

Benchmark is taught five days, assessed on the sixth day until Unit 4 then benchmark is taught four days, and assessed on the fifth day.

Week 1: August 12 - 16

Assessment: Beginning of the Year Progress Monitoring and Phonics Screeners

Benchmarks Covered:	Science/Social Studies:	Resiliency:
Reading Foundations and Routine Classroom Routines/Procedures - transition, conversations, partner talk, and whole Group and Small Group Listening Habits	Social Studies Skills: Being respectful, rules and procedures, working together. SS.2.C.1.1 SS.2.C.1.2	Standard 2 HE.2.R.2: Personal Responsibility Skill Anchor Charts P. 1 Skill Powerpoint
Academic Vocabulary:	Background Knowledge:	
Routine Rules Respectful Responsible Citizen	Routines/ Procedures/ Rules Classroom Management	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
*How can we show kindness to others? *How can we show respect to others? *What is an example of a good citizen? *What are some important rules for our classroom?	Writing: SWAG Letter formation Sentence structure Punctuation (Capital letter, period, explanation mark, question mark) Grammar: Parts of Speech - nouns and verbs 2.C.1.1, 2.C.2.1, 2.C.3.1	
Supplemental Resources:	Reading Materials:	Saxon: SAXON Assessments
<ul style="list-style-type: none"> Explain How Text Features Contribute to Meaning Retell: Use Main Story Elements Identify Plot Structure and Describe Main Story Elements 	Postcard Clues (Review and Routine Shared Reading- Big Book) Leveled Reader Exit Tickets	Review vowels and consonants Sight Words: are, come, do, eight, four, from, have, into, love, of, one, said, some

Week 2: August 19 - 23

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p>Spotlight Benchmark: 2.R.3.2b Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text.</p> <p>2.R.1.1-Identify plot structure and main story elements 2.R.1.2- Identify and explain the theme of a literary text. 2.R.1.3- Identify different characters' perspectives in a literary text. 2.R.2.1-Explain how text features contribute to the meaning of a text 2.R.2.2 Identify the central idea and relevant details in a text.</p> <p><u>Foundations and Routine</u> Classroom Routines/Procedures - transition, conversations, partner talk, and whole Group and Small Group Listening Habits</p>	<p><u>Social Studies Skills:</u> Being respectful, rules and procedures, working together</p> <p>SS.2.C.1.1 SS.2.C.1.2</p>	<p>Standard 2 HE.2.R.2: Personal Responsibility Skill Anchor Charts P. 1 Skill Powerpoint</p>
Academic Vocabulary:	Background Knowledge:	
<p>Paragraph Perspective Plot Message Author's purpose Dictionary</p>	<p>Routines/ Procedures/ Rules Classroom Management</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Carla's Lunch *What is the message of the story? *Which word has the same meaning as _ in paragraph 1?</p> <p>All About Elephants *Why did the author write this passage? *What is paragraph _ mostly about?</p>	<p><u>Writing:</u> SWAG Letter formation Sentence structure Punctuation (Capital letter, period, explanation mark, question mark) Review nouns and verbs *Allow students to write a sentence about rules and expectations in our classroom. Allow students to share sentences and the teacher will create a narrative writing example using 3 or 4 student sentences.</p> <p><u>Grammar:</u> Parts of Speech - Nouns and Verbs 2.C.1.1, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Explain How Text Features Contribute to Meaning Retell: Use Main Story Elements Identify Plot Structure and Describe Main Story Elements Anchor Chart: ELA.2.R.3.2b ELA.2.R.1.1 ELA.2.R.3.2.a ELA.2.R.2.1 Presentation: ELA.2.R.2.1 	<p>Review and Routines: Big Book - Postcard Clues</p> <p>Review and Routines: Big Book-Hurricane</p>	<p>Lesson 1-4 Short & Long Vowels Review Vowels Review Consonants The Rule vc Assessment 1: Lesson 5 from Saxon-</p>

Week 3: August 26 - 30 Unit 1

Assessment: No assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p>Unit 1, Week 1- Plants and Animals in Their Habitats</p> <p>Essential Question: How do living things get what they need to survive?</p> <p>Spotlight Benchmark: ELA.R.1.1 Identify plot structure and describe main story elements in a literary text. ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p> <p>Supporting Benchmark:</p>	<p><u>Science Skills:</u> Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.L.17.1 SC.2.L.17.2 SC.2.L.16.1</p>	<p>Standard 2 HE.2.R.2 Personal Responsibility Consumable- Emperor Penguin Habitat</p>
Academic Vocabulary:	Background Knowledge:	
<div>Retell relevant details</div> <div>Story Plot Structure</div> <div>Supporting Details</div> <div>Central idea</div> <div>Author</div> <div>Map</div> <div>Explore</div> <div>Allow</div> <div>Flat</div> <div>Unique</div>	<p>Previous - living things grow and change Word Bank - change, grow, life cycle, living things</p> <p>Current - different animal features help meet their needs for different habitats/survival</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Friends for Elle:</p> <p>*How is _described at the beginning of the story?</p> <p>*Which detail shows how _ solves a problem?</p>	<p><u>Response to Literature:</u> Narrative Writing - Teacher models how to organize thoughts into a paragraph.</p> <p><u>Grammar:</u> Parts of Speech - Nouns and Verbs 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none">Anchor Chart: ELA.2.R.1.1 ELA.2.V.1.3	<p><u>Consumables:</u> Plants and Animals in their Habitats</p> <ul style="list-style-type: none">Emperor Penguin Habitat (Week 2 Assessment- Bluebirds)Postcards from Alex (week 1 Assessment-Friends for Elle) <p>Leveled Readers: Turtles in Trouble Unit 1/L</p>	<p>Lesson 6-9 The Rule v- Blends Spelling with k and c The Rule vc/cv</p> <p>SPELLING TEST 1: Rule- VC</p>

Week 4: September 2 - 6 (Mon.-No School) Unit 1

Assessment: Unit 1, Week 1 - "Friends For Elle" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:									
<p align="center">Unit 1, Weeks 1 & 2- Plants and Animals in Their Habitats</p> <p>Essential Question: How do living things get what they need to survive?</p> <p>Week 1: Spotlight Benchmark: ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text. ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p> <p>Week 2: Spotlight Benchmark: ELA.2.R.2.2 Central Idea Identify the central idea and relevant details in a text. ELA.2.R.2.1- Text features Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p> <p>Supporting Benchmark: ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p>	<p><u>Science Skills:</u> Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.L.17.1 SC.2.L.17.2 SC.2.L.16.1</p>	<p>Standard 4 HE.2.R.4 Critical Thinking and Problem Solving Consumable- Habitats Around the World</p>									
Academic Vocabulary:	Background Knowledge:										
<table border="0"> <tr> <td>Retell relevant details</td><td>Central idea</td><td>Hatch</td></tr> <tr> <td>Story Plot Structure</td><td>Author</td><td>Mountain</td></tr> <tr> <td>Supporting Details</td><td>Map</td><td>Desert</td></tr> </table>	Retell relevant details	Central idea	Hatch	Story Plot Structure	Author	Mountain	Supporting Details	Map	Desert	<p>Previous - living things grow and change Word Bank - change, grow, life cycle, living things Current - different animal features help meet their needs for different habitats/survival</p>	
Retell relevant details	Central idea	Hatch									
Story Plot Structure	Author	Mountain									
Supporting Details	Map	Desert									
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:										
<p>U1 W1 Friends for Elle? *How is _described at the beginning of the story? *Which detail shows how _ solves a problem?</p> <p>U1 W2 Bluebirds *What would be another good title for this passage? *What is paragraph _ mostly about? *Which detail from the passage best explains the picture of the _? *What does the map show? *What is the central idea of paragraph _?</p>	<p><u>Response to Literature:</u> Narrative Writing - Teacher will introduce narrative writing. Students will begin to plan their writing using a graphic organizer. <i>(Topic - story about an animal in their habitat)</i></p> <p><u>Grammar:</u> Parts of Speech - Review nouns and verbs Introduce adjectives 2.C.1.1, 2.C.1.2, 2.C.2.1, 2.C.3.1</p>										
Supplemental Resources:	Reading Materials:	Saxon:									
<ul style="list-style-type: none"> Anchor Chart: ELA.2.R.1.1 ELA.2.V.1.3 ELA.2.R.2.2 ELA.2.R.2.1 Presentation: ELA.2.R.2.1 	<p><u>Consumables:</u> Plants and Animals in their Habitats Emperor Penguin Habitat,Habitats, Around the World Postcards from Alex Leveled Readers: The Amazon Rain Forest Unit 1/K</p>	<p>Lesson 11-14 Digraph ck, th, sh, ch Assessment 2: Lesson 15</p>									

Week 5: September 9 - 13 Unit 1

Assessment: Unit 1, Week 2 - "Bluebirds" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p align="center">Unit 1, Week 2- Plants and Animals in Their Habitats</p> <p>Essential Question: How do living things get what they need to survive?</p> <p>Spotlight Benchmark: ELA.2.R.2.2 Central Idea Identify the central idea and relevant details in a text. ELA.2.R.2.1- Text features Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p> <p>Supporting Benchmark: ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p>	<p><u>Science Skills:</u> Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.L.17.1 SC.2.L.17.2 SC.2.L.16.1</p>	<p>Strand HE.2.R: Resiliency Consumable- Filiberto in the Valley</p>
Academic Vocabulary:	Background Knowledge:	
Central idea grip Details flipper Context Clues Compare/Contrast	Previous - living things grow and change Word Bank - change, grow, life cycle, living things Current - different animal features help meet their needs for different habitats/survival	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Bluebirds</p> <p>*What would be another good title for this passage?</p> <p>*What is paragraph _ mostly about?</p> <p>*Which detail from the passage best explains the picture of the _?</p> <p>*What does the map show?</p> <p>*What is the central idea of paragraph _?</p>	<p><u>Response to Literature:</u> Narrative Writing - Start focusing on creating a beginning, middle and end. Taking information from their graphic organizers. <i>(Topic - story about an animal in their habitat)</i></p> <p><u>Grammar:</u> Nouns and adjectives 2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Chart: ELA.2.V.1.3 ELA.2.R.2.2 Presentation: ELA.2.R.2.1 	<p><u>Consumables:</u> Plants and Animals in their Habitats - Habitats Around the World</p> <p>Leveled Readers: Animal Sounds Unit 1 I</p>	<p>Lesson 16-19 Digraph ch/k/sh Voiced s Combination er and ir SPELLING TEST 2: Rule- Blends</p>

Week 6: September 16 - 20 (Wed.-Half day/teacher planning) Unit 1

Assessment: No assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p>Unit 1, Week 3- Plants and Animals in Their Habitats</p> <p>Essential Question: How do living things get what they need to survive?</p> <p>Spotlight Benchmark: ELA.R.1.1-Literary Elements Identify plot structure and describe main story elements in a literary text. ELA.2.R.2.2 Central Idea Identify the central idea and relevant details in a text.</p> <p>Supporting Benchmark: ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p>	<p>Science Skills: Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.L.17.1 SC.2.L.17.2 SC.2.L.16.1</p>	<p>Standard 3 HE.2.R.3 Mentorship and Citizenship</p> <p>Ask a Question Powerpoint</p>
Academic Vocabulary:	Background Knowledge:	
<p>Central Idea Details Context Clues Compare/ Contrast</p>	<p>Previous - living things grow and change Word Bank - change, grow, life cycle, living things</p> <p>Current - different animal features help meet their needs for different habitats/survival</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Tom & Fran</p> <p>*How is _ described in paragraph _? (choose 2 answers)</p> <p>*What problem is shown in paragraph_?</p> <p>*What happens at the beginning of the story?</p> <p>*What happens at the end of the story?</p>	<p>Response to Literature: Narrative Writing - Students will take their narrative essays and add details to make their first final rough draft. Introduce and practice peer to peer editing. <i>(Topic - story about an animal in their habitat)</i></p> <p>Grammar: Parts of Speech - Review nouns, verbs, adjectives</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none">Anchor Chart: ELA.2.V.1.3 ELA.2.R.2.2 ELA.2.R.1.1	<p>Consumables: Plants and Animals in their Habitats - <u>Filiberto in the Valley</u> (Unit 1 Assessment- Passage 1- Tom and Fran)</p> <p>Leveled Readers: The River Adventure Measuring Fun All About Flies</p>	<p>Lesson 21-24 Combination ur Combination qu Combination ar /ar/ Combination er /er/ Assessment: Lesson 25</p>

