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| **Essential Question: What is challenging about writing a narrative?** | |
| **Reading Standards:**  **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. | **Reading I Can Statements:**  I can identify cause and effect in selected informational text (historical events, scientific ideas or concepts, or steps in technical procedures).  I can explain what words/phrases in a text mean (context clues).  I can compare and contrast the key points from two texts on the same topic. |
| **Writing Standards:**  **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | **Writing I Can Statements:**  I can identify a personal event in which to write a personal narrative.  I can organize my writing (introduce, support, conclude). |
| **Foundational Skills Standards:**  **RF.2.3** Know and apply grade-level phonics and word  analysis skills in decoding words.  **3d** Decode words with common prefixes and suffixes.  **Reading Foundational Skills Learning Objectives:**  Add and delete common suffixes (-ly, -less, -es, -ed, -ing, -er, -est) from base words with final *y* (*bunnies, penniless, babying)*, and recognize how meaning is changed by the suffix. **(RF.2.3d)** | **Foundational I Can Statements:**  I can decode common prefixes and suffixes. |
| **Language Standards:**  **L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.  **4e** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | **Language I Can Statements:**  I can explain the difference between a glossary and a dictionary (print and digital).  I can use a glossary and beginning dictionary (print and digital) to understand words. |
| **Speaking and Listening Standard:**  **SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | **Speaking and Listening I Can Statements:**  (Work on all “I Can” statements from previous weeks.) |
| **Academic Vocabulary:**  Scientific Concept  Sequential Order Decode Clarify | **Sight Words:**  Add a few of the high frequency reading words based on assessment of students.  (The high frequency reading words can be found on the district website.) |
| **Spelling Words:**  **Pattern:** Contractions such as they’d, should’ve Add a few of the high frequency **writing** words based on assessment of students. (The high frequency writing words can be found on the district website.) | |
| **Comprehension Strategies:** | |
| **Formative Assessments:**  Oral Questioning  Think-Pair-Share  Observation and Checklist  Rubric  Written Assessment  Graphic Organizers  Visual Displays  Exit Slips | |
| **Instructional Strategies:**  Balanced Literacy  Comprehension Strategies  Direct Instruction  Modeling, Shared, Guided, and Independent Practice  Anchor Charts  Guided Reading  Buddy Reading  Writer’s Workshop  Reader’s Workshop  Think-Pair-Share  Word Work  Literacy Centers  Graphic Organizers  5 Essential Components of Reading | |

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| **Read Aloud Text(s):**  See “Suggested Works” for examples of texts to be used in this unit. |
| **Shared Reading Text(s):**  See “Suggested Works” for examples of texts to be used in this unit. |
| **Other Text(s):**  See “Suggested Works” for examples of texts to be used in this unit. |
| **Art:**  See “Suggested Works” for examples of art to be used in this unit. |
| **Music:**  See “Suggested Works” for examples of music to be used in this unit. |
| **Multimedia:**  See “Suggested Works” for examples of multimedia to be used in this unit. |
| **Math:** |
| **Science:**  See *Mississippi Framework* |
| **Social Studies:**  See *Mississippi Framework* |
| **Notes:** |
| **Learning Tasks:**  **“Y” Rule**  Introduce the “y” rule by comparing word pairs with and without suffixes. Can students determine what happened to the “y”?  *baby – babies dirty – dirtiest*  *cry – fried jumpy – jumpier*  *fry – frier story – stories* **(RF.2.3d)**  **Reading/Science**  Students research the life of Thomas Edison, exploring major life events. They could make a timeline of his life. Find information on an inventor from the past (Ex. Thomas Edison). Compare light bulbs from past and present (Ex: How long they last now.) Review a biographical sketch of his life and brainstorm other inventions. They may use the internet to research inventions. They may also work on an invention. They can construct an example of a light bulb. (ART) Examine and identify the parts of a light bulb. Trace the path of electricity through the bulb. Through video and online research they can compare the 1st light bulbs and modern light bulbs. Students examine the realm of the power of inventions, and recognize their impact on people and society. Students could (small group) pretend to be hired by Edison to make a special poster that advertises the uses and benefits of a light bulb.  **Class Discussion/Informational Text**  Read and discuss the book *Henry’s Freedom Box* (Ellen Levine), a true story of a slave’s journey to freedom. Be sure to discuss the characters, setting, plot, and message of the book. Students may enjoy listening to the author read the story, noting the way she changes her voice with the different characters. **(RL.2.6, RI.2.3, SL2.2, W.2)**  **Narrative Writing**  After reading about Henry’s journey to freedom (in *Henry’s Freedom Box*), introduce this narrative prompt: “Write a story as if you are in the box headed for freedom. Begin your story as you get into the box and end the story as the box is opened at your destination. Be sure to describe the action in the story, your thoughts, and feelings. Use words to show time order and end with a strong wrap-up.” To help prepare students for writing strong paragraphs, plan the writing using a sequential graphic organizer (flow map or tri-fold paper) showing beginning, middle, and end. To help the students with thoughts and feelings, you may want to have them journal after spending several minutes in a well-ventilated, open box. **(W.2.3)**  **Kirkland Unpacking**  See Activities in Kirkland Unpacking pages 44-47 **(RI.2.3)**  See Activities in Kirkland Unpacking pages 48-53 **(RI.2.4)**  See Activities in Kirkland Unpacking pages 70-71 **(RI.2.9)**  See Activities in Kirkland Unpacking pages 93-96 **(W.2.3)**  See Activities in Kirkland Unpacking pages 75-77 **(RF.2.3)**  See Activities in Kirkland Unpacking pages 143-149 **(L.2.4)**  See Activities in Kirkland Unpacking pages 121-123 **(SL.2.3)** |