

Grade 2 • Unit 1 | Identity: What's the Message? | Essential Question: How can stories and poems reflect our experiences?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonemic Awareness/ Phonics/Spelling/ Word Structure/Handwriting	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Stories Reflect Our Lives"</p> <p>Focus Question: How can stories teach us about ourselves?</p> <p>Video</p> <p>Collaborative Conversations Skill: Build on Others' Talk</p>	<p>Read Aloud: "Two Writers Inspired by Real Life"</p> <p>Focus Question: How were two authors inspired to write stories?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategies: Reread; Make Inferences</p> <p>Lexile: 710L</p> <p>Directed Text: "I'm a Little Brother, Too"</p> <p>Focus Question: What does Yue learn about being a little brother?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Sequence (Beginning, Middle, End)</p> <p>Lexile: 500L</p> <p>Central Text: <i>I Can Help</i></p> <p>Focus Question: What does Zahra learn from the way she acts toward a friend?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Sequence (Beginning, Middle, End)</p> <p>Reread: Point of View; Central Message</p> <p>Lexile: 500L</p> <p>Companion Text: "Skye and Gus"</p> <p>Focus Question: How can we learn from two animal friends in a fantasy story?</p> <p>Genre: Fantasy</p> <p>Structure/Elements: Problem and Solution</p> <p>Reread: Character Traits</p> <p>Lexile: 490L</p> <p>Fluency:</p>	<p>Concept Words:</p> <p>reflect experiences decision traits respectful courage</p> <p>Target Words:</p> <p>generous recognize stamped focus chance proud skilled concerned fretted fluttered</p> <p>Word Solving: Compound Words</p>	<p>Phonics:</p> <p>Lessons 1-4: short vowels and /z/ spelled s</p> <p>Lesson 5: Review short vowels and /z/ spelled s</p> <p>Spelling</p> <p>Lesson 1: map, wet, pop, his, men, fan, duck, neck</p> <p>Lesson 3: dig, pan, big, hut, lid, hop, has, lot</p> <p>Handwriting</p> <p>Phonemic Awareness</p> <p>Lesson 1: Blend phonemes Aa, li</p> <p>Lesson 3: Identify phonemes Oo, Ee</p> <p>Word Structure</p> <p>Lessons 3-4: Compound Words</p>	<p>Lesson 1:</p> <p>the (♥: th, e) was (♥: a) of (♥: o, f) to (♥: o) do (♥: o)</p> <p>Lesson 2:</p> <p>you (♥: ou) said (♥: ai) are (♥: are) were (♥: ere) they (♥: th, ey)</p>	<p>Title: "Is It a Bug?" Genre: Fiction</p> <p>Title: "Val Has a Pen Pal" Genre: Fiction</p> <p>Title: "A Pet Cat" Genre: Nonfiction</p> <p>Title: "Get Set!" Genre: Nonfiction</p>	<p>Writing Skill: Clearly Communicate: Identify Statements and Questions</p> <p>Grammar & Mechanics: complete sentences and capitalization and end punctuation</p>		<p>Our Experiences</p> <p>Final Product Options: Option 1: Write a story Option 2: Write a poem</p>
Week 2				<p>Phonics:</p> <p>Lessons 6-9: consonant blends</p> <p>Lesson 10: Review consonant blends</p> <p>Spelling</p> <p>Lesson 6: flag, nest, pink, still, truck, dot, mix, hilltop</p> <p>Lesson 8: glad, mask, snack, plug, twig, cot, bell, cobweb</p> <p>Handwriting</p> <p>Phonemic Awareness</p> <p>Lesson 6: Segment phonemes Uu, Ss</p> <p>Lesson 8: Blend phonemes Ll, Mm</p> <p>Word Structure</p> <p>Lessons 8-9: Closed Syllables</p>	<p>Lesson 6:</p> <p>done (♥: o, e) your (♥: ou) who (♥: w, o) into (♥: o) from (♥: o)</p> <p>Lesson 7:</p> <p>some (♥: o, e) come (♥: o, e) what (♥: h,a) there (♥: th, e, e) where (♥: h, e, e)</p>	<p>Title: "The Best Nest" Genre: Fiction</p> <p>Title: "The Plant" Genre: Fiction</p> <p>Title: "What Is the Best Plan?" Genre: Nonfiction</p> <p>Title: "In the Band" Genre: Nonfiction</p>	<p>Writing Skill: Clearly Communicate: Identify Commands, Exclamations, and Interjections</p> <p>Grammar & Mechanics: capitalization a end punctuation</p>		

Grade 2 • Unit 1 | Identity: What's the Message? | Essential Question: How can stories and poems reflect our experiences?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure/Handwriting	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "The Power of Poetry"</p> <p>Focus Question: How can poetry help us show our feelings?</p> <p>Video</p> <p>Collaborative Conversations</p> <p>Skill: Take Turns Speaking</p>	<p>Read Aloud: "Isn't Poetry All the Same"</p> <p>Focus Question: How can poems help us think about things in a new way?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategies: Retell; Reread</p> <p>Lexile: 800L</p> <p>Directed Text:</p> <ul style="list-style-type: none">- "How to Build a Poem"- "Surprise"- "What Poems Are" <p>Focus Question: What can we discover in a poem?</p> <p>Genre: Poetry</p> <p>Elements: rhyme, rhythm, free verse, lines, repetition, stanza</p> <p>Lexile: NP</p> <p>Central Text:</p> <ul style="list-style-type: none">- "Who Am I?"- "Feelings"- "Something I Did"- "Too Shy" <p>Focus Question: How can poems help us identify our feelings?</p>	<p>Concept Words:</p> <p>communicate express emotion imagery</p> <p>Target Words:</p> <p>piece carefree fresh cranky wisp shaky</p> <p>Word Solving:</p> <p>Context Clues (Synonyms)</p>	<p>Phonics:</p> <p>Lessons 11-12: digraphs ch, th, sh, wh</p> <p>Lessons 13-14: digraphs ph, ng, and trigraph -tch</p> <p>Lesson 15: Review Digraphs ch, th, sh, wh, ph, ng and trigraph -tch</p> <p>Spelling</p> <p>Lesson 11: bathtub, when, shut, chin, this, lot, snap, napkin</p> <p>Lesson 13: dolphin, bring, graph, catch, stung, clasp, that, basket</p> <p>Handwriting</p> <p>Phonemic Awareness:</p> <p>Lesson 11: Segment phonemes Tt, Hh</p> <p>Lesson 13: Identify phonemes Pp, Gg</p> <p>Word Structure</p> <p>Lessons 13-14: Inflectional Endings -s: Plural nouns and verbs (and base words; no spelling change)</p>	<p>Lesson 11:</p> <p>live (♥: e) give (♥: e) have (♥: e) been (♥: ee) word (♥: or)</p> <p>Lesson 12:</p> <p>once (♥: o, e) one (♥: o, e) two (♥: wo) four (♥: ou) their (♥: ei)</p>	<p>Title: "Which Lunch Is Best?"</p> <p>Genre: Nonfiction</p> <p>Title: "Check in a Text"</p> <p>Genre: Nonfiction</p> <p>Title: "Steph and Phil Are Champs"</p> <p>Genre: Fiction</p> <p>Title: "In Class with Mitch"</p> <p>Genre: Fiction</p>	<p>Writing Skill: Clearly Communicate: Identify Subjects and Correct Fragments</p> <p>Grammar & Mechanics: subject; end punctuation</p>	n/a	<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p>
Week 4		<p>Genre: Poetry</p> <p>Elements: stanza, lines, rhythm, rhyme, repetition, alliteration</p> <p>Reread: Rhyme Scheme; Repitition</p> <p>Lexile: NP</p> <p>Fluency: Accuracy and Rate</p>		<p>Phonics:</p> <p>Lessons 16-20: Review short vowels, /z/ spelled s, consonant blends, digraphs ch, th, sh, wh, ph, ng, and trigraph -tch</p> <p>Spelling</p> <p>Lesson 16: TK</p> <p>Lesson 18: TK</p> <p>Handwriting</p> <p>Phonemic Awareness</p> <p>Lesson 16: Add phonemes Bb, Ff</p> <p>Lesson 18: Delete phonemes Nn, Rr</p> <p>Word Structure</p> <p>Lessons 18-19: Review Compound Words, Closed Syllables, and Inflectional Endings -s: Plural nouns and verbs</p>	<p>Lesson 16:</p> <p>again (♥: a, ai) pretty (♥: e, y) any (♥: a, y) many (♥: a, y) does (♥: oe)</p> <p>Lesson 17:</p> <p>other (♥: o, er) people (♥: eo, e) could (♥: ou, l) would (♥: ou, l) should (♥: ou, l)</p>	<p>Title: "A Black Trunk"</p> <p>Genre: Fiction</p> <p>Title: "Where to Shop"</p> <p>Genre: Nonfiction</p> <p>Title: "Edit This Text"</p> <p>Genre: Nonfiction</p> <p>Title: "Beth and Ralph Sketch"</p> <p>Genre: Fiction</p>	<p>Writing Skill: Clearly Communicate: Identify Predicates and Correct Fragments</p> <p>Grammar & Mechanics: subject as predicate as end punctuation</p>		

