

	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document Common Core</a></p>	<p>Story Skill is Addressed</p>	<p>Vocabulary/Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a></p>	<p>Thoughtful Ed./ Student Engagement <a href="http://www.marshall.ky.schools.us/">www.marshall.ky.schools.us/</a> <a href="http://www.muhenberg.kyschools.us/?q=node/61">www.muhenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a></p>	<p>Literacy/Reading in the Content <a href="#">Literacy Ideas</a></p>	<p>Formative/ Summative Assessment <i>F –Formative</i> <i>S-Summative</i> <a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a></p>	<p>Differentiation <i>T-Task</i> <i>S-Special Needs</i> <i>G-Gifted/Accel.</i> <a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a> <a href="#">MAP Site</a> <a href="#">Reading Differentiation K-5</a></p>	<p>Technology <a href="#">50 Ideas</a>  Resources- Text, sites,...</p>
1	<p><b>RL 2.1</b> I can ask questions to help me understand the key details of what I read.</p>	<p>4.1 The Quilt Story  4.4 I Like Where I Am  4.5 Helen Keller</p>	<p><b>Look 2 Learn</b></p>	<p><b>What’s My Question?</b> Give students an answer and have them create the question.  <b>Ask Your Partner</b></p>		<p>Comprehension section of Selection Tests, Anecdotal Notes for Comprehension Questions Discussed, Comprehension Center Activities, SF Graphic Organizer pg 10—Story Elements, SF Graphic Organizer pg 16—Main Idea, Gourmet Reading Main Dishes pg 17—<i>Kite and Tail</i>, Gourmet Reading Desserts pgs 51-56, Gourmet Reading Appetizers pgs 23-26</p>	<p>Task cards - worksheetplace.com Above level: 6 On level: 4 Below level: 2  Ask your Partner</p>	<p>Q: Write 3 questions to the author. — <a href="http://www.worksheetplace.com">www.worksheetplace.com</a> Task Cards, Q: Describe one of the main events and why you think it’s a main event., Q: Illustrate an event from the story. Then, write a question about the event. <a href="http://BrainPopJr.com">BrainPopJr.com</a></p>
3	<p><b>RL 2.3</b> I can tell the traits of a character.  I can identify events and problems of a story.  I can describe how characters respond to major events and problems.  <i>What do good readers do?</i></p>	<p>4.1 The Quilt Story  4.4 I Like Where I Am  4.5 Helen Keller</p>	<p>Character, event, challenge  <b>Fist-to-Five</b> - List 5 adjectives to describe the character <b>Quick Write</b> – What was the problem and solution in the story?</p>	<p><b>Learning with Others and Emotional/Intellectual Safety:</b> Discussions  <b>Authenticity:</b> Graphic Organizer, Venn Diagram  <b>Personal Response/Choice</b> : Task Rotation for Helen Keller</p>	<p>Building Background, Graphic Organizers, Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers</p>	<p><b>Summative:</b> Selection Test– short answer questions, Unit Test  <b>Task Cards</b> <a href="http://Worksheetplace.com">Worksheetplace.com</a></p>	<p>Accelerated Reader/Leveled Readers, Centers, Task Rotation</p>	<p>Turning Point, PowerPoint, iPad Apps</p>