Assessment: Unit 1 Test - "Tom and Fran" Graded Assessment (combine grade with Traveling Frogs of Texas) & Unit 1 Test - "Traveling Frogs of Texas" Graded Assessment (combine grade with Tom and Fran)		
Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p>Unit 1, Week 3 (Part 1 & 2) - Plants and Animals in Their Habitats Essential Question: How do living things get what they need to survive?</p> <p>Spotlight Benchmark: ELA.R.1.1-Literary Elements Identify plot structure and describe main story elements in a literary text. ELA.2.R.2.2 Central Idea Identify the central idea and relevant details in a text.</p> <p>Supporting Benchmark: ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p> <p>Unit 2, Week 1- Characters Facing Challenges Essential Question: What can we learn when we face problems?</p> <p>Spotlight Benchmark: ELA.2.R.1.2- Identify and explain the theme of a literary text. ELA.2.R.1.3- Identify different characters' perspectives in a literary text.</p> <p>Supporting Benchmark: ELA.R.1.1-Literary Elements Identify plot structure and describe main story elements in a literary text. ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p>	<p>Science Skills: Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.L.17.1 SC.2.L.17.2 SC.2.L.16.1</p>	<p>Strand HE.2.R: Resiliency Standard 1 H.E.2.R.1: Character</p> <p>Consumable-Characters Facing Challenges The Hungry Coyote The Envious Mountain Iktomi and His Blanket</p>
Academic Vocabulary:	Background Knowledge:	
Theme/ Message Perspective Passage	Previous - Characters from all kinds of stories face challenges and teach us to make responsible choices and work together Word Bank - challenge, choices, lesson, solution Current - Facing internal and external challenges, Solving Real World Problems	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Tom & Fran *How is _ described in paragraph _? (choose 2 answers) *What problem is shown in paragraph_? *What happens at the beginning of the story? *What happens at the end of the story?</p> <p>Traveling Frogs of Texas *What is this passage mostly about? *What other title would best fit this passage? *What does the map show?</p>	<p>Response to Literature: Narrative Writing - Students will be producing their final narrative writings about an animal in their habitat using their peer edited rough drafts (<i>Topic - story about an animal in their habitat</i>)</p> <p>Grammar: Parts of Speech - Review nouns, verbs, adjectives 2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Chart: ELA.2.V.1.3 ELA.2.R.2.2 ELA.2.R.1.1 	<p>Consumables: Plants and Animals in their Habitats, <u>Filiberto in the Valley</u> Leveled Readers: The River Adventure, Measuring Fun, All About Flies</p>	<p>Lesson 26-30 Combination or, Combination wh, Contractions SPELLING TEST 3: Rule- Spelling with K & C</p>

Week 8: September 30 - October 4 Unit 2

Assessment: Unit 2, Week 1 - "The Drum King" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:									
<p style="text-align: center;">Unit 2, Weeks 1 & 2- Characters Facing Challenges Essential Question: What can we learn when we face problems?</p> <p>Week 1: Spotlight Benchmark: ELA.2.R.1.2- Identify and explain the theme of a literary text. ELA.2.R.1.3- Identify different characters' perspectives in a literary text. Supporting Benchmark: ELA.R.1.1-Literary Elements Identify plot structure and describe main story elements in a literary text. ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p> <p>Week 2: Spotlight Benchmark: ELA.2.R.1.2- Identify and explain the theme of a literary text. ELA.2.R.1.3- Identify different characters' perspectives in a literary text. Supporting Benchmark: ELA.R.1.1-Literary Elements Identify plot structure and describe main story elements in a literary text.</p>	<p>Social Studies: Label on a map or globe the continents, oceans, Equator, PrimeMeridian, North Pole, and South Pole.</p> <p>Use a map to locate the countries in North America</p> <p>Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and national capital.</p> <p>S.S2.G.1.2 S.S2.G.1.3 SS.2.G.1.4</p>	<p>Strand HE.2.R: Resiliency Standard 1 H.E.2.R.1: Character</p> <p>Consumable-Characters Facing Challenges The Hungry Coyote The Envious Mountain Iktomi and His Blanket</p>									
Academic Vocabulary:	Background Knowledge:										
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Theme / Message</td><td style="width: 33%;">jealous</td><td style="width: 33%;">elder</td></tr> <tr> <td>Perspective</td><td>foolish</td><td>selfish</td></tr> <tr> <td>Passage</td><td>puzzled</td><td>interrupted</td></tr> </table>	Theme / Message	jealous	elder	Perspective	foolish	selfish	Passage	puzzled	interrupted	<p>Previous - Characters from all kinds of stories face challenges and teach us to make responsible choices and work together</p> <p>Word Bank - challenge, choices, lesson, solution</p> <p>Current - Facing internal and external challenges, Solving Real World Problems</p>	
Theme / Message	jealous	elder									
Perspective	foolish	selfish									
Passage	puzzled	interrupted									
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:										
<p>The Drum King</p> <p>*What happens at the beginning of the story?</p> <p>*Which detail from the passage shows _ perspective about _?</p> <p>*Look at the picture Which best describes the character?</p> <p>*What is the message of this story?</p> <p>*Which two words best describe the character?</p>	<p>Response to Literature: Narrative Writing -Students will brainstorm ideas for their narrative writing about a character facing a problem. Using a graphic organizer to guide their brainstorming, they will describe their character, their problem, and how they are going to solve it. <i>(Topic - A character facing a problem and how they overcame that problem)</i></p> <p>Grammar: Adverbs Common Nouns and Proper Nouns 2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>										
Supplemental Resources:	Reading Materials:	Saxon:									
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.2 ELA.2.R.1.3 ELA.2.R.1.1 ELA.2.V.1.3 	<p>Consumables: Characters Facing Challenges: The Foolish Milkmaid , The Daydreaming Sprinter</p> <p>Leveled Readers: The Hungry Coyote Unit 2/H ,The Envious Mountain Unit 2/I , The Meteorite in the Backyard Unit 2/J</p>	<p>Lesson 31-34 Sight Words (part 1), Wild Colt Words, Suffixes -ed, -ing, -less, -s, Floss Rule</p> <p>Assessment Lesson 35</p>									

Week 9: October 7 - 11 (End of nine weeks - 10/11) Unit 2

Assessment: Unit 2, Week 2 - "Across the River" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:																		
<p align="center">Unit 2, Weeks 2 - Characters Facing Challenges</p> <p align="center">Essential Question: What can we learn when we face problems?</p> <p>Week 2:</p> <p>Spotlight Benchmark: ELA.2.R.1.2- Identify and explain the theme of a literary text. ELA.2.R.1.3- Identify different characters' perspectives in a literary text.</p> <p>Supporting Benchmark: ELA.R.1.1-Literary Elements Identify plot structure and describe main story elements in a literary text.</p>	<p><u>Social Studies:</u></p> <p>Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole.</p> <p>Use a map to locate the countries in North America</p> <p>S.S.2.G.1.3 S.S.2.G.1.4</p>	<p>Strand HE.2.R: Resiliency Standard 1 H.E.2.R.1: Character</p> <p>Consumable-Characters Facing Challenges The Hungry Coyote The Envious Mountain Iktomi and His Blanket</p>																		
Academic Vocabulary:	Background Knowledge:																			
<table border="0"> <tr> <td>Theme / Message</td><td>Markey</td><td>hatch</td></tr> <tr> <td>Perspective</td><td>festival</td><td></td></tr> <tr> <td>Passage</td><td>teams</td><td></td></tr> </table>	Theme / Message	Markey	hatch	Perspective	festival		Passage	teams		<p>Previous - Characters from all kinds of stories face challenges and teach us to make responsible choices and work together</p> <p>Word Bank - challenge, choices, lesson, solution</p> <p>Current - Facing internal and external challenges, Solving Real World Problems</p>										
Theme / Message	Markey	hatch																		
Perspective	festival																			
Passage	teams																			
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:																			
<p>Across the River</p> <p>*What happened at the beginning of the story?</p> <p>*What is the _ perspective about _?</p> <p>*What is the message of the story? (Part B - Which detail supports your answer?)</p> <p>*Which two events from the plot does the picture show?</p>	<p><u>Response to Literature:</u></p> <p>Narrative Writing - Students will take their information from the graphic organizer and create their first rough draft of their story. Using the same structure as the previous unit. <i>(Topic - A character facing a problem and how they overcame that problem)</i></p> <p><u>Grammar:</u></p> <p>Adverbs Common Nouns and Proper Nouns</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>																			
Supplemental Resources:	Reading Materials:	Saxon:																		
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.2 ELA.2.R.1.3 ELA.2.R.1.1 ELA.2.V.1.3 	<p><u>Consumables:</u></p> <p>Characters Facing Challenges</p> <table border="0"> <tr> <td align="center" colspan="2">Week 1:</td> <td align="center">Week 2:</td> </tr> <tr> <td>- TThe Foolish Milkmaid</td> <td></td> <td>- Yeh-Shen</td> </tr> <tr> <td>- The Daydreaming Sprinter</td> <td></td> <td>- Bee and Daisy</td> </tr> <tr> <td>- King Midas</td> <td></td> <td></td> </tr> </table> <p><u>Leveled Readers:</u></p> <table border="0"> <tr> <td>Coffee Farm</td> <td>Hungry Coyote</td> <td>Envious Mountain</td> </tr> <tr> <td>Little Gold and the Bear</td> <td></td> <td>Iktomi and his Blanket</td> </tr> </table>	Week 1:		Week 2:	- TThe Foolish Milkmaid		- Yeh-Shen	- The Daydreaming Sprinter		- Bee and Daisy	- King Midas			Coffee Farm	Hungry Coyote	Envious Mountain	Little Gold and the Bear		Iktomi and his Blanket	<p>Lesson 36-39</p> <p>Rule v-e Digraph oo Digraph ee Spelling with ck and k</p> <p>SPELLING TEST 4: Rule- Floss Rule</p>
Week 1:		Week 2:																		
- TThe Foolish Milkmaid		- Yeh-Shen																		
- The Daydreaming Sprinter		- Bee and Daisy																		
- King Midas																				
Coffee Farm	Hungry Coyote	Envious Mountain																		
Little Gold and the Bear		Iktomi and his Blanket																		