Grade 2 • Unit 2 | Civics and Government: Participating in Our Community | Essential Question: How can community members and leaders improve their communities?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonemic Awareness/ Phonics/Spelling/ Word Structure/Handwriting	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Making Changes"</p> <p>Focus Question: Why have laws changed over time?</p> <p>Interactive</p> <p>Collaborative Conversations</p> <p>Skill: Listen Attentively</p>	<p>Read Aloud: "The Life of Dr. Martin Luther King Jr."</p> <p>Focus Question: How did Martin Luther King Jr. inspire people to fight for their rights?</p> <p>Genre: Biography</p> <p>Comprehension Strategy: Reread; Ask and Answer Questions</p> <p>Lexile: 850L</p> <p>Directed Text: "Rosa Parks Takes a Stand"</p> <p>Focus Question: How did the Montgomery Bus Boycott help Black people gain equality?</p> <p>Genre: Narrative Nonfiction</p> <p>Structure/Elements: Sequence</p> <p>Lexile: 680L</p> <p>Central Text: <i>Sit In</i></p> <p>Focus Question: How did a group of students peacefully inspire change to happen?</p> <p>Genre: Narrative Nonfiction</p> <p>Structure: Sequence</p> <p>Reread: Figurative</p> <p>Language: Metaphors; Repetition</p> <p>Lexile: 610L</p> <p>Companion Text: "Fighting for Alaska Natives' Rights"</p> <p>Focus Question: How did Elizabeth Peratrovich help change laws for Alaska Natives?</p> <p>Genre: Biography</p> <p>Structure: Sequence</p> <p>Reread: Author's Purpose</p> <p>Lexile: 760L</p> <p>Fluency: Expression</p>	<p>Concept Words:</p> <p>equality rights government persevere laws peaceful</p> <p>Target Words:</p> <p>patiently refuse motivated opposed leaders Congress native bill inspirational speech</p> <p>Word Solving: Context Clues (Appositives)</p>	<p>Phonics:</p> <p>Lessons 1-2: /ā/ a_e, /ī/ i_e</p> <p>Lessons 3-4: /ō/ o_e</p> <p>Lesson 5: Review /ā/ a_e, /ī/ i_e, /ō/ o_e</p> <p>Spelling</p> <p>Lesson 1: timeline, case, ripe, wade, pine, bake, when, shut</p> <p>Lesson 3: explode, froze, cone, broke, quote, awoke, name, hike</p> <p>Handwriting</p> <p>Phonemic Awareness</p> <p>Lesson 1: Substitute phonemes Dd, Kk</p> <p>Lesson 2: Vv, Ww</p> <p>Word Structure</p> <p>Lessons 3-4: Inflectional endings <i>-ed</i>, <i>-ing</i> (and base words; no spelling change)</p>	<p>Lesson 1:</p> <p>go (♥: o) open (♥: o) kind (♥: i)</p> <p>Lesson 2:</p> <p>near (♥: ea) hear (♥: ea) read (♥: ea)</p>	<p>Title: "Save This Square!"</p> <p>Genre: Nonfiction</p> <p>Title: "A Safe Bike Ride"</p> <p>Genre: Nonfiction</p> <p>Title: "Time to Vote!"</p> <p>Genre: Fiction</p> <p>Title: "Rose and Mom on the Job"</p> <p>Genre: Fiction</p>	<p>Writing Skill: Connect Ideas: Use Compound Subjects and Predicates</p> <p>Grammar & Mechanics: capitalization; end punctuation</p>	<p>Writing Genre: Opinion Essay</p> <p>Writing Prompt: You have read about Rosa Parks and others who worked hard to improve their communities. Write an opinion essay for your school newspaper about something you would like to improve in your school. Give three reasons to support your opinion.</p>	<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p>
Week 2				<p>Phonics:</p> <p>Lessons 6-7: /ū/ u_e, /ē/ e_e</p> <p>Lessons 8-10: Review all silent e long vowels</p> <p>Spelling</p> <p>Lesson 6: confuse, cute, here, these, cube, theme, line, skate</p> <p>Lesson 8: compete, joke, dime, shine, crane, grade, confuse, wishing</p> <p>Handwriting</p> <p>Phonemic Awareness</p> <p>Lesson 6: Delete phonemes Cc, Yy</p> <p>Lesson 8: Add phonemes Jj, Qq</p> <p>Word Structure</p> <p>Lessons 8-9: Inflectional Ending <i>-es</i> (and base words; no spelling change)</p>	<p>Lesson 6:</p> <p>means (♥: ea) both (♥: o) told (♥: o)</p> <p>Lesson 7:</p> <p>begin (♥: e) even (♥: e) clean (♥: ea)</p>	<p>Title: "Eve and Sam"</p> <p>Genre: Fiction</p> <p>Title: "Steve Makes Cute Beds"</p> <p>Genre: Fiction</p> <p>Title: "These People Help"</p> <p>Genre: Nonfiction</p> <p>Title: "Flags on Parade"</p> <p>Genre: Nonfiction</p>	<p>Writing Skill: Connect Ideas and Use Compound Sentences</p> <p>Grammar & Mechanics: conjunctions andcommas in a series</p>	<p>Extended Writing</p>	

Grade 2 • Unit 2 | Civics and Government: Participating in Our Community | Essential Question: How can community members and leaders improve their communities?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonemic Awareness/ Phonics/Spelling/ Word Structure/Handwriting	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "Making Their Voices Heard"</p> <p>Focus Question: How can people take action to create change in their community?</p> <p>Interactive</p> <p>Collaborative Conversations Skill: Clarify Information</p>	<p>Read Aloud: "Dylan's Campaign"</p> <p>Focus Question: How can children bring awareness to important issues in their community?</p> <p>Genre: Realistic Fiction</p> <p>Comprehension Strategies: Ask and Answer Questions; Make Inferences</p> <p>Lexile: 840L</p> <p>Directed Text: "William Winslow: Food for Kids"</p> <p>Focus Question: How did William Winslow make positive changes for his community?</p> <p>Genre: Narrative Nonfiction</p> <p>Structure/Elements: Sequence</p> <p>Lexile: 700L</p> <p>Central Text: <i>All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything</i></p> <p>Focus Question: How did Jennifer Keelan raise awareness about laws for people of all abilities?</p> <p>Genre: Narrative Nonfiction</p> <p>Structure/Elements: Sequence</p> <p>Reread: Text Features; Descriptive Language</p> <p>Lexile: 680L</p> <p>Fluency: Expression</p>	<p>Concept Words:</p> <p>awareness citizen debate determined</p> <p>Target Words:</p> <p>protest united defeated demonstrations Capitol surround</p> <p>Word Solving: Cc</p>	<p>Phonics:</p> <p>Lessons 11-12: /ü/ oo (as in food)</p> <p>Lessons 13-14: /û/ oo (as in book)</p> <p>Lesson 15: Review /ü/ oo, /û/ oo</p> <p>Spelling</p> <p>Lesson 11: bedroom, boost, gloom, proof, scoop, extreme, excuse, toothbrushes</p> <p>Lesson 13: firewood, brook, stood, hoof, bookcase, broom, snooping, lunches</p> <p>Handwriting</p> <p>Phonemic Awareness</p> <p>Lesson 11: Substitute phonemes Xx, Zz</p> <p>Lesson 13: Substitute phonemes Review and practice: word writing with letters: Dd, Kk, Vv, Ww</p> <p>Word Structure</p> <p>Lessons 13-14: Possessives (singular)</p>	<p>Lesson 11:</p> <p>need (♥: ee) between (♥: e, ee) keep (♥: ee)</p> <p>Lesson 12:</p> <p>air (♥: ai) grow (♥: ow) below (♥: e, ow)</p>	<p>Title: "Classrooms at Home"</p> <p>Genre: Nonfiction</p> <p>Title: "A Room in Bloom"</p> <p>Genre: Fiction</p> <p>Title: "Picking Up in the Woods"</p> <p>Genre: Nonfiction</p> <p>Title: "Share Your Books"</p> <p>Genre: Nonfiction</p>	<p>Writing Skill: Clearly Communicate: Use Subject-Verb Agreement</p> <p>Grammar & Mechanics: singular and plural subject a singular and plural verb</p>	<p>Writing Genre: Opinion Essay</p> <p>Writing Prompt: You have read about Rosa Parks and others who worked hard to improve their communities. Write an opinion essay for your school newspaper about something you would like to improve in your school. Give three reasons to support your opinion.</p>	<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p>
Week 4				<p>Phonics</p> <p>Lessons 16-20: Review all silent e long vowels, /ü/ oo, /û/ oo</p> <p>Spelling</p> <p>Lesson 16: TK</p> <p>Lesson 18: TK</p> <p>Handwriting</p> <p>Phonemic Awareness</p> <p>Lesson 16: Delete phonemes Review and practice: word writing with letters: Cc, Yy, Jj, Qq</p> <p>Lesson 18: Substitute phonemes Review and practice: word writing with mixed Unit 1 letters</p> <p>Word Structure</p> <p>Lessons 18-19: Review Inflectional Endings -ed, -ing, -es, and Possessives</p>	<p>Lesson 16:</p> <p>before (♥: e) school (♥: ch) very (♥: y)</p> <p>Lesson 17:</p> <p>morning (♥: o) built (♥: ui) building (♥: ui)</p>	<p>Title: "Food Drive"</p> <p>Genre: Nonfiction</p> <p>Title: "Game Time!"</p> <p>Genre: Fiction</p> <p>Title: "Choose a Class Mascot"</p> <p>Genre: Fiction</p> <p>Title: "Keeping Safe in Traffic"</p> <p>Genre: Nonfiction</p>			

