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GUAM District Level Curriculum Alignment

Grade 2 – ELA

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
2.RL.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	1.3.2 Understand what is read by responding to questions (<i>Who?</i> , <i>What?</i> , <i>When?</i> , <i>Where?</i> , <i>Why?</i> , <i>How?</i>). 2.2.4 Ask clarifying questions (<i>When?</i> , <i>Who?</i> , <i>Where?</i> , <i>Why?</i> , <i>What if?</i> , <i>How?</i>) to restate the facts, organize ideas, and aid comprehension about important elements of expository (nonfiction) texts.	Partial: 1st grade standard lists skills for literary texts. 2nd grade lists these skills for expository (nonfiction) text.	-Determine explicit action or sequence of events -Determine explicit supporting details
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.3.5 Identify the meaning or lesson of a story. 2.6.2 Ask for clarification and explanation of stories and ideas. 2.6.6 Speak clearly, with details, and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	Aligned with skills from three GDOE standards.	-Determine explicit action or sequence of events -Determine explicit supporting details -Extract implicit theme or main idea
2.RL.3	Describe how characters in a story respond to major events and challenges.	2.2.5 Recognize cause and effect relationships in a text. 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.	Partial: The 2nd grade standard is from nonfiction comprehension. Requires skills from 2nd-4th grade.	N/A
2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction.	Aligned	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	1.3.1 Identify and describe the story elements of plot, setting, and characters, including the story's beginning, middle, and ending. 2.3.1 Describe the plotline of two stories in detail. 3.3.7 Critique an aspect of the story (characters, plotline, resolution, setting).	Partial: 2nd grade standard does not specifically cover CCSS as it addresses plotline of two stories. Requires skills from a combination of 1st-3rd grade.	N/A
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.1.5 Read aloud fluently and accurately with appropriate changes in voice and expression. 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Partial: 2nd grade standards do not address different points of view. 3rd grade standards do not specifically cover points of view from different characters but it may be inferred.	-Select an appropriate reading strategy in a given situation
2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.2.6 Interpret information from diagrams, charts, and graphs. 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Partial: 2nd grade standard refers to informational text and does not specifically state illustrations.	-Draw conclusions from details
2.RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.3.1 Describe the plotline of two stories in detail. 2.3.2 Compare similarities and differences of the plot, setting, and characters of two stories.	Partial: Aligned with two grade level GDOE standards.	N/A
2.RL.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	GDOE does not address high range grade level texts, though it may be assumed.	N/A
2.RI.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and	2.2.4 Ask clarifying questions (<i>When?</i> , <i>Who?</i> , <i>Where?</i> , <i>Why?</i> , <i>What if?</i> , <i>How?</i>) to restate the	Aligned	-Determine explicit action or sequence

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	<i>how</i> to demonstrate understanding of key details in a text.	facts, organize ideas, and aid comprehension about important elements of expository (nonfiction) texts.		of events -Determine explicit supporting details
2.RI.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	N/A	Not aligned: 2nd grade standards do not address main topics of multiparagraph texts. 3rd grade standards also do not specifically cover main topic of a multiparagraph text.	-Draw conclusions from details -Extract implicit theme or main idea
2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	N/A	GDOE does not specify a connection between historical events, scientific ideas, or technical steps.	N/A
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2.1.11 Use context (the meaning of the surrounding text) to understand word and sentence meanings.	Aligned	-Determine unknown words from context
2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2.2.1 Use titles, tables of contents, and chapter headings to locate information in text. 2.2.6 Interpret information from diagrams, charts, and graphs. 2.7.2 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	Partial: Requires multiple grade level GDOE standards.	N/A
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text. 2.6.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).	Partial: Requires multiple grade level GDOE standards.	-Determine author's purpose
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine	2.2.6 Interpret information from diagrams, charts, and graphs.	Aligned	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	works) contribute to and clarify a text.			
2.RI.8	Describe how reasons support specific points the author makes in a text.	2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text. 2.2.4 Ask clarifying questions (<i>When?</i> , <i>Who?</i> , <i>Where?</i> , <i>Why?</i> , <i>What if?</i> , <i>How?</i>) to restate the facts, organize ideas, and aid comprehension about important elements of expository (nonfiction) texts.	Partial: 2nd grade does not specifically address how authors make specific points.	-Determine explicit supporting details -Determine author's purpose
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.	2.2.2 Explain how a nonfiction text is different from a story. Tell what might be included in a nonfiction book that compares two or more things. 2.3.2 Compare similarities and differences of the plot, setting, and characters of two stories.	Partial: Requires multiple grade level GDOE standards.	N/A
2.RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	GDOE does not address high range grade level texts, though it may be assumed.	N/A
2.RF.3a	Know and apply grade-level phonics and word analysis skills in decoding words: Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.1.2 Decode (sound out) regular words with more than one syllable (<i>dinosaur</i> , <i>vacation</i>). 2.1.6 Know and use common word families (such as <i>-ale</i> , <i>-est</i> , <i>-ine</i> , <i>-ock</i> , <i>-ump</i>) when reading unfamiliar words. 2.5.6 Spell correctly words with short and long vowel sounds (<i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i>), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).	Partial: Requires multiple grade level GDOE standards.	-Phonetic analysis —Consonant sounds -Phonetic analysis —Vowel sounds

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
2.RF.3b	Know and apply grade-level phonics and word analysis skills in decoding words: Know spelling-sound correspondences for additional common vowel teams.	N/A	2nd grade does not address vowel teams (sometimes called vowel digraphs).	-Phonetic analysis —Vowel sounds
2.RF.3c	Know and apply grade-level phonics and word analysis skills in decoding words: Decode regularly spelled two-syllable words with long vowels.	N/A	2nd grade does not specifically address 2-syllable words with long vowels. (Examples: table, suppose, survive)	-Phonetic analysis —Vowel sounds: long vowel sounds
2.RF.3d	Know and apply grade-level phonics and word analysis skills in decoding words: Decode words with common prefixes and suffixes.	2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words, such as <i>un-</i>) and suffixes (word parts added at the end of words, such as <i>-ful</i>).	Aligned	N/A
2.RF.3e	Know and apply grade-level phonics and word analysis skills in decoding words: Identify words with inconsistent but common spelling-sound correspondences.	2.1.1 Recognize and use knowledge of spelling patterns when reading.	Aligned	-Spelling: sight words -Phonetic principles
2.RF.3f	Know and apply grade-level phonics and word analysis skills in decoding words: Recognize and read grade-appropriate irregularly spelled words.	2.1.1 Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i>) when reading. 2.1.4 Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>).	Partial: GDOE does not specify irregularly spelled words.	N/A
2.RF.4a	Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding.	2.1.5 Read aloud fluently and accurately with appropriate changes in voice and expression.	Partial: 2nd grade does not specify reading with purpose and understanding.	N/A
2.RF.4b	Read with sufficient accuracy and fluency to support comprehension:	2.1.5 Read aloud fluently and accurately with appropriate changes in voice and expression.	Aligned	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
2.RF.4c	Read with sufficient accuracy and fluency to support comprehension: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.1.5 Read aloud fluently and accurately with appropriate changes in voice and expression. 2.1.10 Identify simple multiple-meaning words. 2.1.11 Use context (the meaning of the surrounding text) to understand word and sentence meanings.	Partial: Requires multiple grade level GDOE standards.	-Vocabulary: context clues
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	N/A	GDOE grade 3 focuses on opinion pieces, but does not address the conclusion or providing reasons to support opinion.	N/A
2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	N/A	2nd grade does not specify informative or explanatory text.	N/A
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.4.2 Write brief fictional texts (stories, rhymes, simple poems) based on experiences that: <ul style="list-style-type: none"> Move through a logical sequence of events (chronological order, order of importance). Describe the setting, characters, objects, and events in detail. 2.4.4 Write a brief description of a familiar	Either GDOE standard could align with CCSS.	N/A

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		object, person, place, or event. <ul style="list-style-type: none"> Develop a main idea. Use details to support the main idea. 		
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.4.6 Self-correct sentence punctuation in the text they write.	Partial: 2nd grade does not specify revising and editing.	-Determine topic relevance -Determine an appropriate supporting sentence -Determine a purpose for writing
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	3.7.2 Use a computer to draft, revise, and publish writing.	Partial: 2nd grade does not specify including digital tools. These skills are introduced in grade 3.	N/A
2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	N/A	2nd grade does not specify research and writing projects.	N/A
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.	N/A	Gathering information to write information is not addressed in grade 2.	N/A
2.SL.1a	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a	2.6.4 Give and follow three- and four-step oral directions. 2.6.6 Speak clearly, with details, and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	Partial: 2nd grade standards do not address following rules for discussions.	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	time about the topics and text under discussion).			
2.SL.1b	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: Build on others' talk in conversations by linking their comments to the remarks of others.	2.6.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor). 2.6.2 Ask for clarification and explanation of stories and ideas. 2.6.6 Speak clearly, with details, and at an appropriate pace for the type of communication (such as an informal discussion or a report to class). 4.8.1 Work with a partner or small group as authors and readers of a text to explore how their personal experiences and knowledge influence their understandings.	Partial: Group work is not defined until grade 4.	N/A
2.SL.1c	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: Ask for clarification and further explanation as needed about the topics and texts under discussion.	2.6.2 Ask for clarification and explanation of stories and ideas.	Aligned	N/A
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2.6.3 Paraphrase (restate in own words) information that has been shared orally by others.	Partial: The GDOE does not specify other media as well.	N/A
2.SL.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.	2.6.2 Ask for clarification and explanation of stories and ideas.	Aligned	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2.6.3 Paraphrase (restate in own words) information that has been shared orally by others. 2.6.6 Speak clearly, with details, and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	Partial: Depth of the skills is aligned using multiple grade level standards.	N/A
2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	N/A	2nd grade does not address enhancing ideas, thoughts, and feelings.	N/A
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	2.5.1 and 2.5.3 Distinguish between complete sentences (<i>When Tom hit the ball, he was proud.</i>) and incomplete sentences (<i>When Tom hit the ball</i>).	Aligned	N/A
2.L.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use collective nouns (e.g., <i>group</i>).	2.1.4 Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>). 2.5.2 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).	Partial: GDOE does not specify collective nouns.	-Identify correctly applied grammar
2.L.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Form and use frequently occurring irregular plural	2.1.4 Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>).	Aligned	-Identify correctly applied grammar

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	nouns (e.g., <i>feet, children, teeth, mice, fish</i>).			
2.L.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	N/A	2nd grade does not specifically address reflexive pronouns.	-Identify correctly applied grammar
2.L.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	2.1.4 Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>). 2.5.2 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).	Partial: 2nd grade does not specifically address irregular verbs.	-Identify correctly applied grammar
2.L.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use adjectives and adverbs, and choose between them depending on what is to be modified.	N/A	Adjectives and adverbs are not addressed specifically until grade 3.	-Identify correctly applied grammar
2.L.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	N/A	GDOE does not address types of sentences in grade 2.	-Identify correctly and effectively written sentences
2.L.2a	Demonstrate command of the	2.5.5 Capitalize all proper nouns (names of	Aligned	-Distinguish correct

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	conventions of standard English capitalization, punctuation, and spelling when writing: Capitalize holidays, product names, and geographic names.	specific people or things, such as <i>Mike, Indiana, Jeep</i>), words at the beginning of sentences and greetings, months and days of the week, titles (<i>Dr., Mr., Mrs., Miss</i>), and initials in names.		punctuation
2.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use commas in greetings and closings of letters.	2.4.5 Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Salas</i>), body, closing, and signature. 2.5.4 Use quotation marks and commas correctly to show that someone is speaking.	Partial: 2.4.5 doesn't address the specifics of punctuation, which would be addressed in 2.5.4.	-Distinguish correct punctuation
2.L.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use apostrophe to form contractions and frequently occurring possessives.	N/A	Grade 2 does not address apostrophes in contractions and possessives.	-Distinguish correct punctuation
2.L.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	2.1.1 Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i>) when reading.	Aligned	-Apply phonetic principles to recognize incorrect spelling of phonemes within words
2.L.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	2.7.2 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	Aligned	-Apply phonetic principles to recognize incorrect spelling of phonemes within words -Identify misspelled words in which the

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
				incorrect spelling reflects errors in applying structural principles
2.L.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening: Compare formal and informal uses of English.	2.6.6 Speak clearly, with details, and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	Partial: 2nd grade does not directly address formal and informal uses of English.	N/A
2.L.4a	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: Use sentence-level context as a clue to the meaning of a word or phrase.	2.1.11 Use context (the meaning of surrounding text) to understand word and sentence meanings.	Aligned	-Context clues
2.L.4b	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: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words, such as <i>un-</i>) and suffixes (word parts added at the end of words, such as <i>-ful</i>).	Aligned	-Compound words -Morphemes -Contractions
2.L.4c	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: Use a known root word as a clue to	2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words, such as <i>un-</i>) and suffixes (word parts added at the end of words, such as <i>-ful</i>). 4.1.2 Use knowledge of root words (<i>nation</i> , <i>national</i> , <i>nationality</i>) and word parts to	Partial: 2nd grade standards do not address root words and their “relatives” (see 4.1.2).	-Compound words -Morphemes -Contractions

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).	determine the meaning of unknown words within a passage.		
2.L.4d	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: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words.	Aligned	-Compound words -Morphemes -Contractions
2.L.4e	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: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2.7.2 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	Partial: GDOE does not address using those reference materials to determine meanings of words.	-Context clues
2.L.5a	Demonstrate understanding of word relationships and nuances in word meanings: Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	N/A	N/A	N/A
2.L.5b	Demonstrate understanding of word relationships and nuances in word meanings: Distinguish shades of meaning among closely related	2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	Partial: Does not address the ‘shades of meaning.’	-Context clues

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).			
2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	N/A	N/A	-Identify correctly applied grammar



College and Career Readiness Anchor Standards

The college and career readiness standards offer a broad spectrum of what students will be able to demonstrate as a result of mastery of the more specific, grade level standards, which follow the umbrella anchor standards listed below for reading and writing. In students' abilities to exhibit an increasing fullness of being literate individuals, they will be able to: demonstrate independence; build strong content knowledge; respond to varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and understand other perspectives and cultures.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated.



<p>Big Idea 1, Quarter 1: Students will be able to read and comprehend the elements of a text.</p>	<p>Essential Question(s): What is the significance of understanding the sequence of a story? How is understanding the concept of cause and effect important in dissecting the elements of a story?</p>
<p>Standards:</p> <ul style="list-style-type: none"> 2.RF.3a Know and apply grade-level phonics and word analysis skills in decoding words: Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.RL.1 <i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> 2.RL.3 Describe how characters in a story respond to major events and challenges. 2.RI.7 <i>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</i> 2.L.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) and c Capitalize holidays, product names, and geographic names; c) Use apostrophe to form contractions and frequently occurring possessives. 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 1: Students will discuss and write on a given topic by recalling information from experiences and resources.</p>	<p>Essential Question(s): How does your experience relate to a given topic? Why do people read?</p>
<p>Standards:</p> <p>2.RF.3b-c Know and apply grade-level phonics and word analysis skills in decoding words: b) Know spelling-sound correspondences for additional common vowel teams; c) Decode regularly spelled two-syllable words with long vowels.</p> <p><i>2.SL.1a</i> <i>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</i></p> <p><i>2.W.2</i> <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p> <p><i>2.W.3</i> <i>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</i></p> <p><i>2.W.8</i> <i>Recall information from experiences or gather information from provided sources to answer a question.</i></p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 3, Quarter 1: Students will understand and discuss story structure, including contributions of illustrations.	Essential Question(s): How do pictures contribute to a story?
Standards: <ul style="list-style-type: none"> 2.RF.3e Know and apply grade-level phonics and word analysis skills in decoding words: Identify words with inconsistent but common spelling-sound correspondences. 2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>2.SL.1c-b</i> <i>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: c) Ask for clarification and further explanation as needed about the topics and texts under discussion); b) Build on others' talk in conversations by linking their comments to the remarks of others.</i> 2.L.3a <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening: Compare formal and informal uses of English.</i> 	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 2: Students will apply knowledge of prefixes, suffixes, and irregular words, collective and plural nouns.</p>	<p>Essential Question(s): How does word meaning change when using prefixes or suffixes? What writing or speaking conventions (e.g., verb matching, spelling) are needed with collective nouns or irregular nouns?</p>
<p>Standards:</p> <p>2.RF.3d Know and apply grade-level phonics and word analysis skills in decoding words: d) Decode words with common prefixes and and f suffixes; f) Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.L.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use collective nouns (e.g., group).</p> <p>2.L.1b <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</i></p>	

Suggested Timeline: 2 weeks

<p>Big Idea 2, Quarter 2: Students will be able to read fluently and write explanatory texts on a given topic.</p>	<p>Essential Question(s): How does fluency contribute to comprehension? What types of questions clarify? What is the structure of informative writing?</p>
<p>Standards:</p> <p>2.RF.4a-c Read with sufficient accuracy and fluency to support comprehension: a) Read grade-level text with purpose and understanding; b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings; c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2.SL.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.</p> <p>2.W.2 <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p> <p>2.L.5a Demonstrate understanding of word relationships and nuances in word meanings: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 2: Students will be able to state the purpose of a given text and provide a written opinion that can be supported.</p>	<p>Essential Question(s): What identifies the main purpose of a text? How do types of writing differ? What evidence supports how characters feel or react to events in a story?</p>
<p>Standards:</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><i>2.RI.8 Describe how reasons support specific points the author makes in a text.</i></p> <p><i>2.L.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</i></p> <p><i>2.L.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Generalize learned spelling patterns when writing words (e.g., cage = badge; boy = boil).</i></p> <p><i>2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i></p> <p><i>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p> <p><i>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</i></p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><i>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></p> <p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 4, Quarter 2: Students will ask clarifying questions to determine the main topic and key ideas in a text and determine the meaning of words or word phrases.</p>	<p>Essential Question(s): Why do words have multiple meanings? What is the importance of understanding root words? What are ways to find the main topic?</p>
<p>Standards:</p> <p>2.RL.1 <i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i></p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.7 <i>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</i></p> <p>2.L.5b Demonstrate understanding of word relationships and nuances in word meanings: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2.L.4a <i>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: Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p>2.L.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 5, Quarter 2: Students will ask and answer clarifying questions in collaborative conversations and written form to demonstrate an understanding of characters' points of view in a story.</p>	<p>Essential Question(s): What is the importance of understanding each character's point of view? How does verbal expression direct the mood of a story? What is the importance of collaborating with peers? How does writing with compound sentences improve a story's overall content?</p>
<p>Standards:</p> <p>2.RL.1 <i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i></p> <p>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><i>2.SL.1a-c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b) Build on others' talk in conversations by linking their comments to the remarks of others; c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</i></p> <p>2.L.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: c) Use reflexive pronouns (e.g., myself, ourselves); f) Produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 3: Students will be able to revise, edit, and construct a formal letter with proper capitalization and punctuation with adults and peers.</p>	<p>Essential Question(s): In what ways can writers communicate their ideas on a specific issue? What are elements of a good persuasive piece? How do writers vary their writing for differing audiences and purposes? How can your voice make a difference in your community and world?</p>								
<p>Standards:</p> <table border="0"> <tr> <td data-bbox="178 427 289 492">2.L.2b and d-e</td><td data-bbox="323 427 1898 527">Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: b) Use commas in greetings and closings of letters; d) Generalize learned spelling patterns when writing words (e.g., cage = badge; boy = boil); e) Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</td></tr> <tr> <td data-bbox="178 532 289 565">2.SL.1a-c</td><td data-bbox="323 532 1898 670">Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b) Build on others' talk in conversations by linking their comments to the remarks of others); c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</td></tr> <tr> <td data-bbox="178 675 289 708">2.W.1</td><td data-bbox="323 675 1898 776"><i>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i></td></tr> <tr> <td data-bbox="178 781 289 813">2.W.5</td><td data-bbox="323 781 1898 813">With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td></tr> </table>		2.L.2b and d-e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: b) Use commas in greetings and closings of letters; d) Generalize learned spelling patterns when writing words (e.g., cage = badge; boy = boil); e) Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	2.SL.1a-c	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b) Build on others' talk in conversations by linking their comments to the remarks of others); c) Ask for clarification and further explanation as needed about the topics and texts under discussion.	2.W.1	<i>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i>	2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.L.2b and d-e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: b) Use commas in greetings and closings of letters; d) Generalize learned spelling patterns when writing words (e.g., cage = badge; boy = boil); e) Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.								
2.SL.1a-c	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b) Build on others' talk in conversations by linking their comments to the remarks of others); c) Ask for clarification and further explanation as needed about the topics and texts under discussion.								
2.W.1	<i>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i>								
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.								

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 3: Students will describe and compare and contrast elements (e.g., structure, conventions) of different genres (e.g., folktales, poems, and historical texts).</p>	<p>Essential Question(s): How do multiple genres help us gain understanding of an event? Why is it important to learn from past events? How can poetry be used to tell a story? Why is it important to look at multiple genres on the same subject?</p>
<p>Standards:</p> <p>2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><i>2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i></p> <p><i>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p>	

Suggested Timeline: 4 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 3: Students will be able to determine the meaning of unknown words through context clues, images, word knowledge (e.g., affixes, root words, compound words), glossaries, and dictionaries.</p>	<p>Essential Question(s): Why is it important to understand the meaning of root words? Why is it important to learn new words? What is the value of using different words in writing? How has the influence of digital media changed the outcome of printed texts?</p>
<p>Standards:</p> <p>2.RI.8 <i>Describe how reasons support specific points the author makes in a text.</i></p> <p>2.RI.7 <i>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</i></p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.L.4a-e 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: a) Use sentence-level context as a clue to the meaning of a word or phrase; b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 4: Students will ask and answer clarifying questions to understand key supporting details in literary or persuasive texts.</p>	<p>Essential Question(s): What does an author want you to learn from a text? How does the use of diagrams/images or information help a reader understand what’s being read? What strategies are used to influence in persuasive texts?</p>
<p>Standards:</p> <p>2.RL.1 <i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i></p> <p>2.RI.4 <i>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</i></p> <p>2.RI.7 <i>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</i></p> <p>2.RI.8 <i>Describe how reasons support specific points the author makes in a text.</i></p> <p>2.W.1 <i>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i></p> <p>2.W.2 <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 4: Students will discuss and write about topics and different genres of grade-level text.</p>	<p>Essential Question(s): What important information and details should be included in different types of text? How can writers actively engage the reader?</p>
<p>Standards:</p> <p><i>2.SL.1a-c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b) Build on others' talk in conversations by linking their comments to the remarks of others; c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</i></p> <p>2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



GUAM District Level Curriculum Guide

Grade 2 – ELA Quarter 1

Big Idea 1, Quarter 1: Students will be able to read and comprehend the elements of a text.		Essential Question(s): What is the significance of understanding the sequence of a story? How is understanding the concept of cause and effect important in dissecting the elements of a story?
Standards: <div> 2.RF.3a Know and apply grade-level phonics and word analysis skills in decoding words: Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.RL.1 <i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> 2.RL.3 Describe how characters in a story respond to major events and challenges. 2.RI.7 <i>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</i> 2.L.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) and c Capitalize holidays, product names, and geographic names; c) Use apostrophe to form contractions and frequently occurring possessives. 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. </div>		
Elements of the Standard(s) – What’s the meaning? Provide multiple opportunities for students to apply phonics decoding skills in narrative and informational print (2.RF.3a). Following reading, students will practice orally asking and answering questions (2.RL.1, 2.SL.2) that foster comprehension (e.g., Who? What? Why? When? Where? How?). Students will be expected to use context clues, and illustrations/images to explain text. They will be able to describe characters, main topic, major events, and key details as well as how characters respond to major events. They will use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information efficiently. This quarter will also have students demonstrating convention mastery of using apostrophes to form contractions and common possessives. This practice may be incorporated in writing by the selection of topics (e.g., my favorite gift, my mom’s vacation, ‘dog’s day off’).		
Key Vocabulary character, event, challenge, syllable, long vowel, short vowel, capital, apostrophe,	Links to Prior Learning <ul style="list-style-type: none"> Review vowel sounds in regularly spelled words (1.RF.3a-g). 	Links to Future Learning <ul style="list-style-type: none"> Levels of reading complexity will increase and adult support will decrease. (See Appendix B)

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>contraction, proper noun, text features, illustrations, bold print</p>	<ul style="list-style-type: none"> Review how to determine the meaning of words and phrases in a text using context clues and illustrations (1.RI.4). Review procedures and student behavior expectations for whisper-reading with a partner. 	<p>for levels of reading complexity for grade 3.)</p> <ul style="list-style-type: none"> Students will be familiar with using graphic organizers to independently collect information to answer questions (e.g., main idea and supporting details, cause and effect, problem and solution). Students will be using supporting details to draw inferences from the text (4.RL.1).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> Create a focus wall as a review resource for skills students will use (e.g., vocabulary, phonics skills, contractions, comprehension skills) (2.RF.3a). Model (I-do) how to use graphic organizers to categorize information (e.g., character web, plot, flow chart, Venn diagram, conflict/solution) prior to students completing them in pairs or small groups (we-do), then independently (you-do) (2.RL.1, 2.SL.2). Model (I-do) how to extract information from graphic organizers to answer questions to recount ideas prior to students quizzing their partner or small group (we-do), then independently (you-do) (2.RL.1, 2.SL.2). Provide question prompts for students to discuss with a partner (think, pair-share) before sharing with whole class (e.g., “Discuss with your partner the important contribution of the illustration/image on page 36.” “Discuss how the main character changes from the beginning of the story to the end of the story.”) (2.SL.2, 2.RL.2). 		
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Houghton Mifflin Second Grade English book: U. Five, Verbs (contractions) pp. 183–184, 186, 188, 195, 205 Houghton Mifflin Second Grade English book: U. Three, Nouns and Pronouns (possessive nouns) pp. 113–116, 120 Houghton Mifflin Second Grade English book: Tools and Tips, Graphic Organizers, pp. H31–H34. Houghton Mifflin Second Grade Reading book: stories with follow-up questions http://www.corestandards.org/ELA-Literacy CCSS Appendix B: for suggestions of grade-level reading complexity 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 2, Quarter 1: Students will discuss and write on a given topic by recalling information from experiences and resources.		Essential Question(s): How does your experience relate to a given topic? Why do people read?
Standards: <div> 2.RF.3b-c Know and apply grade-level phonics and word analysis skills in decoding words: b) Know spelling-sound correspondences for additional common vowel teams; c) Decode regularly spelled two-syllable words with long vowels. </div> <div> 2.SL.1a <i>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</i> </div> <div> 2.W.2 <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i> </div> <div> 2.W.3 <i>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</i> </div> <div> 2.W.8 Recall information from experiences or gather information from provided sources to answer a question. </div>		
Elements of the Standard(s) – What’s the meaning? The emphasis of 2.W.2 is nonfiction writing that describes, explains, informs, or summarizes ideas and content. Informational text presents facts and opinions, defines terms, and provides examples to inform the reader. The writings can support research, observations, or experiences. The emphasis of 2.W.3 is narrative writing in which students recount an event or short sequence of events. Students need to organize the event order by using temporal words (e.g., first, next, finally); include details to describe actions, thoughts, and feelings; and provide a sense of closure. Using procedures that require students to collaborate such as peer reviews of writing pieces will strengthen oral language and writing development (2.SL.1a). The grammar emphasis for this quarter is decoding regularly spelled two-syllable words with long vowels.		
Key Vocabulary collaborate, vowel team, discussion, recall, topic, fact, concluding statement, narrative, temporal words (first, second, finally), closure	Links to Prior Learning <ul style="list-style-type: none"> Students understand procedures and behavior for working with a partner (e.g., providing or receiving feedback, speaking one at a time). Students understand how to refer to the visual review resource (e.g., focus wall, anchor charts, glossaries). 	Links to Future Learning Students being able to work independently will increase. They will be able to independently determine which graphic organizer they would need to serve the purpose (e.g., cause and effect, T-chart, Venn diagram, main idea and supporting details) in collecting information from text for their writing (3.W.2, 3.W.3). Students would be able to explain why

Italic Information: Recursive standard – repeated in at least one other quarter

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		a selected graphic organizer is needed compared to other organizers (analysis of the project).
Instructional Strategies (EL, SIOP, SPED, Marzano) <ul style="list-style-type: none"> • Provide a rubric of expectations for students (e.g., There should be a clearly stated topic sentence. The topic should be developed through facts, details, and relevant information and a concluding statement should be included (2.W.2, 2.W.3). • Model the stages of the writing process (e.g., pre-writing, writing, editing draft, publishing) (2.W.2., 2.W.3). • Use topics from Social Studies or Science standards. • Create a focus wall as a review resource for skills students will use (e.g., vocabulary, phonics skills, contractions, comprehension skills) (2.RF.3b-c). • Model (I-do) how to use graphic organizers to categorize information (e.g., character web, plot, flow chart, Venn diagram, conflict/solution) prior to students completing them in pairs or small groups (we-do), then independently (you-do) (2.SL.1a, 2.W.2, 2.W.3). • Model (I-do) how to extract information from graphic organizers to answer questions to recount ideas prior to students quizzing their partner or small group (we-do), then independently (you-do) (2.W.2, 2.W.3, 2.W.8). 		
Resources & Links to Technology <ul style="list-style-type: none"> • Harcourt Horizons Second Grade Social Studies book • Houghton Mifflin Second Grade English book, U. Two, Writing a Personal Narrative, pp. 62–82 • Houghton Mifflin Second Grade English book, U. Four, Writing a Story, pp. 134–156 • Houghton Mifflin Second Grade English book, U. Eight, Writing a Description, pp. 256–286 • Houghton Mifflin Second Grade English book, U. Ten, The Writing Process, pp. 348–357 • Houghton Mifflin Second Grade English book, Tools and Tips, Graphic Organizers, pp. H31–H34 • Houghton Mifflin Second Grade Spelling and Vocabulary, U. One-Five, Long and Short Vowels pp. 1–48 • http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for examples of grade-level student writing with annotations 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 3, Quarter 1: Students will understand and discuss story structure, including contributions of illustrations.		Essential Question(s): How do pictures contribute to a story?
Standards: <div> <div>2.RF.3e</div> <div>Know and apply grade-level phonics and word analysis skills in decoding words: Identify words with inconsistent but common spelling-sound correspondences.</div> </div> <div> <div>2.RL.5</div> <div>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</div> </div> <div> <div>2.RL.7</div> <div>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</div> </div> <div> <div>2.SL.1c-b</div> <div>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: c) Ask for clarification and further explanation as needed about the topics and texts under discussion); b) Build on others' talk in conversations by linking their comments to the remarks of others.</div> </div> <div> <div>2.L.3a</div> <div>Use knowledge of language and its conventions when writing, speaking, reading, or listening: Compare formal and informal uses of English.</div> </div>		
Elements of the Standard(s) – What’s the meaning? Students will be able to analyze the plot of a story (e.g., describe the beginning that introduces the story, the impact of the setting, how the character changes in the story, the climax, and how the action is resolved in the ending) (2.RL.5). They will also include how illustrations contribute to the plot (2.RL.7). Through discussion in pairs or small groups, you may incorporate the language standards. In Language (2.L.3a) students will compare formal and informal uses of English: formal language includes academic vocabulary, formal structure of conventions, parts of speech, and syntax (spoken or written). Informal language includes: slang, incomplete sentences, body language, emotions, and incorrect grammar and pronunciation (2.L.3a). Students’ decoding skills will expand to include identifying words with inconsistent but common spelling-sound correspondences such as vowel digraphs and diphthongs (e.g., ea, ie, ee, oi, ow). They may use a writing journal or notebook to collect phonics patterns as a resource (2.RF.3e).		
Key Vocabulary structure, introduce, character, setting, action, climax, resolution, plot, story line, illustrations	Links to Prior Learning Students need to know how to determine the beginning, middle, and end of stories. Review that the beginning consists of establishing the characters and setting plus hints of what is to come. The middle consists of the story conflict/climax whereas the character needs to make a decision/take action. The ending of	Links to Future Learning Students will be able to use notes from a graphic organizer and produce a narrative analysis in writing. When they extract information from their graphic organizer for their writing piece, their word choice in their writing will represent vocabulary such as using multisyllabic words and adjectives and adverbs that clarify description or provide effect (3.L.3).

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

	the story consists of the results from the decision or action taken.	
Instructional Strategies (EL, SIOP, SPED, Marzano) <ul style="list-style-type: none"> • Create an anchor chart or poster or use a Focus Wall to remind students of steps for analyzing the plot of a story (2.RL.5, 2.SL.1b-c). • Students work in pairs or small groups to complete a plot map graphic organizer to address the steps for analyzing the plot (2.RL.5, 2.SL.1b-c, 2.RL.7). • Students may have journals to create a resource list of words with inconsistent but common spelling-sound correspondences such as high-frequency words or sight words (e.g., find, mind, bind; would, should, could; bread, dead, tread) (2.RF.3e). • Provide two sentences that relay the same message but demonstrate the difference between formal and informal language (e.g., quotes from text vs. how a student would restate it) (2.L.3a). 		
Resources & Links to Technology <ul style="list-style-type: none"> • Houghton Mifflin Second Grade Reading book • Houghton Mifflin Second Grade English book, Tools and Tips, Graphic Organizers, pp. H31–34 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 1, Quarter 2: Students will apply knowledge of prefixes, suffixes, and irregular words, collective and plural nouns.		Essential Question(s): How does word meaning change when using prefixes or suffixes? What writing or speaking conventions (e.g., verb matching, spelling) are needed with collective nouns or irregular nouns?
Standards: 2.RF.3d Know and apply grade-level phonics and word analysis skills in decoding words: d) Decode words with common prefixes and and f suffixes; f) Recognize and read grade-appropriate irregularly spelled words. 2.L.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use collective nouns (e.g., group). 2.L.1b <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</i>		
Elements of the Standard(s) – What’s the meaning? Students will enhance their ability to analyze word meaning through applying affixes to base words. The prefixes un-, re-, in-, ir-, il-, and dis- are used in 58% of all prefixed words. Three inflectional endings: -s/es, -ed, and -ing are found in 65% of words that have inflectional ending and suffixes (White, Sowell, & Yanagihara, 1989). Students will use collective nouns (e.g. team, group, class, people) and plural nouns that change spelling (e.g., man-men, child-children, woman-women). Student practice changing words and discussing meaning through applying and removing affixes will foster fluency and comprehension in reading and writing.		
Key Vocabulary prefix, suffix, affix, collective noun, plural, irregular spelling	Links to Prior Learning <ul style="list-style-type: none"> Review common inflectional endings (-s/-es, -ed, and -ing) (1.RF.3f). Review common regular plurals. 	Links to Future Learning Students will be able to speak, read (decode), and write (encode) words with inflectional endings and derivational suffixes appropriately and with fluency and comprehension (3.RF.3a). They will identify and comprehend words with common Latin suffixes (3.RF.3b).
Instructional Strategies (EL, SIOP, SPED, Marzano) <ul style="list-style-type: none"> Provide a list of affixes and base words. Students create new words by adding affixes (2.RF.3d). Provide reading passages for students to highlight affixes found in text (2.RF.3d). Provide phrases with words that students will attach prefixes or suffixes to to create new meaning (2.RF.3d). Provide passages for students to change nouns from singular to plural (2.RF.3f, 2.L.1a-b). 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Resources & Links to Technology

- http://www.fcrr.org/curriculum/PDF/G2-3/2-3Vocab_2.pdf activities regarding affixes
- Houghton Mifflin Second Grade English book, U. Three, Nouns and Pronouns, L. 5, pp. 103–105
- Houghton Mifflin Second Grade Spelling and Vocabulary, Cycle 4, U. 19, Words Ending with -s or -es, p. 126
- Houghton Mifflin Second Grade Spelling and Vocabulary, Cycle 6, U. 31, U. 32, Words ending with -ed or -ing, pp. 198–210
- Houghton Mifflin Second Grade spelling and Vocabulary, Cycle 6, U. 34, Prefixes re- and un-, pp. 216–221
- Houghton Mifflin Second Grade Spelling and Vocabulary, Cycle 6 U. 35, Suffixes -ly and -ful, pp. 222–228

<p>Big Idea 2, Quarter 2: Students will be able to read fluently and write explanatory texts on a given topic.</p>	<p>Essential Question(s): How does fluency contribute to comprehension? What types of questions clarify? What is the structure of informative writing?</p>
<p>Standards:</p> <p>2.RF.4a-c Read with sufficient accuracy and fluency to support comprehension: a) Read grade-level text with purpose and understanding; b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings; c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2.SL.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.</p> <p>2.W.2 <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p> <p>2.L.5a Demonstrate understanding of word relationships and nuances in word meanings: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>Fluency is a bridge to comprehension and is the result of accurately decoding words automatically in order to not lose the meaning of the text. It is achieved through multiple opportunities of practice. Students read grade-level material with appropriate rate (speed), accuracy (precision), and prosody (expression). Students need to practice reading different types of text to experience appropriate rhythm, pacing, intonation, and expression relevant to the text.</p> <p>The emphasis of 2.W.2 is nonfiction writing that describes, explains, informs, or summarizes ideas and content. Informational text presents facts and opinions, defines terms, and provides examples to inform the reader. The writings can support research, observations, or experiences. Teachers may</p>	

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BOLD information: Standards that should be emphasized

have students use Social Studies and Science units for topics.