Week 10: October 14 - 18 (Mon. Teacher Planning Day 10/14)		Unit 2
Assessment: No assessment		
Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p>Unit 2, Week 3- Characters Facing Challenges</p> <p>Essential Question: What can we learn when we face problems?</p> <p>Spotlight Benchmark: ELA.2.R.3.2.a. Retell a text to enhance comprehension. Use main story elements in a logical sequence for a literary text.</p> <p>Supporting Benchmark: ELA.2.R.1.1 Literary Elements Identify plot structure and describe main story elements in a literary text. ELA.2.R.1.3- Identify different characters' perspectives in a literary text. ELA.2.R.1.2- Identify and explain the theme of a literary text.</p>	<p><u>Social Studies:</u> Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole.</p> <p>Use a map to locate the countries in North America</p> <p>S.S.2.G.1.3 S.S.2.G.1.4</p>	<p>Strand HE.2.R: Resiliency Standard 1 H.E.2.R.1: Character</p> <p>Consumable-Characters Facing Challenges The Hungry Coyote The Envious Mountain Iktomi and His Blanket</p>
Academic Vocabulary:	Background Knowledge:	
<p>Theme / Message parade</p> <p>Perspective</p> <p>Passage</p>	<p>Previous - Characters from all kinds of stories face challenges and teach us to make responsible choices and work together Word Bank - challenge, choices, lesson, solution</p> <p>Current - Facing internal and external challenges, Solving Real World Problems</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>*Which sentence best describes the character?</p> <p>*Look at the picture. Where is the character?</p> <p>*What does the character do after _? (Part B - Which detail from the passage supports your answer?)</p> <p>*Which part of the plot does the picture show?</p> <p>*How is the _ perspective different from the _?</p> <p>*What is the theme of the story?</p>	<p><u>Response to Literature:</u> Narrative Writing - Students will peer review their narrative writings. Discuss expectations during this time. (Topic - A character facing a problem and how they overcame that problem)</p> <p><u>Grammar:</u> Singular, Plural, and Irregular Plural Nouns 2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.3 ELA.2.R.1.1 ELA.2.R.1.2 ELA.2.R.3.2.a 	<p><u>Consumables:</u> Characters Facing Challenges</p> <p>Week 2: - Yeh-Shen</p> <p>Week 3: - Great Girls' Contest</p> <p><u>Leveled Readers:</u> Coffee Farm Hungry Coyote Envious Mountain Little Gold and the Bear Iktomi and his Blanket</p>	<p>Lessons 41-44 Sight Words (part 2) Final Stable Syllable -ble Final Stable Syllables -dle, fle, etc Compound Words Assessment Lesson 45</p>

Week 11: October 21 -25 Unit 3

Assessment: Unit 2 Test - "Jewels and Salt" & "Getting Along" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:									
<p style="text-align: center;">Unit 2, Week 3- Characters Facing Challenges Essential Question: What can we learn when we face problems?</p> <p>Spotlight Benchmark: ELA.2.R.3.2.a. Retell a text to enhance comprehension. Use main story elements in a logical sequence for a literary text.</p> <p>Supporting Benchmark: ELA.2.R.1.1 Literary Elements Identify plot structure and describe main story elements in a literary text. ELA.2.R.1.3- Identify different characters' perspectives in a literary text. ELA.2.R.1.2- Identify and explain the theme of a literary text.</p> <p style="text-align: center;">Unit 3, Week 1- Government at Work Essential Question: Why do we need a government?</p> <p>Spotlight Benchmark: ELA.2.R.1.1 Literary Elements Identify plot structure and describe main story elements in a literary text. ELA.2.R.1.3- Identify different characters' perspectives in a literary text.</p> <p>Supporting Benchmark: ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p>	<p>Science: Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. (bats and owls)</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>SC.2.L.16.1 SC.2.L.17.2</p>	<p>Standard 2 HE.2.R.2 Personal Responsibility Social Studies Green Bucket Books Doing Your Part by Kelly Rodgers</p> <p>Standard 3 HE.2.R.3 Mentorship and Citizenship Consumable-Government at Work Being a Good Citizen How to Help in your Community My Mom, Our Mayor The Job of the President</p> <p>Social Studies Green Bucket Books Being a Good Citizen by John Serrano Citizenship-Being Responsible by Cassie Mayer Citizenship by Lucia Raatma</p>									
Academic Vocabulary:	Background Knowledge:										
<table border="0" style="width: 100%;"> <tr> <td>Phrase</td><td>fabric</td><td>allowed</td></tr> <tr> <td>Compare/Contrast</td><td>represented</td><td>state</td></tr> <tr> <td>Different</td><td>proudly</td><td>demanded</td></tr> </table>	Phrase	fabric	allowed	Compare/Contrast	represented	state	Different	proudly	demanded	<p>Previous - Qualities of a good citizen include being safe, respecting rights, opinion, and property of others Word Bank - citizen, community, responsible, safe Current - the US government provides laws (rules), the US can be represented by symbols/documents *Historical Fiction *Abbreviations (EPA/DDT)</p>	
Phrase	fabric	allowed									
Compare/Contrast	represented	state									
Different	proudly	demanded									
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:										
<p>Jewels & Salt/Getting Along *Which sentence best describes the character? *Look at the picture. Where is the character? *What does the character do after _? (Part B - Which detail from the passage supports your answer?) *Which part of the plot does the picture show? *How is the _ perspective different from the _? *What is the theme of the story?</p>	<p>Response to Literature: Narrative Writing - Students will revise and complete their narrative writing about a character facing a problem and how they overcome them. Making sure they have a clear introduction, beginning, middle, and end. (Topic - A character facing a problem and how they overcame that problem)</p> <p>Grammar: Singular, Plural, and Irregular Plural Nouns 2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>										
Supplemental Resources:	Reading Materials:	Saxon:									
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.3 ELA.2.R.1.1 ELA.2.R.1.2 ELA.2.R.3.2.a 	<p>Consumables: Characters Facing Challenges: Great Girls' Contest</p> <p>Leveled Readers: Coffee Farm, Hungry Coyote, Envious Mountain, Little Gold and the Bear, Iktomi and his Blanket</p>	<p>Lesson 46-49 Spelling with ke and ve, Vowel y Spelling the long e sound</p> <p>SPELLING TEST 5: Rule- vce</p>									

Week 12: October 28 - November 1 Unit 3

Assessment: Unit 3, Week 1 - "A Late-Night Ride" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 3, Week 1 - Government at Work Essential Question: Why do we need a government?</p> <p>Spotlight Benchmark: ELA.2.R.1.1 Literary Elements Identify plot structure and describe main story elements in a literary text. ELA.2.R.1.3- Identify different characters' perspectives in a literary text.</p> <p>Supporting Benchmark: ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p> <p>Week 2 Spotlight Benchmark: ELA.2.R.3.2.b.Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text. ELA.2.R.3.3.- Compare and contrast important details presented by two texts on the same topic of theme.</p> <p>Supporting Benchmark: ELA.2.R.2.2 Identify the central idea and relevant details in a text. ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p>	<p>Science: Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. (bats and owls)</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>SC.2.L.16.1 SC.2.L.17.2</p>	<p>Standard 2 HE.2.R.2 Personal Responsibility Social Studies Green Bucket Books Doing Your Part by Kelly Rodgers</p> <p>Standard 3 HE.2.R.3 Mentorship and Citizenship</p> <p>Consumable-Government at Work Being a Good Citizen How to Help in your Community My Mom, Our Mayor The Job of the President</p> <p>Social Studies Green Bucket Books Being a Good Citizen by John Serrano Citizenship-Being Responsible by Cassie Mayer Citizenship by Lucia Raatma</p>
Academic Vocabulary:	Background Knowledge:	
<p>Text Features national Central Idea mountain Context Clues Compare/ Contrast</p>	<p>Previous - Qualities of a good citizen include being safe, respecting rights, opinion, and property of others Word Bank - citizen, community, responsible, safe Current - the US government provides laws (rules), the US can be represented by symbols/documents *Historical Fiction *Abbreviations (EPA/DDT)</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>A Late-Night Ride *What does the picture show? *How is character A different from character B? *What is character A's perspective of character B? (Part B - Which sentence supports the answer?)</p>	<p>Response to Literature: Expository Writing - Introduce an expository writing. Discuss its similarities and differences to the narrative writing process. Introduce the graphic organizer for a nonfiction expository writing. Students will pick a government worker to write about and how they help our community and record their information into the organizers. (Topic- How do government workers help our community?)</p> <p>Grammar: Pronouns Reflexive Pronouns 2.C.1.1, 2.C.1.4, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.3 ELA.2.R.1.1 ELA.2.V.1.3 	<p>Consumables: Government at Work: Smokejumpers , Can You Sew a Flag, Betsy Ross? Leveled Readers: Coffee Farm, Hungry Coyote, Envious Mountain, Little Gold and the Bear, Iktomi and his Blanket</p>	<p>Lesson 51-54 Digraph ng, ph, ea Sight Words (Part 3) Assessment Lesson 55</p>

Week 13: November 4 - November 8 Unit 3

Assessment: Unit 3, Week 2 - "Keeping Our Country Clean" and "Cleaner School Buses" **Graded Assessment**

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p align="center">Unit 3, Weeks 2 & 3- Government at Work Essential Question: Why do we need a government?</p> <p>Week 2 Spotlight Benchmark: ELA.2.R.3.2.b.Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text. ELA.2.R.3.3.- Compare and contrast important details presented by two texts on the same topic of theme.</p> <p>Week 2 & 3 Supporting Benchmark: ELA.2.R.2.2 Identify the central idea and relevant details in a text. ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p> <p>Week 3 Spotlight Benchmark: ELA.2.R.1.3 Identify different characters; perspectives in a literary text. ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic of theme.</p>	<p><u>Social Studies:</u> Explore ways the daily life of people living in Colonial America changed over time.</p> <p>Explain why people form governments</p> <p>Explain the consequences of an absence of rules and laws</p> <p>Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p> <p>Recognize symbols, individuals, events, and documents that represent the United States</p> <p>SS.2.C.3.1 SS.2.C.1.1 SS.2.C.1.2 SS.2.A.2.4 SS.2.C.3.2</p>	<p>Standard 2 HE.2.R.2 Personal Responsibility Social Studies Green Bucket Books Doing Your Part by Kelly Rodgers</p> <p>Standard 3 HE.2.R.3 Mentorship and Citizenship</p> <p>Consumable-Government at Work Being a Good Citizen How to Help in your Community My Mom, Our Mayor The Job of the President</p> <p>Social Studies Green Bucket Books Being a Good Citizen by John Serrano Citizenship-Being Responsible by Cassie Mayer Citizenship by Lucia Raatma</p>
Academic Vocabulary:	Background Knowledge:	
<p>Text Features Central Idea Context Clues Compare /Contrast</p>	<p>Previous - Qualities of a good citizen include being safe, respecting rights, opinion, and property of others Word Bank - citizen, community, responsible, safe Current - the US government provides laws (rules), the US can be represented by symbols/documents *Historical Fiction *Abbreviations (EPA/DDT)</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Keeping Our Country Clean/Cleaner School Buses *What is the passage mostly about? *How are passage A and passage B alike? *How are passage A and passage B different?</p>	<p><u>Response to Literature:</u> Expository Writing - Students will transfer information from their organizers to their first draft of a structured essay. They will use this week to add details and academic vocabulary from literature. Making sure the flow of their essay makes sense. (Topic- How do government workers help our community?)</p> <p><u>Grammar:</u> Pronouns Reflexive Pronouns 2.C.1.1, 2.C.1.4, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.3 ELA.2.R.1.1 ELA.2.V.1.3 ELA.2.R.3.2.b ELA.2.R.3.3 ELA.2.R.2.2 	<p><u>Consumables:</u> Government at Work: Week 1: -Smokejumpers, Our Government's Laws Week 2: Can You Sew a Flag, Betsy Ross?</p> <p><u>Leveled Readers:</u> <u>Paul Revere's Ride Unit 3</u>, Being a Good Citizen , The Life of a Cop My Mom the Mayor , Paul Rever's Ride</p>	<p>Lesson 56-59 Ghost Letter Digraphs gn, kn, wr, Diphthong/Digraph ou, Diphthong/Digraph ow, Suffixes -er, -est, -y SPELLING TEST 6: Rule- CK and final k</p>

Week 14: November 11 - 15 (Mon. School Holiday)

Unit 3

Assessment: No assessment

Benchmarks Covered:

Science/Social Studies:

Resiliency:

Unit 3, Week 3- Government at Work
Essential Question: Why do we need a government?

Spotlight Benchmark:

ELA.2.R.1.3 Identify different characters; perspectives in a literary text.
ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic of theme.

Supporting Benchmark:

ELA.2.R.3.2.b.Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text.
ELA.2.R.2.2 Identify the central idea and relevant details in a text.
ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Social Studies:

Identify ways citizens can make a positive contribution in their community.

Explain the consequences of an absence of rules and laws

Evaluate the contributions of various African Americans, Hispanics, Native Americans, Veterans, and Women.