Grade 2 • Unit 3 | Earth Science | Earth Changes | Essential Question: How can volcanoes, earthquakes, and tsunamis change Earth?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Moving and Shaking"</p> <p>Focus Question: How do tectonic plates cause changes to Earth?</p> <p>Interactive</p> <p>Collaborative Conversations Skill: Review Key Ideas</p>	<p>Read Aloud: "The Ring of Fire"</p> <p>Focus Question: Why do most earthquakes and volcanoes happen at the Ring of Fire?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategy: Ask and Answer Questions; Retell</p> <p>Lexile: 810L</p> <p>Directed Text: "What's That Shake? An Earthquake!"</p> <p>Focus Question: How can earthquakes change Earth's surface?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Description (Topic and Key Details)</p> <p>Lexile: 540L</p> <p>Central Text: <i>Volcanoes</i></p> <p>Focus Question: How do volcanoes change Earth?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Description (Topic and Key Details)</p> <p>Reread: Text Features: Diagrams and Labels; Maps</p> <p>Lexile: 640L</p> <p>Companion Text: "The Tsunami Exhibit"</p> <p>Focus Question: What does Eric learn about tsunamis?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Sequence</p> <p>Reread: Character Perspective</p> <p>Lexile: 560L</p> <p>Fluency: Phrasing</p>	<p>Concept Words:</p> <p>tectonic plates surface continents pressure constant region</p> <p>Target Words:</p> <p>erupted crust peak dormant evacuated toxic carved shore equipment prepare</p> <p>Word Solving: Context Clues</p>	<p>Phonics:</p> <p>Lessons 1-2: /ō/ o, oa</p> <p>Lessons 3-4: /ō/ ow, oe</p> <p>Lesson 5: Review /ō/ o, oa, ow, oe</p> <p>Spelling</p> <p>Lesson 1: roadblock, hold, storm, post, coast, float, notebook, blooming</p> <p>Lesson 3: shadow, bowl, toes, glow, doe, elbow, lake, hole</p> <p>Word Structure</p> <p>Lessons 3-4: Open Syllables</p>	<p>Lesson 1:</p> <p>might (♥: igh) light (♥: igh) science (♥: sc, i, e)</p> <p>Lesson 2:</p> <p>write (♥: wr) put (♥: u) author (♥: au, or)</p>	<p>Title: "Visiting a Pond with Sloan"</p> <p>Genre: Fiction</p> <p>Title: "An Old and Grand Canyon"</p> <p>Genre: Nonfiction</p> <p>Title: "Homes That Protect and Last"</p> <p>Genre: Nonfiction</p> <p>Title: "Joe and the Snow"</p> <p>Genre: Fiction</p>	<p>Writing Skill: Express Ideas: Use Describing Words</p> <p>Grammar & Mechanics: adjectives, adverbs, articles, commas in series</p>		<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p> <p>The Power of Nature!</p> <p>Final Product Options:</p> <p>Option 1: Create a picture book</p> <p>Option 2: Create an informational poster</p>
Week 2				<p>Phonics:</p> <p>Lessons 6-7: /ē/ ea, ie</p> <p>Lessons 8-9: /ē/ e, ee</p> <p>Lesson 10: Review /ē/ ea, ie, e, ee</p> <p>Spelling</p> <p>Lesson 6: dreaming, clean, reach, chief, field, toast, rowboat, smoothie</p> <p>Lesson 8: began, sweet, green, wheel, relax, fold, eardrum, treetop</p> <p>Word Structure</p> <p>Lessons 8-9: Contractions with not, is, are</p>	<p>Lesson 6:</p> <p>another (♥: o, er) idea (♥: i, e) because (♥: e, au, e)</p> <p>Lesson 7:</p> <p>city (♥: c, y) every (♥: e, y) sure (♥: s, e)</p>	<p>Title: "The Seacoast"</p> <p>Genre: Nonfiction</p> <p>Title: "The Big Seaside Meal"</p> <p>Genre: Fiction</p> <p>Title: "Lee's Visit to Kathleen"</p> <p>Genre: Fiction</p> <p>Title: "Sinkholes Deep Beneath the Land"</p> <p>Genre: Nonfiction</p>		<p>Writing Genre: Informative Essay</p> <p>Writing Prompt: You are learning about natural events that change Earth. Write an informative essay telling what you've learned about volcanoes. Include three or more facts that you have learned in your essay.</p>	

Grade 2 • Unit 3 | Earth Science | Earth Changes | Essential Question: How can volcanoes, earthquakes, and tsunamis change Earth?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "Amazing Craters"</p> <p>Focus Question: How do volcanoes form craters?</p> <p>Interactive</p> <p>Collaborative Conversations</p> <p>Skill: Contribute to a Discussion</p>	<p>Read Aloud: "Say "Aloha" (Hello) to Hawaii"</p> <p>Focus Question: What makes Hawaii a unique and interesting state in the United States?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategies: Make Inferences; Retell</p> <p>Lexile: 800L</p> <p>Directed Text: "Namazu, the Mischief Maker"</p> <p>Focus Question: How does Namazu cause earthquakes and tsunamis?</p> <p>Genre: Legend</p> <p>Structure/Elements: Problem and Solution</p> <p>Lexile: 550L</p> <p>Central Text: <i>Pele's Journey Across the Sea</i></p> <p>Focus Question: Why does Pele go on a journey?</p> <p>Genre: Legend</p> <p>Structure/Elements: Problem and Solution</p> <p>Reread: Character Traits; Author's Perspective</p> <p>Lexile: 580L</p> <p>Fluency: Intonation</p>	<p>Concept Words:</p> <p>motion crater destruction geography</p> <p>Target Words:</p> <p>restless temper tended stubborn landed wonder</p> <p>Word Solving:</p> <p>Context Clues</p>	<p>Phonics:</p> <p>Lessons 11-12: /ā/ a, ay</p> <p>Lessons 13-14: /ā/ ai, ea</p> <p>Lesson 15: Review /ā/ a, ay, ai, ea</p> <p>Spelling</p> <p>Lesson 11: basic, play, apron, staying, tomato, asleep, became, we're</p> <p>Lesson 13: haircut, plain, break, afraid, tearing, acorn, away, here's</p> <p>Word Structure</p> <p>Lessons 13-14: Inflectional endings -ed, -ing with spelling change (and base words; drop final e, double final consonant)</p>	<p>Lesson 11:</p> <p>never (♥: er) family (♥: y) world (♥: or)</p> <p>Lesson 12:</p> <p>piece (♥: e) answer (♥: w, er) question (♥: ti)</p>	<p>Title: "Maps Can Show the Way"</p> <p>Genre: Nonfiction</p> <p>Title: "Ava and Clayton Go Camping"</p> <p>Genre: Fiction</p> <p>Title: "A Great Day to Sail!"</p> <p>Genre: Fiction</p> <p>Title: "Beaches Don't Remain the Same"</p> <p>Genre: Nonfiction</p>	<p>Writing Skill: Connect Ideas: Combine sentences</p> <p>Grammar & Mechanics: modifiers as adjectives as adverbs</p>		<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p>
Week 4				<p>Phonics:</p> <p>Lessons 16-20: Review /ō/ o, oa, ow, oe, /ē/ ea, ie, e, ee, /ā/ a, ay, ai, ea</p> <p>Spelling</p> <p>Lesson 16: TK</p> <p>Lesson 18: TK</p> <p>Word Structure</p> <p>Lessons 18-19: Review Open Syllables, Contractions with not, is, are, and Inflectional Endings -ed, -ing with spelling change</p>	<p>Lesson 16:</p> <p>work (♥: or) know (♥: kn) move (♥: o, e)</p> <p>Lesson 17:</p> <p>river (♥: er) earth (♥: ear) after (♥: er)</p>	<p>Title: "Get to Know Pikes Peak"</p> <p>Genre: Nonfiction</p> <p>Title: "A Contest Between Wind and Sun"</p> <p>Genre: Fiction</p> <p>Title: "This Field Trip Rocks!"</p> <p>Genre: Fiction</p> <p>Title: "Earthquake Basics"</p> <p>Genre: Nonfiction</p>			

Grade 2 • Unit 4 | Tales from Around the World | Essential Question: What can we learn from comparing stories from different cultures?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Storytelling Over Time"</p> <p>Focus Question: Where do stories come from?</p> <p>Video</p> <p>Collaborative Conversations</p> <p>Skill: Build on Others' Talk</p>	<p>Read Aloud: "Oral Storytelling: An Ancient Art Shared by Every Culture"</p> <p>Focus Question: How does storytelling preserve culture?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategy: Make Predictions; Make Inferences</p> <p>Lexile: 870L</p> <p>Directed Text: "The Clever Rabbit and the Tiger"</p> <p>Focus Question: What can we learn from how Rabbit solves his problem?</p> <p>Genre: Folktale</p> <p>Structure/Elements: Problem and Solution</p> <p>Lexile: 530L</p> <p>Central Text: <i>Grandma and the Great Gourd</i></p> <p>Focus Question: What can we learn from how Grandma solves her problem?</p> <p>Genre: Folktale</p> <p>Structure/Elements: Problem and Solution</p> <p>Reread: Characters' Responses to Challenges; Onomatopoeia</p> <p>Lexile: 630L</p> <p>Companion Text: "The Fox, the Wolf, and the Lion"</p> <p>Focus Question: What can we learn from the characters in this fable?</p> <p>Genre: Fable</p> <p>Elements: stage directions; dialogue; scene</p> <p>Reread: Character's Perspective</p> <p>Lexile: NP</p> <p>Fluency: Intonation, Phrasing, and Expression</p>	<p>Concept Words:</p> <p>oral tradition values preserve classic generation culture</p> <p>Target Words:</p> <p>lumbering loyal clever creature modestly delighted hopeless trickster delicately fairness</p> <p>Word Solving:</p> <p>Using a Dictionary</p>	<p>Phonics:</p> <p>Lessons 1-2: /i/ i, igh</p> <p>Lessons 3-4: /i/ ie, y</p> <p>Lesson 5: Review /i/ i, igh, ie, y</p> <p>Spelling</p> <p>Lesson 1: behind, right, child, sigh, minus, delight, great, below</p> <p>Lesson 3: myself, pie, why, tied, reply, flying, midnight, silent</p> <p>Word Structure</p> <p>Lessons 3-4: Contractions <i>with</i> will, have, am, would</p>	<p>Lesson 1:</p> <p>remember (♥: er) turn (♥: ur) during (♥: u)</p> <p>Lesson 2:</p> <p>over (♥: er) under (♥: er) hard (♥: ar)</p>	<p>Title: "The King's Bind"</p> <p>Genre: Fiction</p> <p>Title: "Cave Paintings in Sight"</p> <p>Genre: Nonfiction</p> <p>Title: "Why Tell Tales"</p> <p>Genre: Nonfiction</p> <p>Title: "Hare and Hyena"</p> <p>Genre: Fiction</p>	<p>Writing Skill: Clearly Communicate: Use a Variety of Nouns</p> <p>Grammar & Mechanics: nouns as possessives as apostrophes in possessives</p>	n/a	<p>Our Experiences</p> <p>Final Product Options: Option 1: Write a story Option 2: Write a poem</p> <p>Write It!</p> <p>Final Product Options: Option 1: Write a story Option 2: Write a skit</p>
Week 2				<p>Phonics:</p> <p>Lessons 6-7: /ē/ ey, y</p> <p>Lessons 8-9: Review /ē/ y, ey; <i>contrast</i> /ē/ y and /ī/ y</p> <p>Lesson 10: Review /ē/ ey, y and /ī/ y</p> <p>Spelling</p> <p>Lesson 6: pony, hockey, copy, kidney, empty, highway, drying, she'll</p> <p>Lesson 8: plenty, shy, valley, trying, story, skylight, tiny, you'll</p> <p>Word Structure</p> <p>Lessons 8-9: Prefixes: un- (not, opposite of), re- (back, again), pre- (before, in front) [and base words]</p>	<p>Lesson 6:</p> <p>better (♥: er) different (♥: er) letter (♥: er)</p> <p>Lesson 7:</p> <p>page (♥: ge) paper (♥: er) order (♥: er)</p>	<p>Title: "Happy Elephant"</p> <p>Genre: Fiction</p> <p>Title: "Red Hen and the Jelly Cakes"</p> <p>Genre: Fiction</p> <p>Title: "Merry Tales of Robin Hood"</p> <p>Genre: Nonfiction</p> <p>Title: "Crafting an Amazing Story"</p> <p>Genre: Nonfiction</p>		<p>Writing Genre: Fictional Narrative</p> <p>Writing Prompt: Many cultures share stories in the form of folktales. Write a folktale using animals as characters. Tell about a problem or challenge the characters face and how they solve their problems. Share the lesson the characters learn.</p>	