The vocabulary will increase this quarter as students explore the relationships between words (e.g., antonyms, synonyms). This skill will build larger lexicons (word banks) for them as they begin to edit and revise their word choice in their writing pieces.

Key Vocabulary

connection, clarifying, synonyms, antonyms

Links to Prior Learning

- Review clarifying questions (e.g., Who? What? Why? Where? When? How?) (1.RL.1).
- Review the elements of informational writing expectations (1.W.2).
- Review the writing process and student participation expectations (e.g., peer review, feedback, revisions, publication).

Links to Future Learning

Students will be able to work independently in writing nonfiction that develops a topic with supporting details or facts, using temporal words to establish sequence of events or ideas, and providing a type of closure (3.W.2a-d). The expectations for the number of supporting details or facts increase, and the selection of higher level vocabulary is anticipated.

Instructional Strategies (EL, SIOP, SPED, Marzano)

- Establish procedures for students to read with partners or small groups (2.RF.4a-c).
- Provide a review prior to reading a passage or story for elements (e.g., vocabulary, phonics patterns, or phrases) that may be difficult for students (2.SL.3).
- Establish routines that embed multiple opportunities to read and reread same passages. Example: 1) Whisper-read to yourself; 2) Choral read with a partner; 3) Track and mark phrasing while the teacher models reading the passage. 4) Choral-read with a partner (2.RF.4a-c).
- Provide a rubric of expectations for students (e.g., There should be a clearly stated topic sentence. The topic should be developed through facts, details, and relevant information; and a concluding statement should be included (2.W.2).
- Model the stages of the writing process (e.g., pre-writing, writing, editing draft, publishing) by thinking aloud as you demonstrate the stages.
- Students connect words with the opposite (e.g., hot/cold, stop/go, big/little) (2.W.2).
- Students complete graphic organizers (word web) for synonyms (e.g., said: told, declared, replied, mumbled, hollered, stammered).
- Provide analogies with missing noun for students to complete. (fork/ ____ : : cup/saucer; puppy/____ : : kitten/cat ; TV/____ : : CD/compact disc; knee/foot : : elbow/____.) (2.L.5a).

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BOLD information: Standards that should be emphasized

Resources & Links to Technology

- Harcourt Horizons Second Grade Social Studies, topics for informational writing
 - Houghton Mifflin Second Grade Spelling and Vocabulary, (Antonyms) p. 116
 - Houghton Mifflin Second Grade Spelling and Vocabulary, (Synonyms) p. 38
 - Houghton Mifflin Second Grade English book, Unit Ten, The Writing Process, pp. 348–357
 - Houghton Mifflin Second Grade English book, Tools and Tips, Graphic Organizers, p. H31
- <http://www.corestandards.org/ELA-Literacy> CCSS Appendix C: for examples of grade-level student writing with annotations

<p>Big Idea 3, Quarter 2: Students will be able to state the purpose of a given text and provide a written opinion that can be supported.</p>	<p>Essential Question(s): What identifies the main purpose of a text? How do types of writing differ? What evidence supports how characters feel or react to events in a story?</p>
<p>Standards:</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><i>2.RI.8 Describe how reasons support specific points the author makes in a text.</i></p> <p>2.L.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><i>2.L.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Generalize learned spelling patterns when writing words (e.g., cage = badge; boy = boil).</i></p> <p>2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><i>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p> <p><i>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</i></p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><i>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></p>	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>		
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>Writing structures of narrative, informational, and persuasive writing has been introduced previously (2.W.1, 2.W.2, 2.W.3). Now guide students to strengthen their writing by editing, looking at word choice (e.g. temporal words, redundancy of words), conventions and structure (e.g., opening statement, purpose (2.RI.6) supporting details/facts, sense of closure), and revising. Revising includes evaluating and refining the rough draft for clarity and effectiveness (2.W.5). The writing may be changed by adding, deleting, and reorganizing. Editing includes proofreading and correcting the draft for conventions (e.g. punctuation, capitalization, and spelling). Assistance will be provided in using digital tools to produce and publish writing (2.W.6). This writing product can be the result of collaboration with partner or small groups.</p>		
<p>Key Vocabulary</p> <p>opinion, author’s purpose, edit, draft, revise</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> Review the writing process (e.g., ideas, word choice, conventions, edit, revise) (1.W.5). Review student participation expectations for collaborative work (e.g., provide and receive feedback, revision of work, publication) (1.SL.1). 	<p>Links to Future Learning</p> <p>Students will be able to independently use a computer (digital tools) to produce and publish writing (3.W.6). The length and density of information of the writing piece will increase. Students will use complex sentences and higher level vocabulary.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> Provide simple visual resources (e.g., focus or word wall, primary dictionaries, anchor charts, or posters) for focus skills (e.g., conventions of writing, editing process, spelling/phonics patterns) (2.L.1d, 2.L.2d, 2.W.1, 2.W.2, 2.W.3, 2.W.5). Model (demonstrate the process while thinking aloud) taking information from a graphic organizer into a rough draft. Model (demonstrate the process while thinking aloud) how to refine a rough draft for clarity and effectiveness (2.W.1, 2.W.2, 2.W.3, 2.W.5). Create procedures and routines to facilitate editing and revising (e.g., peer review, checklists, and rubrics to refine the draft) (2.W.1, 2.W.2, 2.W.3, 2.W.5, 2.W.6). Students conference with peers and the teacher for feedback (e.g., suggestions for illustrations, charts or images; word choice, use of temporal words/flow of ideas) (2.W.5, 2.W.6, 2.SL.6). 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Resources & Links to Technology

- Houghton Mifflin Second Grade English book, U. 2, Writing a Personal Narrative, pp. 62–84
- Houghton Mifflin Second Grade English book, U. 4, Writing a Story, pp. 134–158
- Houghton Mifflin Second Grade English book, U. 6, Writing Instructions, pp. 206–226
- Houghton Mifflin Second Grade English book, U. 8, Writing a Description, pp. 266–286
- Houghton Mifflin Second Grade English book, U. 10, Writing to Express an Opinion, pp. 340–370
- Houghton Mifflin Second Grade English book, Tools and Tips H2, Graphic Organizers, Grammar Glossary, Spelling Guide, Thesaurus, pp. H2–H56
- Houghton Mifflin Second Grade Spelling and Vocabulary, Writer’s Resource, pp. 253–254
- Houghton Mifflin Second Grade Spelling and Vocabulary, My First Thesaurus, pp. 255–264
- Houghton Mifflin Second Grade Spelling and Vocabulary, Spelling Dictionary, pp. 269–312
- Houghton Mifflin Second Grade Spelling and Vocabulary, Types of Writing, pp. 51, 153–159, 189–195, 219
- <http://www.corestandards.org/ELA-Literacy> CCSS Appendix C: for examples of grade-level student writing with annotation

Big Idea 4, Quarter 2:

Students will ask clarifying questions to determine the main topic and key ideas in a text and determine the meaning of words or word phrases.

Essential Question(s):

Why do words have multiple meanings?
What is the importance of understanding root words?
What are ways to find the main topic?

Standards:

- 2.RL.1** *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*
- 2.RI.2** **Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**
- 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RI.7 *Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.*
- 2.L.5b Demonstrate understanding of word relationships and nuances in word meanings: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- 2.L.4a** *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: Use sentence-level context as a clue to the meaning of a word or phrase.*
- 2.L.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use adjectives and adverbs, and choose between them depending on what is to be modified.

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Elements of the Standard(s) – What’s the meaning?</p> <p>These standards are combined to emphasize reading and listening comprehension whether it is narrative or informational text. Students will be able to generate questions and provide answers for who, what, where, when, why, and how questions (2.RL.1, 2.RL.2). They will be able to analyze text to determine the main topic of a passage that contains several paragraphs and explain how images, charts, or graphs contribute to clarifying the text (2.RI.7). Students will be able to determine the meaning of words and phrases—particularly adjectives and adverbs in a text using a variety of strategies such as context clues, background knowledge, and illustrations (2.L.1e, 2.L.5b).</p>		
<p>Key Vocabulary</p> <p>image, subject, topic, verb, adverb, adjective, intensity</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> Review established procedures for working with partners (e.g., reading together, Q&A following reading) (1.SL.1). Review clarifying questions (e.g., Who? What? Why? Where? When? How?) (1. RL.1). Continue to use a writing journal or notebook to collect examples of different phonics patterns or vocabulary terms. 	<p>Links to Future Learning</p> <p>Students will be able to read material of higher complexity. They will increase being able to determine the meaning of unknown multisyllabic words through morphology instruction (i.e., meaningful parts of words from Latin origin) (3.RF.3). Their discussions will include more supported inferences as well as answers found specifically in the text (3.RL.1, 3.RI.1). Their exposure to reading narratives and informational text will have an influence on their writing expectations. Their writing will include complex sentences with clear descriptions, dialogue, and transitional words that make the reading smooth (3.W.2, 3.W.3).</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> Students use journals or notebooks to collect resources (e.g. vocabulary, writing conventions, comprehension strategies) (2.RI.1, 2.RI.2, 2.RI.4, 2.L.5b). Students highlight words that describe characters (adjectives) or their behavior (verbs and adverbs) in a story (2.L.5b, 2.L.1e). Provide visual resources (e.g., focus wall, anchor charts, posters) for procedures or strategies to determine meanings (2.RI.4) of unknown words: <ol style="list-style-type: none"> Look at the illustration or graph. Use background knowledge regarding the subject. Look at the sentence before and after to help build meaning. Use morphology, affixes, roots (Greek and Latin roots) to help arrive at meaning. 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

- Students use non-linguistic representation of vocabulary in addition to student-friendly definitions and examples (2.RI.4).
- Students strengthen verbal skills explaining images, illustrations, charts, or graphs to peers using academic vocabulary.

Resources & Links to Technology

- Houghton Mifflin Second Grade Reading book: stories of various genres with follow-up questions and activities
- Houghton Mifflin Second Grade Spelling and Vocabulary book: activities for vocabulary development
- <http://www.corestandards.org/ELA-Literacy> CCSS Appendix B: for suggestions of grade-level reading complexity

Big Idea 5, Quarter 2:

Students will ask and answer clarifying questions in collaborative conversations and written form to demonstrate an understanding of characters' points of view in a story.

Essential Question(s):

What is the importance of understanding each character's point of view?
How does verbal expression direct the mood of a story?
What is the importance of collaborating with peers?
How does writing with compound sentences improve a story's overall content?

Standards:

- 2.RL.1** *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*
- 2.RL.6** **Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**
- 2.SL.1a-c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b) Build on others' talk in conversations by linking their comments to the remarks of others; c) Ask for clarification and further explanation as needed about the topics and texts under discussion.*
- 2.L.1c** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: c) Use reflexive pronouns (e.g., myself, ourselves); f) Produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Elements of the Standard(s) – What's the meaning?

Students will continue to generate clarifying questions (e.g., Who? What? Why? Where? When? How?) to monitor their understanding of text (2.RL.1, 1.RL.6). The details in follow-up discussion will demonstrate an understanding of each character's point of view. They will be able to produce, expand, and rearrange complete simple and compound sentences orally and in writing (2.L.1f) (e.g., The boy watched the movie. = The little boy watched the action

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

movie. = The action movie was watched by the little boy.)		
Key Vocabulary compound sentence, reflexive pronouns	Links to Prior Learning <ul style="list-style-type: none"> Review the definition of simple, compound, declarative, interrogative, imperative, and exclamatory sentences (1L.1j). Review identifying characters in a story (1.RL3). 	Links to Future Learning Students will be able to automatically refer explicit quotes from text to answer the clarifying questions (3.RL.1). They will be able to distinguish their point of view from that of the author (3. RL.6). Students will be able to elaborate on different character’s points of view in a story both orally and in writing.
Instructional Strategies (EL, SIOP, SPED, Marzano) <ul style="list-style-type: none"> Students may read text aloud using a different voice for each character (2.RL.6). Students may retell the story from the voice/point of view of one character (e.g., from the wolf in Little Red Riding Hood, from the giant in Jack and the Beanstalk) (2.RL.6). Students may combine simple sentences into compound sentences (2.L.1.f). Students may collaborate in retelling the story in which each student adds to the comment made before) (2.SL.1a-c). Students will exchange simple sentences with peers to expand and rearrange (e.g., The cat sat. = The yellow cat sat patiently on a wall. = Patiently sitting on the wall was the cat.) (2.SL.1f). Students can rewrite sentences to use reflexive pronouns (e.g., “I wrote this paper. = I wrote this paper by <u>myself</u>.” “He wants to be a fireman. = He sees <u>himself</u> as a fireman.”) (2.L.1c). 		
Resources & Links to Technology <ul style="list-style-type: none"> Houghton Mifflin Second Grade English, Combining Simple Sentences, pp. 99–100, 171–172, 251–252, 356 http://explicitinstruction.org/ videos modeling expanding and combining sentences www.youtube.com – “7-Up Sentences video” teacher models instructional procedures for students expanding and combining simple sentences. 		

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Big Idea 1, Quarter 3: Students will be able to revise, edit, and construct a formal letter with proper capitalization and punctuation with adults and peers.</p>		<p>Essential Question(s): In what ways can writers communicate their ideas on a specific issue? What are elements of a good persuasive piece? How do writers vary their writing for differing audiences and purposes? How can your voice make a difference in your community and world?</p>
<p>Standards:</p> <p>2.L.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: b) Use commas in greetings and closings of letters; d) Generalize learned spelling patterns when writing words (e.g., cage = badge; boy = boil); e) Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <p>2.SL.1a-c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b) Build on others' talk in conversations by linking their comments to the remarks of others); c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2.W.1 <i>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i></p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>		
<p>Elements of the Standard(s) – What’s the meaning? Students will be able to produce opinion writing in the format of a formal letter using appropriate conventions (e.g., capitalization, punctuation, and spelling) (2.W.1, 2.L.2b, d, e). They will communicate their opinion on specific issues and write for different audiences (2.W.1). Students will also demonstrate using reference materials such as dictionaries to check spelling or meaning of words. Using student peer-review procedures allows students practice in focusing on specific conventions as well as seeing a variety of functional writing from their peers (2.SL.1a-c).</p>		
<p>Key Vocabulary revise, edit, The Writing Process, audience</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> Review procedures for peer review. Review procedures for collaborative conversations with peers (e.g., behavior, extending conversation or feedback) (1.SL.1). 	<p>Links to Future Learning Students will be able to identify the elements of a formal letter (3.W.4). They will be able to independently construct a formal or persuasive letter for different audiences.</p>

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Instructional Strategies (EL, SIOP, SPED, Marzano)

- Construct a letter while thinking aloud to model purpose and procedures.
- Display anchor charts or posters as visual resource for elements of persuasion (e.g., bandwagon, patriotic, fear factor, sympathy, image) (2.W.1).
- Display or post expectations for persuasive writing (e.g., opening statement, 3 supporting elements of persuasion, conclusion by rewording the opening statement) (2.W.1).
- Students categorize words and phrases for different audiences (e.g., Yes ma’am, What’s up?, research says...).
- Provide sample formal persuasive letters for students to highlight words or phrases that persuade, set the tone, or determine the audience.
- Students may work in pairs or small groups to construct persuasive letters where their goal is to elicit action or change the reader’s opinion (2.W.1).
- Provide passages with misspellings for students to use dictionaries in order to correct (2.L.2d, e).
- Provide words for students to alphabetize to the second or third letter to prepare them for using reference materials (2.L.2e).
- Establish and display (anchor charts or posters) routines and procedures for peer review of writing (2.W.5).
- Display an anchor chart or poster of the different styles of writing for student to discuss the different purposes (e.g., memos, notes, formal letter, invitation).
- Provide students with discussion prompts (e.g., How can your voice make a difference in your community and world? How do writers vary their writing for different audiences and purposes?)

Resources & Links to Technology

- Houghton Mifflin Second Grade English, U. 2, Writing different types of letters, pp. 84–87
- Houghton Mifflin Second Grade English, Tools and Tips, ABC Order, pp. H3–H6
- <http://www.corestandards.org/ELA-Literacy> CCSS Appendix C: for examples of grade-level student writing with annotations
- <http://literacy4life.wikispaces.com/Persuasive+Writing> ideas for teaching persuasive text

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Big Idea 2, Quarter 3: Students will describe and compare and contrast elements (e.g., structure, conventions) of different genres (e.g., folktales, poems, and historical texts).		Essential Question(s): How do multiple genres help us gain understanding of an event? Why is it important to learn from past events? How can poetry be used to tell a story? Why is it important to look at multiple genres on the same subject?	
Standards: 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic. 2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 2.W.1 <i>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i> 2.W.2 <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i>			
Elements of the Standard(s) – What’s the meaning? Students will be able to orally and in writing recount stories, fables, and folktales and include the central message or moral of the story (2.RL2). They will also be able to show a connection between a series of historical events, ideas, or steps in text (2.RI.3). Using graphic organizers (e.g., timelines, flow charts) will assist students in recording key information for their recounting in a sequential order. With collaborative procedures in place, they can participate in a shared research and writing project (1.W.2) using a number of books on a single topic to produce this report. They may collaborate to create an opinion writing by comparing and contrasting two or more versions of the same story (2.RL.9, 2.W.1).			
Key Vocabulary recount, describe, phrase, fable, lesson, moral, central message, compare, contrast		Links to Prior Learning <ul style="list-style-type: none">Review process of opinion writing (1.W.1).Review process of informational or	
		Links to Future Learning Students will work independently on research writing projects (3.W.2). This carries over to social studies in which students are asked to compare and contrast	

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	explanatory writing (1.W.2).	themes, characters, or traits of folktales and legends from around the world.
Instructional Strategies (EL, SIOP, SPED, Marzano) <ul style="list-style-type: none"> • Provide a visual resource for students to use when writing (e.g., word bank, focus wall, word wall) (2.RL.4). • Provide two different poems for students in pairs or small groups to read and compare and contrast (e.g., rhythm, topic, word choice) (2.RL.4). • Provide two different fables or folktales for student in pairs or small groups to read and compare and contrast (e.g., setting, characters, central message) (2.RL.9). • Model while thinking aloud how to complete a cause-and-effect graphic organizer to show a connection between a series of historical events, ideas, or steps (e.g., elements that lead to erosion, how farming has changed) (2.RI.3). • Display expectations for shared research and writing projects for visual support (2.W.7). • Model while thinking aloud how to create categories to organize note-taking (2.RL.2). • Model while thinking aloud how to organize notes in a meaningful sequence (2. RI.3). 		
Resources & Links to Technology <ul style="list-style-type: none"> • Houghton Mifflin Second Grade English, U. 8, Writing a Poem, pp. 288–289, 290–293 • Houghton Mifflin Second Grade English, Graphic Organizers, pp. H31–H43 • Harcourt Horizons Second Grade Social Studies book: to select appropriate grade-level topics • http://www.corestandards.org/ELA-Literacy CCSS Appendix A: for explanations regarding the types of writing (research writing) • http://www.corestandards.org/ELA-Literacy CCSS Appendix B: for suggestions of grade-level reading complexity • http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for samples of grade-level student writing with annotations 		

Big Idea 3, Quarter 3: Students will be able to determine the meaning of unknown words through context clues, images, word knowledge (e.g., affixes, root words, compound words), glossaries, and dictionaries.	Essential Question(s): Why is it important to understand the meaning of root words? Why is it important to learn new words? What is the value of using different words in writing? How has the influence of digital media changed the outcome of printed texts?
Standards: 2.RI.8 <i>Describe how reasons support specific points the author makes in a text.</i>	

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2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
2.L.4a-e	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: a) Use sentence-level context as a clue to the meaning of a word or phrase; b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
Elements of the Standard(s) – What’s the meaning? Introduction for identifying and using prefixes and suffixes was done in the second quarter. During this third quarter, students will determine the meaning of unknown or multiple-meaning words by using various strategies (e.g., context clues, illustrations, affixes, glossaries, dictionaries). Informational text provides many opportunities to work with unknown–domain-specific vocabulary words and concepts. The emphasis in these standards (2.RI.7, 2.RI.8) requires the reader to determine how text is created with a specific point or main idea and how it is supported by details or reasons. Students will use a variety of strategies for comprehension of informational text including determining the meaning of words and phrases.		
Key Vocabulary glossary, dictionary, root word, unknown word, root, compound words	Links to Prior Learning <ul style="list-style-type: none">Review meanings of common prefixes and suffixes (2.L.4).Review dictionary skills (2.L.4e).Review using digital tools (computer) to clarify the meaning of words and phrases.	Links to Future Learning <ul style="list-style-type: none">Students will independently be able to determine the type of graphic organizer they will need to record their notes in order to provide an oral summary (3.SL.4).Students will be able to use glossaries and dictionaries and digital tools fluently (3.L.4).
Instructional Strategies (EL, SIOP, SPED, Marzano) <ul style="list-style-type: none">Provide visual support (focus wall, charts, posters) as a review of strategies or procedures (2.RI.8, 2.L. 4b, c, d, e).Model while thinking aloud how to complete a graphic organizer for notes on main idea with supporting details (or main topic with supporting facts) (2.RI.8).Students create non-linguistic representations for vocabulary words or phrases along with student-friendly definitions and examples (e.g., compound words, vocabulary, prefixes, and suffixes with root words) (2.L.4a, b, c).		

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- Provide visual resources (e.g., focus wall, anchor charts, posters) for procedures or strategies to determine meanings of unknown words (2.RI.4):
 1. Look at the illustration or graph.
 2. Use background knowledge regarding the subject.
 3. Look at the sentence before and after to help build meaning.
 4. Use morphology, affixes, roots (Greek and Latin roots) to help arrive at meaning.
- Provide a list of affixes and base words. Students create new words by adding affixes (2.L.b, c).
- Provide reading passages for students to highlight affixes found in text (2.L.b, c).

Resources & Links to Technology

- Houghton Mifflin Second Grade English book, U. 3, Nouns and Pronouns, L. 5, pp. 103–105
- Houghton Mifflin Second Grade Spelling and Vocabulary, Cycle 4, U. 19, Words Ending with -s or -es, p. 126
- Houghton Mifflin Second Grade Spelling and Vocabulary, Cycle 5, U. 25, Compound Words, pp. 162–165
- Houghton Mifflin Second Grade Spelling and Vocabulary, Cycle 6, U. 31, U. 32, Words ending with -ed or -ing, pp. 198–210
- Houghton Mifflin Second Grade spelling and Vocabulary, Cycle 6, U. 34, Prefixes re- and un-, pp. 216–221
- Houghton Mifflin Second Grade Spelling and Vocabulary, Cycle 6, U. 35, Suffixes -ly and -ful, pp. 222–228

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<p>Big Idea 1, Quarter 4: Students will ask and answer clarifying questions to understand key supporting details in literary or persuasive texts.</p>		<p>Essential Question(s): What does an author want you to learn from a text? How does the use of diagrams/images or information help a reader understand what’s being read? What strategies are used to influence in persuasive texts?</p>
<p>Standards: 2.RL.1 <i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> 2.RI.4 <i>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</i> 2.RI.7 <i>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</i> 2.RI.8 <i>Describe how reasons support specific points the author makes in a text.</i> 2.W.1 <i>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i> 2.W.2 <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p>		
<p>Elements of the Standard(s) – What’s the meaning? Each of the standards in this group has been introduced earlier in the year with support of partners or small groups collaborating to demonstrate mastery. Now expectations may be raised to where students will independently be able to demonstrate comprehension of literary (2.RL.1) or persuasive text as well as be able to construct different types of writing (e.g., opinion, informational, explanatory) (2.W.1, 2.W.2). Students will need to identify specific points that the author makes in text (2. RI.8). Although some students may need the support of working in pairs or small groups, more students will be able to produce different types of writing independently.</p>		
<p>Key Vocabulary persuasive, argumentative, informative, explanatory, diagram</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> Students review clarifying questions (2.RL.1). Students review the elements of persuasive writing/text (2.W.1). Students review the elements of informational/explanatory writing (2.W.2). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> Students will be able to read and comprehend higher levels of text complexity—that is the reading will contain density of information and possibly content domain-specific vocabulary (2.RL.10, 2.RI.10). Students will be able to explain how specific images contribute to text or how an author supports his points in text (3.RI.7).

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Instructional Strategies (EL, SIOP, SPED, Marzano) <ul style="list-style-type: none"> • Provide visual support (e.g., anchor charts, posters, focus wall) as a resource for procedures, routines, and strategies (e.g., writing expectation, writing process, determining the meaning of unknown words, clarifying questions) (2.RL.1, 2.RI.4, 2.W.1, 2.W.2). • Provide procedures for peer review of written pieces (e.g., check for punctuation, spelling, grammar) (2.W.5). • Provide procedures or rubrics for peer feedback from information they've heard presented (e.g., flow of ideas, clarity of concepts, pertinent images or illustrations) (1.W.1). • Students highlight key words or phrases that demonstrate the points an author is trying to make (2.RI.8). 	
Resources & Links to Technology <ul style="list-style-type: none"> • Harcourt Horizons Second Grade Social Studies book: for appropriate grade-level topics • Houghton Mifflin Second Grade Reading • www.harcourtschool.com additional grade-level appropriate activities • http://www.corestandards.org/ELA-Literacy CCSS Appendix A: information regarding different purposes in writing • http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for samples of grade-level student writing with annotations 	
Big Idea 2, Quarter 4: Students will discuss and write about topics and different genres of grade-level text.	Essential Question(s): What important information and details should be included in different types of text? How can writers actively engage the reader?
Standards: <p><i>2.SL.1a-c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b) Build on others' talk in conversations by linking their comments to the remarks of others; c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</i></p> <p>2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	

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<p>2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>		
<p>Elements of the Standard(s) – What’s the meaning? Each of these standards has been introduced earlier in the year with support of partners or small groups collaborating to demonstrate mastery. Now expectations may be raised to where students will independently be able to demonstrate comprehension of read text as well as be able to construct different types of writing (e.g., opinion, informational, explanatory) using digital tools. Standards 2.RL.10 and 2.RI.10 both refer to building student’s background knowledge and vocabulary inventory as well as exposure to different structures of print. Students are expected to read grade-level material with appropriate rate (speed), accuracy (precision), and prosody (expression). Students should be exposed to reading different types of text with appropriate rhythm, pacing, intonation, and expression relevant to the text. Students may collaborate in pairs or small groups to create audio recordings of stories or poems; add illustrations or other visual aids to stories or experiences to clarify ideas or set a tone (2.SL.5).</p>		
<p>Key Vocabulary audio recordings, audience interaction, promote</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> Review procedures for peer review/feedback. Review elements of different reading genres (2.RL.10). 	<p>Links to Future Learning Students will work independently or collaboratively on enhancing oral or written projects. Their writing may be a summarization of information from multiple sources to address a specific topic (3.W.7). They will be writing multiple paragraphs in their compositions using transitional words to connect ideas throughout their piece (3.W.5).</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> Provide examples of clarifying or enhancing spoken or written ideas, thoughts, or feelings (e.g., audio recordings, drawing, or audience interaction/participation) (2.SL.1a,b,c, 2.SL.5). Students demonstrate different examples of clarifying or enhancing ideas (2.SL.5), thoughts, or feelings for peer feedback (2.SL.1a,b,c). Examples: <ol style="list-style-type: none"> Students read a passage with music as background—to promote a mood; Students provide a ‘visual interpretation’/illustrations of a poem—to offer clarity. Students encourage choral response from the audience as they read a story—to enhance engagement. Provide procedures for peer review of written pieces (e.g., check for punctuation, spelling, grammar) (2.W.5). Students complete a checklist or ‘passport’ to be stamped with different genres that they are expected to read (2.RL.10, 2.RI.10). Students complete a scavenger hunt finding different genres of texts that have been read throughout the year. They would list the title, author, 		

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genre, and main idea in order to get credit (2.RL.10, 2.RI.10).

Resources & Links to Technology

- Harcourt Horizons Second Grade Social Studies book: appropriate grade-level topics
- Houghton Mifflin Second Grade Reading book
- www.harcourtschool.com additional grade-level appropriate activities
- <http://www.corestandards.org/ELA-Literacy> CCSS Appendix A: information regarding different purposes in writing.
- <http://www.corestandards.org/ELA-Literacy> CCSS Appendix B: for suggestions of grade-level reading (narratives, poems) with complexity
- <http://www.corestandards.org/ELA-Literacy> CCSS Appendix C: for samples of grade-level student writing with annotations

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BOLD information: Standards that should be emphasized



Content: English	Grade/Course: Two	Timeline: 60 minutes - Integrated Reading and Writing
Standard(s): 2.SL.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.		
Lesson Overview: Students will discuss and write about a topic that is connected to their reading by recalling information from experiences and resources.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none">Relate an experience, in writing, to a given topic.
Vocabulary: Posted with visual clues: Venn diagram, flow chart, temporal words (first, next, eventually, finally), costume, bushy, disguise, mirror, mustache		Focus Question(s): <ul style="list-style-type: none">How does discussing ideas help us with our writing? (We can voice complete ideas with our partners before writing them down.)How do graphic organizers help us sort story /plot elements? (Graphic organizers provide clear categories for each part or element of a story/plot.)How do graphic organizers help us sort our ideas for writing? (Graphic organizers provide clear categories for notes on the main idea, details, and sequencing before we begin to write.)
Description of Lesson (including instructional strategies): Prior Learning: <ul style="list-style-type: none">Peer collaborative discussions (e.g. listening to others, speaking one at a time, staying on topic)Graphic organizers (e.g., flow chart, Venn Diagram, main idea and supporting details)Writing Process (e.g. ideas, edit, revision) – Create a poster or focus wall for classroomBasic Plot Elements: beginning, middle, conclusion Anticipatory Set: <u>Ask students to discuss with their partners the following questions while the teacher monitors:</u> <ol style="list-style-type: none">Have you ever worn a costume?Did you have to borrow anything to make your costume? After a few minutes of discussion with their peers, say: “Today we’re going to read a story about a boy who was given a costume to use. Let’s see what happen.” Instruction and Strategies: Following reading “The Big Bushy Mustache” by Gary Soto, model completing a graphic organizer for main idea		

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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and supporting details with students' suggestions.

Using notes from the graphic organizer, model how to create a short narrative including the writing rubric expected from the students (e.g., penmanship, punctuation, vocabulary, spelling).

Provide students with a writing prompt: "Tell about a time when you wore a costume and borrowed a part of it."

Guided Practice:

Students will:

1. Complete a graphic organizer to organize their topic (main idea and supporting details).
2. Orally discuss their topic with their partner and explain how they will approach their writing.
3. Complete graphic organizer that helps organize their writing format (flow chart) with a conclusion.
4. Write a narrative of their experience.
5. Read their narrative to their partner for feedback regarding the beginning, middle, and end.

Formative Assessment:

This paper may be collected after peer review for additional editing and revision for publication.

Closure:

Students discuss with their peers the purpose of their writing: How does your experience of borrowing something to use or wearing a costume connect with the main character in the story "The Big Bushy Mustache?"

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Students who need additional support will work in small groups directly with you as they complete graphic organizers and discuss their topic.
- This writing may be collected to be edited and revised later for publication

Resources (Textbook and Supplemental):

- "The Big Bush Mustache" by Gary Soto. Houghton Mifflin, pp. 326-356.
- [Graphic organizers](#)

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Content: English	Grade/Course: Two	Timeline: 90 minutes Integrated Reading and Writing
Standard(s): 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		
Lesson Overview: Students will be able to state the purpose of a given text and provide a written opinion that can be supported.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none">• Write an opinion piece supported by reasons with a concluding statement.	
Vocabulary: Opinion, carousel, frills, mumbled, grumpily, frothy, yanked, fussed, googly, justify, justified, justification, supported	Focus Question(s): <ul style="list-style-type: none">• What identifies the main purpose of a text?• What evidence supports how characters feel or react to events in a story?	
Description of Lesson (including instructional strategies): Prior to lesson review established procedures: <ul style="list-style-type: none">• Peer collaborative discussions; (e.g. listening to others, speaking one at a time, staying on topic)• Writing Process: (e.g. ideas, edit, revision)• Basic Plot: beginning, middle, conclusion Anticipatory Set: Dramatization (approximately 5 minutes) Privately arrange with a student volunteer to act out the following with you in front of the class: <ul style="list-style-type: none">• Student (with a big smile) presents teacher (who is grumpy) with a gift (e.g., plant, book or notebook that is wrapped).• Teacher opens the gift and mumbles and grumbles about it. <u>Question prompts for student-partner discussion:</u> <ul style="list-style-type: none">• <u>Summarize what you saw with your partner.</u>• <u>How did the teacher respond to the gift? What is your evidence?</u>• <u>How would the student/gift giver respond to the teacher's action? Why?</u> Say to the class: "Today we're going to read a story that is similar to what you saw. Read and listen carefully for reasons why this behavior is or is not acceptable." (p. 221. "Carousel" by P. Cummings, Houghton Mifflin Second Grade Reading)		
Instruction and Strategies: Vocabulary Reading Warm-Up (approximately 10 minutes): <ul style="list-style-type: none">• Read all vocabulary words that are posted (visual support)• <u>Students echo-respond each vocabulary word. (Check for pronunciation)</u>• <u>Choose four to six words for the class to create physical movements to represent the selected</u>		

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vocabulary words. (Optional: each table group can be assigned a word to teach their created movement to the class).

- Whole class stands to “act out” the vocabulary words.

Partner-Reading: (25 minutes)

- Directions to class: “You will *partner-read a portion* of ‘Carousel’ today and then *you will complete* a graphic organizer with your partner that analyzes how the author writes to convey feelings of Alex and her mother. (Marzano: Cooperative Learning).
- *Students will partner-read the first part of the story “Carousel,” pp. 221–233.* (The rest of the story can be read at a later time.)
- Monitor the class as they read, or work with a small group of struggling students.

Guided Practice:

Comprehension: (40 minutes)

- As pairs of students finish reading the first section, they complete a graphic organizer. (See supplemental material)
- Students assist each other in completing the graphic organizer in their writing journal or on a separate piece of paper. (Marzano: Cooperative Learning and Cues, Questions, and Advanced Organizers).
- Display the answer (visual support) so *students may edit and revise* their graphic organizer.
- Provide opinion writing prompt: Select which way you feel and write 5 sentences providing reasons that Alex was or was not justified in her behavior:

Alex was justified in her behavior because...

Alex was not justified in her behavior because...

- Monitor the class while students write, or work with a small group of student who struggle.
- When students have completed the task, *they exchange papers with partners to check spelling and punctuation.*
- *Students whisper-read their papers to peers for feedback.*

Formative Assessment:

- This writing may be edited, revised later for publication.
- Activities listed on pp. 252 and 253

Closure: (10 minutes)

Provide student discussion prompts. (Option: prompts can be posted, individual cards or orally.) Students can work in pairs or small groups.

- Have you ever felt angry when you’re supposed to feel happy? (personal connection to text)
- How do you think Alex’s mother felt? Support your answer from text.
- How do you think Alex’s Aunts felt? (infer from personal experience)
- How could Alex have communicated her feelings without hurting others?

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Students who need additional support may work in small-group directly with you as they complete

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graphic organizers and discuss their topic.

- Students can be paired with academically stronger students to assist in reading.

Resources (Textbook and Supplemental):

- Houghton Mifflin Second Grade Reading: “Carousel” by Pat Cummings, pp. 221–251.
- See supplemental organizer for students.
- Supplement activity: Compare and contrast with article: “Carousel, Designed by Kids” in Houghton Mifflin Reading, (article from Ranger Rick Magazine) on pp. 254-257.
- This story ties in well with descriptive prefixes and suffixes (unwrapped, unhappy, pearly, googly, lightly, grumpily, sharply, quickly, wobbly, easily, carefully).