SS.2C.2.4
SS.2.C.2.1
SS.2.C.1.2

Standard 2 HE.2.R.2 Personal Responsibility
Social Studies Green Bucket Books
Doing Your Part by Kelly Rodgers

Standard 3 HE.2.R.3 Mentorship and Citizenship

Consumable-Government at Work
Being a Good Citizen
How to Help in your Community
My Mom, Our Mayor
The Job of the President

Social Studies Green Bucket Books
Being a Good Citizen by John Serrano
Citizenship-Being Responsible by Cassie Mayer
Citizenship by Lucia Raatma

Academic Vocabulary:

Background Knowledge:

Text Features admired proud
Central Idea plain announced
Context Clue delicious
Compare/ Contrast

Previous - Qualities of a good citizen include being safe, respecting rights, opinion, and property of others
Word Bank - citizen, community, responsible, safe

Current - the US government provides laws (rules), the US can be represented by symbols/documents
*Historical Fiction *Abbreviations (EPA/DDT)

Question Stems:

Response to Literature/Writing Mini-Lesson/Grammar:

*What is the passage mostly about?
*How are passage A and passage B alike?
*How are passage A and passage B different?

Response to Literature:

Expository Writing - Students will peer review their essays. Students will then read and revise their essay according to peer and teacher edits. (Topic- How do government workers help our community?)

Grammar:

Using Apostrophes to make Contractions 2.C.1.1, 2.C.1.4, 2.C.1.5, 2.C.2.1, 2.C.3.1

Supplemental Resources:

Reading Materials:

Saxon:

- Anchor Charts: ELA.2.V.1.3 ELA.2.R.3.2.b ELA.2.R.3.3 ELA.2.R.2.2

Consumables: Government at Work: Our Government's Laws
Leveled Readers: Being a Good Citizen, The Life of a Cop, My Mom the Mayor, Paul Rever's Ride

Lessons 61-64
Digraph ai and ay
C that sounds like S
Sight Words (Part 4)
Assessment: Lesson 65

Week 15: November 18 - 22 Unit 4

Assessment: Unit 4, Week 1 - "Why Possum's Tail is Bare" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 4, Week 1- Many Characters, Many Points of View</p> <p style="text-align: center;">Essential Question: How can a story change depending on who tells it?</p> <p>Spotlight Benchmark: ELA.2.R.3.1 Identify and explain similes, idioms, and alliteration in text(s).</p> <p>Supporting Benchmark: ELA.2.R.1.2 Identify and explain the theme of a literary text.</p>	<p><u>Social Studies:</u> Explore ways the daily life of people living in Colonial America changed over time.</p> <p>Explain why people form governments</p> <p>Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p> <p>SS.2.C.3.1 SS.2.C.1.1 SS.2.A.2.4</p>	<p>Strand HE.2.R: Resiliency</p> <p>Consumable- How the Beetle Got Its Gorgeous Coat</p>
Academic Vocabulary:	Background Knowledge:	
<p>Perspective bear/bare Alliteration narrated Similes seedling Idioms Theme</p>	<p>Previous - Differences of realistic and fantasy stories and reading from different perspectives Word Bank- experience, fantasy, perspective, realistic</p> <p>Current- Folk Tales, Point of View, Lessons/Morals/Central Message</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Why Possum's Tail Is Bare</p> <p>*Which sentence best describes the character?</p> <p>*Which event happens in the middle of the story?</p> <p>*In paragraph __, how is character A's perspective different from character B?</p> <p>*What is the message of the story?</p>	<p><u>Response to Literature:</u> Expository Writing - Students will finalize their expository writing. Making sure their information is clearly connected with transition words. (Topic- How do government workers help our community?)</p> <p><u>Grammar:</u> Using Apostrophes to make Contractions</p> <p>2.C.1.1, 2.C.1.4, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.3 ELA.2.V.1.3 ELA.2.R.3.2.b ELA.2.R.3.3 ELA.2.R.2.2 	<p><u>Consumables:</u> Government at Work - Getting a Message to General Washington</p> <p>Being a Good Citizen The Life of a Cop My Mom the Mayor Paul Rever's Ride</p>	<p>Lessons 66-69 The Rule vc/cvc/cv Final Stable Syllables Diphthongs oi and oy Suffixes -let, -ly</p> <p>SPELLING TEST 7: Rule- Final Stable Syllables</p>

Week 16: November 25 - 29 (Thanksgiving Break)

Week 17: December 2 - December 6 Unit 4

Assessment: Unit 4, Week 2 - "The Turtle Who Talked Too Much" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 4, Week 2- Many Characters, Many Points of View</p> <p style="text-align: center;">Essential Question: How can a story change depending on who tells it?</p> <p>Spotlight Benchmark: ELA.2.R.3.1 Identify and explain similes, idioms, and alliteration in text(s).</p> <p>Supporting Benchmark: ELA.2.R.1.2 Identify and explain the theme of a literary text.</p>	<p>Science: Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and idea on inferences (what you think) Explain how science along and in groups are always investigating new ways to solve problems. SC.2.N.1.2 SC.2.N.1.5 SC.2.N.1.6</p>	<p>Standard 4 HE.2.R.4: Critical Thinking and Problem Solving</p> <p>Consumable- Stone Soup</p>
Academic Vocabulary:	Background Knowledge:	
<p>Perspective exist famous Alliteration measured Similes transformed Idioms Theme Problem Introduced</p>	<p>Previous - Differences of realistic and fantasy stories and reading from different perspectives Word Bank- experience, fantasy, perspective, realistic</p> <p>Current- Folk Tales, Point of View, Lessons/Morals/Central Message</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>The Turtle Who Talked to Much</p> <p>*When is the character introduced in the story?</p> <p>*How is character A's perspective different from character B's at the beginning of the story?</p> <p>*What actions show character A's perspective on character B's problem?</p> <p>*What is the message of the story?</p> <p>*How does the character feel at the end of the story? (Part B - Which sentence supports your answer?)</p> <p>*When does the character try to solve the problem during the story?</p>	<p>Response to Literature: Argumentative Writing - Students will pick a character and their perspective from the story to support in their writing. Discuss how students need to provide details and their opinion to support why their characters' perspectives are correct. Use a graphic organizer to help students structure their details. (Topic - choose a character's perspective from a story and provide details and opinions to support why they are correct)</p> <p>Grammar: Complex and Simple Sentences 2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.3.1 ELA.2.R.1.2 	<p>Consumables: Many Characters, Many Points of View, The Blind Men and the Elephant , How the Beetle Got Its Gorgeous Coat</p> <p>Leveled Readers: Journey-Fables/Folktales Madam Parrot Armadilla and the Oasis</p>	<p>Lessons 71-74 Trigraph igh and tch Suffixes -en, -ish, -ist Sight Words (Part 5) Assessment Lesson 75</p>

Week 18: December 9 - 13 Unit 4

Assessment: Unit 4 Test - "How Porcupine Got His Quills" and "The Story of Lightning and Thunder" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 4, Week 3- Many Characters, Many Points of View</p> <p style="text-align: center;">Essential Question: How can a story change depending on who tells it?</p> <p>Spotlight Benchmark: ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.</p> <p>Supporting Benchmark: ELA.2.R.1.2-Identify and explain the theme of a literary text. ELA.2.R.3.1 Identify and explain similes, idioms, and alliteration in text(s). ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic of theme.</p>	<p><u>Science:</u> Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and idea on inferences (what you think) Explain how science along and in groups are always investigating new ways to solve problems. SC.2.N.1.2 SC.2.N.1.5 SC.2.N.1.6</p>	<p>Strand HE.2.R Resiliency Standard 1 HE.2.R.1 Standard 3 HE.2.R.3 Mentorship and Citizenship</p> <p>Consumable- The Stone Garden</p>
Academic Vocabulary:	Background Knowledge:	
<p>Perspective gigantic clever Alliteration jealous gardens Similes Idioms Theme Reveal Compare/ Contrast</p>	<p>Previous - Differences of realistic and fantasy stories and reading from different perspectives Word Bank- experience, fantasy, perspective, realistic</p> <p>Current- Folk Tales, Point of View, Lessons/Morals/Central Message</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>How Porcupine Got His Quills/The Story of Lightning and Thunder</p> <p>*Which sentence describes the character at the beginning of the story?</p> <p>*Which sentence shows the character's perspective?</p> <p>*How do the character's feelings change by the end of the story?</p> <p>*What does paragraph _ reveal about the plot?</p> <p>*What is the message of the story?</p> <p>*How did the character feel about _?</p> <p>*When is the problem of the story introduced?</p> <p>*Think about the two passages, passage A and passage B. Choose two ways the themes of the passages are alike.</p>	<p><u>Response to Literature:</u> Argumentative Writing - Students will peer review their essays. Students will then read and revise their essay according to peer and teacher edits. They will add transition words to make the flow of their essay make sense (<i>Topic - choose a character's perspective from a story and provide details and opinions to support why they are correct</i>)</p> <p><u>Grammar:</u> Complex and Simple Sentences</p> <p>2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.3.1 ELA.2.R.1.2 	<p><u>Consumables:</u> Many Characters, Many Points of View 2.R.3.2</p> <ul style="list-style-type: none"> - Stone Soup pg. 12-16 - Stone Soup pg. 20-24 <p><u>Leveled Readers:</u> Journey-Fables/Folktales Madam Parrot Armadilla and the Oasis</p>	<p>Lessons 76-79 G that sounds like j Trigraph dge Spelling with dge and ge Spelling with ch and tch SPELLING TEST 8: Rule- Final ke and ve</p>

Week 19: December 16 - 20 (End of nine weeks 12/20) Review

Assessment: No Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
2.R.2.2 Identify the central idea and relevant details in a text 2.R.2.3 Explain an author's purpose in an informational text. 2.R.2.1 Explain how text features contribute to the meaning of a text	<u>Social Studies:</u> Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole. Use a map to locate the countries in North America S.S2.G.1.3 SS.2.G.1.4	Strand HE.2.R. Resiliency Skill Anchor Charts P. 16 Ignoring to Avoid Conflict
Academic Vocabulary:	Background Knowledge:	
Perspective Alliteration Similes Idioms Theme Problem Reveal Compare/ Contrast	<u>Holidays/Celebrations/Traditions</u>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
Holidays Around The World What is the passage mostly about? (Part B - Which sentence supports your answer?) *What can the reader learn from the picture? *Which section (Heading) of the passage tells _ ? *What information does the picture show? *In which section (Heading) of the passage can the reader find out _?	<u>Response to Literature:</u> Argumentative Writing - Students will finalize their argumentative writing using editing notes. They will create their final draft using reasons and opinions supported by details from the text, transitions and a clear conclusion. <i>(Topic - choose a character's perspective from a story and provide details and opinions to support why they are correct)</i> <u>Grammar:</u> Compound Words 2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.3.1 ELA.2.R.1.2 ELA.2.R.1.1 ELA.2.R.3.3 	<u>Consumables:</u> Many Characters, Many Points of View - The Stone Garden <u>Leveled Readers:</u> Journey-Fables/Folktales Madam Parrot Armadilla and the Oasis	Lesson 81 (2 days) The Rule v.cv Lesson 82 (2 days) Suffixes -ful, -ness Lesson 84 (1 day- sight words- Part 6)