Grade 2 • Unit 4 | Tales from Around the World | Essential Question: What can we learn from comparing stories from different cultures?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "A Tale Retold"</p> <p>Focus Question: How can stories be told in different ways?</p> <p>Interactive</p> <p>Collaborative Conversations Skill: Take Turns Speaking</p>	<p>Read Aloud: "The Troll's Story"</p> <p>Focus Question: How can retellings of fairy tales help us understand different character's points of view?</p> <p>Genre: Narrative Poem</p> <p>Comprehension Strategies: Make inferences; Retell</p> <p>Lexile: NP</p> <p>Directed Text: "Goldilocks and the Three Bears"</p> <p>Focus Question: What can we learn from Goldilocks and the Three Bears?</p> <p>Genre: Fairytale</p> <p>Structure/Elements: Cause and Effect</p> <p>Lexile: 440L</p> <p>Central Text: <i>Goldy Luck and the Three Pandas</i></p> <p>Focus Question: What connections can we make when comparing two tales?</p> <p>Genre: Fairytale</p> <p>Structure/Elements: Cause and Effect</p> <p>Reread: Characters' Responses to Challenges; Compare and Contrast Texts</p> <p>Lexile: 590L</p> <p>Fluency: Accuracy and Rate</p>	<p>Concept Words:</p> <p>version situation reality pursuit</p> <p>Target Words:</p> <p>wealth catapulted somersaulted ambled bellowed strewn</p> <p>Word Solving:</p> <p>Word Parts (Suffixes and Base words)</p>	<p>Phonics:</p> <p>Lessons 11-12: /ū/ ue, u, ew</p> <p>Lessons 13-14: three-letter blends [scr, spr, shr, spl, str, thr]</p> <p>Lesson 15: Review /ū/ ue, u, ew; three-letter blends</p> <p>Spelling</p> <p>Lesson 11: unit, few, value, nephew, human, alley, study, preheat</p> <p>Lesson 13: throwing, scratch, spring, split, stream, music, rescue, restring</p> <p>Word Structure</p> <p>Lessons 13-14: Suffixes: -ful (full of), -less (lacking), -en (cause to) [and base words]</p>	<p>Lesson 11:</p> <p>friend (♥: ie) father (♥: a, er) mother (♥: o, er)</p> <p>Lesson 12:</p> <p>change (♥: ge) start (♥: ar) large (♥: ar, ge)</p>	<p>Title: "The Value of Friends"</p> <p>Genre: Fiction</p> <p>Title: "Mother Goose and a Few Old Friends"</p> <p>Genre: Nonfiction</p> <p>Title: "Thrilling Books for Kids"</p> <p>Genre: Nonfiction</p> <p>Title: "A Spring Day with Red Riding Hood"</p> <p>Genre: Fiction</p>	<p>Writing Skill: Clearly Communicate: Use Pronouns</p> <p>Grammar & Mechanics: pronouns as subject pronoun-verb agreement</p>	n/a	<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p>
Week 4				<p>Phonics:</p> <p>Lessons 16-20: Review: /i/ i, igh, y, ie; /ē/ y, ey; /ū/ ue, u, ew; three-letter blends</p> <p>Spelling</p> <p>Lesson 16: TK</p> <p>Lesson 18: TK</p> <p>Word Structure</p> <p>Lessons 18-19: Review Contractions with will, have, am, would, Prefixes: un-, re-, pre-, and Suffixes: -ful, -less, -en</p>	<p>Lesson 16:</p> <p>picture (♥: t, ure) sentence (♥: ce) pencil (♥: c, il)</p> <p>Lesson 17:</p> <p>says (♥: ay) also (♥: a) brought (♥: ough)</p>	<p>Title: "The Man Who Didn't Lie"</p> <p>Genre: Fiction</p> <p>Title: "A Splendid Library"</p> <p>Genre: Nonfiction</p> <p>Title: "Many Ways to Communicate"</p> <p>Genre: Nonfiction</p> <p>Title: "Riley and the Elf"</p> <p>Genre: Fiction</p>			

Grade 2 • Unit 5 | History: Transportation Over Time | Essential Question: How did the development of transportation change the lives of people in the United States?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Roads, Rivers, and Rails"</p> <p>Focus Question: How did transportation in the United States change over time?</p> <p>Interactive</p> <p>Collaborative Conversations Skill: Listen Attentively</p>	<p>Read Aloud: "Improvements to the Steam Engine"</p> <p>Focus Question: Why was the steam engine important to transportation?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategy: Ask and Answer Questions; Summarize</p> <p>Lexile: 860L</p> <p>Directed Text: "Stagecoaches and Wagon Trains"</p> <p>Focus Question: What challenges did people face with early transportation in the United States?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Cause and Effect</p> <p>Lexile: 790L</p> <p>Central Text: <i>The Rails That Remade the Nation</i></p> <p>Focus Question: How did a new railroad change life in the United States?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Cause and Effect</p> <p>Lexile: 590L</p> <p>Companion Text: "America's First Subway"</p> <p>Focus Question: What were people's opinions about building a subway in Boston?</p> <p>Genre: Opinion Text</p> <p>Structure/Elements: Problem and Solution</p> <p>Reread: Opinion and Reasons</p> <p>Lexile: 580L</p> <p>Fluency: Phrasing</p>	<p>Concept Words:</p> <p>transportation steamboat overcome improvement efficient mode (of transportation)</p> <p>Target Words:</p> <p>engineers divided freedom era decades extinction poisons (verb) din congestion electric</p> <p>Word Solving:</p> <p>Word Parts (Prefixes)</p>	<p>Phonics:</p> <p>Lessons 1-2: /ûr/ er Lessons 3-4: /ûr/ ir Lesson 5: Review /ûr/ er, ir</p> <p>Spelling</p> <p>Lesson 1: number, tiger, summer, camera, person, September, scratch, street</p> <p>Lesson 3: thirteen, dirt, stir, firm, thirty, twirling, human, story</p> <p>Word Structure</p> <p>Lessons 3-4: Plural Possessives</p>	<p>Lesson 1:</p> <p>house (♥: ou, e) door (♥: oo) around (♥: ou)</p> <p>Lesson 2:</p> <p>wash (♥: a) always (♥: a) walk (♥: al)</p>	<p>Title: "Helpers on Buses, Trucks, Planes, and Trains" Genre: Nonfiction</p> <p>Title: "Bert Visits Gram's City" Genre: Fiction</p> <p>Title: "The Birch Street School Bikers" Genre: Fiction</p> <p>Title: "Whirring Helicopters" Genre: Nonfiction</p>	<p>Writing Skill: Clearly Communicate: Use Verbs Correctly</p> <p>Grammar & Mechanics: action and being verbs as regular and irregular verbs</p>		<p>Our Experiences</p> <p>Final Product Options: Option 1: Write a story Option 2: Write a poem</p> <p>Draw and Write It!</p> <p>Final Product Options: Option 1: Write a TV ad Option 2: Write a print ad</p>
Week 2				<p>Phonics:</p> <p>Lessons 6-7: /ûr/ ur Lessons 8-9: /ûr/ or Lesson 10: Review /ûr/ ur, or</p> <p>Spelling</p> <p>Lesson 6: bursting, burned, turkey, return, Thursday, winter, thirty, sisters'</p> <p>Lesson 8: worry, major, tractor, worst, factory, blurt, first, birds'</p> <p>Word Structure</p> <p>Lessons 8-9: Words that end in -se (plural-canceling e)</p>	<p>Lesson 6:</p> <p>since (♥: ce) notice (♥: ce) point (♥: oi)</p> <p>Lesson 7:</p> <p>without (♥: ou) sound (♥: ou) found (♥: ou)</p>	<p>Title: "Miss Burton's Red Truck" Genre: Fiction</p> <p>Title: "A Burst of Cool Air" Genre: Nonfiction</p> <p>Title: "Motoring Around" Genre: Nonfiction</p> <p>Title: "Taylor and Mom's Sky Ride" Genre: Fiction</p>		<p>Writing Genre: Informative Essay (Shared Writing)</p> <p>Writing Prompt: The development of new forms of transportation such as trains, cars, and airplanes impacted people's lives. Work together with your classmates and teacher to write an informative essay about another invention that has made an impact on people.</p>	