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Teacher's Answer Copy		
"Carousel" by P. Cummings		
Alex's Birthday Reactions:		
Items:	Reaction:	Page
Dressing for her party	"...didn't want her hair braided or her shiny shoes buckled or every single little pearly button buttoned on her dress."	p. 222
Birthday cake with family	"...she definitely didn't want her birthday cake after dinner with just her aunts."	p. 222
Dinner	"...lasted forever." "...pushed peas from side to side..." "...stabbed a potato, dragged it through the gravy."	p. 224
Gift #1 pajamas	"I have a million pairs of pajamas: mumbled grumpily"	p. 225
Gift #2 ballerina tutu	"Looks scratchy" fussed under her breath.	p. 226
Gift #3 slipper socks	"No way," groaned	p. 226
Gift #4 carousel	Tugged at paper, yanked off ribbons, Kicked at ribbons "Marched upstairs hold the carousel by one of its delicate poles."	p. 229 p. 230 p. 230
In her bedroom	"I don't care." "...pulled off her party dress without stopping. Kicked the blankets and sent the carousel tumbling.	p. 232 p. 233
Student Worksheet		
"Carousel" by P. Cummings		
Alex's Birthday Reactions:		
Items:	Reaction:	Page
Dressing for her party		
Birthday cake with family		
Dinner		
Gift #1 pajamas		
Gift #2 ballerina tutu		
Gift #3 slipper socks		
Gift #4 carousel		
In her bedroom		

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Content: ELA	Grade/Course: Two	Timeline: 90 minutes
Standard(s): 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		
Lesson Overview: In this lesson, fables will be introduced as a new genre and explored through read aloud, cooperative learning activities, and guided practice. Students will identify similarities and differences using graphic organizers and apply the morals of the stories by making personal connections.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Use a Venn diagram to compare and contrast the characters, the setting, and the moral of two fables. • Determine the central message or moral of a fable through a five-minute writing exercise.
Vocabulary: moral, fable		Focus Question(s): How can we use the morals from fables to make choices in our lives?
Description of Lesson (including instructional strategies): Anticipatory Set: (10 minutes) (Marzano: Cues, Questions, and Advanced Organizers) (The Core Six: Inductive Learning) <ul style="list-style-type: none"> • Students will be shown a picture of a little girl who fell from her bike. • Students will be shown another picture of a boy riding his bike happily. • Give them a few seconds of “think time” to make sense of both pictures. • <i>Ask the following questions relating to the first picture:</i> <ul style="list-style-type: none"> ○ How is the little girl feeling? ○ Why is she feeling that way? ○ What do you think happened? • <i>Ask the following questions relating to the second picture:</i> <ul style="list-style-type: none"> ○ How do you think the boy feels? ○ Why do you think he feels that way? ○ What is the difference between the first picture and the second picture? ○ What do you think the boy did differently from the girl? ○ What does the girl need to do in order to feel the same way as the boy? • <i>Ask the following questions to send the message to students that “practice makes perfect.”</i> <ul style="list-style-type: none"> ○ How many of you have bikes? ○ Were you able to ride your bike the first time without practicing? ○ Did it take time for you to learn how to ride a bike without falling? Instruction and Strategies: (15 minutes) <ul style="list-style-type: none"> • To introduce the new vocabulary Fable and Moral, a <i>PowerPoint presentation</i> will be used. • The PowerPoint will include examples of fable titles and pictures of the characters in the fable. Students 		

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will be asked questions that are presented in the slides about the characteristics of a fable.

- The characteristics of a fable are as follows: they are short stories, they have a lesson/moral, and animals are used as characters that at times may have human-like characteristics.
- Bring back the lesson that “practice makes perfect” that was introduced during the anticipatory set. Make the connection that “practice makes perfect” is an example of a moral or a lesson that you can learn from. Share two more examples about how practice makes perfect such as writing their names or practicing their spelling words to prepare for a test.
- Use puppets to introduce the fable: “The Hare and the Tortoise” during circle time. Refer to Houghton Mifflin Reading Textbook p. 242 (20 minutes)
- Ask the following questions after the story using the Ball-Toss Strategy:

[Ball-Toss Strategy: Give the ball to a student and ask a question. The student can answer the question and toss the ball to a student of his choice who will answer the next question, or he can decide not to answer the question and toss it. Each student is only allowed to pass the answer to a question once.]

- Who? – Who are the characters in the story?
- What? – What did the Hare want to do with the Tortoise? What was the problem in the story?
- When? – When did the problem arise?
- Where? – Where did the story take place?
- Why? – Why did Hare ask to race with the Tortoise? Why did the Hare take a break? Why did the Tortoise keep going?
- How? – How did the Tortoise win the race?
- Have a discussion with students about the moral of the story: “Slow and steady wins the race.”

Guided Practice: (30 minutes)

- Students will read the fable The Grasshopper and the Ant on p. 246 in their Reading Textbooks.
- *Paired Reading:* Have students work with a partner to take turns reading the fable. While one reads, the other students follow while checking for errors. Then they are to switch roles.
- Present students with the Venn diagram graphic organizer. Instruct that each pair of students is to compare the two fables that were read in class: The Hare and the Tortoise and The Grasshopper and the Ant. They are to input their findings onto the diagram with their partners. (Marzano: Identifying Similarities and Differences, Cooperative Learning) (The Core Six: Compare and Contrast and Circle of Knowledge).
- Actively monitor students as they collaborate with their partners throughout the task.

Formative Assessment: (10 minutes)

- Have students return to their seats for you to recap the characteristics of a fable.
- Students are reminded of the morals of the two fables they read in class.
- Five-Minute Papers: To wrap up the lesson, students are to write for five minutes about one of the morals of their choice. They are to expand on how they can use the morals from fables to make choices in their lives. Along with their writing, they will also create an illustration depicting their thoughts (The Core Six: Write to Learn).

Closure: (5 minutes)

- Through the PowerPoint, present this song “Slow and Steady” that sums up the morals learned from the fables. The song will be sung to the tune of “Are You Sleeping?” Model once, then have students sing along. The lyrics of the song will be on the PowerPoint used earlier.

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Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Paired Reading: Preassigned paired reading based on student's skill level. Example: high- and low-leveled pairing
- Formative Assessment: ELL students can be assessed through their illustrations that depict their thoughts on the focus question.
- Advanced Learners: If time permits, students can create their own fable that includes the characteristics of a fable.

Resources (Textbook and Supplemental):

- Houghton Mifflin Reading Textbook 2.1: Focus on Genre p. 242 and p. 246
- Venn Diagram Attachment
- Digital projector
- PowerPoint Presentation: 2nd Grade 3rd Quarter

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COMPARE AND CONTRAST: FABLES

The diagram consists of two large overlapping circles. The left circle is labeled 'The Hare and the Tortoise' and the right circle is labeled 'The Grasshopper and the Ant'. The overlapping area in the center is labeled 'Alike'. The left circle also contains the word 'Differences' in its upper section. Both circles have a list of questions with lines for answers: (Who?), Characters: (two lines), (Where?), Setting: (two lines), Problem: (one line), and Moral: (one line).

The Hare and the Tortoise

Differences

(Who?)

Characters: _____

(Where?)

Setting: _____

Problem: _____

Moral: _____

The Grasshopper and the Ant

(Who?)

Characters: _____

(Where?)

Setting: _____

Problem: _____

Moral: _____

Alike

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Funded by Title V-A Consolidated Grant



Content: ELA	Grade/Course: Two	Timeline: 60–90 minutes
Standard(s): 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
Lesson Overview: This lesson is designed for students to ask and answer questions, understanding key elements and supporting details in a text.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Highlight key details within a text. • Discuss why those details are important based on the 5 Ws. • Complete a story map graphic organizer.
Vocabulary: evidence, cite		Focus Question(s): How does the use of a story map help to understand text?
Description of Lesson (including instructional strategies): <p>Anticipatory Set: (7 minutes) After reading a story, students will be able to retell and recall information based on what they read and share their personal experience(s) using the 5 Ws.</p> <p>Instruction and Strategies: (10 minutes)</p> <ol style="list-style-type: none"> Clearly state objectives of the lesson. <ul style="list-style-type: none"> Write the following “I can” statements on the board (Marzano: Setting Objectives/Providing Feedback): <ul style="list-style-type: none"> ○ I can identify key details in the story. ○ I can find my answer in the story. Model the “who” part of the story map, making sure to cite evidence from the text. (Marzano: Cues, Questions, and Advanced Organizers) <ul style="list-style-type: none"> Draw the first two rows of the story map on the board. See story map attached. Ask students <i>“who” are the characters in the story,</i> accept 3–4 answers, and write responses on the “answer” section of the map on the board. Ask questions like: <i>How do you know? Show me where it says that.</i> Write answers and evidence into the story map based on correct student responses. If answers are not cited in the story, explain that they are to be erased from the map. <p>Guided Practice: (15 minutes)</p> <ul style="list-style-type: none"> Guide students to complete the “what” part of the story map, making sure to cite evidence from the text. Ask students <i>“what’s the problem”</i> in the story, accept 3–4 answers, and write responses on the “what” section of the map on the board. Ask questions like: <i>How do you know? Show me where it says that.</i> Write answers and evidence into the story map based on correct student responses. If answers are not cited in the story, explain that they are to be erased from the map. “Thumbs up!” if you found one piece of evidence to support your questions. <i>Students will complete the “where” part of the story map with a partner.</i> (Marzano: Homework and 		

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Practice, Cooperative Learning) “Thumbs up!” if you found one piece of evidence to support your answer. After students complete cooperative group work, review progress to that point and correct misconceptions.

Formative Assessment: (10 minutes)

Students will be assessed through the completion of the story map with evidence from the text.

“Thumbs up!” if you found one piece of evidence to support your questions. (Check for understanding.)

Closure:

Have a class discussion talking about the importance of citing evidence of what you read and how it leads to understanding of the story.

Independent Practice: (20 minutes)

Students will complete the “when” and “why” part of the story map by themselves.

Accommodations/Modifications:

Extra time to complete, peer tutoring, accept oral answers, simplify directions

Resources (Textbook and Supplemental):

Story Map

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Story Map

5 Ws	Answer	Evidence
Who are the characters in the story?		
What is the main problem?		
Where does the story take place?		
When does the story take place?		
Why did the character choose that solution?		

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Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>NOTE: See Glossary, Table 1.</i>	2.2.1 Identify and use the inverse relationship between addition and subtraction to solve problems. 2.6.1 Model situations that involve the addition and subtraction of whole numbers using objects, pictures, and symbols. 2.6.2 Write equations to solve single- and multi-step word problems.	Partial: GDOE standards refer to models and inverse relationships to solve problem but don't identify the size of the problems or the variation in the unknown value, as given in the CCSS.	-Solve problems using numerical reasoning -Solve problems using appropriate strategies
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <i>NOTE: See standard 1.OA.6 for a list of mental strategies.</i>	2.3.2 Master a variety of strategies for addition and subtraction of whole numbers (e.g., objects, abacus, calculators, estimation, mental math strategies) besides paper and pencil calculations.	Partial: GDOE 2.3.2 refers to mental math strategies to infer memorization of single-digit math facts.	-Addition of whole numbers using symbolic notation -Subtraction of whole numbers using symbolic notation
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	2.1.6 Identify numbers as even or odd.	Partial: GDOE 2.1.6 identifies even or odd but doesn't connect the identification to strategies for learning the concept of even or odd.	-Solve problems using numerical reasoning -Extend a numerical pattern
2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	N/A	N/A	-Identify multiplication as repeated addition

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
2.NBT.1a	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens — called a “hundred.”	2.1.5 Use multiple models to develop initial understandings of place value and the base-10 number system.	Partial: GDOE doesn't reference this idea until Grade 3.	-Identify the place value of a digit in a whole number -Solve problems using place value concepts -Match place value models to number names and notation
2.NBT.1b	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	N/A	N/A	-Identify the place value of a digit in a whole number -Solve problems using place value concepts
2.NBT.2	Count within 1,000; skip-count by 5s, 10s, and 100s.	2.1.1 Count, read, write, and represent with manipulative the whole numbers from 0 to 1,000. 2.1.2 Count by twos, fives, tens, and hundreds to 1,000.	Aligned	-Count forward or backward from an initial number
2.NBT.3	Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	2.1.1 Count, read, write, and represent with manipulative the whole numbers from 0 to 1,000. 2.1.3 Use words, models, and expanded forms to represent numbers to 1,000.	Aligned	N/A
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	N/A	N/A	-Compare and order numbers and sets to 1,000

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.1.5 Use multiple models to develop initial understandings of place value and base-10 number system. 2.2.1 Identify and use the inverse relationship between addition and subtraction to solve problems.	Partial: GDOE does not include benchmark of fluency with addition or subtraction, but it does use properties of operations and the relationship of addition and subtraction to solve problems.	-Addition of whole numbers in context -Subtraction of whole numbers in context -Solve problems using place value concepts
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	2.3.1 Add and subtract two 2-digit whole numbers with and without regrouping. 2.3.2 Master a variety of strategies for addition and subtraction of whole numbers (e.g., objects, abacus, calculators, estimation, mental math strategies, besides paper and pencil calculations.	Partial: GDOE 2.3.1 requires adding only two, not four, 2-digit whole numbers, yet it also includes subtracting of two 2-digit numbers.	-Addition of whole numbers using symbolic notation -Addition of whole numbers in context
2.NBT.7	Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or	2.3.1 Add and subtract two 2-digit whole numbers with and without regrouping. 2.3.2 Master a variety of strategies for addition and subtraction of whole numbers (e.g., objects, abacus, calculators, estimation, mental math strategies, besides paper and pencil calculations.	Partial: GDOE standards do not specifically refer to within 1,000 or 3-digit numbers.	-Addition of whole numbers using symbolic notation -Subtraction of whole numbers using symbolic notation -Solve problems using place value concepts

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	decompose tens or hundreds.	2.6.1 Model situations that involve the addition and subtraction of whole numbers using objects, pictures, and symbols.		
2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	2.3.2 Master a variety of strategies for addition and subtraction of whole numbers (e.g., objects, abacus, calculators, estimation, mental math strategies, besides paper and pencil calculations.	Partial: GDOE 2.3.2 includes mental math but doesn't emphasize the specific focus on adding 10 or 100 more to any number, not just decade numbers, and the same is true for subtraction.	-Identify a number that is 10 more or less than a given number -Identify a number that is 100 more or less than a given number
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>NOTE: Explanations may be supported by drawings or objects.</i>	2.2.1 Identify and use the inverse relationship between addition and subtraction to solve problems. 2.6.1 Model situations that involve the addition and subtraction of whole numbers using objects, pictures, and symbols.	Aligned	-Solve problems using place value concepts -Identify a number sentence that represents the inverse operation of a given number sentence
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2.13.1 Estimate and measure the length of objects in centimeters and meters. 1.13.2 Estimate and measure the length of an object in inches and feet.	Partial: GDOE 2.13.1 infers the use of "tools" by requirements, but to use both measurement systems, standards	-Estimate or measure length using customary metric or non-standard units

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
			much be included from GDOE Grade 1.	
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	N/A	N/A	-Solve problems using spatial reasoning
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	2.13.1 Estimate and measure the length of objects in centimeters and meters. 1.13.2 Estimate and measure the length of an object in inches and feet	Aligned	-Estimate or measure length using customary metric or non-standard units
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	N/A	Partial: GDOE does not compare the two lengths specifically and state the difference.	-Solve problems using spatial reasoning
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	3.12.2 Solve problems (e.g., perimeter problems) that require the addition or subtraction of measures of lengths that may require regrouping of inches to feet or centimeters to meters (e.g., adding two distances such as 9' 8" and 3' 5").	Partial: GDOE 3.12.2 includes perimeter problems but extends beyond Grade 2 expectation by including measurements in different units of measure.	N/A
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a	1.1.1 Count, read, write, and plot on a number line the whole numbers to 100.	Partial: CCSS is about using a number line to show and compare measurements,	-Locate whole numbers on a number line

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	number line diagram.		whereas the GDOE includes the stepping stone to plotting points on a number line.	
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2.12.1 Tell time to the nearest quarter hour and minute.	Aligned	-Estimate and measure time using analog clocks
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	K.1.3 Recognize and distinguish the value of coins: penny, nickel, dime, and quarter. 1.1.3 Give the value of a collection of pennies, nickels, and dimes up to \$1.00. 2.3.3 Find the value of a collection of pennies, nickels, dimes, quarters, and dollars and solve simple problems involving money (e.g., Do you have enough money to buy a 50-cent pencil with 3 pennies, 4 nickels, and 2 dimes?).	Aligned	-Compare the value of sets of coins
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	N/A	N/A	N/A
2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-	2.14.1 Collect and organize data into tallies, tables, and pictographs (pictograms).	Partial: GDOE 2.14.1 includes using both picture graphs and	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives
	together, take-apart, and compare problems using information presented in a bar graph. <i>NOTE: See Glossary, Table 1.</i>	2.15.1 Respond to questions about data represented in tables and pictograms.	bar graphs but doesn't specify the use of data sets with up to four categories.	
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <i>NOTE: Sizes are compared directly or visually, not compared by measuring.</i>	2.8.1 Describe and classify plane and solid geometric shapes according to the number and shape of faces, edges, and vertices. 3.8.1 Identify, describe, and draw triangles, quadrilaterals, pentagons, and other polygons.	Partial: GDOE seems to go beyond the expectation of recognizing and identifying shapes with specific attributes.	-Identify figures with the same size and or/shape
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	N/A	N/A	N/A
2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	2.1.7 Recognize fractions as parts of a whole or parts of a set of objects up to 12 parts (i.e., $\frac{1}{2}$ to $\frac{1}{12}$).	Partial: The GDOE goes far beyond the expectation of the CCSS at this grade. Students need to visualize and draw equal shares and name the parts with words before any fractional symbols are introduced.	-Match pictorial models to fraction names and notation



GRADE 2 Common Core State Standards – Critical Areas

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

- (1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).
- (2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.
- (3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.
- (4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.



GUAM District Level Curriculum Map

Grade 2 – MATH

Quarter 1

Big Idea 1, Quarter 1:

Students will be able to develop problem-solving strategies using pictures and equations to represent the known and unknown of addition and subtraction problems within 100.

Essential Question(s):

What strategy are you going to use to write an equation to solve for any unknown in a problem?

How did this strategy help you understand the addition and subtraction problems?

Standards:

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 2, Quarter 1: Students will understand addition and subtraction using mental strategies to demonstrate fluency of all sums and differences of two one-digit numbers within 20.				Essential Question(s): What strategy are you going to use to write an equation to solve a given problem? How might you find the sum of $9 + 8$ differently from $7 + 1$? What are the strategies you can use to learn addition facts?			
Standards: 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 3 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 3, Quarter 1: Students will use organized arrays to skip count totals and to learn about the characteristic of even versus odd.				Essential Question(s): Why would it be helpful to organize a group of objects in rows and columns to find the total? How do you know whether a number is even or whether it is odd?			
Standards: 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 4, Quarter 1: Students will develop an understanding of hundreds place value by showing groups of ten, writing values in expanded form, and using place value to compare three-digit numbers.				Essential Question(s): What ways can you show the place value of a numeral? How is the digit 6 different in the following values: 612, 261, and 126, and how would you show how it is different? How would place value help you compare two values?			
Standards:							
2.NBT.1.a Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.”							
2.NBT.1.b Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (0 tens and 0 ones).							
2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.							
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.							
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 1, Quarter 2: Students will measure lengths by matching appropriate tools to measure (in inches, feet, centimeters, and meters) and compare objects to one another.				Essential Question(s): How would you know which tool to use to find the length of an object? Given a standard unit, how much longer is one object than the other?			
Standards:							
2.OA.1 <i>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</i>							
2.OA.2 <i>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</i>							
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.							
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.							
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.							
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 3 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 2: Students will develop an understanding of place value and properties of operations through the application of multiple strategies while adding and subtracting within 1000.</p>	<p>Essential Question(s): How does knowing how to add 100 or 200 to any number help you to add numbers? What does it mean to compose or decompose numbers? How would you use models and drawings to check your answers to addition and subtraction problems?</p>								
<p>Standards:</p> <p>2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>									
<p>Mathematical Practices:</p> <table><tr><td>1. Make sense of problems and persevere in solving them.</td><td>2. Reason abstractly and quantitatively.</td><td>3. Construct viable arguments and critique the reasoning of others.</td><td>4. Model with mathematics.</td><td>5. Use appropriate tools strategically.</td><td>6. Attend to precision.</td><td>7. Look for and make use of structure.</td><td>8. Look for and express regularity in repeated reasoning.</td></tr></table>		1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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Suggested Timeline: 6 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 1, Quarter 3: Students will solve word problems involving money using both the \$ and ¢ symbols appropriately. They will also be able to tell and write time to the nearest five minutes.				Essential Question(s): What is the difference between an analog clock and a digital clock? How would you write the time using a.m. and p.m.? How do you count to find a total amount of money if you have \$1.50, 25¢, and 1¢?			
Standards: 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 2, Quarter 3: Students will be able to solve addition and subtraction word problems including lengths of the same unit within 100 using number lines as a strategy.		Essential Question(s): How do you use a number line to add numbers? To subtract numbers? How would you use a drawing or an equation to solve a problem about lengths?					
Standards:							
2.OA.1 <i>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</i>							
2.OA.2 <i>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</i>							
2.NBT.5 <i>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</i>							
2.NBT.8 <i>Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</i>							
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.							
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 7 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 1, Quarter 4: Students recognize, draw, and partition various shapes (hexagon, quadrilateral, triangle, pentagon, and cubes) and their attributes.				Essential Question(s): How many faces and angles does a hexagon have? Quadrilateral? Triangle? Pentagon? Cube? How do you partition a single shape into equal shares? How many ways can you show how to equally share a rectangular candy bar among 4 people?			
Standards: 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 4:</p> <p>Students will use their problem-solving strategies to generate data about lengths to display in line plots. They will also be able to collect data with multiple categories and determine how to display it in either picture graphs or bar graphs.</p>	<p>Essential Question(s):</p> <p>How can you use a picture graph and a line plot to represent data about our favorite colors?</p> <p>How is a picture graph different from a bar graph?</p> <p>What types of problems could you ask about the data in a bar graph?</p>								
<p>Standards:</p> <p>2.OA.1 <i>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</i></p> <p>2.OA.2 <i>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</i></p> <p>2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>									
<p>Mathematical Practices:</p> <table><tr><td>1. Make sense of problems and persevere in solving them.</td><td>2. Reason abstractly and quantitatively.</td><td>3. Construct viable arguments and critique the reasoning of others.</td><td>4. Model with mathematics.</td><td>5. Use appropriate tools strategically.</td><td>6. Attend to precision.</td><td>7. Look for and make use of structure.</td><td>8. Look for and express regularity in repeated reasoning.</td></tr></table>		1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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Suggested Timeline: 3 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 3, Quarter 4: Students will be able to demonstrate an understanding of equal shares of an identical whole and express the sections as a part of the whole using words.				Essential Question(s): How many halves are in a whole? How many thirds are in a whole? How do you know what to call an equal part of a cake?			
Standards: 2.G.3 <i>Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</i>							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



Big Idea 1, Quarter 1:

Students will be able to develop problem-solving strategies using pictures and equations to represent the known and unknown of addition and subtraction problems within 100.

Essential Question(s):

What strategy are you going to use to write an equation to solve for any unknown in a problem?
How did this strategy help you understand the addition and subtraction problems?

Standards:

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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Elements of the Standard(s) – What’s the meaning?

This Big Idea is connected to the Second Grade area of focus building fluency with addition and subtraction.

2.OA.1 calls for students to add and subtract numbers within 100 in the context of one- and two-step word problems. Students will have ample experiences working on various types of problems that have unknowns in all positions, including:

Results Unknown:

There are 29 students on the playground. Then 18 more students showed up. How many students are there now?

$$(29 + 18 = \underline{\quad}) \quad (29 + \underline{\quad} = 47)$$

Change Unknown:

There are 29 students on the playground. Some more students show up. There are now 47 students. How many students came?

$$(29 + \underline{\quad} = 47)$$

Start Unknown:

There are some students on the playground. Then 18 more students came. There are now 47 students. How many students were on the playground at

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>the beginning? $(__ + 18 = 47)$ This standard also calls for students to solve one- and two-step problems using drawings, objects, and equations.</p>								
<p>Key Vocabulary known, unknown, equation, joining, sum, put together, take apart, separating, difference</p>	<p>Links to Prior Learning This Big Idea is connected to represent and solve problems involving addition and subtraction in Grade 1.</p>	<p>Links to Future Learning Relate addition and subtraction to length, time, and money problems in Grade 2, and to solve problems involving the four operations cited in the Big Idea.</p>						
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Students can use place value blocks or hundreds charts, or create drawings of place value blocks or number lines to support their work. Examples of one-step problems with unknowns in different places are provided as examples in the following diagrams. (Marzano: Nonlinguistic Representation)</p> <table border="1"> <thead> <tr> <th>One Step Word Problem One Operation</th><th>Two-Step Word Problem Two Operations, Same</th><th>Two-Step Word Problem Two Operations, Opposite</th></tr> </thead> <tbody> <tr> <td> <p>There are 15 stickers on the page. Brittany put some more stickers on the page. There are now 22 stickers on the page. How many stickers did Brittany put on the page?</p> <p>$15 + \square = 22$ $22 - 15 = \square$</p> </td><td> <p>There are 9 blue marbles and 6 red marbles in the bag. Maria put in 8 more marbles. How many marbles are in the bag now?</p> <p>$9 + 6 + 8 = \square$</p> </td><td> <p>There are 9 peas on the plate. Carlos ate 5 peas. Mother put 7 more peas on the plate. How many peas are on the plate now?</p> <p>$9 - 5 + 7 = \square$</p> </td></tr> </tbody> </table>		One Step Word Problem One Operation	Two-Step Word Problem Two Operations, Same	Two-Step Word Problem Two Operations, Opposite	<p>There are 15 stickers on the page. Brittany put some more stickers on the page. There are now 22 stickers on the page. How many stickers did Brittany put on the page?</p> <p>$15 + \square = 22$ $22 - 15 = \square$</p>	<p>There are 9 blue marbles and 6 red marbles in the bag. Maria put in 8 more marbles. How many marbles are in the bag now?</p> <p>$9 + 6 + 8 = \square$</p>	<p>There are 9 peas on the plate. Carlos ate 5 peas. Mother put 7 more peas on the plate. How many peas are on the plate now?</p> <p>$9 - 5 + 7 = \square$</p>	<p>Mathematical Practices Reason abstractly and quantitatively: In working with various problems and strategies, students translate those word problem situations from tasks in different contexts to numbers and equations (MP 2).</p> <p>Construct viable arguments and critique the reasoning of others: Students begin to use previously established solutions of problem types to construct arguments for their problem-solving strategies. For example, while solving $74 - 18$, encourage students to discuss and critique each other's reasoning and strategies, citing similarities and differences between strategies (MP 3).</p> <p>Model with mathematics: Students solve real-life mathematical situations with a number sentence or an equation and check to make sure that their equation accurately matches the context of the problem. They can use concrete manipulatives or pictures to further explain their solutions as well (MP 4).</p>
One Step Word Problem One Operation	Two-Step Word Problem Two Operations, Same	Two-Step Word Problem Two Operations, Opposite						
<p>There are 15 stickers on the page. Brittany put some more stickers on the page. There are now 22 stickers on the page. How many stickers did Brittany put on the page?</p> <p>$15 + \square = 22$ $22 - 15 = \square$</p>	<p>There are 9 blue marbles and 6 red marbles in the bag. Maria put in 8 more marbles. How many marbles are in the bag now?</p> <p>$9 + 6 + 8 = \square$</p>	<p>There are 9 peas on the plate. Carlos ate 5 peas. Mother put 7 more peas on the plate. How many peas are on the plate now?</p> <p>$9 - 5 + 7 = \square$</p>						
<p>Example: One-step word problems</p> <ul style="list-style-type: none"> Result unknown: David had 63 stickers. He gave 37 to Susan. How many stickers does David have now? $63 - 37 = ___$ Add to: David had \$37. His grandpa gave him some money for his birthday. Now he has \$63. How much money did David's grandpa give him? $\\$37 + __ = \\63 Compare: David has 63 stickers. Susan has 37 stickers. How many more stickers does David have than Susan? $63 - 37 = ___$ 								

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Even though the modeling of the problems above are different, the equation, $63 - 37 = \underline{\quad}$ can represent both situations (How many more do I need to make 63?)

- Take From (Start Unknown): David had some stickers. He gave 37 to Susan. Now he has 26 stickers. How many stickers did David have before? $\underline{\quad} - 37 = 26$

(Marzano: Identifying Similarities and Differences)

It is important to attend to the difficulty level of the problem situations in relation to the position of the unknown in problem types:

- Result Unknown, Total Unknown, and Both Addends Unknown problems are the least complex for students.
- The next level of difficulty includes Change Unknown, Addend Unknown, and Difference Unknown.
- The most difficult are Start Unknown and versions of Bigger and Smaller Unknown (Compare problems).

Two step-problems include situations where students have to add and subtract within the same problem.

Example:

In the morning there are 25 students in the cafeteria. 18 more students come in. After a few minutes, some students leave. If there are 14 students still in the cafeteria, how many students left the cafeteria? Write an equation for your problem. (Students can use place value blocks [base 10], number line, hundreds chart, etc. to show, solve, and explain their reasoning.)

Include opportunities for students to check their own work to determine if it makes sense for the situations. (Marzano: Setting Objectives and Providing Feedback)

Ask students to write word problems for their classmates to solve. Start by giving students the answer to a problem and tell them the problem is about either a sum or a difference. You can specify the types of numbers used in the problem if you are working in particular ranges. Have students share, discuss, and compare their problems and strategies for solving each other's

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<p>problems. (Marzano: Reinforcing Effort and Providing Recognition)</p> <p>Stress the importance and meaning of the equal sign. It means “the same as.” It is not about just finding an answer but rather both sides of the equation represent the same quantity.</p> <p>Avoid the use of key words when students are problem solving. The words in the problems indicate the operation or action of the number sentence, which might not be the same as the operation that is used to solve the problem. For example, Debbie took the 8 stickers she no longer wanted and gave them to Anna. Now Debbie has 11 stickers left. How many stickers did Debbie have to begin with? In this problem, the words <i>gave</i> and <i>left</i> both are about subtraction. This problem is about giving stickers away. However, we don’t know what we are starting with and this represents a “start unknown” problem. The number sentence is $x - 8 = 11$. Since we know about inverse operations, we know to use addition to solve the problem. If you teach key words, students will subtract these two values and end up with three. However, if you teach problem structures and properties, they not only will be able to solve this problem, but you are laying a foundation that will be used in algebra.</p>	
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Base-ten manipulative blocks • Hundreds chart • Engage NY Module 4 This is a module on problem solving. You might use part of this now and some parts later in the year. <p>Resources that will support 2nd grade with every Big Idea</p> <ul style="list-style-type: none"> • Kansas Flipbook Glossary pgs. 2nd grade Table 1, page 49 (examples of types of problems) • LearnZillion Classroom Videos Math lessons that are aligned to the CCSS. You can filter to second grade and choose a standard and a domain. • National Science Digital Library This site links to multiple resources for CCSS. You can search by domain and down to the standard level. • Illustrative Mathematics This site was specifically designed to support the CCSS. You can find examples and illustrations for the meaning of every standard with ease. • Georgia Standards - Units of Study The state of Georgia has designed units of study for the entire year. If you click on the right side to open up 2nd grade, you will find instructional units with many excellent lessons as well as links to other Web sites and lessons. 	

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- [National Library of Virtual Manipulatives](#)

Big Idea 2, Quarter 1:

Students will understand addition and subtraction using mental strategies to demonstrate fluency of all sums and differences of two one-digit numbers within 20.

Essential Question(s):

What strategy are you going to use to write an equation to solve a given problem?
How might you find the sum of $9 + 8$ differently from $7 + 1$?
What are the strategies you can use to learn addition facts?

Standards:

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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Elements of the Standard(s) – What’s the meaning?

This Big Idea focus is on mental strategies to achieve fluency of addition and subtraction facts within 20. Students build on achieving fluency with addition/subtraction facts within 20 by practicing mental math strategies. Students will begin to develop accuracy (correct answer), efficiency (within 4–5 seconds), and flexibility (using strategies such as making 10 or breaking apart numbers).

Second graders internalize facts and develop fluency by repeatedly using strategies that make sense to them. When students are able to demonstrate fluency, they are accurate, efficient, and flexible. Students must have efficient strategies in order to know sums from memory. Research indicates that teachers can best support students’ memory of the sums of two one-digit numbers through varied experiences including making 10, breaking numbers apart, and working on mental strategies. These strategies replace the use of repetitive timed tests in which students try to memorize operations as if there were not any relationships among the various facts. Think about teaching facts for automaticity, rather than just memorization, and then encourage students to think about the relationships among the facts. The ability to calculate mentally with efficiency is very important for all students.

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<p>Key Vocabulary no new vocabulary</p>	<p>Links to Prior Learning Building upon their work in first grade, second graders use various addition and subtraction strategies in order to fluently add and subtract within 20 and counting and decomposing numbers from 100.</p>	<p>Links to Future Learning Use place value understanding and properties of operations to add and subtract in Grade 2.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Mental strategies may include the following:</p> <ul style="list-style-type: none"> Counting on Making tens ($9 + 7 = 10 + 6$) Decomposing a number leading to a ten ($14 - 6 = 14 - 4 - 2 = 10 - 2 = 8$) Fact families ($8 + 5 = 13$ is the same as $13 - 8 = 5$) Doubles Doubles plus one ($7 + 8 = 7 + 7 + 1$) <p>The use of objects, diagrams, or interactive whiteboards, and various strategies will help students develop their own strategies. An efficient strategy is one that can be done mentally and quickly.</p> <ul style="list-style-type: none"> Have students study how numbers are related to the anchor numbers 5 and 10, so they can apply these relationships to their strategies for knowing $5 + 4$ or $8 + 3$. Students might picture $5 + 4$ on a ten frame to mentally see 9 as the answer. For remembering $8 + 7$, students might think, since 8 is 2 away from 10, take 2 away from 7 to make $10 + 5 = 15$. Another example: After multiple experiences with ten frames, when students add to 9, they mentally SEE 9, but THINK 10 and generalize that $9 + 8$ is the same thing as $10 + 7$. Then, apply this same thinking to $19 + 8$ is the same thing as $20 + 7$, and so on. Provide activities in which students apply the commutative and associative properties to their mental strategies for sums less than or equal to 20 using the numbers 0 to 20. 		<p>Mathematical Practices Make sense of problems and persevere in solving them: Students gain computational fluency, using efficient and accurate methods for computing as they come to understand the role and meaning of arithmetic operations in number systems (MP 1).</p> <p>Model with mathematics: With practice and many types of activities, efficient mental processes become automatic with use (MP 4).</p>

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<ul style="list-style-type: none"> • Provide simple word problems designed for students to invent and try a particular strategy as they solve it. Have students explain their strategies so their classmates can understand it. Guide the discussion so the focus is on the methods that are most useful and that might work for them. • Create posters for student-developed mental strategies for addition and subtraction within 20. Label with names for the strategies that make sense to students. (Marzano: Nonlinguistic Representation) • Present a particular strategy along with the specific addition and subtraction facts relevant to the strategy. Have students use objects and drawings to explore how these facts are alike. 	
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Ten frames • Manipulatives of base 10 • Engage NY Module 1 A complete unit is designed by a group in NY to focus on numbers to 20. • http://www.ixl.com/math/ Mental Math for Grade 2 activities 	

<p>Big Idea 3, Quarter 1: Students will use organized arrays to skip count totals and to learn about the characteristic of even versus odd.</p>	<p>Essential Question(s): Why would it be helpful to organize a group of objects in rows and columns to find the total? How do you know whether a number is even or whether it is odd?</p>
<p>Standards:</p> <p>2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	

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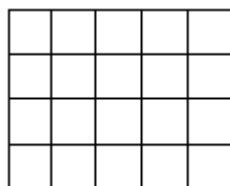
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Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>The Big Idea focuses on progression from concrete objects (counters, place value, cubes, etc.) to pictorial representations such as arrays of up to 5 rows and 5 columns with written expressions using the sum of equal addends.</p> <p>Students explore odd and even numbers in a variety of ways including the following:</p> <ul style="list-style-type: none">• Students may investigate if a number is odd or even by determining if the number of objects can be divided into two equal sets, arranged into pairs, or counted by twos.• After the above experiences, students may discover that they only need to look at the digit in the ones place to determine if a number is odd or even since any number of tens will always split into two even groups.• Students will apply their work with doubles addition facts to the concept of odd or even numbers. Students need ample experiences exploring the concept that if a number can be decomposed (broken apart) into two equal addends (e.g., $10 = 5 + 5$), then that number (10 in this case) is an even number. <p>Students can explore this concept with concrete objects (e.g., counters, place value cubes, etc.) before moving toward pictorial representations such as circles or arrays to represent concepts of totals.</p>							
<p>Key Vocabulary</p> <p>array, even, odd, equal addends</p>			<p>Links to Prior Learning</p> <ul style="list-style-type: none">• Addition and subtraction equations and use of place value• Understanding properties of operations to add and subtract in Grade 1		<p>Links to Future Learning</p> <ul style="list-style-type: none">• Use of place value and understanding the properties of operations to add and subtract in Grade 2• Work with equal groups of objects to gain foundations for multiplication		
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Students need to understand that a collection of objects can be one thing or one group and that a group contains a given number of objects.</p>					<p>Mathematical Practices</p> <p>Model with mathematics: Students explore the concept of pictorial and line presentations such as</p>		

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- Investigate separating no more than 20 objects into two equal groups. Find the numbers that will have some objects remaining and no objects remaining after separating the collections into two equal groups.
- Odd numbers will have some objects remaining while even numbers will not.
- For an even number of objects in a collection, show the total as the sum of equal addends (repeated addition).
- A rectangular array is an arrangement of objects in horizontal rows and vertical columns. Arrays can be made out of any number of objects that can be put into rows and columns.
- All rows contain the same number of items, and all columns contain an equal number of items.
- Have students use objects to build all the arrays possible with no more than 25 objects. Their arrays should have up to 5 rows and up to 5 columns.
- Ask students to draw the arrays on grid paper and write two different equations under the arrays: one showing the total as a sum by rows and the other showing the total as a sum by columns. Both equations will show the total as a sum of equal addends.