Week 20: January 6 - 10 (Mon. 01/06 Teacher Planning,) Unit 10

Assessment: No Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 10, Week 1 - States of Matter Essential Question: How can matter change?</p> <p>Spotlight Benchmark: ELA.2.R.2.3 Explain an author's purpose in an informational text.</p> <p>Supporting Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p>	<p>Science: Identify objects and materials as solid, liquid, or gas.</p> <p>Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</p> <p>Observe and describe water in its solid, liquid, and gaseous states.</p> <p>SC.2.P.8.2 SC.2.P.8.3 SC.2.P.8.4</p>	<p>Standard 2 HE.2.R.1: Character</p> <p>Consumable- States of Matter Sand Sculptures</p>
Academic Vocabulary:	Background Knowledge:	
Sequencing Text Features (labels) Transition Words	<p>Previous - living things use energy, we can use our senses to build knowledge about light, sound, and heat Word Bank-energy, source, moves/movement, senses</p> <p>Current- Matter, Solid, Liquid, Gas, Describe and sort by their physical properties (shapes, sizes, and states can change)</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>*Which of these things is not needed to make _ ?</p> <p>*Look at the picture labeled _.</p> <p>*Which sentence from the passage is made clearer by the picture?</p> <p>*What should someone do first when making _?</p>	<p>Readers Theater Writing: Who was your favorite character and why? How do you relate to them personally?</p> <p>Grammar: Compound Words</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.V.1.2 ELA.2.R.2.2 	<p>Consumables: States of Matter - The Art of Origami - Sand Sculpture</p> <p>Leveled Readers: Yuiige Ding: Hatmaker How to Make a Paper Design The Potter of San Idefonso</p>	<p>Saxon Lesson 83 (2 days) Final Stable Syllable- tion Assessment Lesson 85</p>

Week 21: January 13 - 17 Unit 10

Assessment: Unit 10, Week 1 - "Button Jewelry" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 10, Week 1 & 2 - States of Matter Essential Question: How can matter change?</p> <p>Spotlight Benchmark: ELA.2.R.2.3 Explain an author's purpose in an informational text.</p> <p>Supporting Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p>	<p>Science: Identify objects and materials as solid, liquid, or gas.</p> <p>Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</p> <p>Observe and describe water in its solid, liquid, and gaseous states. SC.2.P.8.2 SC.2.P.8.3 SC.2.P.8.4</p>	<p>Standard 2 HE.2.R.1: Character</p> <p>Consumable- States of Matter Sand Sculptures</p>
Academic Vocabulary:	Background Knowledge:	
Text Features (captions, photos) Character Perspective Sentence Supports Transition Words	<p>Previous - living things use energy, we can use our senses to build knowledge about light, sound, and heat Word Bank-energy, source, moves/movement, senses</p> <p>Current- Matter, Solid, Liquid, Gas, Describe and sort by their physical properties (shapes, sizes, and states can change)</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Button Jewelry</p> <p>*Which of these things is not needed to make _ ?</p> <p>*Look at the picture labeled _.</p> <p>*Which sentence from the passage is made clearer by the picture?</p> <p>*What should someone do first when making _?</p>	<p>Response to Literature: Argumentative Writing - Students will brainstorm different technologies and pick their favorite one. They will then fill in the graphic organizer with information and opinions to help argue that it is the best piece of technology. (<i>Topic- _____ is the best technology because _____.</i>)</p> <p>Grammar: Past Tense Verbs Irregular Past Tense Verbs 2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.2.1 ELA.2.R.2.3 Anchor Charts: ELA.2.V.1.2 	<p>Consumables: States of Matter - Matter Changes in Many Ways</p> <p>Leveled Readers: <u>Stan's Trip Out West</u></p>	<p>Lessons 86 (2 days) Digraph oa, oa Lesson 87 (2 days)</p> <p>Review of Diphthongs</p>

Week 22: January 20 - 24 (Mon. No School 01/20) Unit 10

Assessment: Unit 10, Week 2 - "The House of Paper" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p>Unit 10, Week 2 & 3 - States of Matter Essential Question: How can matter change?</p> <p>Week 2 Spotlight Benchmark: ELA.2.R.2.3 Explain an author's purpose in an informational text. Supporting Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p> <p>Week 3 Spotlight Benchmark: ELA.2.R.3.2.b Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text. Supporting Benchmark: ELA.2.R.2.2 Identify the central idea and relevant details in a text.</p>	<p>Science: Identify objects and materials as solid, liquid, or gas.</p> <p>Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</p> <p>Observe and describe water in its solid, liquid, and gaseous states.</p> <p>SC.2.P.8.2 SC.2.P.8.3 SC.2.P.8.4</p>	<p>Standard 2 HE.2.R.1: Character</p> <p>Consumable- States of Matter Sand Sculptures</p>
Academic Vocabulary:	Background Knowledge:	
Text Features (captions, photos) Character Perspective Sentence Supports Transition Words	Previous - living things use energy, we can use our senses to build knowledge about light, sound, and heat Word Bank-energy, source, moves/movement, senses Current- Matter, Solid, Liquid, Gas, Describe and sort by their physical properties (shapes, sizes, and states can change)	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>The House of Paper *What does the first picture show about_? *Look at the picture of the _. *Which sentence does the picture support?</p>	<p>Response to Literature: Argumentative Writing -Students will add details and supporting evidence to their opinion on which technology is the best. They will peer to peer review each other writings. (Topic- _____ is the best technology because _____.)</p> <p>Grammar: Past Tense Verbs Irregular Past Tense Verbs</p> <p>2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.V.1.2 	<p>Consumables: States of Matter : Crazy Horse Memorial Leveled Readers: Yuiige Ding: Hatmaker How to Make a Paper Design The Potter of San Idefonso</p>	<p>Lessons 88 (2 days) Digraph au Lesson 89 (2 days) Digraph aw SPELLING TEST 9: Rule- spelling with long e</p>

Week 23: January 27 - 31 Unit 6

Assessment: Unit 10 Test - "Making Snow Globes at Home" and "Making Snow Globes" **Graded Assessment**

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 10, Week 3 - States of Matter Essential Question: How can matter change?</p> <p>Week 3 Spotlight Benchmark: ELA.2.R.3.2.b Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text. Supporting Benchmark: ELA.2.R.2.2 Identify the central idea and relevant details in a text.</p> <p style="text-align: center;">Unit 6, Week 1 - Tales to Live By Essential Question: What can different cultures teach us?</p> <p>Spotlight Benchmark: ELA.2.R.1.2 Identify and explain the theme of a literary text. Supporting Benchmark: ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text. ELA.2.R.3.1 Identify and explain similes, idioms, and alliteration in text(s).</p>	<p>Identify ways citizens have guaranteed rights and identify rights</p> <p>SS.2.C.3.1</p>	<p>Standard 4 HE.2.R.4 Critical Thinking and Problem Solving</p> <p>The Armadillo and the Oasis The Turtle and the Tiger Chamomile Save the Forest</p> <p>Social Studies Green Bucket Books</p> <p>Problem Solving by Cristie Reed</p>
Academic Vocabulary:	Background Knowledge:	
<p>Theme precious result</p> <p>Setting</p> <p>Perspective</p> <p>Story Structure strange foolish</p> <p>Compare/ Contrast magically</p> <p>Simile demanded</p>	<p>Previous - morals/lessons, teamwork can help people solve problems Word Bank-cooperation, problem, moral, teamwork</p> <p>Current- common themes across cultures, people tell stories to entertain, educate, and share ideas</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Making Snow Globes at Home/Making Crystals *Which step comes first? *Look at the picture labeled step 2. *How did the picture help the reader better understand the directions? *Which sentence is supported by the first picture? *What two things do the second picture show? *What happens during this activity?</p>	<p><u>Response to Literature:</u> Argumentative Writing - Students will revise and finalize their writing based on their edits. They will check that their writing has transition words, details supporting their opinion and good handwriting. (Topic- _____ is the best technology because _____.) <u>Grammar:</u> Simple, compound, and complex Sentences 2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.1 ELA.2.R.1.2 ELA.2.R.3.1 	<p><u>Consumables:</u>Tales to Live By : Village of the Moon Rain, The Huemul Egg</p> <p><u>Leveled Readers:</u> Honorable Minu: The West African Folktale Unit 6/L , Turtle and the Tiger, Empty Pot-Reading A to Z, Reader Theater: Boy Who Cried Wolf</p>	<p>Lessons 91-94 The Rule cv/v A before L Sight Words (Part 7) Assessment Lesson 95</p>

Week 24: February 3 - 7 Unit 6

Assessment: Unit 6, Week 1 - "The Blind Men and the Elephant" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 6, Week 2 - Tales to Live By</p> <p style="text-align: center;">Essential Question: What can different cultures teach us?</p> <p>Spotlight Benchmark: ELA.2.R.1.3 Identify different characters' perspectives in a literary text.</p> <p>Supporting Benchmark: ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.</p>	<p><u>Social Studies:</u> Identify ways citizens have guaranteed rights and identify rights</p> <p>SS.2.C.3.1</p>	<p>Standard 4 HE.2.R.4 Critical Thinking and Problem Solving</p> <p>The Armadillo and the Oasis The Turtle and the Tiger Chamomile Save the Forest</p> <p>Social Studies Green Bucket Books</p> <p>Problem Solving by Cristie Reed</p>
Academic Vocabulary:	Background Knowledge:	
<div>Theme festival</div> <div>Setting artwork</div> <div>Perspective</div> <div>Story Structure</div> <div>Compare/Contrast</div> <div>Simile</div>	<p>Previous - morals/lessons, teamwork can help people solve problems Word Bank-cooperation, problem, moral, teamwork</p> <p>Current- common themes across cultures, people tell stories to entertain, educate, and share ideas</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>The Blind Men and the Elephant</p> <p>*What is the theme of the story?</p> <p>*Which detail describes the setting of the story?</p> <p>*Why are the perspectives of the characters different?</p>	<p><u>Response to Literature:</u> Fictional Narrative - Students will write about what they would do if they were president. They will brainstorm their ideas into an introduction, three body paragraphs, and a conclusion. You could use a graphic organizer as a starting point. (<i>Topic- Who you would be as a president, why they should vote for you, what you would do as president. </i>)</p> <p><u>Grammar:</u> Simple, compound, and complex Sentences</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.1 ELA.2.R.1.3 	<p><u>Consumables:</u> Tales to Live By - A Foxy Garden</p> <p><u>Leveled Readers:</u> Don Quixote Turtle and the Tiger Empty Pot-Reading A to Z Reader Theater: Boy Who Cried Wolf</p>	<p>Lessons 96-99 A after w or qu The Rules vc/ccv vcc/cv Spelling with final C Sight Words (Part 8) SPELLING TEST 10: Rule- Final s</p>

Week 25: February 10 - 14 Unit 6

Assessment: Unit 6, Week 2 - "Hot Coyote" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 6, Week 3 - Tales to Live By</p> <p style="text-align: center;">Essential Question: What can different cultures teach us?</p> <p>Spotlight Benchmark: ELA.2.R.3.2.a. Retell a text to enhance comprehension. Use main story elements in a logical sequence for a literary text.</p> <p>Supporting Benchmark: ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.</p>	<p><u>Social Studies:</u> Identify ways citizens have guaranteed rights and identify rights</p> <p>SS.2.C.3.1</p>	<p>Standard 4 HE.2.R.4 Critical Thinking and Problem Solving</p> <p>The Armadillo and the Oasis The Turtle and the Tiger Chamomile Save the Forest</p> <p>Social Studies Green Bucket Books</p> <p>Problem Solving by Cristie Reed</p>
Academic Vocabulary:	Background Knowledge:	
<div>Theme</div> <div>Setting</div> <div>Perspective</div> <div>Story Structure</div> <div>Compare/Contrast</div> <div>disappear</div> <div>forced</div> <div>warning</div> <div>storm</div>	<p>Previous - morals/lessons, teamwork can help people solve problems Word Bank-cooperation, problem, moral, teamwork</p> <p>Current- common themes across cultures, people tell stories to entertain, educate, and share ideas</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Hot Coyote</p> <p>*What is the message of the story? (Part B - Which sentence from the passage supports your answer?)</p> <p>*Look at the picture. Which sentence describes the character?</p> <p>*Which two sentences from the passage show that the perspectives of character A and character B are different?</p>	<p><u>Response to Literature:</u> Fictional Narrative - Students will take their graphic organizer and write their first copy of their essay. They can peer review and edit their essays accordingly. (Topic- Who you would be as a president, why they should vote for you, what you would do as president.)</p> <p><u>Grammar:</u> Commas in a Series</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.1 ELA.2.R.3.2.a 	<p><u>Consumables:</u> Tales to Live By - Why Is the Sky So Far Away</p> <p><u>Leveled Readers:</u> Turtle and the Tiger Empty Pot-Reading A to Z Reader Theater: Boy Who Cried Wolf</p>	<p>Lessons 101-104 Final Stable Syllable- sion Digraph ew Doubling Rule Sight Words (Part 8) Assessment Lesson 105</p>