Grade 2 • Unit 5 | History: Transportation Over Time | Essential Question: How did the development of transportation change the lives of people in the United States?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "A Country on the Move"</p> <p>Focus Question: How did transportation change as the population in the United States grew?</p> <p>Interactive</p> <p>Collaborative Conversations Skill: Ask for Clarification</p>	<p>Read Aloud: "How Early Cars Changed American Life"</p> <p>Focus Question: How did the first cars change the lives of people in the United States?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategies: Ask and Answer Questions; Make Inferences</p> <p>Lexile: 850L</p> <p>Directed Text: "Crossing the Bay"</p> <p>Focus Question: Why did people plan to build the Golden Gate Bridge?</p> <p>Genre: Historical Fiction</p> <p>Structure/Elements: Cause and Effect</p> <p>Lexile: 630L</p> <p>Central Text: <i>Pop's Bridge</i></p> <p>Focus Question: Why was the construction of the Golden Gate Bridge important?</p> <p>Genre: Historical Fiction</p> <p>Structure/Elements: Cause and Effect</p> <p>Reread: Author's Perspective; Similes</p> <p>Lexile: 670L</p> <p>Fluency: Phrasing</p>	<p>Concept Words:</p> <p>population construct suspend convenient</p> <p>Target Words:</p> <p>bay currents girders spans scaffolding effort</p> <p>Word Solving:</p> <p>Word Parts (Prefixes)</p>	<p>Phonics:</p> <p>Lessons 11-12: /är/ ar</p> <p>Lessons 13-14: Review /är/ ar [contrast /är/, /ûr/]</p> <p>Lesson 15: Review /är/ ar</p> <p>Spelling</p> <p>Lesson 11: garden, start, marker, argue, scarf, confirm, mayor, nurse</p> <p>Lesson 13: party, doctor, sharpen, disturb, chirping, worry, river, else</p> <p>Word Structure</p> <p>Lessons 13-14: Irregular plurals</p>	<p>Lesson 11:</p> <p>water (♥: a) animal (♥: al) several (♥: al)</p> <p>Lesson 12:</p> <p>small (♥: a) nothing (♥: o) instead (♥: ea)</p>	<p>Title: "A Day at the Gateway Arch"</p> <p>Genre: Fiction</p> <p>Title: "VIPER: A Smart Robot"</p> <p>Genre: Nonfiction</p> <p>Title: "Underwater Scooters in the Deep, Dark Sea"</p> <p>Genre: Nonfiction</p> <p>Title: "Marsha's Ferry Ride"</p> <p>Genre: Fiction</p>	<p>Writing Skill: Clearly Communicate: Use Consistent Verb Tenses</p> <p>Grammar & Mechanics: verb tenses</p>		<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p> <p>Daw and Write It!</p> <p>Final Product Options:</p> <p>Option 1: Write a TV ad</p> <p>Option 2: Write a print ad</p>
Week 4				<p>Phonics:</p> <p>Lessons 16-20: Review r-controlled vowels</p> <p>Spelling</p> <p>Lesson 16: TK</p> <p>Lesson 18: TK</p> <p>Word Structure</p> <p>Lessons 18-19: Review Plural Possessives, Words that end in -se, and Irregular Plurals</p>	<p>Lesson 16:</p> <p>table (♥: e) able (♥: e) want (♥: a)</p> <p>Lesson 17:</p> <p>though (♥: ough) although (♥: a, ough) sign (♥: gn)</p>	<p>Title: "Making Cars and Roads Safe"</p> <p>Genre: Nonfiction</p> <p>Title: "Fantastic Floating Cars!"</p> <p>Genre: Nonfiction</p> <p>Title: "Up, Up, and Away: A Ride Over Land"</p> <p>Genre: Fiction</p> <p>Title: "A Soapbox Car for the Derby"</p> <p>Genre: Fiction</p>		<p>Writing Genre: Informative Essay (Shared Writing)</p> <p>Writing Prompt: The development of new forms of transportation such as trains, cars, and airplanes impacted people's lives. Work together with your classmates and teacher to write an informative essay about another invention that has made an impact on people.</p>	

Grade 2 • Unit 6 | Life Science: Living Things and Habitats | Essential Question: How do living things depend on their habitats to survive?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "What Is a Habitat?"</p> <p>Focus Question: How does the woodland forest habitat provide for the needs of the animals and plants that live there?</p> <p>Video</p> <p>Collaborative Conversations Skill: Review Key Ideas</p>	<p>Read Aloud: "Chelone's Home"</p> <p>Focus Question: How does a myth explain why turtles have shells and live in a river habitat?</p> <p>Genre: Myth</p> <p>Comprehension Strategy: Ask and Answer Questions; Summarize</p> <p>Lexile: 760L</p> <p>Directed Text: "Living in the Big Thicket"</p> <p>Focus Question: How do red-bellied woodpeckers and nine-banded armadillos survive in their habitat?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Compare and Contrast</p> <p>Lexile: 710L</p> <p>Central Text: <i>Rainforest and Desert Habitats</i></p> <p>Focus Question: How do the rainforest and desert habitats provide for the needs of living things?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Compare and Contrast</p> <p>Reread: Diagrams and Labels; Photographs and Captions</p> <p>Lexile: 830L</p> <p>Companion Text: "Animals in Their Habitats"</p> <p>Focus Question: What do the poets describe about animals in their habitats?</p> <p>Genre: Poetry</p> <p>Structure/Elements: NP</p> <p>Reread: Alliteration</p> <p>Lexile: NP</p> <p>Fluency: Intonation</p>	<p>Concept Words:</p> <p>habitat dependent suitable provide climate elements</p> <p>Target Words:</p> <p>ideal mammals canopy valleys hydrated venomous secluded reside weave limb</p> <p>Word Solving:</p> <p>Word Parts (not" Prefixes and Base words)</p>	<p>Phonics:</p> <p>Lessons 1-2: Soft c: [/s/ c]</p> <p>Lessons 3-4: Soft g: [/j/ -dge, g]</p> <p>Lesson 5: Review soft c, soft g</p> <p>Spelling</p> <p>Lesson 1: fancy, dance, center, recess, silence, decide, sharpen, Thursday</p> <p>Lesson 3: legend, giant, strange, judge, danger, bridge, nurse, chirping</p> <p>Word Structure</p> <p>Lessons 3-4: Plurals -es and Inflectional Endings (verbs) -es (and base words; change y to i)</p>	<p>Lesson 1:</p> <p>already (♥: a, ea) machine (♥: ch, i, e) through (♥: ough)</p> <p>Lesson 2:</p> <p>climb (♥: mb) true (♥: ue) floor (♥: oo)</p>	<p>Title: "Cindy's Garden Trip" Genre: Fiction</p> <p>Title: "Magnificent Prairie Dogs" Genre: Nonfiction</p> <p>Title: "Animal Engineers" Genre: Nonfiction</p> <p>Title: "An Arctic Exchange" Genre: Fiction</p>	<p>Writing Skill: Clearly Communicate: Use the Progressive Tense</p> <p>Grammar & Mechanics: helping verbs as verb tense</p>	n/a	<p>Our Experiences</p> <p>Final Product Options: Option 1: Write a story Option 2: Write a poem</p> <p>Show a Habitat</p> <p>Final Product Options: Option 1: Create a diorama Option 2: Create a collage</p>
Week 2				<p>Phonics</p> <p>Lessons 6-7: /ou/ ou, ow</p> <p>Lessons 8-9: /oi/ oi, oy</p> <p>Lesson 10: Review diphthongs ou, ow, oi, oy</p> <p>Spelling</p> <p>Lesson 6: outside, mouse, about, brown, however, edge, fence, cities</p> <p>Lesson 8: joyful, spoil, noise, destroy, voice, outside, flower, tries</p> <p>Word Structure</p> <p>Lessons 8-9: Inflectional ending -ed (and base words; change y to i)</p>	<p>Lesson 6:</p> <p>blue (♥: ue) guess (♥: ue) cause (♥: au, e)</p> <p>Lesson 7:</p> <p>busy (♥: u) toward (♥: a) wrong (♥: wr)</p>	<p>Title: "Desert Flowers and Plants" Genre: Nonfiction</p> <p>Title: "Scout's Crested Gecko" Genre: Fiction</p> <p>Title: "A Noise at Night" Genre: Fiction</p> <p>Title: "Voices of the Rainforest" Genre: Nonfiction</p>		<p>Writing Genre: Fictional Narrative</p> <p>Writing Prompt: Imagine you and a friend decide to visit the rainforest. While you are there, something exciting happens! Maybe you meet a talking animal, find a secret treehouse, or see a glowing river. Write a fictional narrative about what you see and the fun adventure you have while in the rainforest.</p>	