- The equation by rows: $20 = 5 + 5 + 5 + 5$. The equation by columns: $20 = 4 + 4 + 4 + 4 + 4$.
- Build on knowledge of composing and decomposing numbers to investigate arrays with up to 5 rows and up to 5 columns in different orientations. For example, form an array with 3 rows and 4 objects in each row.

arrays to explore addition/subtraction concepts and decomposing numbers (MP 4).

Look for and express regularity in repeated reasoning: Students begin to see regularity in problem structures of odd and even numbers (MP 7).

Resources & Links to Technology

- Graph paper
- Ten frames
- Geoboards

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Literature Connection

- *Even Steven and Odd Todd* by Kathryn Cristaldi

Big Idea 4, Quarter 1:

Students will develop an understanding of hundreds place value by showing groups of ten, writing values in expanded form, and using place value to compare three-digit numbers.

Essential Question(s):

What ways can you show the place value of a numeral?
How is the digit 6 different in the following values: 612, 261, and 126, and how would you show how it is different?
How would place value help you compare two values?

Standards:

- 2.NBT.1.a** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
- 2.NBT.1.b** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (0 tens and 0 ones).
- 2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s.
- 2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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Elements of the Standard(s) – What’s the meaning?

The overall cluster of standards focuses on the Big Idea of 100s place value and understanding properties of place value to add and subtract. The counting sequence is extended and the concepts of making 10 and breaking numbers apart. The major concepts in this Big Idea include the following:

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- Students work on decomposing numbers by place value. Students need to have ample experiences with concrete materials and pictorial representations examining that all numbers between 100 and 999 can be decomposed into hundreds, tens, and ones. They will Interpret the value of a digit (1–9 and 0) in a multi-digit numeral by its position within the number with models, words, and numerals. Use 10 as a benchmark number to compose and decompose when adding and subtracting whole numbers.
- Students need to explore 100 as a unit (or bundle) of ten tens.
- Students should explore the idea that numbers such as 100, 200, 300, etc., are groups of hundreds that have no tens or ones. Students can represent this with place value (base 10) **blocks while understanding that 10 ones make one ten and that 10 tens make one hundred is fundamental to students’ mathematical development.** In second grade, students build on their understanding by making bundles of 100s with or without leftovers using base-ten blocks, cubes in towers of 10, ten frames, etc. This emphasis on bundling hundreds will support students’ discovery of place value patterns.
- Students need to count within 1000. This means that students are expected to “count on” from any number and say the next few numbers that come afterwards. Understand that counting by 2s, 5s, and 10s is connected to counting groups of items by that amount. For example: What are the next three numbers after 498? *499, 500, 501*. Another example would be: When you count back from 201, what are the first 3 numbers that you say? *200, 199, 198*.
- Students should explore the patterns of numbers when they skip count. When students skip count by 5s, the ones digit alternates between 5 and 0. When students skip count by 100s, the hundreds digit is the only digit that changes, and it increases by one number. Students need many opportunities counting up to 1000 from different starting points.
- Students should be able to read, write, and represent a number of objects with a written numeral (number form or standard form). These representations can include place value (base-ten) blocks, pictorial representations, or other concrete materials.
- Have students compare two numbers by examining the amount of hundreds, tens, and ones in each number. Students need practice communicating their comparisons in words before using only symbols in this standard.

Key Vocabulary

hundreds, tens, ones, skip count, base-ten, number names to 1000 (e.g., one, two, thirty, etc.), expanded form, greater than (>), less than (<), equal to (=), digit, compare

Links to Prior Learning

This Big Idea extends counting sequences and the understanding of place value that is built in Grade 1. Students are introduced to skip counting by 10s in first grade and to the symbols greater than (>), less than (<), and equal to (=).

Links to Future Learning

Students have worked with equal groups of objects to gain foundations for multiplication in Grade 2. They will then use place value understanding and properties of operations to perform multi-digit arithmetic in Grade 3.

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<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>The understanding that 100 is 10 tens or 100 ones is critical to the understanding of place value. Using proportional models like base-ten blocks and bundles of tens along with numerals on place value mats provides connections between physical and symbolic representations of a number.</p> <p>These models can be used to compare two numbers and identify the value of their digits.</p> <ul style="list-style-type: none"> • Model three-digit numbers using base-ten blocks in multiple ways. For example, 236 can be 236 ones; or 23 tens and 6 ones; or 2 hundreds, 3 tens, and 6 ones; or 20 tens and 36 ones. • Use activities and games that have students match different representations of the same number. • Provide games and other situations that allow students to practice skip counting. • Students can use nickels, dimes, and dollar bills to skip count by 5, 10, and 100. Pictures of the coins and bills can be attached to models familiar to students: a nickel on a five frame with 5 dots or pennies and a dime on a ten frame with 10 dots or pennies. • On a number line, have students use a clothespin or marker to identify the number that is ten more than a given number or five more than a given number. • Have students create and compare all the three-digit numbers that can be made using numbers from 0 to 9. For instance, using the numbers 1, 3, and 9, students will write the numbers 139, 193, 319, 391, 913, and 931. When students compare the numerals in the hundreds place, they will be able to conclude that the two numbers with 9 hundreds would be greater than the numbers showing 1 hundred or 3 hundreds. When two numbers have the same digit in the hundreds place, students need to compare their digits in the tens place to determine which number is larger. • Students may use models, number lines, base-ten blocks, interactive whiteboards, document cameras, written words, and/or spoken words that represent two three-digit numbers. To compare, students apply their understanding of place value. They first attend to the numeral in the hundreds place, then the numeral in the tens place, then, if necessary, to the numeral in the ones place. • Comparative language includes but is not limited to: more than, less than, greater than, 	<p>Mathematical Practices</p> <p>Model with mathematics: Students use concrete manipulatives (ten frame, linking cubes, money, etc.) to provide further explanations of an equation (MP 4).</p> <p>Look for and make use of structure: Students look for patterns of decomposing numbers within place values of 100 with multiple strategies (MP 7).</p>
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<p>most, greatest, least, same as, equal to, and not equal to. Students use the appropriate symbols to record the comparisons (i.e., $>$, $=$, $<$).</p>	
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Base-ten blocks • Hundreds charts • Money • Number lines (Illuminations: Dynamic Paper NCTM has an application that will allow you to easily create worksheets of number lines where you can determine how the lines are built and the range of numbers). • Engage NY Module 3 This is a complete unit on place value. You might use parts here and other parts in future quarters. • The Teaching Channel - Counting Collections This is a classroom video showing how students are sharing their strategies for counting groups of items. • National Library of Virtual Manipulatives <p>Literature Connections</p> <ul style="list-style-type: none"> • <i>100 Days of School</i> by Trudy Harris • <i>One Hundred Hungry Ants</i> by Elinor J. Pinczes 	

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Big Idea 1, Quarter 2: Students will measure lengths by matching appropriate tools to measure (in inches, feet, centimeters, and meters) and compare objects to one another.				Essential Question(s): How would you know which tool to use to find the length of an object? Given a standard unit, how much longer is one object than the other?			
Standards: 2.OA.1 <i>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</i> 2.OA.2 <i>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</i> 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
Elements of the Standard(s) – What’s the meaning? The Big Idea encompasses using various tools and units of measurement to find, compare, and understand the length of objects. In this grade, students are moving from measuring with nonstandard units of measure to measuring with standard units of measure. It includes using concepts of addition and subtraction with strategies both concrete and mentally abstract. Students are expected to understand the following concepts. <ul style="list-style-type: none">Using both customary (inches and feet) and metric (centimeters and meters) units, student should be able to select the attribute to be measured (e.g., length of classroom), choose an appropriate unit of measurement (e.g., yardstick), and determine the number of units (e.g., yards). The learning experiences should be geared to cover these four ideas.<ul style="list-style-type: none">Length is a count of how many of the same unit is needed to match the length of the object or distance being measured.Understand that larger units (e.g., yard) can be subdivided into equivalent units (e.g., inches) (partition).Understand that the same object or many objects of the same size such as paper clips can be repeatedly used to determine the length of an object (iteration).							

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<ul style="list-style-type: none"> ○ Understand the relationship between the size of a unit and the number of units needed (compensatory principle). Thus, the smaller the unit, the more units it will take to measure the selected attribute. • Instruction should progress from “ruler” that is blocked off into colored units (no numbers) to a ruler that has units, to a ruler that has inches, centimeters with or without numbers, in order for students to develop an understanding of length and distance. This is important for students’ understanding of which tools to select for use such as rulers, yardsticks, meter sticks, and measuring tapes. • Students should measure the same object using two units of different lengths. This experience helps students realize that the unit used is as important as the attribute being measured. This is a difficult concept for young children and will require numerous experiences for students to predict, measure, and discuss outcomes. • Students need to estimate the lengths of objects using inches, feet, centimeters, and meters prior to measuring. Estimation helps students focus on the attribute being measured and the measuring process. As students estimate, they have to consider the size of the unit—helping them to become more familiar with the unit size. In addition, estimation also creates a problem to be solved rather than a task to be completed. Once a student has made an estimate, he or she then measures the object and reflects on the accuracy of the estimate made and considers this information for the next measurement. • Students should determine the difference in length between two objects by using the same tool and unit to measure both objects. Students choose two objects to measure, identify an appropriate tool and unit, measure both objects, and then determine the differences in lengths. • By the end of second grade, students will have also learned specific measurements as they relate to feet, yards, and meters: <ul style="list-style-type: none"> ○ There are 12 inches in a foot. ○ There are 3 feet in a yard. ○ There are 100 centimeters in a meter. 		
Key Vocabulary about, a little less than, a little more than, longer, shorter, inch, foot, centimeter, meter, ruler, yardstick, meter stick, measuring tape, estimate	Links to Prior Learning First grade students use non-standard units to find measurement of objects.	Links to Future Learning In Grade 3, students are using lengths to find perimeter and distinguishing the attributes of lengths and areas.
Instructional Strategies (EL, SIOP, SPED, Marzano) Here are several types of experiences that students need to have to build meaning of measuring with a standard unit of measure as well as understanding the attribute of length. <ul style="list-style-type: none"> • The measure of length is a count of how many units are needed to match the length of 		Mathematical Practices Make sense of problems and persevere in solving them: Operations of measurement require students to employ problem-solving techniques and discuss

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<p>the object or distance being measured. Students have to understand what a length unit is and how it is used to find a measurement.</p> <ul style="list-style-type: none"> • Students need many experiences measuring lengths with appropriate tools so they can become very familiar with the standard units and estimate lengths. • Use language that reflects the approximate nature of measurement, such as the length of the room is about 26 feet. • Have students measure the same length with different-sized units, then discuss what they noticed. • Ask questions to guide the discussion so students will see the relationship between the size of the units and measurement, i.e., the measurement made with the smaller unit is more than the measurement made with the larger unit and vice versa. (Marzano: Setting Objectives and Providing Feedback) • Insist that students always estimate lengths before they measure. Estimation helps them focus on the attribute to be measured, the length units, and the process. After they find measurements, have students discuss the estimates, their procedures for finding the measurements, and the differences between their estimates and the measurements. <p>Examples: A student measures the length of his or her desk and finds that it is 4 feet or 48 inches. Students should explore the idea that the length of the desk is larger in inches than in feet, since inches are smaller units than feet. This concept is referred to as the compensatory principle.</p> <p>Students measure the length of the same object using different tools (ruler with inches, ruler with centimeters, a yardstick, or meter stick), which helps them learn how to estimate with each of those specific units of measure. It also helps them learn the idea of transitivity (the smaller the unit, the more I need and the larger the unit, the less I need).</p> <p>Example: Give students a length of paper that is 1 inch long. Have them use that paper to make</p>	<p>how they solved their problems, such as “Which student has the longest arm?” “How did you find the answer and does this make sense?” (MP 1)</p> <p>Use appropriate tools strategically: Students will have access to and learn how to use various tools of measurement, which are appropriate, and explain why (MP 5).</p> <p>Attend to precision: With practice of measurement tasks and using addition and subtraction calculations, students become more precise in their problem solving (MP 6).</p>
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estimations of other objects, such as a book, a piece of paper, or a pencil. Use objects that are familiar to the student.

Example:

Have students develop meaning of benchmark lengths just as you had them develop benchmark numbers. Some useful benchmarks for measurement are:

- First joint to the tip of a thumb is about an inch
- Length from your elbow to your wrist is about a foot
- If your arm is held out perpendicular to your body, the length from your nose to the tip of your fingers is about a yard.



- Have students make direct comparisons by measuring the difference in length between two objects by laying them side by side and selecting an appropriate standard length unit of measure. Students can use comparative phrases such as, it is longer by 2 inches or, it is shorter by 5 centimeters, to describe the difference between two objects. It is important that students have multiple opportunities to work with actual objects in the process of measuring. (Marzano: Identifying Similarities and Differences)

Resources & Links to Technology

- Centimeter rulers and tapes
- Inch rulers and tapes
- Yardsticks
- Meter sticks
- [Engage NY Module 2](#) This is a complete module on the idea of using addition and subtraction with length units.

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Literature Connections

- *How Many Feet in the Bed?* By Diane Johnston Hamm
- *Measurement Mysteries* By Marcia S. Gresko

Big Idea 2, Quarter 2:

Students will develop an understanding of place value and properties of operations through the application of multiple strategies while adding and subtracting within 1000.

Essential Question(s):

How does knowing how to add 100 or 200 to any number help you to add numbers?
What does it mean to compose or decompose numbers?
How would you use models and drawings to check your answers to addition and subtraction problems?

Standards:

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Elements of the Standard(s) – What’s the meaning?

The overall focus of the Big Idea is for students to develop a progressive understanding of place value to 1000 incorporating addition and subtraction and using multiple strategies. What follows are the concepts that should be emphasized during instruction.

- Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations.
- Students should select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.
- Students should work with problems that are written horizontally as well as vertically and be able to communicate about their thinking and reasoning.
- Students should be able to add a string of two-digit numbers (up to four numbers) by applying place value strategies and properties of operations.
- Students should extend into adding and subtracting two 3-digit numbers by having experiences using concrete materials and pictorial representations to support their work. This standard also references composing and decomposing a ten, making a 100, breaking apart a 10, or creating an easier problem.
- The standard algorithm of carrying or borrowing is not an expectation in second grade. (This is an expectation at the end of fourth grade.)
- Students should mentally add or subtract either 10 or 100 to any number between 100 and 900. After multiple experiences, you want students to realize that when one adds or subtracts 10 or 100 that only the tens place or the digit in the hundreds place changes by 1. Use patterns and conversation for this discussion to occur versus telling students this idea. Within this work provide opportunities to solve problems in which students cross hundreds.
- At all times in this Big Idea, it is important for students to apply their knowledge of place value and the properties of operations in their explanation. They may use drawings or objects to support their explanation.

Key Vocabulary

fluent, compose, decompose, place value, digit, ten more, ten less, one hundred more, one hundred less, add, subtract, sum, equal, addition, subtraction

Links to Prior Learning

Students can add and subtract within 20 and use place value to understand operations of addition and subtraction.

Links to Future Learning

By the end of third grade, students use a range of algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction to fluently add and subtract within 1000. Students are

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		expected to fluently add and subtract multi-digit whole numbers using the standard algorithm by the end of Grade 4.
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Adding and subtracting fluently refers to knowledge of procedures, knowledge of when and how to use them appropriately, and how to use the procedure skills while performing them flexibly, accurately, and efficiently. Students should have experiences solving problems written both horizontally and vertically. They need to communicate their thinking and be able to justify their strategies both verbally and with paper and pencil.</p> <p><u>Addition strategies based on place value</u> for $38 + 27$ may include:</p> <ul style="list-style-type: none"> • Adding by place value: $30 + 20 = 50$ and $8 + 7 = 15$ and $50 + 15 = 65$. • Incremental adding (breaking one number into tens and ones); $38 + 10 = 48$, $48 + 10 = 58$, $58 + 7 = 65$ • Compensation (making a friendly number): $38 + 2 = 40$, $27 - 2 = 25$, $40 + 25 = 65$ <p><u>Subtraction strategies based on place value</u> for $81 - 37$ may include:</p> <ul style="list-style-type: none"> • Adding up (from smaller number to larger number): $37 + 3 = 40$, $40 + 40 = 80$, $80 + 1 = 81$, and $3 + 40 + 1 = 44$. • Incremental subtracting: $81 - 10 = 71$, $71 - 10 = 61$, $61 - 10 = 51$, $51 - 7 = 44$ • Subtracting by place value: $81 - 30 = 51$, $51 - 7 = 44$ <p><u>Properties of operations that students will learn and use are:</u></p> <ul style="list-style-type: none"> • Commutative property of addition (Example: $3 + 5 = 5 + 3$) • Associative property of addition (Example: $(2 + 7) + 3 = 2 + (7 + 3)$) • Identity property of 0 (Example: $8 + 0 = 8$) <p>Communication and math talk are critical components as students are learning all these strategies. Make time each day for students to talk about their strategies. Below are some</p>		<p>Mathematical Practices</p> <p>Construct viable arguments and critique the reasoning of others: Students should experience examining strategies and explaining why they work. Also include incorrect examples for students to examine. Operations embedded within meaningful context promote development of reasoning and justification (MP 3).</p> <p>Model with mathematics: Students begin using mathematical language, for example, place value, etc. and creating equations with explanations of the connections to numbers and other representations (MP 4).</p> <p>Attend to precision: Students use their communication skills with precise language in their discussions with others to explain their reasoning of operations and properties of mathematics (MP 6).</p> <p>Look for and make use of structure: Students begin to look for patterns of addition, subtraction, and place value (MP 7).</p>

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examples of what that might sound like. Additionally, look at these videos: [The Teaching Channel - Math Talk](#) and [The Teaching Channel - Hand Signals](#). Use a document camera to show student work to help facilitate learning.

Examples:

$43 + 34 + 57 + 24 = \underline{\hspace{1cm}}$

Student 1 – Associative Property

I saw the 43 and 57 and added them first, since I know 3 plus 7 equals 10. When I added them, 100 was my answer. Then I added 34 and had 134. Then I added 24 and had **158**.

Student 2 – Place Value Strategies

I broke up all of the numbers into tens and ones. First, I added the tens. $40 + 30 + 50 + 20 = 140$. Then, I added the ones. $3 + 4 + 7 + 4 = 18$. Then, I combined the tens and ones and had **158 as my answer**.

Student 3 – Place Value Strategies and Associative Property

I broke up all the numbers into tens and ones. First, I added up the tens. $40 + 30 + 50 + 20$. I changed the order of the numbers to make adding easier. I know that 30 plus 20 equals 50 and 50 more equals 100. Then, I added the 40 and got 140. Then, I added up the ones. $3 + 4 + 7 + 4$. I changed the order of the numbers to make adding easier. I know that 3 plus 7 equals 10 and 4 plus 4 equals 8. 10 plus 8 equals 18. I then combined my tens and my ones. **140 plus 18 equals 158**.

Have students use and practice mental math by adding and subtracting multiples of 10 and 100 up to 900. Don't always use a decade number, but have students count by 10s from any given number. You might need to use a hundreds chart at the beginning. Again, ask students to think about the pattern they hear as they are counting. These types of exercises help students mentally think about and solve the problems below.

Example: $273 + 60 = 333$.

Mental math strategies may include:

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<ul style="list-style-type: none"> Counting on; 300, 400, 500, etc. Counting back; 550, 450, 350, etc. <p>Examples:</p> <ul style="list-style-type: none"> 100 more than 653 is _____. (753) 10 less than 87 is _____. (77) Start at 248. Count up by 10s until I tell you to stop. <p>Example:</p> <p>One of your classmates solved the problem $56 - 34 = \underline{\quad}$ by writing—I know that I need to add 2 to the number 4 to get 6. I also know that I need to add 20 to 30 to get 50. So, the answer is 22.—Is their strategy correct? Explain why or why not.</p>	
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Interactive whiteboards, flip charts, and/or document cameras may also be used to model and justify student thinking. Students use number lines, base-ten blocks, etc. to show, solve, and explain reasoning. Engage NY Module 3 This is a complete unit on place value. Some of what is here might have already been taught. The Teaching Channel - Place Value Game This is a classroom video of students using games to build meaning of place value. <p>Literature Connections</p> <ul style="list-style-type: none"> <i>The 512 Ants on Sullivan Street</i> by Carol A. Losi <i>The Grapes of Math</i> by Greg Tang 	

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Big Idea 1, Quarter 3: Students will solve word problems involving money using both the \$ and ¢ symbols appropriately. They will also be able to tell and write time to the nearest five minutes.				Essential Question(s): What is the difference between an analog clock and a digital clock? How would you write the time using a.m. and p.m.? How do you count to find a total amount of money if you have \$1.50, 25¢, and 1¢?			
Standards: 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
Elements of the Standard(s) – What’s the meaning? The focus of the Big Idea is continuing with units of measurement by looking at units of money and time. Students are comparing quantities of money and understanding differences in increments of time. Students should build meaning and understanding of these specific concepts. <ul style="list-style-type: none">Students should tell time (orally and in writing) from both analog and digital clocks to the nearest five minutes. It is important that they can recognize time in both formats.Understanding of time using both numbers and language using common time phrases such as quarter till __, quarter after __, ten till __, ten after __, and half past __.Students will learn that there are 2 cycles of 12 hours in a day – a.m. and p.m.Students will solve problems involving either dollars or cents. Make connections to place value so that students connect 25 as 2 tens and five ones to a quarter is also two dimes and a nickel. It can also be that the value of 25 is 25 ones, which is why a quarter is also the same as 25 pennies. This concept of equivalent worth takes time and requires numerous opportunities to create different sets of coins, count sets of coins, and recognize the “purchase power” of coins (a nickel can buy the same things a 5 pennies).The denominations of coins and bills that will be used will need to be taught so students know which ones exist and what each one represents in case this wasn’t covered in prior grades (pennies, nickels, dimes, quarters, half-dollars, and silver dollars, \$1.00, \$5.00, \$10.00, \$20.00, \$100.00).							

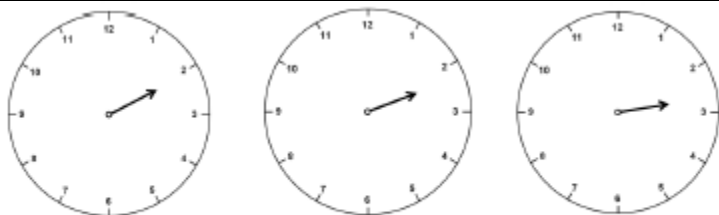
Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Key Vocabulary quarter 'til, quarter after, half past, quarter hour, half hour, 30 minutes before, 30 minutes after, 30 minutes until, 30 minutes past, quarter, dime, nickel, dollar, cent(s), \$, ¢, heads, tails</p>	<p>Links to Prior Learning This cluster connects to tell and write time. In Grade 1, students learned to tell time to the nearest hour and half hour.</p>	<p>Links to Future Learning Solve problems involving measurement, estimation of intervals of time in Grade 3.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Learning to tell time can be challenging for children. Here are some strategies for supporting students.</p> <ul style="list-style-type: none"> • Practice reading a dial-type instrument. • Use color to differentiate the hour hand from the minute hand. Have students create a graphic organizer (foldables) to show the difference between the short hand and the long hand of a clock. (Marzano: Identifying Similarities and Differences) • Begin with only one hand and read hours so that students realize the need for two hands on a clock. • Have students discuss times such as “about 2 o’clock,” “a little past 2 o’clock,” and “almost 3 o’clock” to build vocabulary to use when introducing time to the nearest 5 minutes. • Help students make connections between skip counting by 5s (2.NBT.2) and telling time to the nearest 5 minutes on an analog clock. • Provide opportunities for students to experience and measure times to the nearest 5 minutes and the nearest hour. Have them focus on the movement and features of the hands on real or geared manipulative clocks. 		<p>Mathematical Practices Use appropriate tools strategically: Students will learn time in both analog and digital format to the nearest 5 minutes using estimation and other mathematical knowledge to detect possible errors (MP 5).</p> <p>Attend to precision: Students can understand the meanings of symbols (\$) etc.) to label values of money (MP 6).</p>

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All of these clocks indicate the hour of “two”, although they look slightly different. This is an important idea for students as they learn to tell time.

Help students learn money concepts and solidify their understanding of other topics by providing activities where students make connections between them.

- Provide students with sufficient opportunities to explore coin values (25 cents) and actual coins (2 dimes, 1 nickel)
- Have students explore various ways to represent a value. How many different ways can you make 37¢ using pennies, nickels, dimes, and quarters? How many different ways can you make 12 dollars using \$1, \$5, and \$10 bills?
- Link the value of a dollar bill as 100 cents to the concept of 100 and counting within 1000. Use play money—nickels, dimes, and dollar bills—to skip count by 5s, 10s, and 100s.
- Reinforce place value concepts with the values of dollar bills, dimes, and pennies.
- Have students use the context of money to find sums and differences less than or equal to 100 using the numbers 0 to 100. Sandra went to the store and received 76¢ in change. What are three different sets of coins she could have received?
- Use drawings and equations with a symbol for the unknown number to represent the problem. The dollar sign, \$, is used for labeling whole-dollar amounts without decimals, such as \$29.

Resources & Links to Technology:

- Manipulative clocks (individual)
- Play money

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Literature Connections

- *A Quarter from the Tooth Fairy* by Caren Holtzman
- *The \$1.00 Word Riddle Book* by Marilyn Burns
- *Telling Time* by Jules Older

Big Idea 2, Quarter 3:

Students will be able to solve addition and subtraction word problems including lengths of the same unit within 100 using number lines as a strategy.

Essential Question(s):

How do you use a number line to add numbers? To subtract numbers?
How would you use a drawing or an equation to solve a problem about lengths?

Standards:

- 2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 2.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- 2.NBT.5** **Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**
- 2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6** **Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.**

Mathematical Practices:

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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Elements of the Standard(s) – What’s the meaning?

The Big Idea expands upon the learning of units of measurement for length such as feet, inches, meters, etc. to include the relationships of

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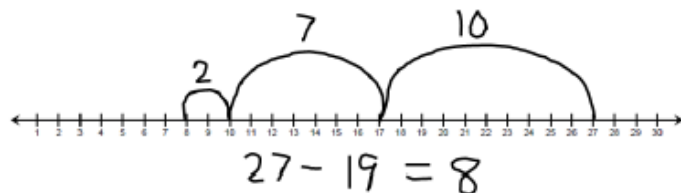
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<p>measurement and number lines to properties of addition and subtraction in solving word problems within 100. Students are solidifying their understanding of many concepts during this instructional period as they connect concepts from many standards. Students’ experiences should focus on the following ideas.</p> <ul style="list-style-type: none"> • Several experiences working with addition and subtraction to solve word problems that include measurement where students are counting on and/or counting back on a number line will help tie concepts to previous knowledge. • Use representation such as drawings, number lines, rulers, pictures, and/or physical objects to solve addition and subtraction problems with the unknown in any location. A word problem for $5 - n = 2$ could be: Mary is making a dress. She has 5 yards of fabric. She uses some of the fabric and has 2 yards left. How many yards did Mary use? • Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram. • Build upon their experiences with open number lines to create number lines with evenly spaced points corresponding to the numbers to solve addition and subtraction problems to 100. They recognize the similarities between a number line and a ruler. 		
<p>Key Vocabulary inch, foot, yard, centimeter, meter, ruler, yardstick, meter stick, measuring tape, estimate, length, equation, number line, equally spaced, point</p>	<p>Links to Prior Learning This cluster connects to using place value and understanding the properties of operations to add and subtract in Grade 1.</p>	<p>Links to Future Learning Geometric measurement; recognize perimeter as an attribute of plane figures and distinguish between linear and area measures in Grade 3.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> • An interactive whiteboard, individual student or overhead document camera can be used to help students demonstrate their thinking. (Marzano: Nonlinguistic Representations) • Have students create number lines with numbers 1 to 10 before moving into having them create number lines for larger numbers. • Have students work a single story problem using at least three strategies and compare with one another the methods and solutions. (Marzano: Setting Objectives and Providing Feedback) • Have students use a number line to solve problems such as this one: There were 27 students on the bus. 19 got off the bus. How many students are left on the bus? Be 		<p>Mathematical Practices</p> <p>Reason abstractly and quantitatively: Students translate a situation of length into an equation through the process of reasoning on prior knowledge of addition and subtraction (MP 2).</p> <p>Model with mathematics: Students use linking cubes to represent and explain an equation (MP 4).</p> <p>Use appropriate tools strategically: Several tools are utilized to solve problems of length such as snap cubes, place value, rulers, and number lines (MP 5).</p>

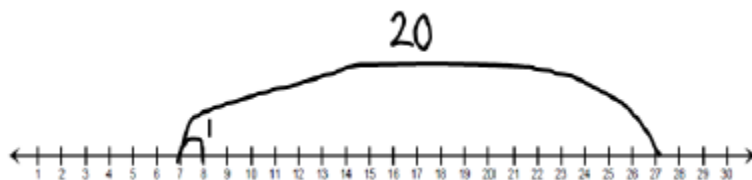
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sure students are explaining their thinking so everyone hears how the numbers are decomposed and composed.



Student A: I used a number line. I started at 27. I broke up 19 into 10 and 9. That way, I could take a jump of 10. I landed on 17. Then I broke the 9 up into 7 and 2. I took a jump of 7. That got me to 10. Then I took a jump of 2. That's 8. So, there are 8 students now on the bus.



I used a number line. I saw that 19 is really close to 20. Since 20 is a lot easier to work with, I took a jump of 20. But, that was one too many. So, I took a jump of 1 to make up for the extra. I landed on 8. So, there are 8 students on the bus.
 $27 - 20 = 7$ and $7 + 1 = 8$

Resources & Links to Technology

- Rulers
- Yardsticks
- Meter sticks
- Measuring tapes
- Cash register tapes or paper strips
- [Illustrations: Hopping Backwards to Solve Problems](#) In this lesson, students determine differences using the number line to compare lengths.
- [Illustrations: Where Will I Land?](#) In this lesson, students find differences using the number line, a continuous model for subtraction.

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Big Idea 1, Quarter 4: Students recognize, draw, and partition various shapes (hexagon, quadrilateral, triangle, pentagon, and cubes) and their attributes.				Essential Question(s): How many faces and angles does a hexagon have? Quadrilateral? Triangle? Pentagon? Cube? How do you partition a single shape into equal shares? How many ways can you show how to equally share a rectangular candy bar among 4 people?			
Standards: 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
Elements of the Standard(s) – What’s the meaning? The Big Idea will expand upon student’s knowledge of shapes to include identifying attributes such as faces and angles, partitioning those shapes into equal shares, and recognizing triangles, quadrilaterals (squares, rectangles, and trapezoids), pentagons, hexagons, and cubes. Specifically in this grade, students should learn the following concepts. <ul style="list-style-type: none">Students should identify, describe, and draw triangles, quadrilaterals, pentagons, and hexagons. Pentagons, triangles, and hexagons should appear as both regular (equal sides and equal angles) and irregular.Students recognize all four-sided shapes as quadrilaterals.Students can use the vocabulary word “angle” in place of “corner,” but they do not need to name angle types. Shapes should be presented in a variety of orientations and configurations.Students should partition a rectangle into rows and columns of same-size squares and count to find the total number of them. This standard is a precursor to learning about the area of a rectangle and using arrays for multiplication. Students will learn that rows are horizontal and columns are vertical.							

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<ul style="list-style-type: none"> Students should partition (divide) circles and rectangles into 2, 3, or 4 equal shares (regions). Students will need many experiences to explore this concept with paper strips and pictorial representations. Students can also work with the vocabulary terms halves, a third of, and fourth (or quarter) of. While students are working on this standard, they need to connect that a “whole” is composed of two halves, three thirds, or four fourths. Also addressed is the idea that equal shares of identical wholes may not have the same shape. 		
<p>Key Vocabulary feature, angle, side, triangle, quadrilateral, square, rectangle, trapezoid, pentagon, hexagon, cube, face, edge, vertex, surface, figure, shape, closed, open, partition, equal size, equal shares, half, halves, thirds, half of, a third of, whole, two halves, three thirds, four fourths, partition, rows, columns, horizontal, vertical</p>	<p>Links to Prior Learning This cluster connects to reason with shapes and their attributes in Grade 1.</p>	<p>Links to Future Learning These standards are a precursor to learning about the area of a rectangle and using arrays for multiplication. Students will develop understanding of fractions as numbers and reason with shapes and their attributes in Grade 3.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Students need multiple opportunities to draw and name shapes as they are learning about the attributes of a shape.</p> <ul style="list-style-type: none"> Have students draw shapes based on the attributes you describe, such as a closed shape that has five sides. What is the name of the shape? Use graph paper for students to draw various shapes by their attributes. Have students name shapes that are drawn in different orientations so they associate the name with the attributes of the shape and not a particular drawing of the shape. Have students sort shapes of various sizes into categories and describe the attributes they have in common. (Marzano: Identifying Similarities and Differences) Tell students that they will be drawing a square on grid paper. The length of each side is equal to 2 units. Ask them to guess how many 1 unit by 1 unit squares will be inside this 2 unit by 2 unit square. Students now draw this square and count the 1 by 1 unit squares inside it. They compare this number to their guess. You can follow this by 		<p>Mathematical Practices Look for and make use of structure: Students will learn patterns and structures in partitioning rectangles and circles to understand equivalency of shapes (MP 7).</p> <p>Look for and express regularity in repeated reasoning: Students investigate, describe, and reason about decomposing and combining shapes to make other shapes (MP 8).</p>

Italic Information: Recursive standard – repeated in at least one other quarter

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having students use grid paper to draw other rectangles with specific lengths of sides. As you have them count, count some problems by rows and others by columns.

Students will need to understand different representations of fair shares.

- Provide a collection of different-size circles and rectangles cut from paper.
- Ask students to fold some shapes into halves, some into thirds, and some into fourths.
- To fold rectangles into thirds, ask students if they have ever seen how letters are folded to be placed in envelopes. Have them fold the paper very carefully to make sure the three parts are the same size.
- Have students discuss fair shares and be sure to address shapes that are not cut into fair share parts. (Marzano: Setting Objectives and Providing Feedback)

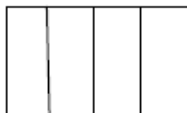
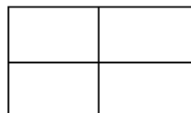


One is not fair shares and the other is fair shares.

- Ask them to discuss why the same process does not work to fold a circle into thirds. (Marzano: Identifying Similarities and Differences)
- Have students show halves in various ways so they begin to see that two different shapes can still be the same area. Be sure the whole is always the same when working on this concept.