Week 26: February 17 - 21 (Mon. School Holiday 02/17) Unit 6

Assessment: Unit 6 Test - "Why the Sun and Moon Live in the Sky" and "Over There and Home Again" **Graded Assessment**

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 6, Week 3 - Tales to Live By Essential Question: What can different cultures teach us? Spotlight Benchmark: ELA.2.R.3.2.a. Retell a text to enhance comprehension. Use main story elements in a logical sequence for a literary text. Supporting Benchmark: ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.</p> <p style="text-align: center;">Unit 7, Week 1 - Investigating the Past Essential Question: How does understanding the past shape the future? Spotlight Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p>	<p><u>Social Studies:</u> Identify ways citizens have guaranteed rights and identify rights</p> <p>SS.2.C.3.1</p>	<p>Standard 4 HE.2.R.4 Critical Thinking and Problem Solving</p> <p>The Armadillo and the Oasis The Turtle and the Tiger Chamomile Save the Forest</p> <p>Social Studies Green Bucket Books</p> <p>Problem Solving by Cristie Reed</p>
Academic Vocabulary:	Background Knowledge:	
<div> <div>Theme</div> <div>Setting</div> <div>Perspective</div> <div>Story Structure</div> <div>Compare/Contrast</div> <div>Event</div> </div> <div> <div>Text Features (Photos evidence)</div> <div>resources</div> <div>force</div> </div>	<p>Previous - morals/lessons, teamwork can help people solve problems Word Bank-cooperation, problem, moral, teamwork</p> <p>Current- common themes across cultures, people tell stories to entertain, educate, and share ideas</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Why the Sun and Moon Live in the Sky/Over There and Again *What is the theme of the story? (Part B - What sentence from the passage supports your answer?) *Which event does the picture show? *What does the picture show about the character? *How is character A's perspective different from character B? (Two answers) *What is the theme of the story? (Part B - What sentence supports your answer?) *Look at the picture. Which sentence describes the setting? *Look at the picture. Which sentence describes the character?</p>	<p><u>Response to Literature:</u> Fictional Narrative - Students will finalize the structure. Make sure it starts with an introduction, 3 good body paragraphs, and a conclusion. Students can present their essays to their class once they are done. (Topic- Who you would be as a president, why they should vote for you, what you would do as president.)</p> <p><u>Grammar:</u> Commas in a Series 2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.1 ELA.2.R.3.2.a 	<p><u>Consumables:</u>Tales to Live By - Why Is the Sky So Far Away</p> <p><u>Leveled Readers:</u> Turtle and the Tiger Empty Pot-Reading A to Z Reader Theater: Boy Who Cried Wolf</p>	<p>Lessons 106-109 Digraph ey and ue Suffixes -es, -ous SPELLING TEST 11: Rule- Spelling with j and g</p>

Week 27: February 24 - 28 Unit 7

Assessment: Unit 7, Week 1 - "A Day to Remember" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 7, Week 1 - Investigating the Past</p> <p style="text-align: center;">Essential Question: How does understanding the past shape the future?</p> <p>Spotlight Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p> <p style="text-align: center;">Unit 7, Week 2 - Investigating the Past</p> <p style="text-align: center;">Essential Question: How does understanding the past shape the future?</p> <p>Spotlight Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p> <p>Supporting Benchmark: ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>	<p>Social Studies: Examine primary and secondary sources (artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, stamps, textbooks, reference books)</p> <p>SS.2.A.1.1</p>	<p>Standard 2 HE.2.R.1: Character</p> <p>Consumable- Investigating the Past The Oregon Trail Ranch Flyer Communication Relationship Building</p>
Academic Vocabulary:	Background Knowledge:	
<p>Central Idea careful strange Text features (captions) desert</p>	<p>Previous - knowledge of the past is important to plan for the future, timelines, maps Word Bank - events, future, past, present</p> <p>Current - Primary Sources, Artifacts</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>A Day to Remember</p> <p>*What is the passage mostly about?</p> <p>*How does the picture add to the passage?</p> <p>*What does the caption under the picture best help the reader understand?</p>	<p>Response to Literature: Fictional Diary Entry/Letter - Introduce a diary entry/letter writing. Discuss the elements in a diary/letter and the similarities to a narrative writing piece. Introduce the graphic organizer for a diary entry/letter. Students will choose an inventor and an entry/letter to them about their invention. (<i>Topic - What inventor created the best invention that you use everyday?</i>)</p> <p>Grammar: Commas in Letters, Greetings and Closings 2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.2.1 	<p>Consumables: Investigating the Past: The Oregon Trail and Ranch Flyer</p> <p>Leveled Readers: Florida in the World Unit 7 I am Colombian What Do Paintings Tell Us? Amelia Earhart Reading A to Z Readers Theater: Matthew Henson at the North Pole</p>	<p>Lessons 111-114 The Rule v/cv with e, o, and u The Rule v/cv with a and i Final Stable Syllables -cious, -tious Assessment Lesson 115</p>

Week 28: March 3 - 7 Unit 7

Assessment: No Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 7, Week 2 - Investigating the Past</p> <p>Essential Question: How does understanding the past shape the future?</p> <p>Spotlight Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p> <p>Supporting Benchmark: ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and/or/background knowledge to determine the meaning of unknown words.</p> <p style="text-align: center;">Unit 7, Week 3 - Investigating the Past</p> <p>Essential Question: How does understanding the past shape the future?</p> <p>Spotlight Benchmark: ELA.2.R.2.2 Identify the central idea and relevant details in a text.</p>	<p><u>Social Studies:</u> Examine primary and secondary sources (artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, stamps, textbooks, reference books)</p> <p>Describe the impact of immigrants on the Native Americans</p> <p>SS.2.A.1.1 SS.2.A.2.2</p>	<p>Standard 2 HE.2.R.1: Character</p> <p>Consumable- Investigating the Past The Oregon Trail Ranch Flyer Communication Relationship Building</p>
Academic Vocabulary:	Background Knowledge:	
<p>Central Idea admired Text features (captions, headings) Section = Headings Suggests</p>	<p>Previous - knowledge of the past is important to plan for the future, timelines, maps Word Bank - events, future, past, present</p> <p>Current - Primary Sources, Artifacts</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>*What is the passage mostly about? (Part B - Which sentence supports your answer?)</p> <p>*What can the reader learn from the picture?</p> <p>*Which section (Heading) of the passage tells _ ?</p> <p>*What information does the picture show?</p> <p>*In which section (Heading) of the passage can the reader find out _?</p>	<p><u>Response to Literature:</u> Fictional Diary Entry/Letter - Students will take their information from the graphic organizer and create their first rough draft of their entry/letter. <i>(Topic - What inventor created the best invention that you use everyday?)</i></p> <p><u>Grammar:</u> Commas in Letters, Greetings and Closings</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.2.1 ELA.2.V.1.3 	<p><u>Consumables:</u> Investigating the Past - Primary Sources</p> <p><u>Leveled Readers:</u> Florida in the World Unit 7 I am Colombia What Do Paintings Tell Us? Amelia Earhart Reading A to Z Readers Theater: Matthew Henson at the North Pole</p>	<p>Lessons 116-119 Final Stable Syllables -ci, si, ti Digraphs ei, ie Quadrigraph eigh Rule v/ccv SPELLING TEST 12: Rule- Spelling with dge & ge</p>

Week 29: March 10 - 14 (End of Grading Period) Unit 7

Assessment: Unit 7 Test - "Women Service Air Force Pilots" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 7, Week 3 - Investigating the Past</p> <p>Essential Question: How does understanding the past shape the future?</p> <p>Spotlight Benchmark: ELA.2.R.2.2 Identify the central idea and relevant details in a text.</p> <p>Supporting Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts. ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and/or/background knowledge to determine the meaning of unknown words. ELA.2.R.3.2.b Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text. ELA.2.R.3.1 Identify and explain similes, idioms, and alliteration in text(s).</p>	<p>Social Studies: Examine primary and secondary sources (artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, stamps, textbooks, reference books)</p> <p>SS.2.A.1.1</p>	<p>Standard 2 HE.2.R.1: Character</p> <p>Consumable- Investigating the Past The Oregon Trail Ranch Flyer Communication Relationship Building</p>
Academic Vocabulary:	Background Knowledge:	
<p>Central Idea Chart Reading Text features (captions, headings) Section = Headings Suggests</p>	<p>Previous - knowledge of the past is important to plan for the future, timelines, maps Word Bank - events, future, past, present</p> <p>Current - Primary Sources, Artifacts</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Women Service Air Force Pilots</p> <p>*What is the passage mostly about? (Part B - Which sentence from the passage best supports your answer?)</p> <p>*Look at the chart. What was the main main reason for _?</p> <p>*Which section (Heading) tells _?</p> <p>*What problem led to _? (Part B - Which sentence from the passage supports your answer?)</p>	<p>Response to Literature: Fictional Diary Entry/Letter - Students will take their entry/letter and add details. Students will then revise and edit their entry/letter utilizing peer to peer editing and feedback. (Topic - What inventor created the best invention that you use everyday?)</p> <p>Grammar: Collective Nouns 2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.2.1 ELA.2.R.3.2.b ELA.2.R.3.1 ELA.2.R.2.2 ELA.2.V.1.3 	<p>Consumables: Investigating the Past - A Dinosaur named Sue</p> <p>Leveled Readers: Florida in the World Unit 7 I am Colombian What Do Paintings Tell Us? Amelia Earhart Reading A to Z Readers Theater: Matthew Henson at the North Pole</p>	<p>Lesson 121 (2 days) Dropping Rule</p> <p>Lesson 122 (3 days) Long multi-syllable words</p>

March 17 - 21 SPRING BREAK

Week 30: March 24 - 28 (Mon. Teacher Planning) Unit 8

<p>Assessment: No Assessment</p>	
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Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p>Unit 8, Week 1 - Wind and Water Change Earth</p> <p>Essential Question: How do we react to changes in nature?</p> <p>Spotlight Benchmark: ELA.2.R.2.4 Explain an author's opinion(s) and supporting evidence.</p> <p>Supporting Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts. ELA.R.2.2.3 Explain an author's purpose in an informational text</p>	<p><u>Social Studies:</u> Examine primary and secondary sources (artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, stamps, textbooks, reference books)</p> <p>SS.2.A.1.1</p>	<p>Standard 2 HE.2.R.4: Personal Responsibility</p> <p>Consumable-Wind and Water Change Earth</p> <p>Water's Awesome Wonder</p>

Academic Vocabulary:		Background Knowledge:
Maps	shaped	Previous - exploring knowledge about Earth, the sun, the moon, and the stars, different cultures teach stories that explain what they observe in the night sky Word Bank - explore, observe, planet, sky Current - Fast/Slow weather changes, shaping the land can be caused by nature and humans *Dams
Author's Purpose (Claim)	scientist	
Facts and Opinion		

Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:
<p>*What is the passage mostly about? (Part B - Which sentence from the passage best supports your answer?)</p> <p>*Look at the chart. What was the main main reason for _?</p> <p>*Which section (Heading) tells _?</p> <p>*What problem led to _? (Part B - Which sentence from the passage supports your answer?)</p>	<p><u>Response to Literature:</u> Fictional Diary Entry/Letter - Students will take their entry/letter and add details. Students will then revise and edit their entry/letter utilizing peer to peer editing and feedback. (Topic - <i>What inventor created the best invention that you use everyday?</i>)</p> <p><u>Grammar:</u> Collective Nouns</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>

Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Explain How Text Features Contribute to Meaning Retell an Informational Text: Use Central Idea and Relevant Details Identify and Explain Similes Anchor Charts: ELA.2.R.2.1 ELA.2.R.3.2.b ELA.2.R.3.1 ELA.2.R.2.2 ELA.2.V.1.3 	<p><u>Consumables:</u></p> <p>Investigating the Past -</p> <p>- A Dinosaur named Sue</p> <p><u>Leveled Readers:</u></p>	<p>Lesson 123 (2 days)</p> <p>Final Stable Syllable -ture</p> <p>Lesson 124 (1 day)</p> <p>Sight Words (Part 10)</p> <p>Assessment Lesson 125</p>

Week 31: March 31 - April 4 Unit 8

Assessment: Unit 8, Week 1 - "Dams for the People" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 8, Week 1 - Wind and Water Change Earth Essential Question: How do we react to changes in nature?</p> <p>Spotlight Benchmark: ELA.2.R.2.4 Explain an author's opinion(s) and supporting evidence.</p> <p>Supporting Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts. ELA.R.2.2.3 Explain an author's purpose in an informational text.</p> <p style="text-align: center;">Unit 8, Week 2 - Wind and Water Change Earth Essential Question: How do we react to changes in nature?</p> <p>Spotlight Standard: ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p> <p>Supporting Standard: ELA.2.R.3.2.b Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text. ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p>	<p>Science: Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation day to day and season to season.</p> <p>Investigate that air is all around us and that moving air is wind.</p> <p>Water Cycle</p> <p>State the importance of preparing for severe weather, lightning and other weather related events. SC..E.7.1 SC2.E.7.4 SC.2.E.7.5.</p>	<p>Standard 2 HE.2.R.4: Personal Responsibility</p> <p>Consumable-Wind and Water Change Earth Water's Awesome Wonder</p>
Academic Vocabulary:	Background Knowledge:	
Maps Author's Purpose (Claim) Facts and Opinions	<p>Previous - exploring knowledge about Earth, the sun, the moon, and the stars, different cultures teach stories that explain what they observe in the night sky</p> <p>Word Bank - explore, observe, planet, sky</p> <p>Current - Fast/Slow weather changes, shaping the land can be caused by nature and humans *glaciers</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Dams for the People *Why did the author write this passage? *What can the reader learn from the map? *Which fact best supports the authors claim that _?</p>	<p>Response to Literature: Research Report - Introducing Research Report writing. Discuss the elements in a Research Report. Introduce the graphic organizer for a research report. Create an earth day report. Why is it important to reuse, recycle and reduce.</p> <p>Grammar: Collective Nouns 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.2.1 ELA.2.R.2.4 ELA.R.2.2.3 	<p>Consumables: Wind and Water Change Earth : Tornado, Water's Awesome Wonder</p> <p>Leveled Readers: Earth: A Planet of Water, Hoover Dam: Reading A to Z, Pico de Orizaba, Rock Erosion, Earth's Changes</p>	<p>Lesson 126 (2 days) Prefixes over-, pre-, under-</p> <p>Lesson 127 (2 days) Prefixes dis-, im-, in-, ir-,</p>

Week 32: April 7 - 11 Unit 8

Assessment: Unit 8, Week 2 - "Changes in Greenland" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 8, Week 2 - Wind and Water Change Earth</p> <p style="text-align: center;">Essential Question: How do we react to changes in nature?</p> <p>Spotlight Standard: ELA.2.V.1.3 Identify and use context clues, word relationships, reference materials, and /or background knowledge to determine the meaning of unknown words.</p> <p>Supporting Standard: ELA.2.R.3.2.b Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text. ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p>	<p>Science: Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation day to day and season to season.</p> <p>Investigate that air is all around us and that moving air is wind.</p> <p>Water Cycle</p> <p>State the importance of preparing for severe weather, lightning and other weather related events.</p> <p>SC..E.7.1 SC2.E.7.4 SC.2.E.7.5.</p>	<p>Standard 2 HE.2.R.4: Personal Responsibility</p> <p>Consumable-Wind and Water Change Earth Water's Awesome Wonder</p>
Academic Vocabulary:	Background Knowledge:	
<p>Maps Author's Purpose (Claim) Facts Dictionary Entry</p>	<p>Previous - exploring knowledge about Earth, the sun, the moon, and the stars, different cultures teach stories that explain what they observe in the night sky Word Bank - explore, observe, planet, sky Current - Fast/Slow weather changes, shaping the land can be caused by nature and humans *Conservation</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Changes in Greenland *Which sentence from the passage is supported by the picture? *Why did the author write this passage? (Part B - Which sentence from the passage supports your answer?) *Look at the map. What does it show? (two answers)</p>	<p>Response to Literature: Research Report - Students will take their information from the graphic organizer and create their first rough draft of their report. (Topic - Why do we recycle, reuse and reduce ?)</p> <p>Grammar: Plural Possessive Nouns 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.2.1 ELA.2.R.3.2.b ELA.2.V.1.3 Dictionary Entry Practice 	<p>Consumables: Wind and Water Change Earth - Earth's Changes</p> <p>Leveled Readers: <u>Rock Erosion</u> Unit 8 / L Hoover Dam: Reading A to Z Earth's Changes</p>	<p>Lesson 128 (2 days) French Endings -ice, -ile, -ine Lesson 129 (2 days) The Rule v/v</p> <p>SPELLING TEST 13: Rule- spelling with ch and tch</p>

Week 33: April 14 - 18 Unit 9

Assessment: Unit 8 Test - "Saving Water" and "Cape Town: We Have Water" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 8, Week 3 - Wind and Water Change Earth</p> <p style="text-align: center;">Essential Question: How do we react to changes in nature?</p> <p>Spotlight Standard: ELA.2.R.2.4 Explain an author's opinion(s) and supporting evidence. ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic of theme.</p> <p>Supporting Standard: Unit 9, Week 1 - Buyers and Sellers</p> <p style="text-align: center;">Essential Question: How do the goods we make, buy, and sell connect us?</p> <p>Spotlight Benchmark: ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.</p> <p>Supporting Benchmark: ELA.2.R.2.1- Text features Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p>	<p>Science: Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation day to day and season to season.</p> <p>Investigate that air is all around us and that moving air is wind.</p> <p>Water Cycle</p> <p>State the importance of preparing for severe weather, lightning and other weather related events.</p> <p>SC..E.7.1 SC2.E.7.4 SC.2.E.7.5.</p>	<p>Standard 2 HE.2.R.4: Personal Responsibility</p> <p>Consumable-Buyers and Sellers Cherokee Art Fair</p>
Academic Vocabulary:	Background Knowledge:	
Sequencing Market Author's Purpose (Claim) Puzzled Dictionary Entry Text Feature (Pictures) Fact and Opinion	Previous - exchanges of goods and services are an essential part of a community and there are many ways to create goods and provide services Word Bank - good, opinion, provide, service Current - People use natural resources to make/produce goods, based on needs and wants *Local farm stands *Grocery Store Vocabulary (Dairy Case, Meat Department, etc.....)	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Saving Water/We Have Water</p> <p>*Why did the author write the passage? (Part B - Which detail from the passage supports your answer?)</p> <p>*How does the first picture add to the passage?</p> <p>*What does the second picture show?</p> <p>*Which two details support the author's opinion about _?</p> <p>*Which two facts support the author's claim that _?</p> <p>*How are passage A and passage B similar?</p>	<p>Response to Literature: Research Report - Students will take their research, add any extra details. Teacher will show students a multimedia presentation. Students will then revise and edit their report utilizing peer to peer editing and feedback. (Topic - Why do we recycle, reuse and reduce ?)</p> <p>Grammar: Plural Possessive Nouns 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
Supplemental Resources:	Reading Materials:	Saxon:
Dictionary Entry Practice Anchor Charts: ELA.2.R.3.3 ELA.2.R.2.4	<p>Consumables: Wind and Water Change Earth : Naples Daily Tidings (Bonita Springs)</p> <p>Leveled Readers: Pico de Orizaba Unit 8/ K Hoover Dam: Reading A to Z Earth's Changes</p>	<p>Lesson 131 (2 days) Prefixes -bi, -mis, -mono, etc</p> <p>Lesson 132 (2 days) Suffix -age</p> <p>Assessment Lesson 135</p>

Week 34: April 21 - 25 (Half Day 4/23) Unit 9

Assessment: Unit 9, Week 1 - "Mrs. Goat's Farm Stand" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 9, Week 1 - Buyers and Sellers</p> <p style="text-align: center;">Essential Question: How do the goods we make, buy, and sell connect us?</p> <p>Spotlight Benchmark: ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.</p> <p>Supporting Benchmark: ELA.2.R.2.1- Text features Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p> <p style="text-align: center;">Unit 9, Week 2 - Buyers and Sellers</p> <p style="text-align: center;">Essential Question: How do the goods we make, buy, and sell connect us?</p> <p>Spotlight Benchmark: ELA.2.V.1.2 Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p>Supporting Benchmark: ELA.2.R.3.3.- Compare and contrast important details presented by two texts on the same topic of theme.</p>	<p>Social Studies: Recognize that people make choices because of limited resources</p> <p>Recognize that people supply goods and services based on consumer demands.</p> <p>Explain the personal benefits and costs involved in saving and spending.</p> <p>SS.2.E.1.1 SS.2.E.1.3 SS.2.E.1.4</p>	<p>Standard 2 HE.2.R.4: Personal Responsibility</p> <p>Consumable-Buyers and Sellers Cherokee Art Fair</p>
Academic Vocabulary:	Background Knowledge:	
<p>Perspective represent</p> <p>Setting</p> <p>Story Structure</p> <p>Text Feature (Pictures)</p>	<p>Previous - exchanges of goods and services are an essential part of a community and there are many ways to create goods and provide services</p> <p>Word Bank - good, opinion, provide, service</p> <p>Current - People use natural resources to make/produce goods, based on needs and wants</p> <p>*Animal products (honey, dairy, ect)</p> <p>*Grocery Store Vocabulary (Dairy Case, Meat Department, etc.....)</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>Mrs. Goat's Farm Stand</p> <p>*Which sentence shows the character's perspective?</p> <p>*What happens to _ before _?</p> <p>*What information does the picture add to the passage?</p> <p>*Which sentence from the passage is supported by the picture?</p> <p>*What does the picture show about _ ?</p> <p>*Think about the two passages you have read. How are _ and _ alike?</p>	<p>Response to Literature: Multimedia Presentation: Students will research and present their very own good or service to the class. They will individually research what they want to sell and fill in their graphic organizer with why and how they will sell their good/service to the class. (Topic - students will pick a good or service to "sell" to their class in a multimedia presentation.)</p> <p>Grammar: Use Prepositions and Prepositional Phrases 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.1.1 ELA.2.R.2.1 	<p>Consumables: Buyers and Sellers : From Tree to Baseball Bat, Goat and Bear in Business</p> <p>Leveled Readers: Hats off Henry, Where does Food Come From, Field to Fashion</p>	<p>Lesson 133 (2 days) Doubling Rule</p> <p>Lesson 134 (2 days) Changing Rule</p> <p>SPELLING TEST 14: Rule- Doubling Rule</p>