Grade 2 • Unit 6 | Life Science: Living Things and Habitats | Essential Question: How do living things depend on their habitats to survive?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "Deep Dive into a Coral Reef"</p> <p>Focus Question: What are the main characteristics of a coral reef habitat?</p> <p>Interactive</p> <p>Collaborative Conversations Skill: Contribute to the Discussion</p>	<p>Read Aloud: "The Rainforests of the Sea"</p> <p>Focus Question: What makes corals such an important part of the coral reef habitat?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategies: Make Inferences; Make Predictions</p> <p>Lexile: 880L</p> <p>Directed Text: "Anthony's Snorkeling Adventure"</p> <p>Focus Question: What does Anthony learn about a seagrass habitat in Florida?</p> <p>Genre: Fiction</p> <p>Structure/Elements: Description</p> <p>Lexile: 620L</p> <p>Central Text: <i>On Kiki's Reef</i></p> <p>Focus Question: How does Kiki interact with the plants and animals in her habitat?</p> <p>Genre: Fiction</p>	<p>Concept Words:</p> <p>marine submerge equator explorer</p> <p>Target Words:</p> <p>strategy reef ease tentacles expert approaching</p> <p>Word Solving: Context Clues (Antonyms)</p>	<p>Phonics:</p> <p>Lessons 11-12: Schwa-L /ə/ le, el</p> <p>Lessons 13-14: Schwa-L /ə/ al, il</p> <p>Lesson 15: Review schwa-L</p> <p>Spelling</p> <p>Lesson 11: nickel, eagle, towel, example, squirrel, avoid, annoy, studied</p> <p>Lesson 13: total, fossil, coastal, April, final, channel, fable, carried</p> <p>Word Structure</p> <p>Lessons 13-14: Prefixes: dis- (not, opposite of, apart), pro- (forward, for), trans- (across) [and base words]</p>	<p>Lesson 11:</p> <p>heavy (♥: ea) above (♥: o, e) almost (♥: a)</p> <p>Lesson 12:</p> <p>talk (♥: al) cover (♥: o) group (♥: ou)</p>	<p>Title: "Hazel and the Bats" Genre: Fiction</p> <p>Title: "Cuttlefish: Marvels of the Sea" Genre: Nonfiction</p> <p>Title: "Eagle Survival" Genre: Nonfiction</p> <p>Title: "Our Annual Trip to the Wetlands" Genre: Fiction</p>	<p>Writing Skill: Clearly Communicate: Use the Perfect Tense</p> <p>Grammar & Mechanics: helping verbs as verb tense</p>	n/a	<p>Our Experiences</p> <p>Final Product Options: Option 1: Write a story Option 2: Write a poem</p>
Week 4		<p>Structure/Elements: Description</p> <p>Reread: Setting; Point of View</p> <p>Lexile: 700L</p> <p>Fluency: Expression</p>		<p>Phonics:</p> <p>Lessons 16-20: Review soft c, soft g, diphthongs, schwa-L</p> <p>Spelling</p> <p>Lesson 16: TK</p> <p>Lesson 18: TK</p> <p>Word Structure</p> <p>Lessons 18-19: Review Plural -es and Inflectional Endings -es, Inflectional ending -ed, and Prefixes: dis-, pro-, trans-</p>	<p>Lesson 16:</p> <p>special (♥: ci) nature (♥: t, e) whose (♥: w, o, e)</p> <p>Lesson 17:</p> <p>beautiful (♥: eau) brother (♥: o) watch (♥: a)</p>	<p>Title: "A Safe Place for Wildlife" Genre: Nonfiction</p> <p>Title: "Midge and the Tidal Pool" Genre: Fiction</p> <p>Title: "An Outing with Ranger Royce" Genre: Fiction</p> <p>Title: "Don't Let Coral Reefs Disappear" Genre: Nonfiction</p>		<p>Writing Genre: Poetry</p> <p>Writing Prompt: Write a Haiku poem(s) about one of the habitats you learned about or even an animal or plant that lives in that habitat.</p>	

Grade 2 • Unit 7 | Expression and the Arts: Art and Storytelling | Essential Question: How can art inspire people?


WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "My Art, My Life"</p> <p>Focus Question: How can art reflect life?</p> <p>Interactive</p> <p>Collaborative Conversations</p> <p>Skill: Build on Other's Talk</p>	<p>Read Aloud: "Making Connections with Murals"</p> <p>Focus Question: How do murals tell about a community?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategies: Summarize; Visualize</p> <p>Lexile: 920L</p> <p>Directed Text: "Salma's New Town"</p> <p>Focus Question: How does Salma use photography to tell a story about her new town?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Sequence</p> <p>Lexile: 560L</p> <p>Central Text: <i>Growing an Artist</i></p> <p>Focus Question: How does Juanito's experiences with his dad inspire him?</p> <p>Genre: Realistic Fiction</p>	<p>Concept Words:</p> <p>creativity image illustrate visual art represent talent</p> <p>Target Words:</p> <p>contractor demonstrates awkward nursery debris hardworking greeting retiring memories depict display</p> <p>Word Solving:</p> <p>Using a Dictionary</p>	<p>Phonics</p> <p>Lessons 1-2: /e/ ea</p> <p>Lessons 3-4: /i/ y, /u/ ou</p> <p>Lesson 5: Review alternate short-vowel spellings /e/ ea, /i/ y, /u/ ou</p> <p>Spelling</p> <p>Lesson 1: sweater, bread, ahead, feather, meadow, breakfast, pencil, enjoy</p> <p>Lesson 3: cousin, gym, touch, syrup, famous, mystery, ready, meant</p> <p>Word Structure</p> <p>Lessons 3-4: Prefixes: non- (not), mid- (middle) [and base words]</p>	<p>Lesson 1:</p> <p>among (♥: o) fall (♥: a) eye (♥: eye)</p> <p>Lesson 2:</p> <p>eight (♥: eigh) learn (♥: ear) heard (♥: ear)</p>	<p>Title: "Ready to Make Art"</p> <p>Genre: Fiction</p> <p>Title: "Threads of Art"</p> <p>Genre: Nonfiction</p> <p>Title: "Public Art Symbols"</p> <p>Genre: Nonfiction</p> <p>Title: <i>"Doug's Lyrics"</i></p> <p>Genre: Fiction</p>	<p>Writing Skill: Express Ideas: Use Prepositional Phrases</p> <p>Grammar & Mechanics: prepositions as prepositional phrases</p>		<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p> <p>Express Your Ideas!</p> <p>Final Product Options:</p> <p>Option 1: Write a song</p> <p>Option 2: Create a mural</p>
Week 2		<p>Structure/Elements: Sequence</p> <p>Reread: Illustrations; Idioms</p> <p>Lexile: 620L</p> <p>Companion Text: "An Art Show for Mr. Bailey"</p> <p>Focus Question: How can people use art to express a shared experience?</p> <p>Genre: Drama</p> <p>Elements: dialogue; scenes; stage directions</p> <p>Reread: Dialogue</p> <p>Lexile: n/a</p> <p>Fluency: Accuracy and Rate</p>		<p>Phonics</p> <p>Lessons 6-7: /ü/ u_e</p> <p>Lessons 8-9: /ü/ ew, ue</p> <p>Lesson 10: Review /ü/ u_e, ew, ue</p> <p>Spelling</p> <p>Lesson 6: costume, flute, June, include, produce, country, gymnast, midway</p> <p>Lesson 8: jewel, Tuesday, avenue, drew, newspaper, tube, intrude, nonsense</p> <p>Word Structure</p> <p>Lessons 8-9: Abbreviations (address words and titles)</p>	<p>Lesson 6:</p> <p>thought (♥: ough) whole (♥: w) knew (♥: kn, ew)</p> <p>Lesson 7:</p> <p>measure (♥: s, e) straight (♥: aigh) none (♥: o, e)</p>	<p>Title: "A Salute to Photography"</p> <p>Genre: Nonfiction</p> <p>Title: "Flute Friends"</p> <p>Genre: Fiction</p> <p>Title: "A Card for Sue"</p> <p>Genre: Fiction</p> <p>Title: "Cherokee Art: A True Lesson in History"</p> <p>Genre: Nonfiction</p>		<p>Writing Genre: Personal Narrative</p> <p>Writing Prompt: You read stories about characters who learned or experienced something new. Write a personal narrative about a time you experienced something new and share what you learned from that experience.</p>	