Divide each rectangle into fourths a different way.



Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Resources & Links to Technology

- Geosticks
- Geoboards
- Whiteboards and overhead projector as tools for modeling and showing students work
- Pattern block
- Linking cube manipulatives

Literature Connections

- *The Greedy Triangle* by Marilyn Burns
- *Each Orange Had 8 Slices* by Paul Giganti Jr.

Big Idea 2, Quarter 4:

Students will use their problem-solving strategies to generate data about lengths to display in line plots. They will also be able to collect data with multiple categories and determine how to display it in either picture graphs or bar graphs.

Essential Question(s):

How can you use a picture graph and a line plot to represent data about our favorite colors?

How is a picture graph different from a bar graph?

What types of problems could you ask about the data in a bar graph?

Standards:

- 2.OA.1** *Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.*
- 2.OA.2** *Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.*
- 2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.10** **Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.**

Mathematical Practices:

1. Make sense of problems and	2. Reason abstractly and	3. Construct viable arguments and	4. Model with mathematics.	5. Use appropriate tools	6. Attend to precision.	7. Look for and make use of	8. Look for and express regularity
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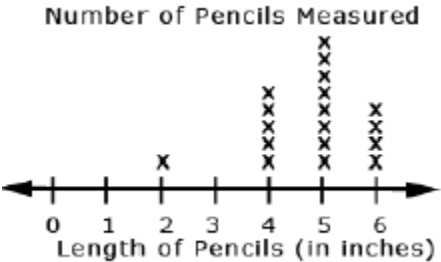
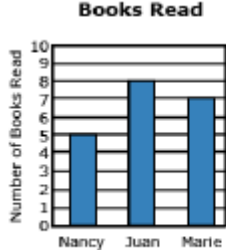

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

persevere in solving them.	quantitatively.	critique the reasoning of others.		strategically.		structure.	in repeated reasoning.	
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>The Big Idea will build on students’ knowledge of problem-solving strategies of measurement, addition, and subtraction to represent data collected from multiple categories. Students will display data by constructing picture and bar graphs with line plots. Students should be able to do and understand each of the following ideas and concepts.</p> <ul style="list-style-type: none"> Students will create a line plot to represent numerical values that are shown on a number line. An X is placed above the number line to represent a piece of data with that value. In the plot below, the lengths of several pencils are shown. Students will use the measurement skills learned in earlier standards to measure objects to the nearest whole unit as data to create line plots as well as other data that can be categorized. Students learn methods for collecting data to include charts with tally marks, organizing individual lists, creating tables, etc. Students can create picture and bar graphs of a single-unit scale both vertically and horizontally to represent data. Students should be able to solve simple one-step problems using the information from the graph. Using the plots below, students should be able to answer questions such as the following: <ul style="list-style-type: none"> How many pencils were measured? What is the difference in length between the longest and the shortest pencil? How many pencils are 4 inches in length? How many pencils are greater than 4 inches in length? How many people like chocolate or vanilla ice cream? How many more books does Nancy need to read to have read the same number of books as Juan? How many total books were read by the three students? 								

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Number of Pencils Measured</p>  <p>Line Plot</p>	<table><tr><th>Flavor</th><th>Number of People</th></tr><tr><td>Chocolate</td><td>12</td></tr><tr><td>Vanilla</td><td>5</td></tr><tr><td>Strawberry</td><td>6</td></tr><tr><td>Cherry</td><td>9</td></tr></table> <p>Organizing Survey Data</p>	Flavor	Number of People	Chocolate	12	Vanilla	5	Strawberry	6	Cherry	9
Flavor	Number of People										
Chocolate	12										
Vanilla	5										
Strawberry	6										
Cherry	9										
<p>Number of Books Read</p> <table><tr><td>Nancy</td><td>✧ ✧ ✧ ✧ ✧</td></tr><tr><td>Juan</td><td>✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧</td></tr><tr><td colspan="2">✧ = 1 Book</td></tr></table> <p>Pictograph of Two Categories</p>	Nancy	✧ ✧ ✧ ✧ ✧	Juan	✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧	✧ = 1 Book		<div><p>Books Read</p></div> <div><p>Books Read</p></div> <p>Vertical and Horizontal Bar Graph of Three Categories</p>				
Nancy	✧ ✧ ✧ ✧ ✧										
Juan	✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧										
✧ = 1 Book											
<p>Key Vocabulary</p> <p>collect data, organize data, display data, show data, line plot, picture graph, bar graph, category, chart, table</p>	<p>Links to Prior Learning</p> <p>Students organized, represented, and interpreted data with up to three categories and measured lengths indirectly and by iterating length units in Grade 1.</p>	<p>Links to Future Learning</p> <p>Students will continue to work on surveying and graphing data by including fractions as values in line plots, circle graphs, and using scaled units as they progress beyond Grade 2.</p>									
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Line plots are useful tools for collecting data because they show the number of things along a numeric scale.</p> <ul style="list-style-type: none">At first students should create real object or picture graphs along the scale to show the	<p>Mathematical Practices</p> <p>Construct viable arguments and critique the reasoning of others: Students will analyze data and use mathematical assumptions to construct arguments</p>										

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>various categories. For example, if you survey the class about their favorite animal. Give each student a picture of their favorite animal. Create a number line on the board with the name of the animal instead of the number. This shows the categories. Students can now place their animals in a column above the appropriate name. When you show how to create a line plot, students can see how each animal is represented as an X instead of the picture.</p> <ul style="list-style-type: none"> • Teach students how to create a line plot. The line plot is made by simply drawing a number line, then placing an X above the corresponding value on the line that represents each piece of data. Line plots are essentially bar graphs with a potential bar for each value on the number line. • Put students into groups and have each group measure a collection of 10 items that have a range of lengths. Have the group create a line plot to show the measurements of the item. Students should measure to the nearest whole unit. Be sure that students connect that each category is a specific length. This connects to creating a number line that students have previously worked on. • Use real-life items for students to collect data such as ice cream flavors, number of pets in your household, pairs of shoes owned, favorite baseball team, etc. • Create graphs that are horizontal as well as vertical with two to four categories and a single-unit scale. • Use the information in the graphs to pose and solve simple put-together, take-apart, and compare problems. Facilitate a discussion around the combination of the data collected to determine if it supports the questions posed in the classroom. (Marzano: Cues, Questions, and Advance Organizers) 	<p>and justify their conclusions (MP 3).</p> <p>Model with mathematics: Students determine how to visually represent data by constructing a number line, chart, table, or graph (MP 4).</p> <p>Use appropriate tools strategically: With the collection of data, students can then determine which kind of graph would be the most informative to find a solution (e.g., picture/bar/line graph) (MP 5).</p>
<p>Resources & Links to Technology The Teaching Channel - Graphing with Color This lesson uses color as a way to help students learn how to graph.</p> <p>Literature Connections</p> <ul style="list-style-type: none"> • <i>Just Graph It!</i> by Sandi Hill 	

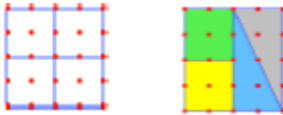
Italic Information: Recursive standard – repeated in at least one other quarter

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Big Idea 3, Quarter 4: Students will be able to demonstrate an understanding of equal shares of an identical whole and express the sections as a part of the whole using words.				Essential Question(s): How many halves are in a whole? How many thirds are in a whole? How do you know what to call an equal part of a cake?			
Standards: 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
Elements of the Standard(s) – What’s the meaning? This Big Idea is a repeated standard. Many of the ideas and concepts for this specific standard are included in Big Idea 1 in Quarter 4. The emphasis still should be one helping students to realize that fair shares need to be justified as the pieces might not look the same or be symmetrical. The only criteria for equivalent fractions are that the area is equal, as illustrated in the first example here.							
<div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div><div></div><div></div></div></div>							
Key Vocabulary no new vocabulary			Links to Prior Learning Grade 2 recognizing, drawing, and partitioning of various shapes		Links to Future Learning Multiplication and fractions in Grade 3		
Instructional Strategies (EL, SIOP, SPED, Marzano) NOTE: Instructional Strategies Big Idea 1 Quarter 1 <ul style="list-style-type: none">Be aware that some students may think that a shape is changed by its orientation. They					Mathematical Practices Make sense of problems and persevere in solving them: Students can utilize geoboards to persevere in		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>may see a rectangle with the longer side as the base, but claim that the same rectangle with the shorter side as the base is a different shape. This is why it is so important to have young students handle shapes and physically feel that the shape does not change regardless of the orientation.</p> <ul style="list-style-type: none"> • Most critical is that students are drawing constantly to see what they can come up with. And, for each drawing they need to be able to justify why the areas are the same when they come up with drawings that don't look the same. "How does this show fair shares?" is a question that should be asked over a 100 times when students are working on this concept. • Use a geoboard for students to have opportunities to "draw" various shapes and partition them. • Use graph paper inside of a plastic sleeve to create a whiteboard for students to draw. <p><u>Example:</u></p> 	<p>solving problems of orientation in the process of recognizing and identifying various attributes of shapes (MP 1).</p> <p>Model with mathematics: By using real-life mathematical situations (e.g., dividing up a pie, candy bar, etc. to share), students relate those situations to partitioning shapes to equal shares (MP 4).</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Geoboards • Rubber bands • Individual student whiteboards and overhead projector as tools for modeling and students showing their work • Pattern blocks <p>Literature Connections</p> <ul style="list-style-type: none"> • <i>Three Pigs, One Wolf, and Seven Magic Shapes</i> by Grace Maccarone 	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



Content: Math	Grade/Course: 2	Timeline: 60 minutes
Standard(s): 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. Mathematical Practices: 4. Model with mathematics, 7. Look for and make use of structure, 8. Look for and express regularity in repeated reasoning.		
Lesson Overview: The lesson will provide the context for identifying groups of objects as either even or odd by using the strategies of pairing objects, counting by 2s, and grouping objects to build the concept of odd and even.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Determine if a number is odd or even. • Explore concepts of odd/even using concrete objects. • Build fluency in recognizing patterns of odd/even numbers in addition and decomposing numbers. • Share fairly to create equal groups.
Vocabulary: Even, odd, equal		Focus Question(s): <ul style="list-style-type: none"> • How do I know if a number is even? Odd? • Why is the sum of an even number always an even number?
Description of Lesson (including instructional strategies): Anticipatory Set: Have a number line visible to students and post a hundreds chart in the classroom. “Today we will learn to identify and count by odd and even numbers. <i>Let’s all count by 2s to 20.</i> ” As students say the even numbers to 20, write them on the board or chart paper in the following pattern: 0 2 4 6 8 10 12 14 16 18 20 “These numbers are even. <i>Let’s all count by 2s to 100 on the hundreds chart together. 0, 2, 4, etc.</i>” Instruction and Strategies: “Let’s continue the pattern of our even numbers. <u>What number will be next after 20?</u> ” (22) <u>“What number will be next?”</u> (24) <u>“Can we keep going?”</u> (yes) Fill in several more numbers. Have students then count backward by 2s from 20. <u>“What about 0? Why will 0 be an even number?”</u> (because it fits the pattern) <u>“What is the pattern for the even numbers?”</u> (Add 2) (Marzano: Cues, Questions, and Advanced Organizers.) “When we say the even numbers, it is because the items that represent the numbers can be paired up.” Show students with 6 counters that there are 3 pairs of counters. Show them with a couple of other even numbers how numbers can be paired. Ask students to find another even number. Have them convince you it is even by showing how the counters or with a drawing that there are pairs. Take examples from students and have them present their even numbers to the class. “We have some numbers between the even numbers that are missing.” Add the odd numbers to the pattern on the board as shown below:		

Instructions that are italicized include students engagement strategies.

Instructions that are underlined embed checking for understanding.

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1	3	5	7	9	11	13	15	17	19	21	23	
0	2	4	6	8	10	12	14	16	18	20	22	24

"Does anyone know what these numbers are called?" (odd numbers)

"They are called odd numbers."

Have students read the odd numbers together.

"What is 5 plus 2?" (7) "What is 7 plus 2" (9) What is 11 plus 2?" (13) What is 15 plus 2?" (17)

Ask a student to say the odd numbers slowly to 23. Have the class follow along with the student and write the odd numbers, beginning at the bottom of the board/chart with 1, and then write the numbers vertically as students say the odd numbers to 23. (Example is to 9)

9
7
5
3
1

Ask students to predict what they will think happens when they are making pairs with an odd number (Marzano: Generating Hypotheses and Testing Results).

Students need to understand that pairing up objects that represent a quantity can be used to determine whether a value is even or odd. Any value whose objects all pair up is an even value. Those that have one left over piece are odd numbers.

Divide students into pairs. Provide a sheet of 8 ½ X 11 paper or a laminated surface as a workmat. Pass out a handful of pennies (or other small objects, paperclips, counters, etc.) in the amounts of 4–20 random. Keep some extra objects to give students later.

Instruct students to count their objects and compare with their neighbor (Marzano: Cooperative Learning).
"Raise your hand if you have an even number of objects."

Ask each students who has an even number of objects the following questions:

"How many objects do you have? Is that an even number?"

Have students raise their hands if they have an **odd number** of objects and repeat the questions.

Give students with odd objects **one more object**. *"How many objects do you have now?"*

"Is that an even number? Why?" (Marzano: Identify Similarities and Differences)

Have students separate the objects into two groups.

"An odd number of objects will always have one left over when we divide them into two equal groups."

Have students find other numbers that are odd and show using counters why the number is odd.

Guided Practice:

Pass out the Odds or Evens worksheet. Read the directions aloud with students following along. Have them complete and review the answers whole class and then ask students to answer the following questions.

Instructions that are italicized include students engagement strategies.

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Formative Assessment:

How do you know if a number is even? How do you know a number is odd? Why is it that when we add an even number and 2, the answer is always an even number? (Marzano: Checking for Understanding)

Share the answers or you can also have students write in their Math Journals and collect.

Closure:

“Let’s count by 2’s together as I point to the hundreds chart (or number line). Who would like to share something you learned today in math?” Provide 2-3 minutes for sharing with students and provide appropriate feedback.

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- For students struggling with concept, have them construct their own number line to 20 and then have them circle the even numbers on their paper. Then have students draw a square over those numbers that are odd.
- Have students write a few addition number sentences on a sentence strip showing an example of an even number plus 2 and the sum, e.g. $14 + 2 = 16$. Explain how an even number plus two will be an even number ($E + 2 = E$)

Extension:

Have students write in a math journal: Write your age. Is it odd or even? How do you know? Prove your answer and write an example of an even/odd addition fact.

Example: Is 8 an even number? Student A: I grabbed 8 counters and cut them up into groups of 2. Since I did not have any counters left over, I know that 8 is an even number. $4 + 4 = 8$

Resources (Textbook and Supplemental):

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

100s Classroom Chart

- Odds and Even Grapes worksheet
- Posted Number Line
- 20–25 small objects per student (pennies, paperclips, counters, etc.)
- Notebook as Math Journal
- Chart Paper
- Crayons

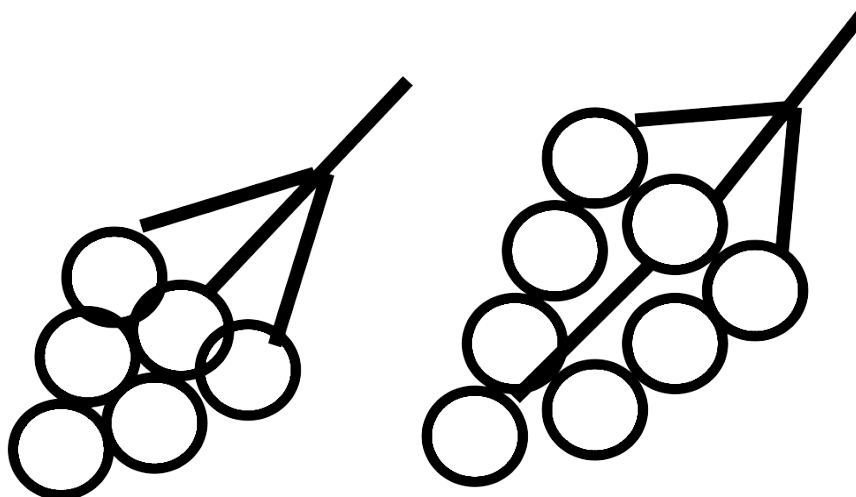
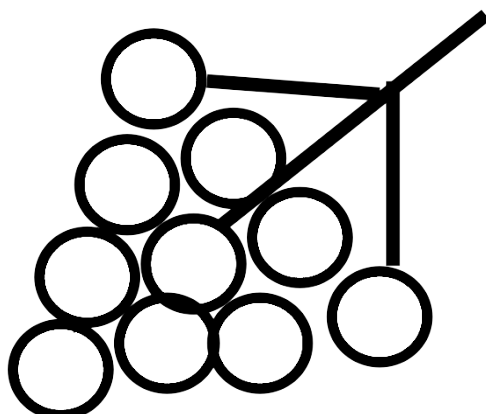
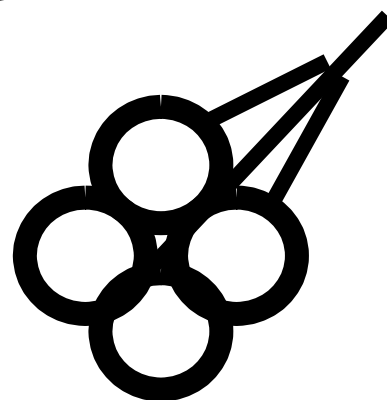
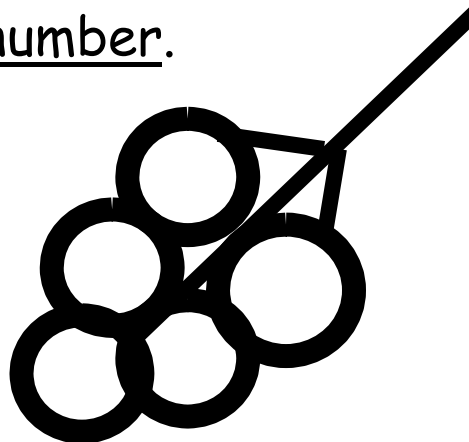
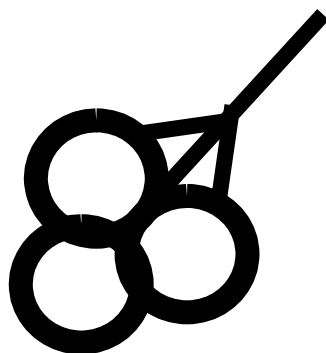
Instructions that are italicized include students engagement strategies.

Instructions that are underlined embed checking for understanding.

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Odds or Evens

Color the grapes **green** if they have an even number or **red** if they have an odd number.



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Odds or Evens

Draw a bunch of grapes that shows an even number.

Draw a bunch of grapes that shows an odd number.

Instructions that are italicized include students engagement strategies.

Instructions that are underlined embed checking for understanding.

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Content: Math	Grade/Course: 2	Timeline: 60 minutes
Standard(s): 2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. Mathematical Practices: 2. Reason abstractly and quantitatively, 5. Use appropriate tools strategically, 6. Attend to precision, 7. Look for and make use of structure.		
Lesson Overview: Students will measure various pairs of objects utilizing different lengths, such as inches, feet, centimeters, and meters. They will select the appropriate measurement tools that can aid them in their precision of measurement.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Measure and compare lengths using two different measurement units. • Select appropriate and accurate tools for measurement of lengths.
Vocabulary: Estimate, length, units of measure, centimeter (cm), meter (m)		Focus Question(s): Which tool is most useful when I am measuring an object in standards lengths or metric lengths?
Description of Lesson (including instructional strategies): Anticipatory Set: Pass out rulers with centimeters and inches. Have students sit at their desks. “Today we will explore measuring with our tools that measure in inches, feet, yards, centimeters, and meters. Let’s take out our rulers and look closely at them. Now, take out your pencils. If we are to measure our pencils, where do we start to place our ruler to measure the pencil or other objects?” (<i>on the edge/zero</i>) “Should we use the very edge of the ruler to begin?” (<i>no</i>) “How do we align an object to measure in inches?” (<i>zero</i>) “Now turn your ruler and look at the centimeters. How do we align an object to measure an object?” (<i>zero</i>) “I will show you that this is not the only way to measure your items.” Instruction and Strategies: <u>“Look at your ruler to see how long one inch is. Measure your pencil. How many inches do you have?”</u> <i>(various lengths)</i> Place a ruler template on the overhead or hold up a ruler, covering with paper/tape from the edge up to the 2-inch mark. (see attachment template) “Let’s pretend my ruler is broken. It starts not at zero, but at 2 inches. How would we measure my pencil with this broken ruler?” Demo matching the ruler with the pencil and count the inches in length. Be sure to ask about the length of the pencil as it aligns to the last number. You want to distinguish length as the distance from the beginning to the end of the pencil. If you begin at zero and end at 7, the length is 7 inches. If you begin at 2 and end at 9, the length is still 7 inches. Write on the board/overhead the following equation: 9 inches – 2 inches = 7 inches. I started with 2 inches and counted up to 9 inches in length. I was two inches away from zero. By taking off the 2 inches, I have adjusted for where my measurement started. I am still able to measure my pencil correctly and the answer is 7 inches. This is another way for you to use your tools to measure longer/taller objects.		

Instructions that are italicized include student engagement strategies.

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Show several objects that are very close to whole inches and measure them in various ways. Be sure that you don't always align to zero to measure the lengths. In fact, measure each object several times to show that the length never changes, even though the numbers on the ruler are different.

"We know that an inch is shorter than a foot and that a foot is shorter than a..." (*yard*)

Take out a yardstick to show as a tool to use.

"Now look at your ruler/tape measure again. Notice the units marked as centimeters (cm)."

"Which appears to be shorter, an inch or a centimeter?" (*an inch*)

Take out a meter stick. "Which is longer, a centimeter or a meter?" (a meter)

"Now look at the size of the length of your desk. If you had to estimate, or guess, what tool would you use to best measure the length of the desk in standard units? Would you use a ruler or a yardstick or both? Would the length of the desk change depending on the tool you use? Why?" (Marzano: Compare/Contrast)

"Let's see if the lengths of your desks are more in (units of) inches, feet or yards."

Ask students to measure the length of their desks in standard lengths.

Ask a few students to give you their numbers of measurement.

"Why do you think there might be differences in measuring the desks?"

(some are bigger, taller, shorter, not measured precisely) Discuss the reasons with the class.

Repeat the process using centimeters and a meter stick.

"What tools can you use to best measure your desks, ruler (inches/foot) or yardstick?"

"Ruler (centimeters) or meter stick?"

Guided Practice:

Prepare you individual toolkits per group. You will need a ruler (with inches/centimeters), or measuring tape, a yardstick, and a meter stick.

Have students divide into groups of 3. Have them find and calculate the length with both inches/feet/yards and centimeters/meters from the list of objects on the worksheet (have students pick 3) and work together. Ask students to record the answers on the handout. (Note: teacher can substitute objects to measure on the handout.)

Circulate around the classroom observing the tools selected for the challenge. Ask students to estimate which tools they will need to best measure the corresponding items. Ask why they have chosen the particular tools used. **Guide students to measure a second time if it appears the measurement is too far off or the tools selected are not appropriate for the task.**

Formative Assessment:

Questions in the instruction and guided practice suggested dialogue can be used to continually observe and assess students' understanding of the concepts. Focus on asking student groups: **Which tool is most useful when you are measuring an object in standards lengths or metric lengths?**

Closure:

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Bring the student groups back together to compare the individual measurements of the three objects chosen. Again, discuss why there could be differences among the groups and the outcomes. Discuss which objects were the most challenging and which were the longest/largest to measure. Collect the handouts.

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

Use attached sheet showing units of measurement standard and metric as a reference guide.

Resources (Textbook and Supplemental):

- Measuring tools: ruler with centimeters, measuring tape, yardstick, meter stick
- Attached Measurement Handout
- Literature Connections: *How Many Feet In The Bed?* by Diane Johnson Hamm
- *Measurement Mysteries* by Marcia S.Gresko
- Ruler Template/reference guide

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Measuring Length

Choose 3 objects to measure. First measure its length in standard units, and then measure the object in centimeters and meters. Work as a group and record your answers.

Name of object	Length (inches, feet, yards)	Length (meters, centimeters)	Tools Used
A TEXTBOOK			
THE CLASSROOM DOOR (ENTRY)			
TEACHER'S DESK			
FRONT BULLITIN BOARD			
A SCHOOL FOLDER			
MYSTERY OBJECT			
TALLEST STUDENT IN THE CLASSROOM			
THE CLASSROOM CALANDER			

1 centimeter = 1cm = 10mm

1 meter = 100cm

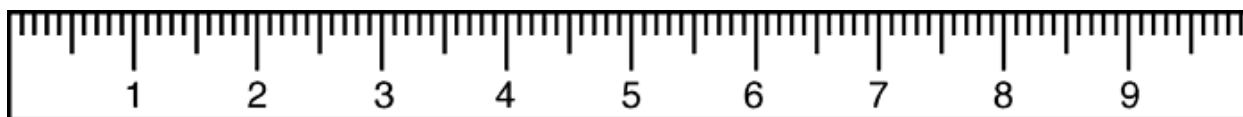
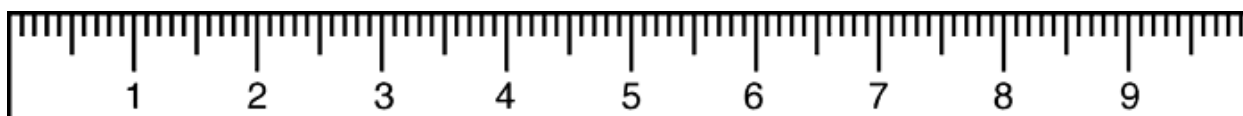
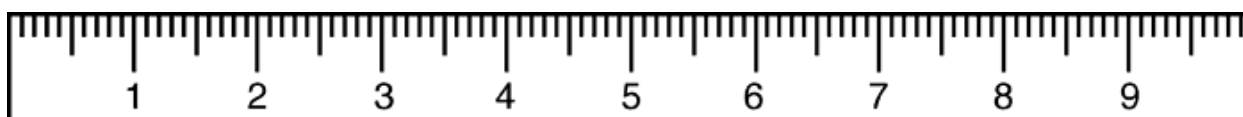
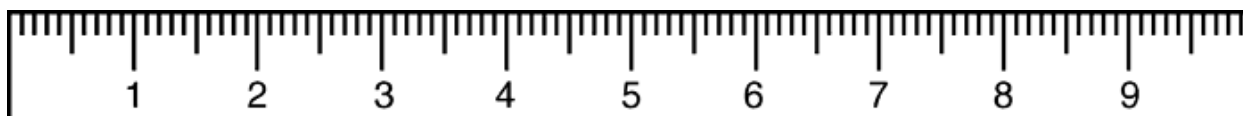
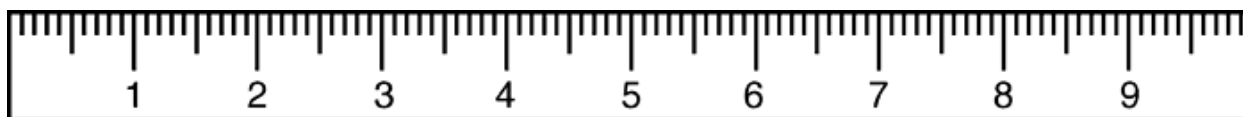
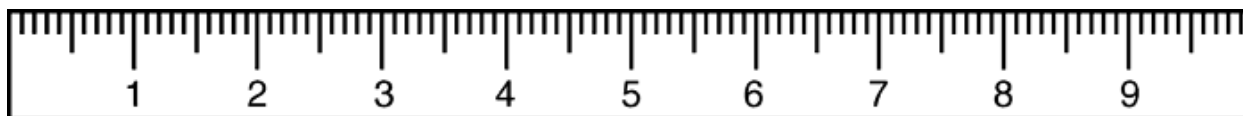
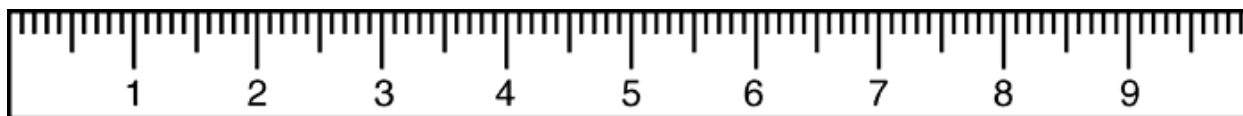
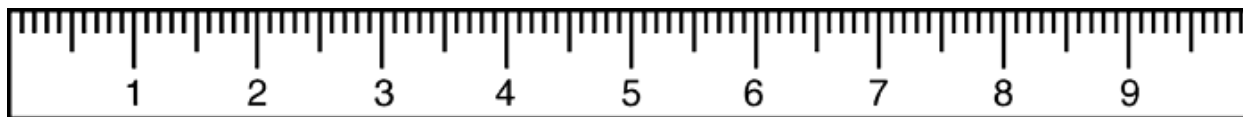
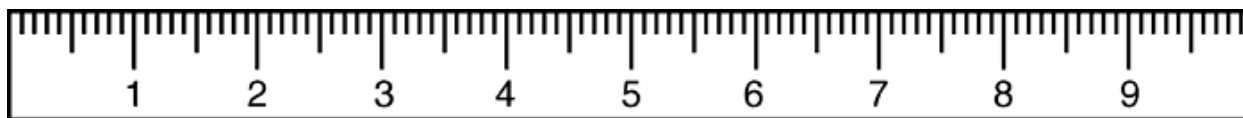
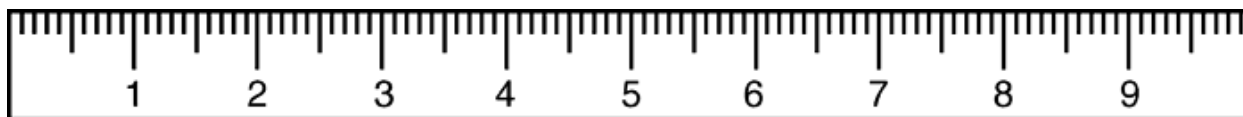
1ft = 12 inches

3 feet = 1 yard

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Content: Math	Grade/Course: 2	Timeline: 1 day (60 mins)
Standard(s): 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		
Mathematical Practices: 3. Construct viable arguments and critique the reasoning of others, 4. Models with mathematics.		
Lesson Overview: In this lesson, students are working on telling time by five-minute intervals using the short and long hands on an analog clock.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none">Tell and show time within five-minute intervals on an analog clock with 80 percent accuracy.	
Vocabulary: Intervals, analog clock, minute hand, hour hand	Focus Question(s): What are the details that you must look at on an analog clock to know what time it is?	
Description of Lesson (including instructional strategies): Anticipatory Set: Review and practice prior knowledge. Ask students: “Do you remember how to count by 5?” Students will <i>recite skip counting by 5 to 60</i> . “Let’s start with a song.” <u><i>A Telling Time Song (Tune: The wheels on the Bus)</i></u> <i>The short hand says its number first.</i> <i>Number first, number first.</i> <i>The short hand says its number first</i> <i>When we’re telling time.</i> <i>The long hand is tall and counts by five.</i> <i>Counts by five, counts by five.</i> <i>The long hand is tall and counts by five,</i> <i>Just like this</i> <i>5, 10, 15, 20</i> <i>25, 30, 35, 40</i> <i>45, 50, 55, 60</i> <i>That’s how we count by 5’s</i> (Retrieved from The Teacher's Workshop) Ask students these questions: <ul style="list-style-type: none">“What are some of the things you learned from the song?”“What does it tell us about a clock?”“What does a short hand tell us?”“What does a long hand tell us?” After the discussion, students will practice <i>recite skip counting by 5 to 60</i> . “For today’s lesson, we will learn about telling time using five-minute intervals on an analog clock. Who remembers what an analog clock is? Describe the features of an analog clock.” (Marzano: Setting Objectives and Providing Feedback) Instruction and Strategies:		

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1. Facilitate the anticipatory set.
2. In a whole group setting, **(I DO) demonstrate telling time by five-minute intervals (Ex: 1:00, 1:05, 1:10, 1:15, . . . 2:00.) Continue to demonstrate a second time starting at 2:00 with five-minute intervals. Note that the hour changes when the long hand reaches 12. Have students focus on the short hand pointing at 2, indicating that the hour has changed.**

Guided Practice:

3. Still in a whole group setting, *(WE DO) demonstrate while students recite as a class the telling time by five-minute intervals from 3:00 to 5:00.*

Formative Assessment:

4. Students will pair up (YOU DO) and *manipulate their own clocks while reciting the five-minute intervals from 6:00 to 8:00* (Marzano: Cooperative Learning). Walk around and monitor students.
5. Pass out [worksheet](#). Students will go back to their seats with their partners and complete worksheet. Monitor and give feedback to students.
6. **Pull 2 examples (one correct and one wrong) and display on board for whole group to discuss and evaluate (Mathematical Matrix: 3a. Construct viable arguments, 3b. Critique the reasoning of others). Questions to ask: "Which work sample is correct?" "Give examples of indicators for why one is correct and the other is wrong?" "Give examples of how to correct the clock that is wrong."**
7. *Class will play a game, Ball Toss.*
Materials: ball, clock labeled with hours and interval numbers (super sized for whole group), pass cards
Rules for the game:
Give the ball to a student and asks the question "What time is it?" The student can answer the question and toss the ball to the person of his or her choice who will answer the next question, or he or she can decide not to answer the question and toss it. Students who pass will give up a pass card limit of 2 per child. Questions generated by you or the students can be used.

Closure:

8. Bring class back to whole group setting and review activities learned. Did we tell and show time with five-minute intervals on an analog clock?

Independent Practice:

Homework: Students will practice counting and writing (in their math journals) by 5. Students will also demonstrate and recite time in five-minute intervals with parents.

Accommodations/Modifications:

Peer support, repeated instructions, simplified instructions/directions, teacher guided practice, small group instruction

Resources (Textbook and Supplemental):

- Student worksheet retrieved from [Worksheet Works](#) .
- Student-made clock, teacher 12-hour (supersized) clock, ball, pass cards

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Content: Math	Grade/Course: 2	Timeline: 60 minutes
Standard(s): 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.		
Mathematical Practices: 1. Make sense of problems and persevere in solving them, 2. Reason abstractly and quantitatively, 3. Construct viable arguments and critique the reasoning of others, 4. Models with mathematics, 5. Use appropriate tools strategically.		
Lesson Overview: In this lesson, students will apply their knowledge of data collection, scale, and categories to create a picture graph.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none">Use four categories of data to create a picture graph using a single-unit scale.	
Vocabulary: Picture graph, scale, categories, data, key, label, symbols, title	Focus Question(s): <ul style="list-style-type: none">How does a picture graph organize our data?What are the important parts of a picture graph?	
Description of Lesson (including instructional strategies): Anticipatory Set Post a question: Which of these is your favorite sport? Provide the following answers: A. baseball, B. soccer, C. basketball, D. football Students will write their answer and drop it in a box prior to the lesson. You could also have students write their favorite sport on the board in a designated section prior to beginning this lesson. “Yesterday (or prior to lesson), I had everyone choose their favorite sport and write it on slips of paper and drop it in a box. Today we will make a class picture graph using the choices you made.” Instruction and Strategies: <ol style="list-style-type: none">Post a picture graph (see Favorite Sports Graph below) without labels on chart paper.Introduce vocabulary words and their meanings.Have pre-made labels for the chart. Labels include: Number of Students (scale), Sports Categories (football, baseball, soccer and basketball), Title, and KeyUse the pre-made labels to show students where the different parts are located on the picture graph.Return slips of paper with answers to students.Have students raise hand by sport to give stickers of their chosen sport.Have each student come up one by one and post their sticker in the appropriate category (Marzano: Nonlinguistic Representations). Guided Practice: <ol style="list-style-type: none">Pass out Favorite Sports Graph (see Favorite Sports Graph below).<i>Direct students to fill in each category by drawing what is on the class picture graph onto their worksheet.</i>Monitor students’ progress in completing their individual picture graph (student worksheet) (Formative		

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Assessment).

4. *Have students share their graph with a partner to confirm correct data (Marzano: Cooperative Learning).*

5. Ask students to:

Begin interpreting data by asking, "What did you notice about the data we collected as a class?"

Make sense of quantities by asking, "What do the numbers used in the graph represent?"

Justify conclusions by asking, "How can you prove that _____ had the most votes?"

"How can you prove that _____ had the least votes?"