Week 35: April 28 - May 2 Unit 9

Assessment: Unit 9, Week 2 - "In the Dairy Case" and "Fresh From the Hive" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 9, Week 2 - Buyers and Sellers</p> <p style="text-align: center;">Essential Question: How do the goods we make, buy, and sell connect us?</p> <p>Spotlight Benchmark: ELA.2.V.1.2 Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p>Supporting Benchmark: ELA.2.R.3.3.- Compare and contrast important details presented by two texts on the same topic of theme.</p> <p style="text-align: center;">Unit 9, Week 3 - Buyers and Sellers</p> <p style="text-align: center;">Essential Question: How do the goods we make, buy, and sell connect us?</p> <p>Spotlight Benchmark: ELA.2.R.3.2.b. Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text.</p>	<p><u>Social Studies:</u> Recognize that people make choices because of limited resources</p> <p>Recognize that people supply goods and services based on consumer demands.</p> <p>Explain the personal benefits and costs involved in saving and spending.</p> <p>SS.2.E.1.1 SS.2.E.1.3 SS.2.E.1.4</p>	<p>Standard 2 HE.2.R.4: Personal Responsibility</p> <p>Consumable-Buyers and Sellers Cherokee Art Fair</p>
Academic Vocabulary:	Background Knowledge:	
<p>Perspective measured</p> <p>Setting natural resources</p> <p>Story Structure</p> <p>Text Feature (Pictures)</p> <p>Before/After (Sequencing)</p> <p>Compare and Contrast</p> <p>Prefixes - Re and Un</p> <p>Central Idea</p>	<p>Previous - exchanges of goods and services are an essential part of a community and there are many ways to create goods and provide services</p> <p>Word Bank - good, opinion, provide, service</p> <p>Current - People use natural resources to make/produce goods, based on needs and wants</p> <p>*Local farm stands</p> <p>*Grocery Store Vocabulary (Dairy Case, Meat Department, etc.....)</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>In the Dairy Case/Fresh From the Hive</p> <p>*What happens to milk before it is brought to the store? Choose two answers</p> <p>*What information does the picture add to the passage?</p> <p>*Read these sentences from paragraph 2. What does the word unable mean as it is used in this sentence?</p> <p>*Which sentence from the passage is supported by the picture?</p>	<p><u>Response to Literature:</u> Multimedia Presentation: Students will input their information from their graphic organizer into a multimedia presentation (google slides). Discuss formatting and how to organize information to appeal to the class. (Topic - students will pick a good or service to "sell" to their class in a multimedia presentation.)</p> <p><u>Grammar:</u> Use Prepositions and Prepositional Phrases 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Retell an Informational Text: Use Central Idea and Relevant Details Explain How Text Features Contribute to Meaning Compare and Contrast Important Details Presented by Two Texts on the Same Topic Anchor Charts: ELA.2.R.3.3 ELA.2.V.1.2 	<p><u>Consumables:</u> Buyers and Sellers : From Pine Tree to Pizza Box</p> <p><u>Leveled Readers:</u> Hats off Henry Where does Food Come From Shopping List Field to Fashion</p>	<p>Lesson 136 (2 days) Review Di/tri/quadrigraphs</p> <p>Lesson 137 (2 days) Review of Combinations and Diphthongs</p>

Week 36: May 5 - 9 Unit 5

Assessment: Unit 9 Test - "From Sheep to Sweater" and "The Mitten Tree" Graded Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 9, Week 3 - Buyers and Sellers Essential Question: How do the goods we make, buy, and sell connect us? Spotlight Benchmark: ELA.2.R.3.2.b. Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text.</p> <p style="text-align: center;">Unit 5, Week 1 - Solving Problems Through Technology Essential Question: Where do ideas for inventions come from? Spotlight Benchmark: ELA.2.R.2.3 Explain an author's purpose in an informational text. Supporting Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p>	<p>Social Studies: Recognize that people make choices because of limited resources</p> <p>Recognize that people supply goods and services based on consumer demands.</p> <p>Explain the personal benefits and costs involved in saving and spending. SS.2.E.1.1 SS.2.E.1.3 SS.2.E.1.4</p>	<p>Standard 2 HE.2.R.4: Critical Thinking and Problem Solving</p> <p>Consumable-Solving Problems Through Technology. A Woman With Vision A Lucky Accident Two Famous Inventors Robots Go to School</p>
Academic Vocabulary:	Background Knowledge:	
Central Idea fabric Paragraph Inventor Author's Purpose Text Features Headings	<p>Previous - technology can help people work quickly and efficiently, people create technology to improve lives Word Bank - computer, equipment, robots, technology</p> <p>Current -Technology (computers, phones, etc...), Inventors/Kid Inventors</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>From Sheep from Sweater/The Mitten Tree *What information does picture 1 add to the passage? *Which picture helped the reader understand paragraph _? (Part B - Which detail from the passage supports your answer? *Which two events are shown in the picture? *What is the character's perspective about _? (Part B - Which detail from the passage supports your answer?) *Which sentence best describes the character? *Which details from passage A and passage B are similar?</p>	<p>Response to Literature: Multimedia Presentation: Students will add pictures and details to their presentations. Once they are finalized, they will present their goods/service to the class and try to "sell" them on the product. (Topic - students will pick a good or service to "sell" to their class in a multimedia presentation.)</p> <p>Grammar: Form and Use Progressive Verb Tenses 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
Supplemental Resources:	Reading Materials:	Saxon:
Anchor Charts: ELA.2.R.3.2.b	<p>Consumables: Buyers and Seller: Cherokee Art Fair</p> <p>Leveled Readers: Hats off Henry Where does Food Come From Shopping List Field to Fashion</p>	<p>Lesson 138 (2 days) Review of Final Stable Syllables Lesson 139 (2 days) Review of Division Patterns SPELLING TEST 15: Rule- Final k sound</p>

Week 37: May 12 - 16 Unit 5

Assessment: No Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 5 , Week 1 - Solving Problems Through Technology Essential Question: Where do ideas for inventions come from? Spotlight Benchmark: ELA.2.R.2.3 Explain an author's purpose in an informational text.</p> <p>Supporting Benchmark: ELA.2.R.2.1 Explain how text features- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations- contribute to the meaning of texts.</p> <p style="text-align: center;">Unit 5 , Week 2 - Solving Problems Through Technology Essential Question: Where do ideas for inventions come from? Spotlight Benchmark: ELA.2.R.2.3 Explain an author's purpose in an informational text. Supporting Benchmark:</p>	<p>Science and Social Studies: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</p> <p>Compare the observations made by different groups using the same tool</p> <p>Explain how particular scientific investigation should yield similar conclusion when repeated</p> <p>SC.2.N.1.2 SC.2.N.1.4 SS. 2.A.1.2</p>	<p>Standard 2 HE.2.R.4: Critical Thinking and Problem Solving</p> <p>Consumable-Solving Problems Through Technology. A Woman With Vision A Lucky Accident Two Famous Inventors Robots Go to School</p>
Academic Vocabulary:	Background Knowledge:	
Central Idea famous Paragraph Inventor Author's Purpose Text Features Headings Supports	<p>Previous - technology can help people work quickly and efficiently, people create technology to improve lives Word Bank - computer, equipment, robots, technology</p> <p>Current -Technology (computers, phones, etc...), Braille, Colorblind</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>*Which sentence tells the central idea of the passage?</p> <p>*Why did the author write this passage?</p> <p>*How does the illustration add new information that is not included in the passage?</p>	<p>Response to Literature: Acrostic Poem - Teacher will introduce acrostic poems. Model how acrostic poems use letters in the topic to tell about it. Together formulate a list of words related to the topic. (Topic - Matter)</p> <p>Grammar: Form and Use Progressive Verb Tenses 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.2.1 ELA.2.R.2.3 	<p>Consumables: Solving Problems through Technology : A woman with a Vision , A Lucky Accident</p> <p>Leveled Readers: From Bell to Cell Unit 5/ J, Opinions about Robots</p>	<p>Review of multisyllabic words using division patterns</p>

Week 38: May 19 - 23 Unit 5

Assessment: No Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p style="text-align: center;">Unit 5 , Week 2 - Solving Problems Through Technology Essential Question: Where do ideas for inventions come from?</p> <p>Spotlight Benchmark: ELA.2.R.2.3 Explain an author's purpose in an informational text.</p> <p>Supporting Benchmark:</p> <p style="text-align: center;">Unit 5 , Week 3 - Solving Problems Through Technology Essential Question: Where do ideas for inventions come from?</p> <p>Spotlight Benchmark: ELA.2.R.3.2.b Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text.</p> <p>Supporting Benchmark: ELA.2.R.2.2 Identify the central idea and relevant details in a text.</p>	<p>Science and Social Studies: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</p> <p>Compare the observations made by different groups using the same tool</p> <p>Explain how particular scientific investigation should yield similar conclusion when repeated</p> <p>Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p> <p>SC.2.N.1.2 SC.2.N.1.4 SS. 2.A.1.2 SS.2.C.2.5</p>	<p>Standard 2 HE.2.R.4: Critical Thinking and Problem Solving</p> <p>Consumable-Solving Problems Through Technology. A Woman With Vision A Lucky Accident Two Famous Inventors Robots Go to School</p>
Academic Vocabulary:	Background Knowledge:	
<div>Central Idea</div> <div>Text Features</div> <div>Paragraph</div> <div>Headings</div> <div>Inventor</div> <div>Supports</div> <div>Author's Purpose</div> <div>Right After</div>	<p>Previous - technology can help people work quickly and efficiently, people create technology to improve lives</p> <p>Word Bank - computer, equipment, robots, technology</p> <p>Current -Technology (computers, phones, etc...)</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>*Why did the author write the passage?</p> <p>*What information does the picture add to the passage?</p> <p>*What is the central idea of the passage? (Part B - Which sentence from the passage supports your answer?)</p> <p>*What is paragraph _ mostly about? (Part B - Which sentence from the passage supports your answer?)</p>	<p>Response to Literature: Acrostic Poem - Students will formulate a list of words that relate to the topic and begin to plan their acrostic poem. (Topic - Student's Name)</p> <p>Grammar: Use Subject-Verb Agreement with Intervening Clauses and Phrases2. C.1.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.2.3 	<p>Consumables: Solving Problems through Technology , Two Famous Inventors</p> <p>Leveled Readers: Technology in Our Homes Unit 5/ H, Forecasting the Weather Unit 5/ L , Science Tools Unit 5/ N, Our School Garden Ben Franklin Visit, Opinions about Robots</p>	<p>SPELLING TEST 16: Rule- spelling with k and c</p>

Week 39: May 26 - 30 (Mon. School Holiday, End of Grade Period 5/28, Teacher Planning Day 05/29-05/30)

Assessment: No Assessment

Benchmarks Covered:	Science/Social Studies:	Resiliency:
<p>Unit 5 , Week 3 - Solving Problems Through Technology Essential Question: Where do ideas for inventions come from? Spotlight Benchmark: ELA.2.R.3.2.b Retell a text to enhance comprehension. Use the central idea and relevant details for an informational text. Supporting Benchmark: ELA.2.R.2.2 Identify the central idea and relevant details in a text.</p>	<p>Science and Social Studies: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. Compare the observations made by different groups using the same tool Explain how particular scientific investigation should yield similar conclusion when repeated Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. SC.2.N.1.2 SC.2.N.1.4 SS. 2.A.1.2 SS.2.C.2.5</p>	<p>Standard 2 HE.2.R.4: Critical Thinking and Problem Solving Consumable-Solving Problems Through Technology. A Woman With Vision A Lucky Accident Two Famous Inventors Robots Go to School</p>
Academic Vocabulary:	Background Knowledge:	
<p>Text Feature (Captions, Photos) Character perspective (Most likely feels) Sentence Supports</p>	<p>Previous - technology can help people work quickly and efficiently, people create technology to improve lives Word Bank - computer, equipment, robots, technology Current -Technology (computers, phones, etc...), Braille, Colorblind</p>	
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p>*Why did the author write this passage? *What is this passage mostly about? (Part B - Which sentence from this passage supports your answers?) *How does the picture add to the passage? *Why did the inventor invent the _? (Part B - Which sentence from the passage supports your answer?) *What happens soon after _ inverter invented the _? *What is the central idea of paragraph _? (Part B - Which sentence supports your answer?) *What happens soon after _?</p>	<p>Response to Literature: Acrostic Poem - Students will formulate a list of words that relate to the topic and begin to plan their acrostic poem. (Topic - Student's Name) Grammar: Use Subject-Verb Agreement with Intervening Clauses and Phrases 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Supplemental Resources:	Reading Materials:	Saxon:
<ul style="list-style-type: none"> Anchor Charts: ELA.2.R.3.2.b ELA.2.R.2.2 	<p>Consumables: Solving Problems through Technology : Robots Go to School Leveled Readers: Technology in Our Homes Unit 5/ H Forecasting the Weather Unit 5/ L Science Tools Unit 5/ N Our School Garden, Ben Franklin Visit, Opinions about Robots</p>	