Grade 2 • Unit 7 | Expression and the Arts: Art and Storytelling | Essential Question: How can art inspire people?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "An Artist's View"</p> <p>Focus Question: How can different forms of art help our stories come to life?</p> <p>Video</p> <p>Collaborative Conversations</p> <p>Skill: Take Turns Speaking</p>	<p>Read Aloud: "The Story of Moving Pictures"</p> <p>Focus Question: How did film become a new art form over time?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategies: Summarize; Ask and Answer Questions</p> <p>Lexile: 840L</p> <p>Directed Text: "Odetta, Queen of American Folk Music"</p> <p>Focus Question: What has Odetta shared through her folk music?</p> <p>Genre: Biography</p> <p>Structure/Elements: Sequence</p> <p>Lexile: 720L</p> <p>Central Text: <i>Lights! Camera! Alice!</i></p> <p>Focus Question: How was Alice Guy-Blaché able to tell stories in a new and creative way?</p>	<p>Concept Words:</p> <p>scene vision narrative audience</p> <p>Target Words:</p> <p>employer sensation troublesome passersby rival unstoppable</p> <p>Word Solving:</p> <p>Multiple-Meaning Words</p>	<p>Phonics:</p> <p>Lessons 11-12: /ü/ ou, ui</p> <p>Lessons 13-14: /ü/ u</p> <p>Lesson 15: Review /ü/ ou, ui, u</p> <p>Spelling</p> <p>Lesson 11: suitcase, coupon, juice, regroup, cruise, chewing, clues, Dr.</p> <p>Lesson 13: student, truth, tulips, Jupiter, ruby, fruit, wound, Ave.</p> <p>Word Structure</p> <p>Lessons 13-14: Abbreviations (calendar words)</p>	<p>Lesson 11:</p> <p>son (♥: o) woman (♥: o) early (♥: ear)</p> <p>Lesson 12:</p> <p>color (♥: o) oh (♥: oh) warm (♥: a)</p>	<p>Title: "The Youth Group's Play"</p> <p>Genre: Fiction</p> <p>Title: "You Can Make a Mosaic"</p> <p>Genre: Nonfiction</p> <p>Title: "Frugal Art"</p> <p>Genre: Nonfiction</p> <p>Title: "Lucy's Tulips"</p> <p>Genre: Fiction</p>	<p>Writing Skill: Clearly Communicate: Use Precise Language</p> <p>Grammar & Mechanics: nouns, adjectives, adverbs, prepositions</p>	n/a	<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p>
Week 4		<p>Genre: Biography</p> <p>Structure/Elements: Sequence</p> <p>Reread: Author's Purpose; Author's Perspective</p> <p>Lexile: 620L</p> <p>Fluency: Phrasing</p>		<p>Phonics</p> <p>Lessons 16-17: /û/ u (<i>put</i>)</p> <p>Lessons 18-20: Review alternate short-vowel spellings /e/ ea, /i/ y , /u/ ou; /û/ u_e, ew, ue, ou, ui, u; /û/ u</p> <p>Spelling</p> <p>Lesson 16: TK</p> <p>Lesson 18: TK</p> <p>Word Structure</p> <p>Lessons 18-19: Review Prefixes: non-, mid-, and Abbreviations</p>	<p>Lesson 16:</p> <p>love (♥: o, e) neighbor (♥: eigh) usually (♥: s)</p> <p>Lesson 17:</p> <p>laugh (♥: au, gh) enough (♥: ou, gh) shoe (♥: oe)</p>	<p>Title: "Butch and the Fultons"</p> <p>Genre: Fiction</p> <p>Title: "Quilling Is Full of Fun"</p> <p>Genre: Nonfiction</p> <p>Title: "Introducing Comics!"</p> <p>Genre: Nonfiction</p> <p>Title: "Julie's Rocks"</p> <p>Genre: Fiction</p>			

Grade 2 • Unit 8 | Goods and Services | Essential Question: How do the needs of a community influence what people buy and sell?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Starting a Business"</p> <p>Focus Question: What ideas do the siblings use to help their businesses attract customers?</p> <p>Video</p> <p>Collaborative Conversations Skill: Listen attentively</p>	<p>Read Aloud: "Visiting the Country and the City"</p> <p>Focus Question: How are the goods and services available to the Country Mouse different from those available to the City Mouse?</p> <p>Genre: Fable</p> <p>Comprehension Strategy: Make Predictions; Visualize</p> <p>Lexile: 870L</p> <p>Directed Text: "Summer Fun!"</p> <p>Focus Question: What services are available in Luke and Laura's community?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Problem and Solution</p> <p>Lexile: 570L</p> <p>Central Text: <i>Big Dreams, Small Fish</i></p> <p>Focus Question: How does Shirley's family store meet the needs of her community?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Problem and Solution</p> <p>Reread: Illustrations; Dialogue</p> <p>Lexile: 510L</p> <p>Companion Text: "It's a Matter of Opinion"</p> <p>Focus Question: How do community members create solutions to match their needs?</p> <p>Genre: Opinion</p> <p>Structure/Elements: Problem and Solution</p> <p>Reread: Opinions and Facts</p> <p>Lexile: 600L</p> <p>Fluency: Expression</p>	<p>Concept Words:</p> <p>manage income practical marketing tangible advertisement</p> <p>Target Words:</p> <p>tidy specialties modern duty furious delicacy revamp structure annual vendors</p> <p>Word Solving:</p> <p>Comparative Endings and Base Words; Suffixes and Base words</p>	<p>Phonics:</p> <p>Lessons 1-2: /ô/ aw, au</p> <p>Lessons 3-4: /ô/ a, al</p> <p>Lesson 5: Review /ô/ aw, au, a, al</p> <p>Spelling</p> <p>Lesson 1: awful, sauce, applause, crawling, strawberry, August, super, push</p> <p>Lesson 3: alright, chalk, false, sidewalk, talking, underwater, launch, drawing</p> <p>Word Structure</p> <p>Lessons 3-4: Inflectional endings -er, -est (and base words; with and without spelling changes)</p>	<p>Lesson 1:</p> <p>either (♥: ei) example (♥: x) money (♥: o)</p> <p>Lesson 2:</p> <p>honest (♥: h, e) buy (♥: uy) figure (♥: u, re)</p>	<p>Title: "Audrey's Surprise"</p> <p>Genre: Fiction</p> <p>Title: "A Long Haul: Imports and Exports"</p> <p>Genre: Nonfiction</p> <p>Title: "Talking about Jobs"</p> <p>Genre: Nonfiction</p> <p>Title: "Big Tents, Small Tents"</p> <p>Genre: Fiction</p>	<p>Writing Skill: Connect Ideas: Use Transitions to Show Sequence</p> <p>Grammar & Mechanics: transition words</p>	n/a	<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p> <p>Advertise Your Product!</p> <p>Final Product Options:</p> <p>Option 1: Write a video script</p> <p>Option 2: Create a poster or flyer</p>
Week 2				<p>Phonics:</p> <p>Lessons 6-7: /ô/ augh, ough</p> <p>Lessons 8-10: Review /ô/ aw, au, a, al, augh, ough</p> <p>Spelling</p> <p>Lesson 6: daughter, bought, thoughtful, naughty, sought, caller, baseball, slowest</p> <p>Lesson 8: laundry, walrus, jigsaw, astronaut, granddaughter, caught, fought, happiest</p> <p>Word Structure</p> <p>Lessons 8-9: Suffixes: -ly (characteristic of), -y (characterized by); -ness (state of, condition of) [and base words]</p>	<p>Lesson 6:</p> <p>temperature (♥: t, ure) mountain (♥: ai) course (♥: our)</p> <p>Lesson 7:</p> <p>against (♥: ai) language (♥: u a) certain (♥: ai)</p>	<p>Title: "A Thoughtful Way to Reuse"</p> <p>Genre: Nonfiction</p> <p>Title: "What Gabby Bought"</p> <p>Genre: Fiction</p> <p>Title: "A Small Gift for Nan"</p> <p>Genre: Fiction</p> <p>Title: "Good for All"</p> <p>Genre: Nonfiction</p>		<p>Writing Genre: Opinion Letter</p> <p>Writing Prompt: Think of a new business you would like to see in your community. Write an opinion letter to the editor of your local newspaper explaining why this new business is needed and how it would help meet the needs of the people in your community.</p>	



Grade 2 • Unit 8 | Goods and Services | Essential Question: How do the needs of a community influence what people buy and sell?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "Inventors Solve Problems"</p> <p>Focus Question: Where do goods and services come from?</p> <p>Video</p> <p>Collaborative Conversations Skill: Ask for clarification and further explanation</p>	<p>Read Aloud: "Who Invented the Ice-Cream Cone?"</p> <p>Focus Question: How can producers come up with inventive solutions?</p> <p>Genre: Historical Fiction</p> <p>Comprehension Strategies: Ask and Answer Questions; Summarize</p> <p>Lexile: 900</p> <p>Directed Text: "Ding! Dong! Delivery!"</p> <p>Focus Question: How do people come up with creative services to meet community needs?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Problem and Solution</p> <p>Lexile: 700L</p> <p>Central Text: <i>Inventions Don't Just Happen</i></p> <p>Focus Question: How do inventions meet the needs of people in a community?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Problem and Solution</p> <p>Reread: Connections Between Events; Diagrams and Labels</p> <p>Lexile: 720L</p> <p>Fluency: Intonation</p>	<p>Concept Words:</p> <p>inventive solution mishap growth</p> <p>Target Words:</p> <p>trial error introduce complication flop resolution</p> <p>Word Solving:</p> <p>Suffixes - and Base words ; Review Weeks 1-3</p>	<p>Phonics</p> <p>Lessons 11-12: Silent W, K: wr, kn</p> <p>Lessons 13-14: Silent G, B, C: gn, mb, sc</p> <p>Lesson 15: Review silent letters wr, kn, gn, mb, sc</p> <p>Spelling</p> <p>Lesson 11: knuckle, wreck, knight, wrinkle, known, fault, caught, clearly</p> <p>Lesson 13: design, muscle, plumber, thumbnail, gnome, knitting, wrench, kindness</p> <p>Word Structure</p> <p>Lessons 13-14: Suffixes: <i>-ion</i> (act, process); <i>-able</i> (can be done) [and base words]</p>	<p>Lesson 11: goodbye (♥: e) island (♥: s) ocean (♥: ce)</p> <p>Lesson 12: front (♥: o) listen (♥: t) heart (♥: ear)</p>	<p>Title: "Wrens' Hat Shop" Genre: Fiction</p> <p>Title: "Know the Price" Genre: Nonfiction</p> <p>Title: "Design a Job" Genre: Nonfiction</p> <p>Title: "Crescent Beach" Genre: Fiction</p>	<p>Writing Skill: Express Ideas: Correct Fragments and Run-on Sentences</p> <p>Grammar & Mechanics: subjects as predicates</p>	n/a	<p>Our Experiences</p> <p>Final Product Options: Option 1: Write a story Option 2: Write a poem</p>
Week 4				<p>Phonics</p> <p>Lessons 16-20: Review /ô/ aw, au, a, al, augh, ough, <i>silent letters</i> wr, kn, gn, mb, sc</p> <p>Spelling</p> <p>Lesson 16: TK</p> <p>Lesson 18: TK</p> <p>Word Structure</p> <p>Lessons 18-19: Review Inflectional endings -er, -est, and Suffixes: -ly, -y, -ness, -ion, -able</p>	<p>Lesson 16: hour (♥: h) wonder (♥: o) surface (♥: a)</p> <p>Lesson 17: minute (♥:u, e) won (♥: o) half (♥: l)</p>	<p>Title: "The Trading Scene" Genre: Nonfiction</p> <p>Title: "Paula's Invention" Genre: Fiction</p> <p>Title: "Signs of Snow" Genre: Fiction</p> <p>Title: "A Walking Toy" Genre: Nonfiction</p>			