"How did this graph help you to understand the data?"

Formative Assessment:

Exit Slip: Each student will draw and/or write the answer to the following question: "What are some of the important parts of a picture graph and how did creating this graph help you understand our data?"

Closure:

Ask students to identify the parts of the graph and share some of their ideas of how this helped them organize and understand the data.

"Tomorrow we are going to use the data we collected to create another kind of graph called a bar graph."

Independent Practice:

Given a worksheet (Number of Balls Worksheet shown below), students will practice completing a picture graph with data.

Accommodations/Modifications:

Provide one-to-one assistance. During individual practice, students will be provided a set of stickers to place on the graph instead of drawing pictures. Students will be given an extra time to complete independent practice.

Resources (Textbook and Supplemental):

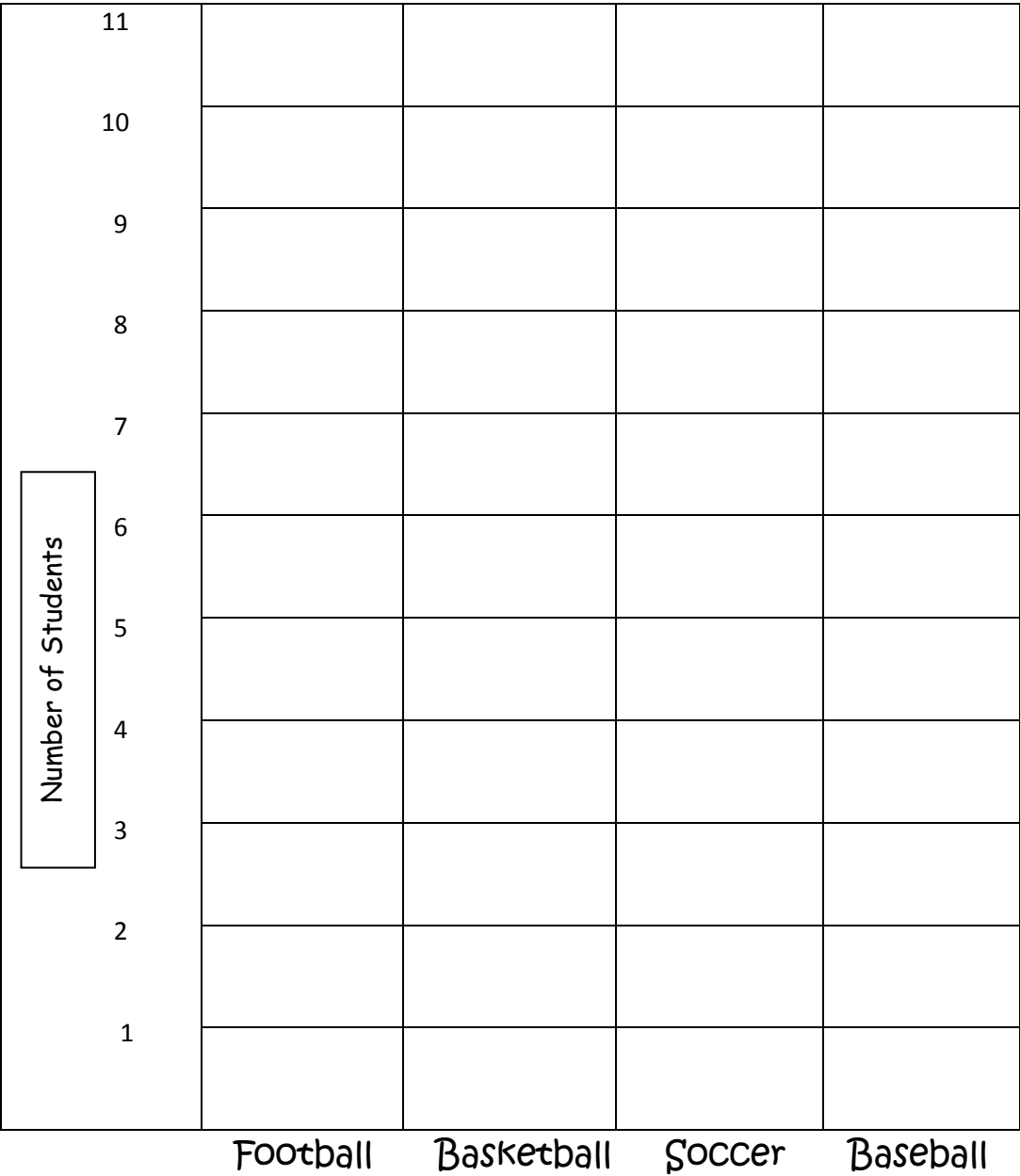
- Teacher-made resources
- www.internet4classrooms.com
- www.kidzsheets.com
- Harcourt Teacher's Edition

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FaVorite Sport



Key: Each picture = 1 student

Instructions that are italicized include students engagement strategies.

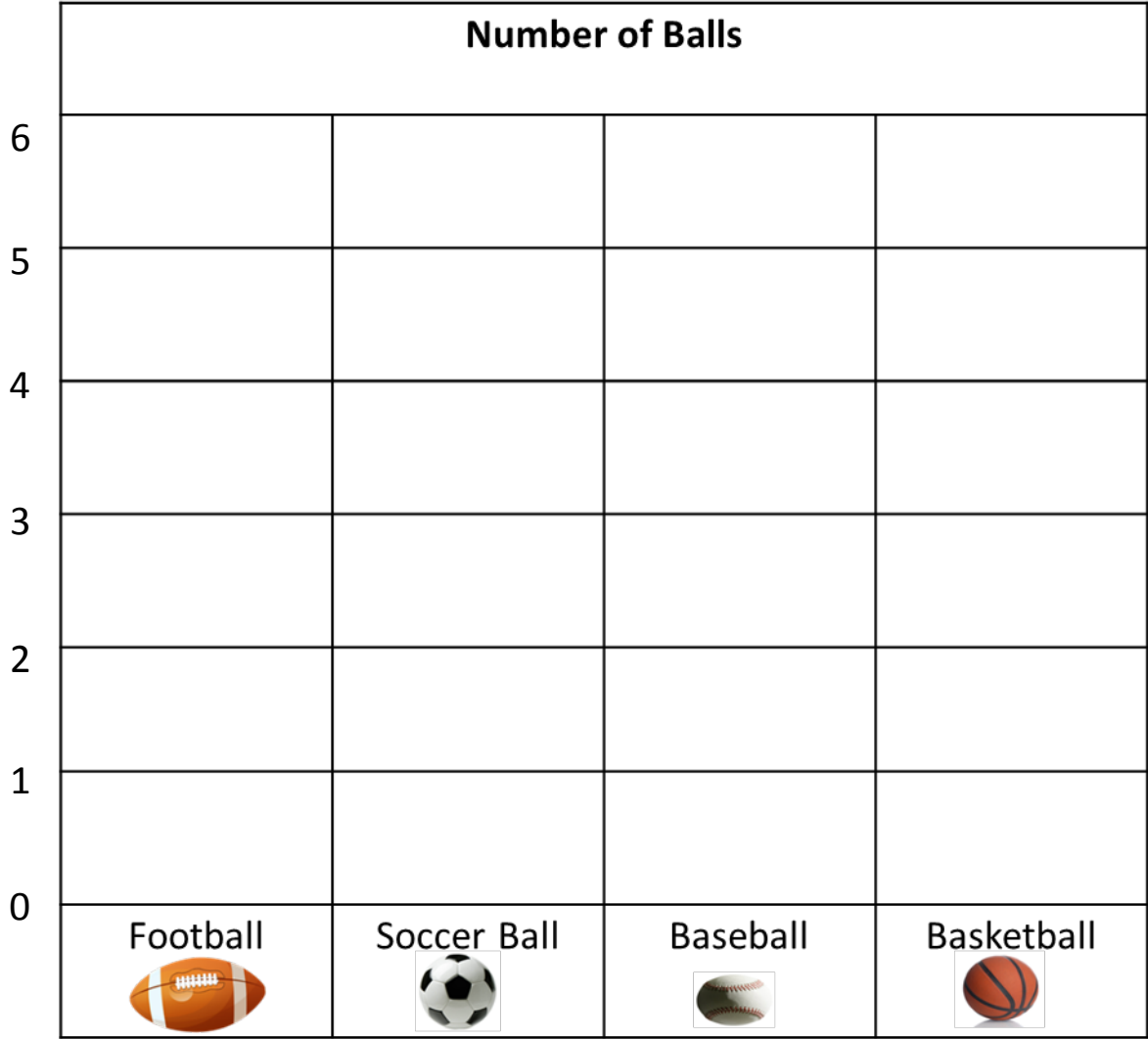
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Number of Balls Picture Graph

Make a picture graph

- 1. Cut out the objects from the next page
- 2. Past it into the correct category to see how many types of balls there are.



Instructions that are italicized include students engagement strategies.















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Answer these questions using the graph:

1. How many soccer balls are there?
2. How many basketballs and baseballs are there in all?
3. How many more baseballs are there than footballs?

Cut and Paste the rectangles with balls below and paste into the chart above.



Standard Number	GDOE Content Standard		SAT 10 Objectives
Standard 1: Science As Inquiry	2.1.1	Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.	-Use observation skills to classify objects
Standard 1: Science As Inquiry	2.1.2	Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.	N/A
Standard 1: Science As Inquiry	2.1.3	Develop predictions based on observations.	-Recognize fair ways to test hypotheses
Standard 2: Life Science	2.2.1	Observe and identify external features of plants and animals and describe how these features help them live in different environments.	-Understand that organisms have structures that help them survive
Standard 2: Life Science	2.2.2	Observe and describe how animals may use plants, or even other animals, for shelter and nesting.	-Understand the basic needs of organisms -Identify habits required to maintain health
Standard 2: Life Science	2.2.3	Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light <i>EXAMPLE(S):</i> Set up a classroom terrarium.	-Understand the basic needs of organisms -Identify habits required to maintain health -Understand the life cycles of organisms
Standard 2: Life Science	2.2.4	Recognize and explain that living things are found almost everywhere in the world and that there are different living things in different environments.	-Understand the basic needs of organisms
Standard 2: Life Science	2.2.5	Recognize and explain that materials in nature, such as grass, twigs, sticks, and leaves, can be recycled and reused, sometimes in different forms. <i>EXAMPLE(S):</i> birds' nests	-Understand the life cycles of organisms -Identify materials that can be broken down into soil
Standard 2: Life Science	2.2.6	Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes.	-Understand that organisms have structures that help them survive
Standard 2: Life Science	2.2.7	Recognize and discuss that people are more like one another than they are like other animals.	-Classify organisms based on similarities
Standard 2: Life Science	2.2.8	Give examples of different roles people have in families and communities.	-Predict animal behavior based on an understanding of structure and function

GUAM District Level Curriculum Alignment

Grade 2 - Science

Standard Number	GDOE Content Standard		SAT 10 Objectives
Standard 3: Physical Science	2.3.1	Investigate to determine what things can be done to materials to change some of their properties. <i>EXAMPLE(S)</i> : freezing, mixing, cutting, heating, wetting	-Recognize the different states of matter -Recognize fair ways to test hypotheses
Standard 3: Physical Science	2.3.2	Investigate and observe that the way to change how something is moving is to give it a push or a pull.	-Predict changes due to pushing or pulling
Standard 3: Physical Science	2.3.3	Demonstrate and observe that magnets can be used to make some things move without being touched.	-Predict changes due to pushing or pulling -Understand motion by noting changes in the position of objects
Standard 3: Physical Science	2.3.4	Demonstrate how simple machines work.	-Identify resources that are used to make everyday objects
Standard 3: Physical Science	2.3.5	Discuss how people use electricity to cook their food and cool their houses.	-Identify resources that are used to make everyday objects
Standard 3: Physical Science	2.3.6	Investigate, compare, and describe weather changes over a period of time. <i>EXAMPLE(S)</i> : Chart the rainfall during the rainy season compared to the dry season.	-Understand the results of changes on Earth materials
Standard 4: Earth and Space Science	2.4.1	Recognize that Earth pulls objects without touching them.	-Predict changes to pushing and pulling
Standard 4: Earth and Space Science	2.4.2	Realize that an environment is affected by the activities of the Earth's inhabitants.	-Understand the results of changes on Earth materials -Understand information about past life -Evaluate how places change over time
Standard 4: Earth and Space Science	2.4.3	Recognize that the Sun provides the Earth with light and heat.	-Understand the locations of objects in the sky -Recognize examples of the behavior of light
Standard 4: Earth and Space Science	2.4.4	Investigate, observe, and describe chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller	-Understand the results of change on Earth materials -Identify materials that can be broken down into soil

Standard Number	GDOE Content Standard		SAT 10 Objectives
Standard 4: Earth and Space Science	2.4.5	Demonstrate an understanding that the Sun rises in the east and sets in the west.	-Understand the locations of objects in the sky
Standard 5: Science and Technology	2.5.1	Use tools to investigate, observe, measure, design, and build things. <i>EXAMPLE(S)</i> : Using everyday household items, make a tool to help in a garden.	-Use observation skills to classify objects -Use basic measurement instruments
Standard 5: Science and Technology	2.5.2	Recognize and describe ways that some materials, such as paper, cans, and plastic jugs, can be used over again.	-Identify materials that can be broken down into soil
Standard 5: Science and Technology	2.5.3	Describe changes that have occurred in society as a result of new technologies.	N/A



GUAM District Level Curriculum Map

Grade 2 –Science Quarter 1

<p>Big Idea 1, Quarter 1: Students will observe, predict, investigate, and explain findings based on data collected.</p>	<p>Essential Question(s): What type of data should you collect? How can you work in a team to collect data? How will you share your discoveries?</p>
<p>Guam Standards:</p> <p><i>2.1.1 Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.</i></p> <p><i>2.1.2 Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.</i></p> <p><i>2.1.3 Develop predictions based on observations.</i></p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: Entire Quarter embed these ideas and concepts

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 1: Students will be able to observe, identify, classify, and compare external features of plants and animals according to their habitat.</p>	<p>Essential Question(s): How do plants and animals use other plants and animals for food? What are the different types of shelter plants and animals live in? What do plants and animals need in order to survive?</p>
<p>Guam Standards:</p> <p>2.2.1 Observe and identify external features of plants and animals and describe how these features help them live in different environments.</p> <p>2.2.2 Observe and describe how animals may use plants, or even other animals, for shelter and nesting.</p> <p>2.2.3 Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light. <i>EXAMPLE(S):</i> Set up a classroom terrarium.</p> <p>2.2.4 Recognize and explain that living things are found almost everywhere in the world and that there are different living things in different environments.</p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.1 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 2: Students will observe, predict, investigate, and explain findings based on data collected.</p>	<p>Essential Question(s): What type of data should you collect? How can you work in a team to collect data? How will you share your discoveries?</p>
<p>Guam Standards: <i>2.1.1 Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.</i> <i>2.1.2 Demonstrate the ability to work with a team but still reach and communicate one’s own conclusions about findings.</i> <i>2.1.3 Develop predictions based on observations.</i></p>	<p>CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: Entire Quarter embed these ideas and concepts

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 2: Students will describe the different external features of people and determine ways that people are more like one another than they are like animals.</p>	<p>Essential Question(s): How are people the same and how are they different? How are people the same and different from animals? What animal are you most like and why?</p>
<p>Guam Standards:</p> <p>2.2.6 Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes.</p> <p>2.2.7 Recognize and discuss that people are more like one another than they are like other animals.</p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 2: Students will explore matter, simple machines, and electricity and how each of these can be useful tools.</p>	<p>Essential Question(s): What is matter? How can matter change with the use of heat or cold? How do machines work and how do they help you do work? What changes have occurred because of new technologies?</p>
<p>Guam Standards:</p> <p>2.3.1 Investigate to determine what things can be done to materials to change some of their properties. EXAMPLE(S): freezing, mixing, cutting, heating, wetting</p> <p>2.3.4 Demonstrate how simple machines work.</p> <p>2.3.5 Discuss how people use electricity to cook their food and cool their houses.</p> <p>2.5.1 Use tools to investigate, observe, measure, design, and build things. EXAMPLE(S): Using everyday household items, make a tool to help in a garden.</p> <p>2.5.3 Describe changes that have occurred in society as a result of new technologies.</p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 3: Students will observe, predict, investigate, and explain findings based on data collected.</p>	<p>Essential Question(s): What type of data should you collect? How can you work in a team to collect data? How will you share your discoveries?</p>
<p>Guam Standards:</p> <p><i>2.1.1 Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.</i></p> <p><i>2.1.2 Demonstrate the ability to work with a team but still reach and communicate one’s own conclusions about findings.</i></p> <p><i>2.1.3 Develop predictions based on observations.</i></p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: Entire Quarter embed these ideas and concepts

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 3: Students will investigate what affects the environment, such as weather, inhabitants, and the sun.</p>	<p>Essential Question(s): How does the sun affect the earth’s temperature and different times of the year? What is a year? What are some reasons why the weather changes?</p>
<p>Guam Standards:</p> <p>2.3.6 Investigate, compare, and describe weather changes over a period of time. EXAMPLE(S): Chart the rainfall during the rainy season compared to the dry season.</p> <p>2.4.2 Realize that an environment is affected by the activities of the Earth’s inhabitants.</p> <p>2.4.3 Recognize that the Sun provides the Earth with light and heat.</p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 3: Students will draw conclusions about the forces needed to move objects.</p>	<p>Essential Question(s): What is a force? How does force change an object? What is a magnet? Do magnets affect all objects? What relationship do magnets have with certain objects?</p>
<p>Guam Standards:</p> <p>2.3.2 Investigate and observe the way to change how something is moving is to give it a push or a pull.</p> <p>2.3.3 Demonstrate and observe that magnets can be used to make some things move without being touched.</p> <p>2.4.1 Recognize that Earth pulls objects without touching them.</p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 4, Quarter 3: Students will be able to recognize, describe, and explain that materials can be recycled and reused.</p>	<p>Essential Question(s): What is it mean to recycle? What does it mean to reuse? How is it different from recycling? What materials can be recycled? Reuse?</p>
<p>Guam Standards:</p> <p>2.2.5 Recognize and explain that materials in nature, such as grass, twigs, sticks, and leaves, can be recycled and reused, sometimes in different forms. EXAMPLE(S): birds’ nests</p> <p>2.5.1 Use tools to investigate, observe, measure, design, and build things. EXAMPLE(S): Using everyday household items, make a tool to help in a garden.</p> <p>2.5.2 Recognize and describe ways that some materials, such as paper, cans, and plastic jugs, can be used over again.</p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 4: Students will observe, predict, investigate, and explain findings based on data collected.</p>	<p>Essential Question(s): What type of data should you collect? How can you work in a team to collect data? How will you share your discoveries?</p>
<p>Guam Standards:</p> <p><i>2.1.1 Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.</i></p> <p><i>2.1.2 Demonstrate the ability to work with a team but still reach and communicate one’s own conclusions about findings.</i></p> <p><i>2.1.3 Develop predictions based on observations.</i></p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: Entire Quarter embed these ideas and concepts

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<p>Big Idea 2, Quarter 4: Students will be able to identify the different roles of people.</p>	<p>Essential Question(s): What is a family? What are the different roles in the family? How are the roles in families similar to roles in the community?</p>
<p>Guam Standards: 2.2.8 Give examples of different roles people have in families and communities.</p>	<p>CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline:

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BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 4: Students will be investigate, observe, and describe rocks in terms of their size, shape, and composition.</p>	<p>Essential Question(s): How are rocks the same as one another? What might make a rock different from another rock? What are the causes for some rocks being big and others being small?</p>
<p>Guam Standards: 2.4.4 Investigate, observe, and describe chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller</p>	<p>CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline:

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BOLD information: Standards that should be emphasized



Big Idea 1, Quarter 1 Students will observe, predict, investigate, and explain findings based on data collected.		Essential Question(s): What type of data should you collect? How can you work in a team to collect data? How will you share your discoveries?	
Guam Standards: <i>2.1.1 Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.</i> <i>2.1.2 Demonstrate the ability to work with a team but still reach and communicate one’s own conclusions about findings.</i> <i>2.1.3 Develop predictions based on observations.</i>		CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	
Elements of the Standard(s) – What’s the meaning? This unit will teach students how to develop investigations, gather data, and make conclusions based on the data, not their predictions. Students will understand the following concepts in this quarter. <ul style="list-style-type: none">• Students need to participant in investigations and observe what is changing and what is staying the same.• Students need to work with others to complete an investigation.• Students should make predictions about an investigation before the investigation occurs and then describe the finding.• Students should discuss why an outcome might be different from a prediction.			
Key Vocabulary question, hypothesis, data, analyze, conclusion, support, defend, investigation, experiment, prediction	Links to Prior Learning <ul style="list-style-type: none">• Students have had experiences with science inquiry and investigations. They may have been more of an audience and less of a	Links to Future Learning <ul style="list-style-type: none">• Students will continue to create and conduct scientific investigations throughout the rest of their schooling. They will move from being an audience to the creators, conductors, and collectors of science data through experiments. They will continue to work with others in cooperative groups as they	

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	<p>participant with the experiments. They should have heard and/or used the vocabulary of the scientific method, but it probably needs to be reviewed.</p> <ul style="list-style-type: none"> Students should have been exposed to higher-level thinking questions, which push students to think at a higher level and outside the box. Students should have worked with at least one other person completing activities. 	<p>progress throughout the grades and life. This is a life skill which will benefit students for a lifetime.</p> <ul style="list-style-type: none"> Students will continue to use the scientific method with Big Idea 1, Quarter 2; Big Idea 1, Quarter 3; and Big Idea 1, Quarter 4.
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>*When students answer questions, you should elaborate about their answers to get them to focus and/or think at a higher level. When students write or draw in their journals or use any other method for demonstrating their understanding, it is important to give remarks about their thinking and understanding of the concepts. Make comments to explicitly explain concepts and/or ask more questions for clarification, encourage higher-level thinking, and to help them understand any misconceptions they may have obtained (Marzano: Providing Feedback).</p> <p>*Students will work together with a partner or in small groups. One student should not do all of the work. The work, ideas, suggestions, and completing of tasks are shared by all of the students in the grouping (Marzano: Cooperative Learning).</p> <p>Because students will be working in teams, they learn how cooperative learning will benefit their experience and learning. Everyone has something to contribute</p>		<p>CCSS ELA Support Standards:</p> <p>These standards will be used throughout the year.</p> <ul style="list-style-type: none"> Students will be conducting investigations which will require them to ask and answer questions of themselves, others, and information they get from various readings. They will need to support their answers with details and data from their investigations and/or readings. As students do their reading and conduct experiments, they will focus on doing and reading work together. They will create and conduct investigations based on information they gain from reading and/or following directions. They will need to understand the vocabulary as they read and do. If students don't understand the vocabulary, they will not gain as much information from the readings and/or activities because they will focus more on understanding the language than the

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when working together. As the saying goes, “two heads are better than one” and will enable students to see that when one person misses something, another student can point it out. Lower-level students are very successful in these situations because they usually have something to contribute. They and other students will learn that they are very capable students. This is a boost to their self-esteem.

However, before students begin working together in groups, they need to be taught how to work together and what the expectations are when working with others. Examples of expectations: Everyone has a right to share thinking and ideas, everyone gets a chance to do something in the investigation, everyone agrees on the activity, etc. Take time to front load students expectations before having them begin their work; this will eliminate problems later on while students are focused on the learning.

This is a time to obtain information from students about their thinking and understanding. Cues and questions are meant as a way to gain this knowledge and help direct students. Here are some possible questions to ask as students develop experiments, gather data, and make conclusions (Marzano: Cues, Questions, and Advance Organizers):

Why did you select question? What do you think you are going to learn from this investigation? Why do you think your hypothesis is correct? Why do you think your hypothesis and conclusion do not match? Is there another experiment you could perform to support your conclusion? What information were you using when you were developing your investigation? How did well did you work with your team? What did your team do well when working together? What is one thing your team could better next time to work better together? (Marzano: Generating and Testing Hypotheses)

*Sometimes students need to express their ideas and knowledge using pictures

information and learning.

- The more students are exposed to and guided through non-fiction texts, the better non-fiction reader they will become as they progress through the year. They will gain the techniques and vocabulary necessary for higher-level comprehension of non-fiction readings, which will translate into deeper understanding of the science concepts they are exploring and learning.
- Students will use science journals to collect data, write their conclusions with support, ask questions of themselves, make predictions, record future steps, and reflect on their learning. These journals are also a way for you to follow students’ thought processes, correct misconceptions, ask questions for clarification and/or to get them to think at a higher level, etc. What you learn from students’ journals will guide the science instruction they require.

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rather than words. Often nonlinguistic representation can be combined with writing to better express their knowledge (Marzano: Nonlinguistic Representations).

*When students compare and/or contrast information they are learning with other information they are learning or with previous information they have learned, they are finding how they are alike and different. The Venn diagram is the most common way used to demonstrate this thinking (Marzano: Identifying Similarities and Differences).

*When students are completing an existing investigation or creating their own, they will need to think like a scientist, pondering the hypothesis and completing the investigation; thus testing the hypothesis (Marzano: Generate and Test Hypothesis).

- Have word lists for students who may have limited language.*
- Review vocabulary for students to gain an understanding of the words prior to using them.*
- Work directly with a small group of students who may need extra assistance.*
- Students who have disabilities related to their five senses can explain how they use their other senses to compensate.*

*These strategies should be continued throughout the year.

Resources & Links to Technology

- Harcourt Grade 2: pp. 10–24
- Online Sources include:
 - [Possible Videos 1](#)*
 - [Possible Videos 2](#)*
 - [Possible Online Games](#)*
 - [Possible Books List 1](#)*

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- [Possible Books List 2*](#)

*These links contain various materials which can benefit the other Big Ideas.

<p>Big Idea 2, Quarter 1 Students will be able to observe, identify, classify, and compare external features of plants and animals according to their habitat.</p>	<p>Essential Question(s): How do plants and animals use other plants and animals for food? What are the different types of shelter plants and animals live in? What do plants and animals need in order to survive?</p>
<p>Guam Standards:</p> <p>2.2.1 Observe and identify external features of plants and animals and describe how these features help them live in different environments.</p> <p>2.2.2 Observe and describe how animals may use plants, or even other animals, for shelter and nesting.</p> <p>2.2.3 Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light. <i>EXAMPLE(S):</i> Set up a classroom terrarium.</p> <p>2.2.4 Recognize and explain that living things are found almost everywhere in the world and that there are different living things in different environments.</p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Elements of the Standard(s) – What’s the meaning? In this unit, students will focus on elements of an ecosystem, such as plants and animals. Specifically, students should develop an understanding of each of these concepts and how these concepts relate to one another.</p> <ul style="list-style-type: none"> • Living things depend on their environment to survive. • Water is necessary for both plants and animals to stay alive. Plants need sunlight whereas animals need food. This includes the idea that animals eat plants or other animals for food and they may use plants or possibly other animals for shelter and nesting. • Certain features of plants and animals enable them to survive and thrive. • Different ecosystems contain various foods and shelters for the animals and the plants which reside in that ecosystem. In other words, we find some plants and animals in some locations only because they need something specific from that environment. For example, trees grow in Guam 	

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because there is rain for them to grow. Trees do not grow in a desert area because there is little rain.		
Key Vocabulary features, characteristics, ecosystems, survive, thrive, habitat, adaptations, compare, contrast, similarities, differences	Links to Prior Learning <ul style="list-style-type: none"> Students have learned about features and characteristics of humans. This knowledge can transfer to plants and animals. Students have been exposed to seasons and ecosystems. 	Links to Future Learning <ul style="list-style-type: none"> Students will continue to go deeper into the concepts of features of plants and animals, ecosystems, how plants and animals thrive and survive, and adaptations. Students will study how plants and animals rely on each other in their ecosystem.
Instructional Strategies (EL, SIOP, SPED, Marzano) Questioning is a way to gain information about students’ thinking; such as: How is (plant/animal) from (specific ecosystem) the same and different from (plant/animal) from (a different ecosystem)? Do you think (plant/animal) would survive in (specific ecosystem)? (Marzano: Cues, Questions, and Advance Organizers) There are different ecosystems which contain various foods and shelters for the animals and plants which reside in that ecosystem. Students should be able to compare and contrast ecosystems and the plants and animals found in each ecosystem. Use National Geographic Animal Videos to show students various animals in different ecosystems to compare common features such as skin, eyes, or feet. Why does the animal have that feature? How does it help them survive and thrive in their ecosystem? (Marzano: Identifying Similarities and Differences) Have students participate in a lab on ecosystems (Investigating Local Ecosystems). They could look at local plants and how they depend on one another (Marzano: Cooperative Learning). <ul style="list-style-type: none"> Add vocabulary words to the word list in the classroom. 		CCSS ELA Support Standards <ul style="list-style-type: none"> Students will need to find answers to questions and support their answers with citing from various readings and investigations. Students will produce projects and use information they gain from reading and/or following directions. Understanding vocabulary is extremely important. If they don’t understand the vocabulary, students will not gain as much information from the readings and/or activities because they will focus more on understanding the language than the information and learning. The more students are exposed non-fiction texts, the more they will gain the techniques and vocabulary necessary for higher-level comprehension of non-fiction readings, which will translate into deeper understanding of the science concepts they are exploring and learning. Students will continue to use science journals. Journals are way for you to follow students’ thinking, ask questions for clarification and/or to get students to think at a higher level, and guide the science

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	instruction students require.
Resources & Links to Technology <ul style="list-style-type: none"> Harcourt Grade 2: pp. B2–B36 National Geographic Animal Videos Investigating Local Ecosystems 	

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Big Idea 1, Quarter 2 Students will observe, predict, investigate, and explain findings based on data collected.	Essential Question(s): What type of data should you collect? How can you work in a team to collect data? How will you share your discoveries?	
Guam Standards: 2.1.1 <i>Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.</i> 2.1.2 <i>Demonstrate the ability to work with a team but still reach and communicate one’s own conclusions about findings.</i> 2.1.3 <i>Develop predictions based on observations.</i>	CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	
Elements of the Standard(s) – What’s the meaning? This unit will teach students how to develop investigations, gather data, and make conclusions based on the data, not their predictions. Students will understand the following concepts in this quarter. <ul style="list-style-type: none">• Students will continue to work together as they participate in investigations and observe what is changing and what is staying the same.• Students should make predictions about an investigation before the investigation occurs and then describe the finding.• Students collect data to test a prediction. In this quarter, they are investing what can change physical properties. They should make predictions and collect data to write a conclusion to determine the degree of accuracy to their prediction.• Students will begin to develop the understanding that a hypothesis and conclusion on the results do not match.		
Key Vocabulary question, hypothesis, data, analyze, conclusion, support, defend, investigation, experiment, prediction	Links to Prior Learning <ul style="list-style-type: none">• Students have had experiences with science inquiry and investigations. They may have	Links to Future Learning <ul style="list-style-type: none">• Students will continue to create and conduct scientific investigations throughout the rest of their schooling. They will move from being an audience to the creators,

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	<p>been more of an audience and less of a participant with the experiments. They should have heard and/or used the vocabulary of the scientific method, but it probably needs to be reviewed.</p> <ul style="list-style-type: none"> Students have explored this concept in Big Idea 1, Quarter 1. 	<p>conductors, and collectors of science data through experiments. They will continue to work with others in cooperative groups as they progress throughout the grades and life. This is a life skill which will benefit students for a lifetime.</p> <ul style="list-style-type: none"> Students will continue to use the scientific method with Big Idea 1, Quarter 3 and Big Idea 1, Quarter 4.
Instructional Strategies (EL, SIOP, SPED, Marzano) Refer to the strategies in Big Idea 1 in Quarter 1.		CCSS ELA Support Standards Refer to the ideas provided in Big Idea 1, Quarter 1.
Resources & Links to Technology <ul style="list-style-type: none"> Harcourt Grade 2: pp. 10–24 		

Big Idea 2, Quarter 2 Students will describe the different external features of people and determine ways that people are more like one another than they are like animals.	Essential Question(s): How are people the same and how are they different? How are people the same and different from animals? What animal are you most like and why?
Guam Standards: 2.2.6 Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes. 2.2.7 Recognize and discuss that people are more like one another than they are like other animals.	CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided

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		sources to answer a question.
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>This unit will have students paying attention to the details of external features of people to identify how people are alike and how they are different. Specifically, students need to understand examples of the following statements:</p> <ul style="list-style-type: none"> • Your hair color, eye color, hair color and texture, and skin color are unique to you but are often similar to your parents and their parents. • Your body size and shape are unique to you. Your environment, family, foods you eat, and health all impact these characteristics. • Animals have many of the same features external features such as eyes, hair color, hair texture, skin color, and body size and shape. However, these features on a person, such as the texture of your hair, the way your arms and legs move, or that way you eat, are far more like another person than to any animal. 		
<p>Key Vocabulary</p> <p>features, characteristics, similarities, differences, compare, contrast</p>	<p>Links to Prior Learning</p> <p>In quarter 1, students focused their attention on how plants and animals are alike and different. They have also compared and contrasted parents with young, including humans and animals.</p>	<p>Links to Future Learning</p> <p>Students will continue to see how humans are alike and different, looking at internal features. As students continue to learn more about genetics, they will eventually look at gene pools.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>As students share their understanding of human features and how they compare to other animals, give feedback on their thinking. This is the time to assist students with their understanding and changing any misconceptions they may have about the concept (Marzano: Providing Feedback).</p> <p>Questioning is very important to ensure students’ processing stays on the right track and it pushes them to go to higher levels of thinking. Students can decide which animal they are most like, and why they think so. What characteristics do you share with your animal? When they are comparing and contrasting themselves to adults, some questions which may help are: How are your features like your parents? Has anyone ever told you look like someone in your family? If so, what do you think they mean by that statement? What features do you have which are different from your mom or dad? (Marzano: Cues, Questions, and Advance Organizers)</p>		<p>CCSS ELA Support Standards</p> <ul style="list-style-type: none"> • Students will be doing research about how human features compare and contrast to other animals. They will need to be able to find information and support their ideas with non-fiction resources such as magazines, articles, non-fiction texts, etc. • Students will need to make certain that they understand the vocabulary for this unit. Review these vocabulary words with students for use while working on projects in this unit. • Students will need to use their writing skills to share the information they glean while doing research and sharing the information they learn about human features vs. animal features.

