literary Language in Owl Moon
- Bend III Study Your Own Authors

Lab Reports and Science Books

- Bend I Writing as Scientists Do

## Foundational Skills: (Foundations)

### Unit 5

- Reading and spelling two-syllable words
- Review syllable concept in multisyllabic words
- Compound words
- Syllable division rules for dividing between closed syllables
- Procedure for spelling words with more than one syllable
- Spelling of ic at the end of multisyllabic words
- New suffixes: -ful, -ment, -ness, -less, -able, -en, -ish
- Prefixes: mis, un, non, dis, and trans
- au and aw
- Trick Words: against, knew, know, always, often, once

### Unit 6

- Review vowel-consonant-e syllables
- s - /s/ and /z/
- Spelling option procedure
- Two-syllable words with closed and vowel-consonant-e syllables
- Compound words
- Vowel-consonant-e exception (-ive)
- Suffix (-ive)
- Trick Words: only, house, move, right, place, together

### Unit 7

- Open syllable type
- y as a vowel
- Combining open syllables with closed and vowel-consonant-e syllables

- Additional syllable division rules
- y, ly, ty suffixes
- Trick Words: eight, large, change, city, every, family, night, carry, something

#### Unit 8

- R-controlled syllable type
- Sounds of ar an dor
- Combining r-controlled syllables with other syllable types
- Trick Words: world, answer, different

#### Unit 9

- Sound of er, ir, and ur
- spelling option procedure for /er/ sound
- Combining r-controlled syllables with er, ir, and ur with other syllable types
- Trick words: picture, learn, earth, father, brother, mother

#### Language:

##### Dictionary Skills

use capital letters and ending punctuation

use nouns and pronouns

use adjectives

#### Cross-Curricular Connections:

Students will work together to recreate the original Thanksgiving

Students will read nonfiction texts and compare/contrast material as they work together in teams

## Standards & Indicators

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LA.2.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
TECH.8.1.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.2.2.B	Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
LA.2.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.
LA.2.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.2.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.2.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.2.L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.2.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.2.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.2.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
LA.2.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.2.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.2.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.2.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.2.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.2.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.
LA.2.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.2.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.2.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

LA.2.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.2.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.2.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.2.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.2.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.

## **Central Ideas/Enduring Understandings**

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- Effective readers are fluent and apply a variety of strategies and skills to demonstrate understanding of details in texts
- Narrative writing includes telling a story with a beginning, middle and end
- Informational writing gives facts and details about a topic

## **Essential/Guiding Questions**

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How does an informational story differ from a narrative story?

What can we do when we don't know a word when we are reading?

## **Content - Students will know...**

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Key Vocabulary Terms: genre, fiction, nonfiction, informational text, author's purpose, main idea, characters, setting, plot, fantasy, realism, expository, problem, solution, sequence of events

structure of a story

short and long vowels

complete sentence structure

### **Skills - Students will be skilled at...**

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- Telling who and what in a story
- Identifying vocabulary in context
- Main idea and details
- Describing characters
- Writing how to solve a problem
- Short and long vowels

### **Stage 2: Assessment Evidence**

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#### **Performance Task(s)**

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Students will give an oral presentation about Thanksgiving.

#### **Other Evidence**

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Unit 2 Assessment

Quizzes and Tests

Fresh reads

F & P Assessments

MAP subtests

End of Unit Foundations Dictation

## **Stage 3: Learning Plan**

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### **Learning Opportunities/Strategies**

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Essential Question: How can we work together as a team?

Hook: Use teamwork to introduce new theme. Do a team building activity...ie. compliment peers,

Mini lessons for foundational skills topics & comprehension skills

Activities: Differentiated Guided Reading Groups using leveled readers, writing conferences for editing and revising

Small group center activities for foundational skills, comprehension, science and social studies concepts infusing technology and manipulatives as often as possible

Partner read with microphones, retell what they read to each other, practice asking tiered questions (text to text) (text to self) (text to world) - provide samples on cards for students to ask each other

Written responses to comprehension questions on graphic organizers in complete sentences

Use sticky notes to jot thoughts down as they read or as they think of a question they would like to ask about text....or to edit their written work

Word Wall Words for high frequency sight words as well as academic vocabulary

Cooperative Learning activities/Think Pair Share/Interviews/QARs/Book Talks/If...Then/etc.

Closure: Exit tickets, Reading and Writing conference slips/checklists/peer and individual rubrics/etc. that allow

students to self evaluate what they have learned in journals

Open ended responses, rubrics, and peer rubrics

## **Resources**

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Lucy Calkins: Lab Reports and Science Books

Lucy Calkins: Improving Narrative Writing

Foundations Level 2

Scott Foresman 2008 Reading Street materials including My Sidewalks and ELL books

- Tara and Tiree (F), Rescue Dogs (I); Ronald Morgan Goes to Bat (F); Space Ball (poem); Turtle's Race with Beaver (Folktale), The Secret Life of Ponds (I); A Turkey for Thanksgiving (F), Thanksgiving USA (website)

Time for Kids and Scholastic News

Reading Eggs - computer program

Supplemental Chapter Books from school library and book closet

Brain Pop Jr.

F & P leveled readers

teacher websites

fluency probes