Grade 2 • Unit 9 | Physical Science: Matter and Materials | Essential Question: How are matter and materials related?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Many States of Matter"</p> <p>Focus Question: What are the different properties of matter?</p> <p>Video</p> <p>Collaborative Conversations</p> <p>Skill: Review Key Ideas</p>	<p>Read Aloud: "Recycling Glass"</p> <p>Focus Question: What happens to the glass that you recycle?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategy: Make Predictions; Visualize</p> <p>Lexile: 990L</p> <p>Directed Text: "After a Hailstorm"</p> <p>Focus Question: What does Shyann learn about the properties of water as a solid, liquid, and gas?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Description</p> <p>Lexile: 580L</p> <p>Central Text: Curious Pearl Explains States of Matter</p> <p>Focus Question: How can temperature affect the states of matter?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Description</p>	<p>Concept Words:</p> <p>matter solid gas properties liquid alter</p> <p>Target Words:</p> <p>state sloshes mold splattered boiling atoms behaves viscosity mixture procedure</p> <p>Word Solving: Word Parts (Suffixes and Base words)</p>	<p>Phonics:</p> <p>Lessons 1-2: Review /ō/: o_e, o, oa, ow, oe, /ā/: a_e, a, ay, ai, ea</p> <p>Lessons 3-4: Review /ē/: e_e, ea, ie, e, ee, y, ey, /ī/: l_e, l, igh, y, ie</p> <p>Lesson 5: Review /ō/, /ā/, /ē/, /ī/</p> <p>Spelling</p> <p>Lesson 1: locate, keyboard, snowflake, potato, frozen, explain, photograph, holiday</p> <p>Lesson 3: athlete, mighty, remind, trying, niece, jersey, agreeable, firefighter</p> <p>Word Structure</p> <p>Lesson 3: Review Plural Possessives</p> <p>Lesson 4: Review Contractions with: are, have, would</p>	<p>Lesson 1:</p> <p>example (heart: x)</p> <p>certain (heart: ai)</p> <p>figure (heart: ure)</p> <p>cover (heart: o)</p> <p>Lesson 2:</p> <p>minute (heart: u, e)</p> <p>surface (heart: a)</p> <p>oh (heart: oh)</p> <p>language (heart: ua)</p>	<p>Title: "Crayon Rescue"</p> <p>Genre: Fiction</p> <p>Title: "States of Matter"</p> <p>Genre: Nonfiction</p> <p>Title: "Copy That!"</p> <p>Genre: Nonfiction</p> <p>Title: "Ivy's Atoms"</p> <p>Genre: Fiction</p>	<p>Writing Skill: Express Ideas: Compare and Contrast ideas</p> <p>Grammar & Mechanics: comparative and superlative adjectives and adverbs</p>		<p>Our Experiences</p> <p>Final Product Options:</p> <p>Option 1: Write a story</p> <p>Option 2: Write a poem</p> <p>Matter and Materials</p> <p>Final Product Options:</p> <p>Option 1: Create a science notebook</p> <p>Option 2: Make a slideshow</p>
Week 2		<p>Reread: Illustrations; Dialogue</p> <p>Lexile: 500L</p> <p>Companion Text: "Strange Liquids"</p> <p>Focus Question: How do non-Newtonian fluids act differently when force is applied to them?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Description</p> <p>Reread: Procedural Text</p> <p>Lexile: 650L</p> <p>Fluency: Expression</p>		<p>Phonics:</p> <p>Lessons 6-7: Review /ū/: u_e, ue, u, ew, three-letter blends: scr, spr, shr, spl, str, thr</p> <p>Lessons 8-9: Review silent letters: wr, kn, gn, mb, sc, alt. short vowels: /e/ea, /i/y, /u/ou</p> <p>Lesson 10: Review /ū/, three-letter blends, silent letters, alt. short vowels</p> <p>Spelling</p> <p>Lesson 6: sprinkle, perfume, shredded, computer, splashing, calculator, construction, boys'</p> <p>Lesson 8: unwrapped, kneepad, jealous, thumbtack, heavy, bicycle, gymnastics, you're</p> <p>Word Structure</p> <p>Lesson 8: Review Irregular Plurals</p> <p>Lesson 9: Review Abbreviations: Calendar, Address, Title</p>	<p>Lesson 6:</p> <p>course (heart: our)</p> <p>among (heart: o)</p> <p>machine (heart: ch, i, e)</p> <p>nothing (heart: o)</p> <p>Lesson 7:</p> <p>building (heart: ui)</p> <p>built (heart: ui)</p> <p>woman (heart: o)</p> <p>son (heart: o)</p>	<p>Title: "A Thrilling Change"</p> <p>Genre: Nonfiction</p> <p>Title: "Springtime for Hugo"</p> <p>Genre: Fiction</p> <p>Title: "A Train Mystery"</p> <p>Genre: Fiction</p> <p>Title: "Bubbles Ahead!"</p> <p>Genre: Nonfiction</p>		<p>Writing Genre: Research Report</p> <p>Writing Prompt: Recycling is the process of taking a material that would have been thrown away and transforming it into something new. Write a research report about how paper or aluminum can be recycled and transformed into something new.</p>	

Grade 2 • Unit 9 | Physical Science: Matter and Materials | Essential Question: How are matter and materials related?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Spelling/ Word Structure	High Frequency Words	Decodable Texts	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "Exploring Matter"</p> <p>Focus Question: What are some materials that are used to make objects we see or and use every day?</p> <p>Video</p> <p>Collaborative Conversations Skill: Contribute to the Discussion</p>	<p>Read Aloud: "Botilda Builds a Skateboard"</p> <p>Focus Question: Why is it important to consider an object's purpose when choosing materials to build it?</p> <p>Genre: Fiction</p> <p>Comprehension Strategies: Make Predictions; Make Inferences</p> <p>Lexile: 820L</p> <p>Directed Text: "What Materials Make Up a Bike?"</p> <p>Focus Question: Why are the parts of a bike made of different materials?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Description</p> <p>Lexile: 570L</p> <p>Central Text: <i>From Steel to Silk: Materials at Work</i></p> <p>Focus Question: How do architects and clothing designers choose materials to create buildings and clothing?</p> <p>Genre: Informational Text</p> <p>Structure/Elements: Description</p> <p>Reread: Charts; Sidebars</p> <p>Lexile: 680L</p> <p>Fluency: Accuracy and Rate</p>	<p>Concept Words:</p> <p>durable flexible absorb sturdy</p> <p>Target Words:</p> <p>stories (floors) warp columns fiber lining reduces d</p> <p>Word Solving:</p> <p>Word Parts (Suffixes and Base words)</p>	<p>Phonics:</p> <p>Lessons 11-12: Review soft c/g: c, g, dge, diphthongs: ou, ow, oi, oy</p> <p>Lessons 13-14: Review r-controlled vowels: ir, er, ur, or, ar</p> <p>Lesson 15: Review soft c/g, diphthongs, r-controlled vowels</p> <p>Spelling</p> <p>Lesson 11: tower, bouncing, decide, destroy, hedgehog, powerful, emergency, Mrs.</p> <p>Lesson 13: whisper, marble, sailor, turtle, darkness, alligator, hamburger, scarves</p> <p>Word Structure</p> <p>Lesson 13: Review Prefixes: dis-, pro-, trans-</p> <p>Lesson 14: Review Prefixes: non-, mid-</p>	<p>Lesson 11:</p> <p>guess (♥: ue) beautiful (♥: eau) shoe (♥: oe) love (♥: o, e)</p> <p>Lesson 12:</p> <p>says (♥: ay) busy (♥: u) temperature (♥: t, ure)</p>	<p>Title: "A House for Genie" Genre: Fiction</p> <p>Title: "Cookout Science!" Genre: Nonfiction</p> <p>Title: "Reversing States of Matter" Genre: Nonfiction</p> <p>Title: "Carter's Clouds" Genre: Fiction</p>	<p>Writing Skill: Clearly Communicate: Use Language Flexibly</p> <p>Grammar & Mechanics: formal language as informal language</p>		<p>Culminating Task</p> <p>Science notebook or slideshow showing matter and materials in everyday objects</p> <p>Our Experiences</p> <p>Final Product Options: Option 1: Write a story Option 2: Write a poem</p>
Week 4				<p>Phonics</p> <p>Lessons 16-17: Review variant vowels /ü/: oo, u_e, ew, ue, ou, ui, u, /û/: oo, u</p> <p>Lessons 18-19: Review variant vowel /ô/: aw, au, a, al, augh, ough, schwa-L: -le, -el, -al, -il</p> <p>Lesson 20: Review variant vowels, schwa-L</p> <p>Spelling</p> <p>Lesson 16: TK</p> <p>Lesson 18: TK</p> <p>Word Structure</p> <p>Lesson 18: Review Suffixes: -en, -y, -ness</p> <p>Lesson 19: Review Suffixes: -ion, -able</p>	<p>Lesson 16:</p> <p>nature (♥: t, e) none (♥: o, e) neighbor (♥: eigh)</p> <p>Lesson 17:</p> <p>honest (♥: h, e) goodbye (♥: e) one (♥: o, e)</p>	<p>Title: "Groovy Sand Art" Genre: Nonfiction</p> <p>Title: "Whoosh!" Genre: Fiction</p> <p>Title: "Laurel's Lessons" Genre: Fiction</p> <p>Title: "All About Balloons" Genre: Nonfiction</p>			