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Students will discuss the similarities and differences of humans based on their size, shape, color of hair, color of skin, color of eyes, etc. Students will also compare and contrast humans to animals. They will discover that although humans and animals have eyes, noses, mouths, etc., humans are more like other humans than they are like animals (Marzano: Identifying Similarities and Differences).	
Resources & Links to Technology <ul style="list-style-type: none"> Harcourt Grade 2 	

Big Idea 3, Quarter 2 Students will explore matter, simple machines, and electricity and how each of these can be useful tools.	Essential Question(s): What is matter? How can matter change with the use of heat or cold? How do machines work and how do they help you do work? What changes have occurred because of new technologies?
Guam Standards: 2.3.1 Investigate to determine what things can be done to materials to change some of their properties. EXAMPLE(S): freezing, mixing, cutting, heating, wetting 2.3.4 Demonstrate how simple machines work. 2.3.5 Discuss how people use electricity to cook their food and cool their houses. 2.5.1 Use tools to investigate, observe, measure, design, and build things. EXAMPLE(S): Using everyday household items, make a tool to help in a garden. 2.5.3 Describe changes that have occurred in society as a result of new technologies.	CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

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<p>Elements of the Standard(s) – What’s the meaning?</p> <p>This Big Idea will investigate four concepts that all relate to energy. First, students will look at matter and how it changes. Second, they will explore how simple machines work. Third, students will discuss electricity and how we use it in our homes. Finally, they will continue to look at tools by focusing on new technologies that impact our current society. Specifically, students should at least understand each of the following ideas:</p> <ul style="list-style-type: none"> • Matter changes its properties due to specific things that occur. For example, heat can cause a solid to change into a liquid or a liquid to change into a gas; a candle (a solid) changes into liquid when heat is applied. It should be shown to students that not all matter changes in the same way. • how simple machines work and how they make our lives easier • how complex machines work and how these machines make lives easier • technologies as they changed through history 		
<p>Key Vocabulary</p> <p>matter, states of matter, solids, liquids, gases, scissors, wedges, inclines, simple machines, machines, technology</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • In previous grades, students examined objects and learned adjectives that assisted with describing the objects. • Students have explored some simple machines or tools which they and their family use to make life easier. 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • In future science classes, students will go deeper in their understanding of matter to include particles, atoms, elements, and particle movement in different states. • Students will expand their knowledge about machines and technology to include how history has been changed because of technology and how our futures will likely change because of technology.
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Students will work together with a partner or in small groups when discovering simple machines. As they learn about simple machines, they will explore how various simple machines work and how simple machines make life easier. Working together will enable students to see beyond just their point of view and think at higher levels (Marzano: Cooperative Learning).</p> <p>Possible questions to ask students to get them focused and thinking differently: How do simple machines make life easier for you and your family? How can you put simple machines together to get more complex machines? How can you create a machine which would make people’s lives easier using various simple machines?</p>		<p>CCSS ELA Support Standards</p> <p>Reading to learn about simple machines will require students to focus their attention on making certain the information they are getting and using is accurate. However, to assure they comprehend what they are reading in the various non-fiction texts, students will need to have an understanding of the vocabulary. They should be able to write the meaning of the vocabulary words and draw pictures to demonstrate their understanding. They will share their learning through writing. Students will begin to understand that writing in science requires the same steps as narrative writing. They will continue to</p>

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<p>Students can also use a table to organize information about the simple machines. The column headings could be “type of machine,” “description,” “drawing,” and “examples of how we use the machine.” This information on simple machines can be used to pull this information (Marzano: Cues, Questions, and Advance Organizers).</p> <p>Students draw pictures of the various simple machines and show how they help people. When they are creating a more complex machine, students will need to draw pictures to help them when creating and possibly marketing their project (Marzano: Nonlinguistic Representations).</p> <p>Comparing and contrasting various simple machines and their uses is a way to make lives easier. One way to do this would be to have several pictures of examples of simple machines. Have students sort them by the type of machine pictured. Additionally, have students show how these machines have changed and been incorporated into more complex technology over the years (Marzano: Identifying Similarities and Differences).</p>	<p>write in their science journals, sharing their learning and understanding.</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Grade 2: pp. E2–E52 • Simple Machines • Diagrams, Vocabulary Games, and Videos about Simple Machines • Farm Machines (Lesson on how farm machines help the food industry) • Edison and the Light Bulb (Lesson on technology and inventions) 	

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Big Idea 1, Quarter 3 Students will observe, predict, investigate, and explain findings based on data collected.		Essential Question(s): What type of data should you collect? How can you work in a team to collect data? How will you share your discoveries?	
Guam Standards: <i>2.1.1 Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.</i> <i>2.1.2 Demonstrate the ability to work with a team but still reach and communicate one’s own conclusions about findings.</i> <i>2.1.3 Develop predictions based on observations.</i>		CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	
Elements of the Standard(s) – What’s the meaning? This unit will teach students how to develop investigations, gather data, and make conclusions based on the data, not their predictions. Students will understand the following concepts in this quarter: <ul style="list-style-type: none">• Students will continue to work together as they participate in investigations and observe what is changing and what is staying the same.• Students should make predictions about an investigation before the investigation occurs and then describe the findings.• Students collect data to test a prediction. In this quarter, they are looking at the effects of weather changes over time.• Students will write hypotheses about a problem and decide to collect data to determine if they are correct about a hypothesis.• Students will look at scientific research to understand that scientists learn the most from the differences between their hypothesis and data.			
Key Vocabulary question, hypothesis, data, analyze, conclusion, support, defend, investigation, experiment, prediction		Links to Prior Learning <ul style="list-style-type: none">• Students have had experiences with science inquiry and investigations. They may have been more of an audience and	
		Links to Future Learning <ul style="list-style-type: none">• Students will continue to create and conduct scientific investigations throughout the rest of their schooling. They will move from being an	

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	<p>less of a participant with the experiments. They should have heard and/or used the vocabulary of the scientific method, but it probably needs to be reviewed.</p> <ul style="list-style-type: none"> Students experienced this same Big Idea in Quarters 1 and 2. 	<p>audience to the creators, conductors, and collectors of science data through experiments. They will continue to work with others in cooperative groups as they progress throughout the grades and life. This is a life skill which will benefit students for a lifetime.</p> <ul style="list-style-type: none"> Students will continue to use the scientific method with Big Idea 1, Quarter 4.
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Refer to the strategies in Big Idea 1 in Quarter 1.</p>		<p>CCSS ELA Support Standards These standards are the same as all of the other Big Idea 1's.</p>
<p>Resources & Links to Technology Harcourt Grade 2: pp. 10–24</p>		

<p>Big Idea 2, Quarter 3 Students will investigate what affects the environment, such as weather, inhabitants, and the sun.</p>	<p>Essential Question(s): How does the sun affect the earth's temperature and different times of the year? What is a year? What are some reasons why the weather changes?</p>
<p>Guam Standards:</p> <p>2.3.6 Investigate, compare, and describe weather changes over a period of time. EXAMPLE(S): Chart the rainfall during the rainy season compared to the dry season.</p> <p>2.4.2 Realize that an environment is affected by the activities of the Earth's inhabitants.</p> <p>2.4.3 Recognize that the Sun provides the Earth with light and heat.</p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to</p>

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		answer a question.
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>In this unit, students will continue learning the earth’s systems, structures, and processes. The content should focus on the following ideas:</p> <ul style="list-style-type: none"> • The sun provides light and heat to the earth. In particular, the light travels from the sun to Earth. Some of the light reflects back into space and some of the light is absorbed by the land, water, and air. This is the heat we feel. • We use numbers to describe weather. We can describe weather using measures of temperature, wind direction, wind speed, and precipitation. • It is important to review the history of weather patterns and changes in weather over time. While reviewing the history, look for patterns and how living things have affected environments. • Compare and contrast weather during different times of the year to understand that seasons exist but are not at noticeable on Guam. • Specific tools are used for measuring each element of weather. A thermometer is used to measure temperature. Wind direction is measured with a wind sock or vane. Wind speed is measured with an anemometer and precipitation is measured with a rain gauge. 		
<p>Key Vocabulary</p> <p>weather, precipitation, rain, snow, sleet, hail, weather pattern, wind speed, wind direction, compare, contrast, thermometer, wind sock, anemometer, rain gage</p>	<p>Links to Prior Learning</p> <p>Students have explored objects in the sky. They have learned the four different seasons and how the weather changes during those seasons.</p>	<p>Links to Future Learning</p> <p>Throughout the rest of their schooling and science studies, students will continue to study weather patterns and changes which have occurred over time. They will also go more in depth with the relationships of objects in the sky and occurrences on the earth. The study of ecosystems and environments will be part of the science curriculum in the future.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>When students turn in their weather projects, work, and science journals, it is very important to give feedback that will get them to fix their errors, increase their depth of knowledge, and encourage them to go further. It is also important to take what students are sharing to assist with re-teaching and enhancement of instruction (Marzano: Providing Feedback).</p> <p>As students study weather, they will be working other students. Students will make certain that they and the students they work with can demonstrate an understanding of the concepts (Marzano: Cooperative Learning).</p>		<p>CCSS ELA Support Standards</p> <ul style="list-style-type: none"> • Weather projects will have students investigating the concept through reading various non-fiction materials. They need to have knowledge of and understand the vocabulary words to better comprehend the non-fiction readings. • Students will share the understanding of weather by creating projects using the information they gain through reading. These projects will also require students to write about weather using appropriate grammar, spelling, conventions, etc., while sharing the

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<p>Questioning is an excellent method to gain an understanding of students’ learning. Some possible questions for this unit might include: How does weather affect your life? What factors, such as landforms, placement on the Earth, water, etc., give us the type of weather we experience? How has weather changed over history in our area? (Marzano: Cues, Questions, and Advance Organizers)</p> <p>Students will often demonstrate their understanding of concepts through pictures. It is a way to give this information without the need of large words and sentences (Marzano: Nonlinguistic Representations).</p> <p>Students will compare and contrast their weather with weather in other places around the world. They will use the same factors that give them a certain type of weather and see how they are the same and different with other places. Do places with similar landforms, water, and placement on the earth have the same type of weather? Why or why not? (Marzano: Identifying Similarities and Differences)</p> <p>Investigations Include: Weather Patterns What's the Season?</p>	<p>information. Students will continue to write about their learning in their science journals.</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Grade 2: pp. D 18–D23, D34–D60 • Literary Connection: <ul style="list-style-type: none"> ○ “Cloudy with a Chance of Meatballs” by Judi Barrett 	

<p>Big Idea 3, Quarter 3 Students will draw conclusions about the forces needed to move objects.</p>	<p>Essential Question(s): What is a force? How does force change an object? What is a magnet? Do magnets affect all objects? What relationship do magnets have with certain objects?</p>
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Guam Standards: 2.3.2 Investigate and observe the way to change how something is moving is to give it a push or a pull. 2.3.3 Demonstrate and observe that magnets can be used to make some things move without being touched. 2.4.1 Recognize that Earth pulls objects without touching them.	CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	
Elements of the Standard(s) – What’s the meaning? During this unit, students are advancing their understanding of forces and motion. Force is a difficult concept for students to understand because these forces are not visible to them. However, they can explore these forces by observing how forces react with objects. They will need to understand these concepts and ideas: <ul style="list-style-type: none">• Force is when objects are pushed or pulled.• Gravity is a force that pulls something down. It is a force on Earth that pulls objects without touching them.• Forces can cause an object to change its motion in three ways. It can go faster, it can go slower, or it can change the direction in which it was moving.• Magnets exert an unseen force on some things without even touching them. They have poles that either attract or repel each other.		
Key Vocabulary forces, gravity, push, pull, attraction, repel magnet	Links to Prior Learning Students have explored magnets and other forces prior to this unit. They have been exposed to the vocabulary of force and gravity.	Links to Future Learning Students will continue to delve into the concept of unseen forces. They will explore these forces with an understanding of how particles are charged positively and negatively and that these positive and negative charges work with attraction or repulsion of objects. They will explore Newton’s Law of movement, friction, gravity, etc.

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		They will learn how there are relationships between the different forces, objects in the sky, the Earth, and movement of particles.
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Possible questions for students to answer during this unit: When you drop an object and it falls to the ground, why does it fall? Why don't we fly instead of walk? Why does an object stay still unless there is a force added to it by pulling or pushing? Does a magnet move all objects? How does a magnet move an object? Do magnets always attract? Are there times when a force can be felt between two magnets, keeping them from coming together or repel each other? (Marzano: Cues, Questions, and Advance Organizers)</p> <p>Students will identify how pushes and pulls are alike and different. Build a Venn diagram of how the force of gravity is like and unlike the force of a magnet (Marzano: Identifying Similarities and Differences).</p> <p>Investigations for this Big Idea: Investigating Magnets</p>		<p>CCSS ELA Support Standards</p> <ul style="list-style-type: none"> Students will be required to gather information and use that information to convey their understandings. When reading about forces, it is important that students ask questions of themselves, know the vocabulary, and make certain they understand. This concept can be difficult to understand, but if they know the vocabulary and have a reason for reading, they will increase their comprehension, which will increase their understanding. Specific to writing, students could use the information they have learned to write one of the following: (1) Write a story about the day that magnetism went on vacation. (2) Think of one item in your home that uses magnetism. Write a short essay describing the item and how it uses magnetism to perform a useful function.
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Harcourt Grade 2: pp. F4–F26 		

<p>Big Idea 4, Quarter 3</p> <p>Students will be able to recognize, describe, and explain that materials can be recycled and reused.</p>	<p>Essential Question(s):</p> <p>What is it mean to recycle? What does it mean to reuse? How is it different from recycling? What materials can be recycled? Reuse?</p>
<p>Guam Standards:</p> <p>2.2.5 Recognize and explain that materials in nature,</p>	<p>CCSS ELA Standards:</p>

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<p>such as grass, twigs, sticks, and leaves, can be recycled and reused, sometimes in different forms. EXAMPLE(S): birds’ nests</p> <p>2.5.1 Use tools to investigate, observe, measure, design, and build things. EXAMPLE(S): Using everyday household items, make a tool to help in a garden.</p> <p>2.5.2 Recognize and describe ways that some materials, such as paper, cans, and plastic jugs, can be used over again.</p>	<p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>As students delve into this Big Idea about recycling, they will need to understand these ideas and concepts:</p> <ul style="list-style-type: none"> Identify and explain materials that occur in nature that are used in different ways and reused for other things. For example, a bird’s nest or the newspaper. It is important to students to see how some items can be reused in another purpose when put together with other items. Understand how tools are used to investigate, observe, measure, design, and build things. This connects to investigations as well as specific pieces of content. For example, a bird’s beak is a tool that allows them to pick up specific types of materials to build their nest or food to eat. Humans use different tools for different things they are measuring. We use a thermometer to measure the temperature outside but we use a ruler to measure how long a deck is or how tall a tree is. Explore how nature reduces, reuses, and recycles and then compare and contrast nature vs. humans. 	
<p>Key Vocabulary reduce, reuse, recycle, waste disposal, compare, contrast</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> Students have explored nature. Students have learned about environments and ecosystems and how humans affect them. One way in which humans affect ecosystems and environments is the amount of trash we have imposed on nature. <p>Links to Future Learning Students will continue to explore the issue of waste disposal and the effects humans have on various environments and ecosystems. They will explore renewable and non-renewable resources, which also affects humans and nature. Students will use their understanding and knowledge of these concepts in helping to solve the problem of trash and creating</p>

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		viable solutions to the problems.
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Students will create a project that will describe how to reduce, reuse, and recycle trash in their area. Once they have completed their project, give feedback. Students will record their thoughts and ideas in their science journals. Give them feedback on their thoughts and ideas to insure that they are focused and correct. All feedback needs to give students a path for correct, higher-level thinking (Marzano: Providing Feedback).</p> <p>Students will use various tools when working together to create ways to reuse, recycle, and reduce waste (Marzano: Cooperative Learning).</p> <p>Possible questions: How does nature reduce, reuse, and recycle? What can we learn from nature about recycling, reusing, and reducing?</p> <p>Using what they learn by answering the questions, students will create ways in which to recycle and reuse items that would normally be discarded and become part of the trash problem (Marzano: Cues, Questions, and Advance Organizers).</p> <p>Students will use pictures to help express their understanding and present information for their project, which will tell how they will reduce, reuse, and recycle trash (Marzano: Nonlinguistic Representations).</p> <p>Investigations include: Recycled Materials</p>		<p>CCSS ELA Support Standards</p> <p>As students work on understanding reusing, reducing, and recycling renewable materials, they will need to gain information from non-fiction readings. They will need to have an understanding of how to glean information, make judgments about the information, ask questions, and understand vocabulary. Students will also become writers of non-fiction, sharing their understandings and what they know about the topic.</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Harcourt Grade 2: pp. B52–B58 		

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Big Idea 1, Quarter 4 Students will observe, predict, investigate, and explain findings based on data collected.	Essential Question(s): What type of data should you collect? How can you work in a team to collect data? How will you share your discoveries?	
Guam Standards: <i>2.1.1 Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.</i> <i>2.1.2 Demonstrate the ability to work with a team but still reach and communicate one’s own conclusions about findings.</i> <i>2.1.3 Develop predictions based on observations.</i>	CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	
Elements of the Standard(s) – What’s the meaning? This unit will teach students how to develop investigations, gather data, and make conclusions based on the data, not their predictions. Students will understand... <ul style="list-style-type: none">• it is okay when your hypothesis and conclusions do not match.• scientists learn the most from a differences between their hypothesis and data.• that scientists must support their conclusions through evidence and data.		
Key Vocabulary question, hypothesis, data, analyze, conclusion, support, defend, investigation, experiment, prediction	Links to Prior Learning <ul style="list-style-type: none">• Students have had experiences with science inquiry and investigations. They may have been more of an audience and less of a participant with the experiments. They should have	Links to Future Learning Students will continue to create and conduct scientific investigations throughout the rest of their schooling. They will move from being an audience to the creators, conductors, and collectors of science data through experiments. They will continue to work with others in cooperative groups as they progress throughout the grades and life. This is a life skill

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	<p>heard and/or used the vocabulary of the scientific method, but it probably needs to be reviewed.</p> <ul style="list-style-type: none"> Students have worked with the same Big Idea in Quarters 1, 2, and 3. 	which will benefit students for a lifetime.
Instructional Strategies (EL, SIOP, SPED, Marzano) These are identical because the first Big Ideas in all quarters are the same.		CCSS ELA Support Standards Standards for this unit are the same as the other Big Idea 1s.
Resources & Links to Technology <ul style="list-style-type: none"> Harcourt Grade 2: pp. 10–24 		

Big Idea 2, Quarter 4 Students will be able to identify the different roles of people.	Essential Question(s): What is a family? What are the different roles in the family? How are the roles in families similar to roles in the community?
Guam Standards: 2.2.8 Give examples of different roles people have in families and communities.	CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of

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	the range.	
	2.W.8	Recall information from experiences or gather information from provided sources to answer a question.
Elements of the Standard(s) – What’s the meaning? In this unit, students will... <ul style="list-style-type: none">compare and contrast the roles people have in their family and in their communities.explore communities in nature and learn that ecosystems are made up of various communities.		
Key Vocabulary communities, families, compare, contrast	Links to Prior Learning Students have learned about environments and ecosystems. They have explored the relationship between humans and nature.	Links to Future Learning As students continue with their education, they will constantly explore how humans and nature have a relationship and rely on each other. They will also delve deeper into how humans and nature are the same and different.
Instructional Strategies (EL, SIOP, SPED, Marzano) As students work on their projects comparing and contrasting the roles of their family and roles in their communities, they write gathered information in their science journals. Give feedback on their thinking, guiding them as needed. Feedback can also be given when asking students questions about their projects and ideas (Marzano: Providing Feedback). Students will work together with a partner or in small groups. One student should not do all of the work. The work, ideas, suggestions, and completing of tasks are shared by all of the students in the grouping (Marzano: Cooperative Learning). Some possible questions students should be able to answer: How are families and communities alike? How are families and communities different? Are communities in nature similar to human communities? Are they different? If so, how? How do families of humans or animals have relationships with each other? (Marzano: Cues, Questions, and Advance Organizers)		CCSS ELA Support Standards <ul style="list-style-type: none">As students extend their learning about ecosystems to include the roles of families and communities, they will get information about various ecosystems. They will need to do research to find this information. This information should come from various non-fiction sources. When getting this information, students need to verify that the information is current and correct. They should ask themselves questions about what the author is saying and the information being given.Students will need to be familiar with the vocabulary for better comprehension of the material.Once students have gained their information, they will need to be able to convey their understanding and knowledge using writing. They will need to use proper writing skills when giving this information.Students will also share their thoughts and thinking

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<p>Students will need to demonstrate their understanding of the concepts. They can do this through pictures with their writings and projects (Marzano: Nonlinguistic Representations).</p> <p>Have students discuss how a family role changes when a person is part of a community. For example, in your house, your mom is a caretaker for you. She cooks for you and helps you get dressed and ready for school. In the community, your mom is a citizen and takes care of the city by picking up her own trash and obeying the rules of the road. Consider using a chart for students to compare and contrast an individual and their role in a family versus their role in a community (Marzano: Identifying Similarities and Differences).</p>	<p>about the topics in their science journals. This is a form of note taking which will help them solidify which facts they need for their projects.</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Harcourt Grade 2: pp. B52–B58 	

<p>Big Idea 3, Quarter 4</p> <p>Students will be investigate, observe, and describe rocks in terms of their size, shape, and composition.</p>	<p>Essential Question(s):</p> <p>How are rocks the same as one another? What might make a rock different from another rock? What are the causes for some rocks being big and others being small?</p>
<p>Guam Standards:</p> <p>2.4.4 Investigate, observe, and describe chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller.</p>	<p>CCSS ELA Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Elements of the Standard(s) – What’s the meaning?</p> <p>Students are furthering their understanding of the earth and its composition with a look at rocks.</p> <ul style="list-style-type: none"> By focusing attention on rocks, students understand that rocks are formed over time through different circumstances and learn the cycle and the relationship between larger rocks and sand. Explore how rocks have different characteristics such as size, color, weight, and composition. Recognize that rocks come in many size and shapes. Some come from boulders and some are formed from grains of sand. 		
<p>Key Vocabulary</p> <p>mountains, boulders, rocks, erosion, metamorphic, sedimentary, igneous, classify, features, attributes</p>	<p>Links to Prior Learning</p> <p>Students have explored the earth. They have seen rocks of all sizes in their world.</p>	<p>Links to Future Learning</p> <p>Students will continue their learning by delving deeper into understanding the rock cycle and the classification of rocks.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Possible questions to have students answer: How are these rocks the same and different? How was a little rock once part of a larger rock or mountain? Will the little rock continue to change? (Marzano: Cues, Questions, and Advance Organizers)</p> <p>Investigations include:</p> <p>Sampling Rocks</p> <p>Rock Hunters</p>		<p>CCSS ELA Support Standards</p> <ul style="list-style-type: none"> Students will need to find information from various sources to assist with their understanding of the topic and ability to express the information through their writings. They should be able to find the appropriate and accurate information for their needs. It is important that students understand the vocabulary so they can find and understand the readings. The vocabulary of sedimentary, metamorphic, and igneous should be used with students, but it is not an expectation that they use the words. When they find the information, students will need to take the information and write it in such a way that they demonstrate their knowledge of the topic.
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Harcourt Grade 2: pp. C2–C20 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



Content: Science	Grade/Course: 2	Timeline: 60 minutes
Science Standard(s): 2.2.1 Observe and identify external features of plants and animals and describe how these features help them live in different environments. CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.		
Lesson Overview: In this lesson, students will create an animal with attributes that would allow it to thrive in Guam. You should have already spent some time discussing the ecosystem and some of the specific attributes needed to thrive in the Guam environment.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none">Observe, identify, classify, and compare external features of plants and animals according to their habitat.
Vocabulary: attribute, thrive, survive, environment, adaptation, camouflage, migrate, hibernate, estivate		Focus Question(s): <ul style="list-style-type: none">What do plants and animals need in order to survive?What animals will live on Guam and what animals couldn't survive on Guam and why?
Description of Lesson (including instructional strategies): Anticipatory Set Read from the science book pp. B21–B27 as a whole group. <i>Discuss as a whole group the questions on B27.</i> <i>Show students pictures of different animals, and have them describe what type(s) of environments these animals would need to survive, and have students defend their reasoning. For example, polar bears need to be in colder climates because of their thick fur and insulation, etc. Discuss as a whole group the different characteristics of Guam's environment. Identify one of Guam's animals and why it survives in that environment.</i> Instruction and Strategies: Get students into cooperative groups (Marzano: Cooperative Learning). In these groups, students will create a new animal that would survive in a Guam environment. They will need to determine what attributes their animal will need in order to thrive in the environment. They will need to make decisions about: eyes, ears, color, outer coverings, feet, movement, nesting, and food. They will make a model of their animal and write a description of their brainstorm ideas about animal attributes and how these attributes help animals survive in their environment.		

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Guided Practice:

As students are working on their projects, you will walk around and ask questions to keep students focused, or to push groups who are working quickly and need to be challenged.

Possible questions: Why did you select _____? What attributes are you giving your animal? Why does your animal need those attributes to survive? Now that you have created your animal, can you create a new plant that your animal can use to help it survive? Does the plant have to provide food? What else can the plant provide to help the animal thrive? (Marzano: Cues and Questions)

Formative Assessment:

- Use a rubric for grading students' projects and presentations. (See below for an example.)
- Have students self-evaluate themselves on their contributions to the project. (Marzano: Reinforcing and Providing Feedback)

Closure:

If time permits, have students share their animals and write-ups with the whole class.

They will be posted in the hall for other students, teachers, administration, and parents to observe (Marzano - Reinforcing and Providing Feedback).

Have students write in their Science Journals about what they learned during the lesson. This can also be used as a Formative Assessment to check for understanding and misconceptions (Marzano: Providing Feedback).

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- When grouping students, make certain to have students who may need more assistance grouped with students who are willing and capable of helping.
- Create a small group of students who work with the teacher.
- Students who have fine motor skills may need more time to cut out parts.

Resources (Textbook and Supplemental):

- Harcourt Science Grade 2
- [Possible Books List](#)
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EXAMPLE OF RUBRIC

	Advanced (4)	Proficient (3)	Partially Proficient (2)	Unsatisfactory (1)
Ecosystem		Students select a Guam ecosystem.		Students do not select a Guam ecosystem.
Animal	The description includes all of the following features that are unique and will allow them to survive and thrive in the selected ecosystem: ears, feet/wings, colors, fur/feathers, eyes, teeth, and tail.	The description includes 5–6 of the following features that are unique and will allow them to survive and thrive in the selected ecosystem: ears, feet/wings, colors, fur/feathers, eyes, teeth, and tail.	The description includes 4 of the following features that are unique and will allow them to survive and thrive in the selected ecosystem: ears, feet/wings, colors, fur/feathers, eyes, teeth, and tail.	The description includes fewer than 4 of the following features that are unique and will allow them to survive and thrive in the selected ecosystem: ears, feet/wings, colors, fur/feathers, eyes, teeth, and tail.
Write-up	The write-up includes all of the features and how these features will help the animal to survive and thrive in selected ecosystem.	The write-up includes 5–6 of the features and how these features will help the animal to survive and thrive in selected ecosystem.	The write-up includes 4 of the features and how these features will help the animal to survive and thrive in selected ecosystem.	The write-up includes fewer than 4 of the features and how these features will help the animal to survive and thrive in selected ecosystem.

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Content: Science	Grade/Course: 2	Timeline: 30 minutes
Science Standard(s): 2.3.1 Investigate to determine what things can be done to materials to change some of their properties. <i>EXAMPLE(S):</i> freezing, mixing, cutting, heating, wetting CCSS ELA Standards: 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.		
Lesson Overview: This is a beginning lesson in which students will discuss and observe what happens to ice and water when heat is applied to each one.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Determine what happens to ice and water when heat is applied to each one. Understand that when heat is applied to ice and water, they change their states of matter.
Vocabulary: States of matter, solid, liquid, gas, ice water, water vapor		Focus Question(s): How does matter change when it is gets heated up or cooled down?
Description of Lesson (including instructional strategies): Anticipatory Set: Have three different pieces of chart paper. Label one as “Solid,” another one as “Liquid,” and the last one labeled as “Gas.” Have pictures of different objects that are solids, liquids, and gases. <i>Give these pictures to the students, and have them place the pictures on one of the chart papers. If students are uncertain of where to place their picture, allow them to get an agreement from the whole class as to where to place the picture. If a student or students do not agree, they must give their reasoning for their disagreement. Once all of the pictures have been placed on the chart paper, brainstorm what makes a solid, liquid, and gas. Write the class definitions on the chart paper. (Marzano: Identifying Similarities and Differences)</i> Instruction and Strategies: As a whole group, read Harcourt Science pp. E39 – E43. <i>Discuss the questions on p. 43 as a whole group. Students can Think-Pair-Share (Marzano – Cooperative Learning), and write the answers in their journals justifying their answers. Have students write their answers on white boards and flip them to show their answers, etc.</i> Model what students will do in guided practice, thinking aloud. Modeling can be done with a different piece of matter; possibly something simple like a piece of paper. Tear or crumple the paper into a ball to change its		

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properties. You can also put paper in a freezer and discuss how it changes, if it does.

Guided Practice:

Students will work with a partner (Marzano – Cooperative Learning) on this activity. Each set of partners are given a container with ice.

Students will draw and describe the ice in their science journals or on a piece of paper divided into the three categories of the states of matter. This information will be recorded in the solid section. (Marzano - Non-linguistic Representations and Taking Notes)

Students will observe what happens to the ice when heat is added to the ice. They will then draw and write their observations in the liquid section. (Marzano – Non-linguistic Representation Taking Notes)

As students are working with their ice, you need to walk around and observe what they are doing. You may need to ask questions for the students who need to refocus and those who seem to need more challenge. Possible questions: Why do you think the ice is changing to a liquid?

If time allows, students who need to extend their learning, if they can be safe, will continue to add heat to the water until they get water vapor. If there not a safe way for students to add the heat to the water, then you will add the heat as a demonstration. They will then draw and write their observations in the gas section. Students will write and draw what they observe in their science journal. (Marzano – Non-linguistic Representation and Taking Notes)

Ask these types of questions after heating up the water. What happens to the particples that make up ice when it is heated and it changes to a liquid? What do you think would happen to the liquid if it was heated more? What do you think would happen to the liquid if it was cooled? (Marzano – Cues and Questioning)

Formative Assessment:

When observing students, make notes about their understanding and any misconceptions for whole group discussion.

Collect the students' journals and make notes about what they wrote and drew in their journals. If they had some misconceptions in their journal, be certain to write questions which will allow them to think about and undo the misconceptions. Use these questions in the next lesson to clarify understanding. (Marzano – Providing Feedback)

Closure:

Students are brought back as a whole group. Use arrows to show how heat affects the states of matter. It will show that as heat is added to a solid, it turns the solid to liquid, and then it turns a liquid to a gas.

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Partner up students so that those who need more assistance will have a partner who is willing and capable of assisting the student.
- Have a small group of students who work with you.

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- Students who have difficulty with writing may be only required to draw or have a fill in the blank worksheet.
- If you do not have time or feel comfortable with students working the heat for changing the water to water vapor, do this part as a class demonstration.

Resources (Textbook and Supplemental):

- Harcourt Science pp. E39–E43
- [States of Matter pictures](#) (Optional pictures to use)
- Clipart in Word for pictures of objects (see examples below)

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Solids, Liquids, and Gases



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Content: Science	Grade/Course: 2	Timeline: 60 minutes
Science Standard(s): 2.5.2 Recognize and describe ways that some materials, such as paper, cans, and plastic jugs, can be used over again.		
CCSS ELA Standards: 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.		
Lesson Overview: This is a continuing lesson that should follow an introduction on reduce, reuse, and recycle materials. The lesson reinforces students’ concept of reusing materials and allows them create something new and useful.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none">• Create an item that they can use at home or at school using old materials (i.e. piggybank, vase, pencil case).• Explain the use of the new item and what was material was reused to create it.	
Vocabulary: Reduce, reuse, recycle, pollution, litter	Focus Question(s): How can you reuse materials to create something new and useful?	
Description of Lesson (including instructional strategies): Anticipatory Set: (10 minutes) “In our last lesson, we talked about the three R’s. What are they? Today let’s focus on reuse . I have some materials from home in front of me. What do you see? (Rice, a bottle). <u>Do you think I can make something new out of these? How?</u> What if I put the rice inside the bottle?” (Marzano: Cues, Questions, and Advanced Organizers) Demonstrate putting rice inside bottle and how a new item is created. “What can I do with this?” Display finished product. <u>“What did I reuse to make it?”</u> “Today we’re going to be reusing the Pringles cans you brought from home and creating new items. But before we do so, let’s sing the Reduce, Reuse, Recycle Song we learned yesterday.” (Marzano: Setting Objectives) Instruction and Strategies: (40 minutes) In previous lesson, all students were told to bring a Pringles can and reusable household items to decorate their products (stickers, old magazines, gift wrapping paper, scraps of colored paper, old cloth, ribbons, etc.). <ol style="list-style-type: none">1. Break up class into groups of six (two groups of piggy banks, two groups of pencil boxes, and two groups of vases).2. Display a finished product of each new item (piggy bank, pencil box, and vase).3. Explain:<ol style="list-style-type: none">a. “For those of you reusing your Pringles can to make a pencil case, here are your directions: take off your lid, clean the inside of your can with a Clorox wipe, and decorate using the decorating materials you brought from home.”b. “For those of you reusing your Pringles can to make a vase, here are your directions: take off your lid, clean the inside of your can with a Clorox wipe, and decorate using the decorating materials you brought from home.”		

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- c. "For those of you reusing your Pringles can to make a piggy bank, here are your directions: take off your lid but do not lose it. Clean the inside of your can with a Clorox wipe, and decorate using the decorating materials you brought from home. I will come around to cut the slit on your lid to finish your piggy bank."
- d. "This is your time to be creative! Have fun!"

Guided Practice:

1. *Students carry out steps depending on their product and start creating.*
2. Students provide peer support when needed.
3. Monitor groups.

Formative Assessment:

1. Ask each group questions: "So how are you reusing your Pringles can? What new item are you making? What will you use this for? How is it useful? What might be another way to reuse a Pringles can?"

Closure: (10 minutes)

1. Call on students at random using Popsicle sticks/student numbers to present their finished product. Ask each student questions: "So how did you reuse your Pringles can? What new item did you make? What will you use this for? How is it useful?" To assess, refer to Product Rubric (see attached below).
2. Say: "We are out of time, boys and girls, so we will continue presentations tomorrow."

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Pair up students who need more assistance with those students capable of assisting.
- Advanced learners will reuse another can and create something of their own.

Resources (Textbook and Supplemental):

- Pringles cans
- Various objects that can be reused as decorations (buttons, string, yarn, etc.)

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Product Rubric

	No Attempt 0 pts	Poor 1 pt	Fair 2 pts	Good 3 pts
Completed	No Attempt Project was not attempted.	Poor Project was completed with very little effort.	Fair Project was only half finished.	Good Project was completed.
Reused materials	No Attempt Project was not attempted.	Poor Project contained mainly new materials.	Fair Project contained a mixture of reused and new materials.	Good Project used reused materials only.
Usefulness of project	No Attempt Project was not attempted.	Poor Project is of little use.	Fair Project would be somewhat useful in everyday life.	Good Project would be useful in everyday life.
Creativity	No Attempt Project shows no creativity.	Poor Project shows little creativity.	Fair Project shows some creativity.	Good Project shows a lot of creativity.
Presentation of Project	No Attempt Presentation of project was not attempted.	Poor Student was only able to answer 1-2 questions.	Fair Student was only able to answer 3-4 questions.	Good Student was able to answer all 5 questions.

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Content: Science	Grade/Course: 2	Timeline: 60 minutes
Science Standard(s): 2.2.8 Give examples of different roles people have in families and communities.		
CCSS ELA Standards: 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.		
Lesson Overview: In this lesson, students will be able to identify different roles of families and compare the roles in their families with the roles in other families.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Name one similarity and one difference between the roles of members of two different families.
Vocabulary: Roles, families, responsibilities		Focus Question(s): <ul style="list-style-type: none"> How does your role in the family compare to other members? How do the roles in your family compare with the roles in your partner's family?
Description of Lesson (including instructional strategies): Anticipatory Set: (10 minutes) <i>Students will listen to interactive read-aloud book about families and the roles they play: A Chair for My Mother. Ask students to predict what the story is about after previewing the title, author, and illustrations in the book. (Marzano: Generating and Testing Hypothesis)</i> Instruction and Strategies: (10 minutes) <ul style="list-style-type: none"> <i>Students will Think-Pair-Share the roles of members of their own and their partner's family.</i> Model the graphic organizer (double bubble organizer) using your own family and the family of one of the students. <div style="text-align: center;"> </div>		
Guided Practice: (20 minutes) <ul style="list-style-type: none"> Students will draw their double bubble organizer and list the roles of members in their family. <i>Students will cooperatively create a graphic organizer with a partner showing how their families compare and contrast</i> (Marzano: Cooperative Learning, Identifying Similarities and Differences) <i>Monitor and provide immediate feedback.</i> (Marzano: Providing Feedback) 		
Formative Assessment: (10 minutes) <ul style="list-style-type: none"> Students will present their graphic organizers and discuss the different roles of their family and the 		

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roles of the other family.

Closure: (5 minutes)

- Students will answer the question: How do the roles in your family compare with the roles in your partner's family?
- Review the objective and talk about how the roles in different families are the same or different. (Marzano: Identifying Similarities and Differences)

Independent Practice:

Students will create a mini accordion book of the family members and their roles. (Marzano: Homework and Practice)

Accommodations/Modifications:

- ESL and special needs students may use words, phrases, initial sounds, drawings, or oral answers.
- GATE students will be required to use complete sentences with correct grammar, capitalization, and punctuation.

Resources (Textbook and Supplemental):

- [*A Chair for My Mother*](#) by Vera Williams
- Crayons, markers, construction paper, pencil, filler paper
- Visual aid, example of finish product (graphic organizers), word bank, and chart paper

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Instructions that are underlined embed checking for understanding.