4	<p><b>RL 2.5</b> I can describe the beginning, middle, and end of a story.</p> <p><i>Why did the author write this story?</i></p>	<p>4.1 The Quilt Story</p> <p>4.4 I Like Where I AM</p> <p>4.5 Helen Keller</p>	<p>Introduce, character, setting, action</p> <p><b>Charades</b> - Have students describe the beginning, middle, or end of the story.</p>	<p><b>Authenticity:</b> Graphic Organizer</p> <p><b>Learning with Others and Emotional/Intellectual Safety:</b> Discussions</p>	<p>Building Background, Graphic Organizers, Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers</p>	<p><b>Summative:</b> Selection Test– short answer questions, Unit Test</p>	<p>Accelerated Reader/Leveled Readers, Centers</p>	<p>Turning Point; Pearson Success Net; Accelerated Reader; Read, Write, Think, SmartBoard Notebook, Powerpoint</p>
5	<p><b>RL 2.7</b> I can use information from pictures and words used in print or digital test to help me understand the characters.</p> <p>I can use information from pictures and words used in print or digital test to help me understand the setting.</p> <p>I can use information from pictures and words used in print or digital test to help me understand the plot.</p> <p><i>How does the author's choice of pictures impact your reading?</i></p>	<p>4.1 The Quilt Story</p> <p>4.4 I Like Where I AM</p> <p>4.5 Helen Keller</p>	<p>Illustration, character, setting, plot</p> <p><b>Triple-Entry Journal</b> – Students write the describing words from the story, write their own definition of the word, and draw a picture for the word.</p>	<p><b>Personal Response:</b> Journal Entry – Describe how the character's feelings changed from the beginning to the end.</p> <p><b>Personal Response/Choice</b> Task Rotation on Helen Keller</p> <p><b>Choice/Sense of Audience:</b> Mind's Eye</p>	<p>Building Background, Graphic Organizers, Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers</p>	<p><b>Summative:</b> Selection Test– short answer questions, Unit Test</p>	<p>Accelerated Reader/Leveled Readers, Centers, Task Rotation</p>	<p>Accelerated Reader, Pearson Success Net, Turning Point, Quia.com, Jeopardy game from portaportal.com or waltke's web, PowerPoint</p> <p>Unitedstreaming.com – Animated Classics: Helen Keller (use with Task Rotation)</p>

6	<p><b>RI 2.1</b> I can ask questions to help me understand the key details of what I read.</p>	<p>4.2 Life Cycle of a Pumpkin 4.3 Frogs</p>	<p><b>Look 2 Learn</b></p>	<p><b>What's My Question?</b> Give students an answer and have them create the question.</p>		<p>Comprehension section of Selection Tests, Anecdotal Notes for Comprehension Questions Discussed, Comprehension Center Activities, SF Graphic Organizer pg 10—Story Elements, SF Graphic Organizer pg 16—Main Idea, Gourmet Reading Main Dishes pg 17—<i>Kite and Tail</i>, Gourmet Reading Desserts pgs 51-56, Gourmet Reading Appetizers pgs 23-26</p>	<p>Task Cards Worksheetplace.com #13</p>	<p>Q: Write 3 questions to the author.— www.worksheetplace.com Task Cards, Q: Describe one of the main events and why you think it's a main event., Q: Illustrate an event from the story. Then, write a question about the event. BrainPopJr.com</p>
7	<p>RI 2.3 I can describe the connections between events in history, science, or procedure.  <i>Is what I just read clear to me?</i></p>	<p>4.2 Life Cycle of a Pumpkin 4.3 Frogs</p>	<p>Event, idea, concept, step, process, connect  <b>Vocabulary BINGO, Vocabulary Notebook</b></p>	<p><b>T-Chart/H-Chart-</b> "Frogs": Frogs in Science -Describe the life cycle of a frog. -Compare a Frog and a Toad - Explain why a frog needs to live near a pond.</p>		<p><b>Summative:</b> Selection Test— short answer questions</p>	<p>Accelerated Reader/Leveled Readers, Centers</p>	<p>Brain Pop Jr, United Streaming Centers</p>
8	<p><b>RI 2.5</b> I can use different text features to locate key facts and information in the text.</p>	<p>4.2 Life Cycle of a Pumpkin 4.3 Frogs</p>			<p><b>Journal Entry</b> How does the chart at the bottom of the story help the reader?</p>	<p><b>Summative:</b> Selection Test – short answer questions</p>	<p>SF Leveled Readers Understanding the Main Idea: abcteach, add question #13 Tell 2 details from the passage to support your main idea</p>	<p>Authorstream.com —PowerPoint Presentation - Text Features</p>
9	<p><b>RI 2.8</b> I can describe how the details support the main idea.</p>	<p>4.2 Life Cycle of a Pumpkin 4.3 Frogs</p>				<p>Formative: SF Leveled Readers  SF Graphic Organizer p16— Main Idea &amp; Details – write a sentence explaining the main idea. Then write 3 supporting details.  Understanding the Main Idea for <a href="http://www.abcteach.com">www.abcteach.com</a> – tell 2 details from the passage to support the main idea.</p>		
10	<p>RF 2.3c I can read two-syllable words</p>	<p>4.1 The Quilt Story</p>	<p>Short vowel, long vowel, pattern, vowel</p>	<p><b>Learning with Others:</b> Word Study,</p>	<p>Word Sorts</p>	<p><b>Formative:</b> Word Sorts</p>	<p>Centers</p>	<p>SmartBoard Notebook, Turning Point, Spelling</p>

	with long vowels. <i>How do sounds/letters create words?</i>		team, syllable, prefix, suffix, irregular spelling  <b>Word Sort, Interactive Word Wall, Word Study</b>	Word Sort		<b>Summative:</b> Unit Test, Spelling Test		City, Starfall
11	<b>RF 2.3e</b> I can identify words that have similar spelling patterns but make different sounds.	4.4 I Like Where I Am						Making New Words (Write words that rhyme and use in sentences.)— www.worksheetplace.com
12	<b>RF 2.3f</b> I can read grade level irregularly spelled words.	4.4 – I Like Where I Am 4.5 – Helen Keller	Vocabulary and High Frequency words <b>Word Journal</b> – write sentences using the words		Make New Words— www.workplace.com, Fill in the Blank— www.worksheetplace.com, Word Lists for Word Sorts— www.worksheetplace.com			www.workplace.com
13	<b>L 2.1e</b> I can use adjectives when describing a noun.	4.1 The Quilt Story 4.2 Life Cycle of a Pumpkin	<b>Quick Write</b> - List 5 adjective to describe the main idea/character of the story.		Authorstream.com— PowerPoint Presentation – Adjectives and Adverbs BrainPopJr.com Make a Quilt using Adjectives to describe squares. (how it would feel, numbers, shapes, colors, etc.)			Authorstream.com , BrainPopJr.com
14	<b>L 2.1f</b> I can create and expand simple sentences.	4.1 The Quilt Story 4.2 Life Cycle of a Pumpkin	<b>Quick Write</b> Then use the adjectives from the Quick Write to write a detailed summary.			<b>Formative:</b> Daily Writing		Reading and Writing: “Sentences” PowerPoint-- pppst.com
15	<b>L 2.4c</b> I can use the root word to find the meaning of an unknown word with the same root word.  <i>When a word</i>	4.3 – Frogs 4.5 – Helen Keller	Context clues, prefix, suffix, root word, compound word, glossary, dictionary  <b>Word Sort, Jigsaw, Word</b>	<b>Learning with Others:</b> Word Sorting	Word Sorts - Use words from the stories and word sorts in Daily Journal Writing	<b>Summative:</b> Unit Test	Centers	Turning Point, Smart Board notebook (word sorts)

	<i>does not make sense, what should I do?</i>		<b>Study</b>					
16	<b>L2.4d</b> I can predict the meaning of compound words by using meanings of individual parts.	4.1- Quilt Story 4.2 – Life Cycle of a Pumpkin 4.3 – Frogs 4.4 – I Like Where I Am				<b>Formative:</b> Compound words – superteacherworksheet.com compound words 2		
17	<b>L 2.5b</b> I can understand the different meanings of closely related adjectives.	4.2 Life Cycle of a Pumpkin	<b>Look 2 Learn</b>  <b>Triple Entry</b> Students write the describing words from the story, write their own definition of the word, and draw a picture for the word.					SchoolHouseRock: Verbs— youtube.com, “To Be or Not to Be”-- www.funbrain.com (interactive game)
18	<b>L 2.6</b> I can use adjective and adverbs to describe my feelings/reactions to conversations and stories.	4.1 The Quilt Story  4.2 Life Cycle of a Pumpkin  4.4 I Like Where I Am  4.5 Helen Keller	<b>Look 2 Learn</b>  <b>Vocabulary Journal</b>		<b>Journal: Reflection Entry –</b> Reader Response (Day 3 of SF Lessons)			
<b>SCIENCE STANDARD</b>  Life cycles	Life Cycle of a Pumpkin  Frogs	process, cycle, seeds, change, stages	Word Web Stages Chart Graphic Organizers	“Life Cycle of a Pumpkin” “Frogs” SF Leveled Readers “How Do Seeds Know Which Way is Up? – TE pg62 “From Egg to Egg” – TE p90	Selection Test	Leveled Readers	Brain Pop Jr: plant life cycle, and frogs	

Unit Topic: Reading Unit 4

Grade: 2<sup>nd</sup> Grade

Date: \_\_\_\_\_