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Standard Number	GDOE Content Standard		SAT 10 Objectives
Standard 1: Culture	2.1.1	Describe traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.	-Identify cultural diversity
Standard 1: Culture	2.1.2	Give examples of traditions or customs from other countries that can be found on Guam and in the U.S. today.	-Identify cultural diversity -Understand mediums of exchange
Standard 2: History	2.2.1	Use a calendar to identify days, weeks, months, years, and seasons.	-Sequence events
Standard 2: History	2.2.2	Use words and phrases related to time (<i>now, in the past, in the future</i>), changing historical periods (<i>other times, other places</i>), and causation (<i>because, reasons</i>).	-Interpret a time line
Standard 2: History	2.2.3	Explain the information that historical time lines convey and then put in chronological order events in the student's life or in the history of countries studied.	-Sequence events -Interpret a time line
Standard 2: History	2.2.4	Describe and compare different ways people have achieved great distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, artistic) using a variety of true stories about individuals recognized for their achievements.	-Identify a historical figure
Standard 3: Geography	2.3.1	Locate Guam and the U.S. on a world map.	-Identify a map element -Apply an understanding of cardinal directions
Standard 3: Geography	2.3.2	Read globes and maps and follow narrative accounts using them.	-Identify a map element -Apply an understanding of cardinal directions

Standard Number	GDOE Content Standard		SAT 10 Objectives
Standard 3: Geography	2.3.3	Construct and develop simple maps with titles, map legends, and compass roses.	-Identify a map element -Apply an understanding of cardinal directions
Standard 3: Geography	2.3.4	Read and interpret a map of Guam, its surrounding islands, and the U.S.	-Identify a map element -Apply an understanding of cardinal directions
Standard 3: Geography	2.3.5	Locate Guam, its surrounding islands, the U.S., selected countries, oceans, and continents on maps and globes.	-Identify a map element -Apply an understanding of cardinal directions
Standard 3: Geography	2.3.6	Draw maps to show familiar places and write simple directions.	-Identify a map element -Apply an understanding of cardinal directions
Standard 3: Geography	2.3.7	Explain and identify ways people depend on the physical environment and natural resources.	-Identify an ecosystem
Standard 4: Government and Civics	2.4.1	Define and give examples of the responsibilities of a good citizen, with emphasis on the following: <ul style="list-style-type: none"> • Respecting and protecting the rights and property of others • Taking part in the voting process when making classroom decisions • Describing actions that can improve the school and community • Demonstrating self-discipline and self-reliance • Practicing honesty and trustworthiness 	-Identify good citizenship
Standard 4: Government and Civics	2.4.2	Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions	-Identify a historical figure

Standard Number	GDOE Content Standard		SAT 10 Objectives
		improved the lives of other Americans.	
Standard 4: Government and Civics	2.4.3	Understand that the people of the U.S. and Guam: <ul style="list-style-type: none"> • Have state and local government officials who are elected by voters. • Have diverse ethnic origins, customs, and traditions; make contributions to their communities; and are united as Americans by common principles. 	<ul style="list-style-type: none"> -Identify cultural diversity -Identify good citizenship -Relate a branch of government to a duty
Standard 5: Economics	2.5.1	Describe natural resources (e.g., water, soil, wood, coal), human resources (e.g., people at work), and capital resources (e.g., machines, tools, buildings).	<ul style="list-style-type: none"> -Identify an ecosystem -Relate the importance of natural resources to technological advancement
Standard 5: Economics	2.5.2	Give examples of people in the school and community who are both producers and consumers.	<ul style="list-style-type: none"> -Sequence production of a good -Recognize the purpose of an economic institution -Analyze economic choices



GUAM District Level Curriculum Map

Grade 2 – Social Science Quarter 1

<p>Big Idea 1, Quarter 1: Students will analyze and practice the elements and behaviors of good citizenship.</p>	<p>Essential Question(s): How is the voting process important in classroom decision-making? How do we practice the characteristics of good citizenship? What can you do to improve your school and community?</p>
<p>Guam Standards:</p> <p>2.4.1 Define and give examples of the responsibilities of a good citizen, with emphasis on the following:</p> <ul style="list-style-type: none"> • Respecting and protecting the rights and property of others • Taking part in the voting process when making classroom decisions • Describing actions that can improve the school and community • Demonstrating self-discipline and self-reliance • Practicing honesty and trustworthiness 	<p>CCSS ELA Support Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 1: Students will create timelines and calendars to organize time (past, present, and future).</p>	<p>Essential Question(s): How does the season affect historical events? Why is using the calendar important in our lives? How are calendars and timelines used to organize time?</p>
<p>Guam Standards:</p> <p>2.2.1 Use a calendar to identify days, weeks, months, years, and seasons.</p> <p>2.2.2 Use words and phrases related to time (<i>now, in the past, in the future</i>), changing historical periods (<i>other times, other places</i>), and causation (<i>because, reasons</i>).</p> <p>2.2.3 Explain the information that historical time lines convey and then put in chronological order events in the student’s life or in the history of countries studied.</p>	<p>CCSS ELA Support Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 1: Students will compare and contrast different regions on a map and on a globe.</p>	<p>Essential Question(s): Why is Guam’s location important? What would people from other countries discover in Guam that is different from their country? How does the location of Guam have an impact on climate, economics, and culture?</p>
<p>Guam Standards:</p> <p>2.3.1 Locate Guam and the U.S. on a world map.</p> <p>2.3.2 Read globes and maps and follow narrative accounts using them.</p> <p>2.3.4 Read and interpret a map of Guam, its surrounding islands, and the U.S.</p> <p>2.3.5 Locate Guam, its surrounding islands, the U.S., selected countries, oceans, and continents on maps and globes.</p>	<p>CCSS ELA Support Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

Suggested Timeline: 3 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 2: Students will create maps with titles, map legends, and compass roses.</p>	<p>Essential Question(s): What are the similarities and differences between an urban map and a rural map?</p>
<p>Guam Standards:</p> <p>2.3.3 Construct and develop simple maps with titles, map legends, and compass roses.</p> <p>2.3.6 Draw maps to show familiar places and write simple directions.</p>	<p>CCSS ELA Support Standards:</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

Suggested Timeline: 2 weeks

<p>Big Idea 2, Quarter 2: Students will examine the relationship between producers, distributors, and consumers.</p>	<p>Essential Question(s): How do consumers, producers, and distributors depend on one another? How do raw materials become products? Why do we make, sell, and buy some things more than others?</p>
<p>Guam Standards:</p> <p>2.5.2 Give examples of people in the school and community who are both producers and consumers.</p>	<p>CCSS ELA Support Standards:</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 2: Students will examine how government officials are put in office and their roles within the community.</p>	<p>Essential Question(s): How can citizens of a community show they are responsible? How does our state government help people? Why do we need leaders in government?</p>
<p>Guam Standards: 2.4.3 Understand that the people of the U.S. and Guam:</p> <ul style="list-style-type: none"> • Have state and local government officials who are elected by voters. • Have diverse ethnic origins, customs, and traditions; make contributions to their communities; and are united as Americans by common principles. 	<p>CCSS ELA Support Standards: 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

Suggested Timeline: 3 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 3: Students will compare and contrast various cultures and customs from around the world.</p>	<p>Essential Question(s): How do traditions affect the lifestyle on Guam vs. the United States? Why are customs important?</p>
<p>Guam Standards:</p> <p>2.1.1 Describe traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.</p> <p>2.1.2 Give examples of traditions or customs from other countries that can be found on Guam and in the U.S. today.</p>	<p>CCSS ELA Support Standards:</p> <p>2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: 4 weeks

<p>Big Idea 2, Quarter 3: Students will analyze the relationship between different resources and their impact on a community.</p>	<p>Essential Question(s): How would the community be affected if a resource were depleted? How would the physical environment be affected if a resource were depleted?</p>
<p>Guam Standards:</p> <p>2.5.1 Describe natural resources (e.g., water, soil, wood, coal), human resources (e.g., people at work), and capital resources (e.g., machines, tools, buildings).</p> <p>2.3.7 Explain and identify ways people depend on the physical environment and natural resources.</p>	<p>CCSS ELA Support Standards:</p> <p>2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: 3 weeks

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BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 4: Students will compare and contrast different ways historical figures have had an impact on the lives of others.</p>	<p>Essential Question: How have various individual’s achievements contributed to the lives of others in our society? What qualities make certain achievements have long-lasting effects within a society?</p>
<p>Guam Standards:</p> <p>2.2.3 Explain the information that historical time lines convey and then put in chronological order events in the student’s life or in the history of countries studied.</p> <p>2.2.4 Describe and compare different ways people have achieved great distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, artistic) using a variety of true stories about individuals recognized for their achievements.</p> <p>2.4.2 Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.</p>	<p>CCSS ELA Support Standards:</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>

Suggested Timeline: 3 weeks

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GUAM District Level Curriculum Guide

Grade 2 – HSS Quarter 1

<p>Big Idea 1, Quarter 1 Students will analyze and practice the elements and behaviors of good citizenship.</p>	<p>Essential Question(s): How is the voting process important in classroom decision-making? How do we practice the characteristics of good citizenship? What can you do to improve your school and community?</p>
<p>Guam Standards: 2.4.1 Define and give examples of the responsibilities of a good citizen, with emphasis on the following:</p> <ul style="list-style-type: none"> • Respecting and protecting the rights and property of others • Taking part in the voting process when making classroom decisions • Describing actions that can improve the school and community • Demonstrating self-discipline and self-reliance • Practicing honesty and trustworthiness 	<p>CCSS ELA Support Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Elements of the Standard(s) – What’s the meaning? Students will begin the year by reading and writing about the elements that create good citizenship (2.4.1). They will participate in a voting process when making classroom decisions and discuss ways to improve the school and community. Students may take an active role in implementing the classroom or school improvements (e.g., picking up trash in the classroom or on the playground). They will listen to, read, and write text that provides examples of good citizenship, such as honesty, trustworthiness, self-discipline, and self-reliance (2.4.1). They will be able to identify and demonstrate examples of respecting and protecting the property of others. The focus on good citizenship will help set a cooperative, respectful classroom environment for the entire year.</p>	

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<p>Key Vocabulary citizenship, respect, self-discipline, trustworthiness, rights of others, honesty, non-linguistic representations</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Apply the traits of a good citizen by demonstrating good sportsmanship, respecting others, working hard in school, and taking responsibility for one’s own actions (1.4.1). • Review rules of the lunchroom, library, or school bathrooms. • Review procedures for respecting others’ opinions. • Review procedures and expectations for working in pairs and small groups. 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students in pairs or small groups model/teach other grade levels the positive examples of citizenship (2.4.1). • Students will examine the important role of government in protecting the rights and property of individuals with rules and laws (3.4.1). They will be able to describe the purpose of rules, laws, and consequences of broken laws in Guam and the United States.
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> • Students in pairs or small groups can illustrate elements of good citizenship. (CCSS 2.RI.4: non-linguistic representations of vocabulary concepts). • Students in pairs or small groups can read topics relating to good citizenship (2.4.1). • Students in pairs or small groups can create skits/dramatizations of specific examples of good citizenship (2.4.1). • Display visual reminders that include text and illustrations (e.g., focus walls, anchor charts, posters). • Model while thinking aloud how to organize information using a graphic organizer. • Model while thinking aloud how to use information from a graphic organizer to create a written piece about good citizenship. • Students work in pairs or small groups to extract main ideas and key details from a passage to place in graphic organizers (2.RI.7). 		<p>CCSS ELA Support Standards Students will listen to, read, and write about topics regarding good citizenship. They will use various strategies for comprehension, such as asking and answering clarifying questions (e.g., Who? What? Where? Why? When? How?) and using text features (e.g. captions, bold print, sub-headings, glossaries, indexes, electronic menus, icons). With guidance, digital tools, and adult support, they will edit, revise, produce, and publish a various pieces of writing.</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Second Grade Horizons Social Studies Book, U.1, L.4, A Citizen of Many Communities, pp. 20–24 • Harcourt Second Grade Horizons Social Studies Book, U.2, L.6, Signs of Citizen Pride, pp. 74–79 		

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- Harcourt Second Grade Horizons Social Studies Book, U.2, L.7, What Makes a Good Citizen, pp. 82– 87
- Harcourt Second Grade Horizons Social Studies Book, Citizenship Skills, pp. 16, 50, 62, 152, 290
- Harcourt Second Grade Horizons Social Studies Book, Biographies, pp. 27–297
- Houghton Mifflin Second Grade English Book, U.2, 4, 6, 8, 10 (types of writing instruction)
- Houghton Mifflin Second Grade English Book, Tools and Tips, pp. H2–H45 (graphic organizers, dictionary, research strategies)
- Houghton Mifflin Second Grade Reading Book, Focus on Biography, pp. 134–153
- Houghton Mifflin Second Grade Reading Book, It's Easy to Be Polite, pp. 64–67
- <http://www.corestandards.org/ELA-Literacy> (Select Appendix B for grade-level suggestions for reading with complexity. Select Appendix C for grade-level writing samples with annotation.)

<p>Big Idea 2, Quarter 1 Students will create timelines and calendars to organize time (past, present, and future).</p>	<p>Essential Question(s): How does the season affect historical events? Why is using the calendar important in our lives? How are calendars and timelines used to organize time?</p>
<p>Guam Standards:</p> <p>2.2.1 Use a calendar to identify days, weeks, months, years, and seasons.</p> <p>2.2.2 Use words and phrases related to time (<i>now, in the past, in the future</i>), changing historical periods (<i>other times, other places</i>), and causation (<i>because, reasons</i>).</p> <p>2.2.3 Explain the information that historical time lines convey and then put in chronological order events in the student's life or in the history of countries studied.</p>	<p>CCSS ELA Support Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>

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		<p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>Students will describe or explain how to use calendars orally and in writing using specific vocabulary (e.g., days, weeks, months, years, now, past, in the future, seasons) (2.2.1, 2.2.2). They will be able to place events in chronological order on a timeline from their life or from current classroom studies in history. Students will be able to recognize and use clarifying words or phrases related to time such as “other times,” “other places,” “in the past,” and “in the future” (2.2.3).</p>		
<p>Key Vocabulary</p> <p>week, month, year, calendar, agenda, past, present, future, timeline</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> Review daily schedule or agenda with emphasis on the purpose of an agenda. Students identified days, weeks, months, years, and seasons. They have to connect events that pertain to certain periods of time (past, present, and future) (1.2.1). Students created timelines in which they linked events in chronological order (1.2.2). Students read important dates on a calendar and associated them with the days of the week (1.2.3). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> Students will be able to independently complete and interpret a timeline of historical events (3.2.3). Students will independently be able to use a calendar to organizer their schedule (e.g., upcoming assignments, birthdays of family members, holidays, or vacation time) and explain the meaning of time periods (3.2.1).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> Students can make a booklet with captions “Past,” “Present,” and “Future,” and illustrate pictures of their past, drawings of their present lives, and drawings of what they hope their future will be (2.2.2). Students work in pairs to explain the elements of a calendar using specific vocabulary 		<p>CCSS ELA Support Standards</p> <ul style="list-style-type: none"> Students will read informational text (e.g. biographies, historical narratives) using various strategies for comprehension (e.g., text features, clarifying questions) to extract information to place

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<p>(2.2.1).</p> <ul style="list-style-type: none"> Display a monthly calendar with specific elements (e.g., days of the week, name of the month, dates, special holidays or occasions) (2.2.1) After reading a short biography, model while thinking aloud how to complete a timeline of main events (2.2.3). Students work in pairs or small groups to complete and explain timelines (2.2.3). 	<p>on a timeline.</p> <ul style="list-style-type: none"> Students may use a calendar to create informational writing (CCSS 2.W.2, 2.RI.7).
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Harcourt Second Grade Horizons Social Studies, U.1 (Skills: Use a Calendar), pp. 30 and 31, 38 Harcourt Second Grade Horizons Social Studies, U.5, L.1 Measuring Time, pp. 216–219 Harcourt Second Grade Horizons Social Studies, U.4 (Skills: Read a Time Line), pp. 220–225 Houghton Mifflin Second Grade English, U.9, L.1-3, 7 (Capitalizations and Punctuation with Dates), pp. 296–311 http://www.corestandards.org/ELA-Literacy (Select Appendix C for grade-level writing samples with annotation.) 	

<p>Big Idea 3, Quarter 1 Students will compare and contrast different regions on a map and on a globe.</p>	<p>Essential Question(s): Why is Guam’s location important? What would people from other countries discover in Guam that is different from their country? How does the location of Guam have an impact on climate, economics, and culture?</p>
<p>Guam Standards:</p> <p>2.3.1 Locate Guam and the U.S. on a world map.</p> <p>2.3.2 Read globes and maps and follow narrative accounts using them.</p> <p>2.3.4 Read and interpret a map of Guam, its surrounding islands, and the U.S.</p> <p>2.3.5 Locate Guam, its surrounding islands, the U.S., selected countries, oceans, and continents on maps and globes.</p>	<p>CCSS ELA Support Standards:</p> <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>

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	<div>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</div> <div>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</div> <div>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</div> <div>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</div>	
<div>Elements of the Standard(s) – What’s the meaning?</div> <div>Using a globe, students will identify continents, the North Pole, the South Pole, the oceans, and the equator (2.3.1, 2.3.2). They will also be able to locate Guam, its surrounding islands, and the United States (2.3.4, 2.3.5). They will be able to use key vocabulary (2.RI.4) when they discuss and write about different regions. They will be able to collaborate to create charts or tables to record the information to compare and contrast. Through listening, reading, and discussing (2.RI.1, 2.RI.2) components of climate, students will draw conclusions about how Guam’s location in the world may have an impact on its climate, economics, and culture. With support and guidance from adults, they may work in pairs or small groups using digital tools to research and write an informative piece regarding what visitors might find different on Guam than in other countries (2.W.6).</div>		
<div>Key Vocabulary</div> <div>map, globe, continent, oceans, map title, map key, island</div>	<div>Links to Prior Learning</div> <div><ul style="list-style-type: none">Review procedures and expectations of reading and working with partners or small groups.Students identify and locate cardinal directions, the North and South poles, and the equator (1.3.1).Students identify continents, oceans, and basic landforms on a map and globe (1.3.2).Students construct a simple map of a</div>	<div>Links to Future Learning</div> <div>Students will create various maps, using tables, graphs, and charts. They will need to use map elements to identify locations at their own school (3.3.6), use symbols on a map (3.3.5), and continue to use a globe to identify cardinal and intermediate directions (3.3.4).</div>

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	familiar area using basic symbols in a map legend (1.3.3).	
Instructional Strategies (EL, SIOP, SPED, Marzano) <ul style="list-style-type: none"> Students create social studies notebooks or journals to record vocabulary with student-friendly definitions, examples, and non-linguistic representations (CCSS 2.RI.4). Display visual resources for students (e.g., focus walls, anchor charts, posters). Students work in pairs or small groups to identify locations (e.g., continents, islands, oceans, mountain ranges) on a globe. Students work in pairs or small groups to identify locations (e.g., major cities/capitals, lakes/rivers, mountains, railroads, schools) on various maps (2.3.1, 2.3.2, 2.3.4, 2.3.5). Students work in pairs to compare and contrast various maps (political vs. geographic, product map vs. historical map) (2.3.4, 2.3.2). Model with thinking aloud completing compare and contrast graphic organizer. Model with thinking aloud using information from graphic organizer to create a piece of writing. 		CCSS ELA Support Standards Students will listen to and read informational text regarding maps, globes, and regions of the world (2.RI.1, 2.RI.2, 2.RI.4). They will use specific vocabulary to describe, compare, and contrast regions orally and in writing.
Resources & Links to Technology <ul style="list-style-type: none"> Harcourt Second Grade Horizons Social Studies, pp. 24, 68, 120, 126 Harcourt Second Grade Horizons Social Studies, L.3, pp. 134 and 135 Harcourt Second grade Horizons Social Studies, Use a Map Scale, pp. 146 and 176 Harcourt Second Grade Horizons Social Studies, L.4, Read a Map Grid, pp. 200, 242, 250 and 251 Harcourt Second Grade Horizons Social Studies, Read a Product Map, p. 304 Harcourt Second Grade Horizons Social Studies, GeoSkills CD-ROM http://www.corestandards.org/ELA-Literacy (Select Appendix C for grade-level writing samples with annotation.) 		

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<p>Big Idea 1, Quarter 2 Students will create maps with titles, map legends, and compass roses.</p>	<p>Essential Question(s): What are the similarities and differences between an urban map and a rural map?</p>
<p>Guam Standards:</p> <p>2.3.3 Construct and develop simple maps with titles, map legends, and compass roses.</p> <p>2.3.6 Draw maps to show familiar places and write simple directions.</p>	<p>CCSS ELA Support Standards:</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Elements of the Standard(s) – What’s the meaning? Students will be able to identify and explain specific elements (e.g., title, legends, compass rose) on a map (2.3.3). They will be able to show familiar places by creating a map and writing simple directions (2.3.6, 2.W.3). Through comparing and contrasting an urban map and a rural map, students will be able to identify the similarities and differences and determine the appropriate purpose for each one. Students may contribute by bringing in different maps that they encounter (e.g., township, college campus, mall layout).</p>	
<p>Key Vocabulary map title, map legend, compass rose, political map, geographic map, historical map, product map</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> Review prior notes/vocabulary on comparing and contrasting maps and globes. Students identify and locate cardinal directions, the North and South poles, and the equator (1.3.1). Students identify continents, oceans, and basic landforms on a map and globe (1.3.2). Students construct a simple map of a familiar area using basic symbols in a map legend (1.3.3). <p>Links to Future Learning Students can create maps of familiar places and write simple directions. They will need to use map elements to identify locations at their own school (3.3.6), use symbols on a map (3.3.5), and continue to use a globe to identify cardinal and intermediate directions (3.3.4). These elements may be used in written text (2.W.2, 2.RI.7).</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> Students create social studies notebooks or journals to record vocabulary with student-friendly definitions, examples, and non-linguistic representations. This can be a year-long journal (not just a unit journal). Display visual resources for students (e.g., focus walls, anchor charts, posters). Students work in pairs or small groups to identify locations (e.g., major cities/capitals, lakes/rivers, mountains, railroads, schools) on various maps (2.3.6). Students work in pairs or small groups to complete maps a familiar places with various elements (e.g., title, legend, compass rose). 	<p>CCSS Literacy Standards</p> <p>Students will listen to and read informational text regarding creating maps with key map elements and specific regions (2.RI.5, 2.RI.6). They will use specific vocabulary to describe regions orally and in writing (2.W.2).</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Harcourt Second Grade Horizons Social Studies, Atlas and Geography Terms, pp. A2–A12 Harcourt Second Grade Horizons Social Studies, pp. 24, 68, 120, 126 Harcourt Second Grade Horizons Social Studies, L. 3, pp. 134 and 135 Harcourt Second grade Horizons Social Studies, Use a Map Scale, pp. 146 and 176 Harcourt Second Grade Horizons Social Studies, L.4, Read a Map Grid, pp. 200, 242, 250 and 251 Harcourt Second Grade Horizons Social Studies, Read a Product Map, p. 304 Harcourt Second Grade Horizons Social Studies, GeoSkills CD-ROM Houghton Mifflin Second Grade Spelling and Vocabulary Book, U. 11, Real World Vocabulary: Bodies of Water, p. 83 http://www.corestandards.org/ELA-Literacy (Select Appendix C for grade-level writing samples with annotation.) 	

<p>Big Idea 2, Quarter 2 Students will examine the relationship between producers, distributors, and consumers.</p>	<p>Essential Question(s): How do consumers, producers, and distributors depend on one another? How do raw materials become products? Why do we make, sell, and buy some things more than others?</p>
<p>Guam Standards: 2.5.2 Give examples of people in the school and community who are both producers and consumers.</p>	<p>CCSS ELA Support Standards: 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

	<p>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Elements of the Standard(s) – What’s the meaning? Students will be able to define and provide examples of economic vocabulary (e.g., producer, distributor, consumer, product) (2.5.2). They will read and listen to information regarding raw materials transforming into a product (2.RI.6). The dynamics of economy play a large influence on Guam because over 90 percent of items are imported from all over the world. With the support and guidance of adults, students may create a flow-chart showing the connections between a product from producers to a distributor and finally to a consumer (2.RI.7). They may determine why some products are made or sold more than others. They may discuss the influence of economics may have on the culture of Guam. They can also analyze and write about the roles of people in schools and the community to determine the relationship between producers, distributors, and consumers (2.W.3).</p>	
<p>Key Vocabulary producer, income, consumer, factory, transportation, free enterprise, goods, services, business, raw material, flow chart, product, distributor</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Explain the difference between goods and services and describe how people are consumers and producers of good and services. • Review different roles and responsibilities of key personnel in schools and the community. <p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will compare and contrast the customs and traditions of Guam and other countries (3.1.2). • Students will connect the influence of economics on culture in Guam both orally and in writing (3.W.1).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> • Students create social studies notebooks or journals to record vocabulary with student-friendly definitions, examples, and non-linguistic representations. • Display visual resources of vocabulary terms/concepts <i>producers, distributors, and consumers</i> for students (e.g., focus walls, word walls, anchor charts, posters) (2.5.2). • Students brainstorm a list to sort later, of key personnel from the school environment and the community. • Teacher models while thinking aloud how to determine where to place key personnel (from the prior list) on a graphic organizer with captions: consumer, distributor, producer (2.5.2) • Students work in pairs or small groups to complete categorizing a graphic organizer 	<p>CCSS Literacy Standards Students will listen to and read informational text regarding economics, i.e., the relationships between producing, distributing, and consuming (2.RI.6). They may create flow-charts or other images to show the connections between a product from producers to a distributor and finally to a consumer (2.RI.7). They will use specific vocabulary to describe transactions orally and in writing narratives (2.W.3).</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>with key personnel from school and the community sorting products and service.</p> <ul style="list-style-type: none"> Students complete a chart categorizing items that are imported and exported. 	
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Harcourt Second Grade Social Studies Book, U.6, People at Work, L.1–6, pp.265–311 http://www.corestandards.org/ELA-Literacy (Select Appendix C for grade-level writing samples with annotation.) www.studenthandouts.com (Select “Graphic Organizers,” located in left column) 	

<p>Big Idea 3, Quarter 2 Students will examine how government officials are put in office and their roles within the community.</p>		<p>Essential Question(s): How can citizens of a community show they are responsible? How does our state government help people? Why do we need leaders in government?</p>
<p>Guam Standards: 2.4.3 Understand that the people of the U.S. and Guam:</p> <ul style="list-style-type: none"> Have state and local government officials who are elected by voters. Have diverse ethnic origins, customs, and traditions; make contributions to their communities; and are united as Americans by common principles. 		<p>CCSS ELA Support Standards: 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Elements of the Standard(s) – What’s the meaning? Students will listen and read to identify state and local government officials and their roles in the community, as well as see how interdependent a community is on those individuals for day-to-day life to run smoothly (2.4.3, 2.RI.6). They will be able to produce narrative writing (2.W.3) in which they describe, through a series of events, how government officials help their community. They may produce an opinion writing which supports why we need leaders in government.</p>		
<p>Key Vocabulary government, law, tax, patriotism, vote, consequence, mayor, court, judge, council, election, appointed, majority rule, ballot,</p>	<p>Links to Prior Learning <ul style="list-style-type: none"> Review parts of speech and word relations (e.g. govern, government, governing, governor; election, </p>	<p>Links to Future Learning <ul style="list-style-type: none"> Students will volunteer to help with the school’s student council election. Students will explain the basic principles that create </p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

governor, legislature, congress, supreme court	<p>electing, election, elected).</p> <ul style="list-style-type: none"> Identify and discuss the various government officials whose decisions affect our lives (1.4.5). 	<p>the foundation of a republican form of government (3.4.2).</p> <ul style="list-style-type: none"> Students will be able to describe the three branches of governments and their functions (3.4.3).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> Students create social studies notebooks or journals to record vocabulary with student-friendly definitions, examples, and non-linguistic representations. Display visual resources of government personnel for students (e.g., focus walls, word walls, anchor charts, posters). Model while thinking aloud how to complete a problem/solution graphic organizer to show a relationship between a government official and their role(s) in the community (2.RI.7). Students complete different problem/solution graphic organizers for key government personnel (e.g., firefighters, police, mayor, governor). Model with thinking aloud using information from graphic organizer to create a piece of writing. Students work in pairs or small groups to write a narrative example of a government official and their role within a community (2.4.3). Students vote for different causes (e.g., a classroom representative, going on a field trip, passing out papers) in the classroom to experience key vocabulary (e.g., ballot, election, majority rule, elected, appointed) (2.4.3). 		<p>CCSS ELA Support Standards</p> <ul style="list-style-type: none"> Students will listen to and read informational text and historical fiction regarding government officials and their roles in the community (2.RI.6). Students will use specific vocabulary, such as using temporal words to signal event order, to describe the connections orally and in writing (2.W.3). In pairs or small groups, students can create narrative in which they provide a series of sequenced events on the topic of government officials and their responsibility to a community. This may include a diagram showing the chain of command (2.RI.7).
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Harcourt Second Grade Horizons, U.2, Our Government, L.1–5, pp. 41–70 Houghton Mifflin Second Grade English Book, U.9, Capitalization of Titles for People, pp. 303 and 304, 320, 323 and 324, 329, 333 Houghton Mifflin Second Grade Reading Book, A Trip to the Firehouse, pp. 296–320 http://www.corestandards.org/ELA-Literacy (Select Appendix C for grade-level writing samples with annotation.) www.studenthandouts.com (Select “Graphic Organizers,” located in left column) 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 1, Quarter 3 Students will compare and contrast various cultures and customs from around the world.		Essential Question(s): How do traditions affect the lifestyle on Guam vs. the United States? Why are customs important?
Guam Standards: 2.1.1 Describe traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults. 2.1.2 Give examples of traditions or customs from other countries that can be found on Guam and in the U.S. today.		CCSS ELA Support Standards: 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic. 2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
Elements of the Standard(s) – What’s the meaning? Students will identify traditions and customs on Guam and the impact they have on lifestyle (2.1.1). Through discussions, students will determine what value customs and traditions contribute (2.1.1, 2.1.2). They also will listen to and read information to examine cultures, customs, and traditions from the United States and around the world (2.1.2, 2.RI.9). Students may work in pairs or small groups to conduct research and write on topics such as “Why are customs important?” or “How do customs on Guam compare to the United States?” (2.W.7, 2.W.8).		
Key Vocabulary custom, culture, tradition, ethnicity, diversity	Links to Prior Learning <ul style="list-style-type: none"> Students describe and explain that people on Guam and in the United States have various religious, community, and family celebrations and customs (1.1.3). Students recognize how diverse ethnicities contribute to communities and are united as Americans by common principles (2.4.3). 	Links to Future Learning <ul style="list-style-type: none"> Students will be able to compose an opinion writing piece regarding the contributions from a culturally diverse community (3.W.1). Students will be able to describe similarities and difference among the cultures in the class and intergenerational groups in communities (3.1.3).
Instructional Strategies (EL, SIOP, SPED, Marzano) <ul style="list-style-type: none"> Students create social studies notebooks or journals to record vocabulary with student-friendly definitions, examples, and non-linguistic representations. 		CCSS ELA Support Standards <ul style="list-style-type: none"> Students will listen to and read informational text regarding cultures, customs, and traditions from other

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<ul style="list-style-type: none"> • Display visual resources of government personnel for students (e.g., focus walls, word walls, anchor charts, posters). • Model while thinking aloud how to use a graphic organizer (e.g. a table) to sort such as elements of cultures (e.g., food, customs, sports/games, music, clothing) extracted from informational text (2.1.1, 2.1.2). • Model while thinking aloud how to complete a compare-and-contrast graphic organizer from two texts on the same topic. • Students in pairs or small groups produce a written piece regarding traditions or customs from other countries that can be found on Guan and in the United States today. 	<p>countries to compare and contrast the key points presented by two texts on the same topic (2.RI.9).</p> <ul style="list-style-type: none"> • Students may work in pairs or small groups to research customs and traditions of other countries to compare with Guam (2.W.7, 2.W.8).
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Second Grade Horizons Social Studies, U.3, L.4, Read a Table, pp. 134 and 135 • Harcourt Second Grade Horizons Social Studies, U.4, Learn About People, L.1–6, pp. 161–199 • Houghton Mifflin Second Grade Reading, Theme 3, Chinatown, pp. 260–288 • Houghton Mifflin Second Grade Reading, Theme 3, Barrio: Jose’s Neighborhood, pp. 409–413 • http://www.corestandards.org/ELA-Literacy (Select Appendix C for grade-level writing samples with annotation.) • www.studenthandouts.com (Select “Graphic Organizers,” located in left column) 	

<p>Big Idea 2, Quarter 3</p> <p>Students will analyze the relationship between different resources and their impact on a community.</p>	<p>Essential Question(s):</p> <p>How would the community be affected if a resource were depleted? How would the physical environment be affected if a resource were depleted?</p>
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>Students will be able to identify and explain different resources (e.g., nature, human, capital) (2.5.1). They will describe the connection between people and physical environment and natural resources (2.3.7). This may be accomplished by modeling (demonstrating and thinking aloud) using cause-and-effect graphic organizers. Students can predict the impact on a community or the physical environment if a resource was exhausted (2.3.7). They may work in pairs or small groups to debate contrasting issues about resources or produce research reports (2.W.7, 2.W.8).</p>	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Key Vocabulary geography, landform, natural resource, conservation, recycle, pollution</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> Students identify and give examples of continents, oceans, and landforms. This map skill ties into locating some of the natural resources in Guam (1.3.2). Review using a problem/solution or cause/effect graphic organizer. 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> Students will examine human resources (i.e., taxes) to explain their purpose (3.5.1). Students may independently create opinion writing pieces regarding the care of natural or physical environments (3.W.1). They may collaborate to research remediating the loss of different resources (3.W.7, 3.W.8).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> Students create social studies notebooks or journals to record vocabulary with student-friendly definitions, examples and non-linguistic representations. Display visual resources of types of resources (e.g., natural, human, capital) for students (e.g., focus walls, word walls, anchor charts, posters) (2.5.1). Model while thinking aloud how to complete a cause/effect graphic organizer. Provide various text regarding natural resources for students to read in pairs or small groups (2.5.1, 2.3.7). Students compare and contrast key points presented by two texts on the same topic. Students in pairs or small groups compose a written piece to explore the possibilities of impact on a community if a resource were exhausted (2.3.7). 		<p>CCSS ELA Support Standards Students will listen to and read informational text on the impact of different resources in a community. They will analyze the key points of this topic presented by two different texts (2.RI.9). They may work in pairs or small groups in a shared research writing project (2.W.7).</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Harcourt Second Grade Horizons, U.3, Looking at the Earth, L.1–6, pp. 97–153 http://www.corestandards.org/ELA-Literacy (Select Appendix C for grade-level writing samples with annotation.) www.studenthandouts.com (Select “Graphic Organizers,” located in left column) 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 1, Quarter 4 Students will compare and contrast different ways historical figures have had an impact on the lives of others.		Essential Question: How have various individual’s achievements contributed to the lives of others in our society? What qualities make certain achievements have long-lasting effects within a society?	
Guam Standards: 2.2.3 Explain the information that historical time lines convey and then put in chronological order events in the student’s life or in the history of countries studied. 2.2.4 Describe and compare different ways people have achieved great distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, artistic) using a variety of true stories about individuals recognized for their achievements. 2.4.2 Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.		CCSS ELA Support Standards: 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.8 Describe how reasons support specific points the author makes in a text. 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
Elements of the Standard(s) – What’s the meaning? Students will read and listen to informational text on historical figures and discuss/analyze the variety of ways they have achieved distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, artistic) (2.2.4). By creating a chart or table to record information, students can compare and contrast the impact of different historical figures’ achievement on the lives of others. As they read information about individuals, students may participate in completing a problem/ solution or cause/effect graphic organizer to analyze the events leading up to their achievement. Provide questions for discussions with student pairs or small groups regarding the different ways people have achieved distinction. Students will create opinion writings regarding the figure and his or her impact on the lives of others (2.W.1) or which qualities have long-lasting effects within a society (2.4.2).			
Key Vocabulary monuments, memorial, hero, character trait, impact		Links to Prior Learning <ul style="list-style-type: none">Students describe the main characters and their qualities after	
		Links to Future Learning <ul style="list-style-type: none">Students may elect to individually write an opinion piece on a historical figure.	

Italic Information: Recursive standard – repeated in at least one other quarter

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	<p>reading or listening to folktales, legends and stories from Guam, the United States, and around the world.</p> <ul style="list-style-type: none">Review description of character traits (2.RL.3, 2.RL.6).	<ul style="list-style-type: none">Students will continue to identify individuals who were influential by their contributions throughout U.S. history (3.4.2).Brief discussions of these individuals will foster interest for more in-depth study by students in later years (2.4.2).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none">Display as a visual resource (e.g., focus walls, word walls, anchor charts, posters) the types of character traits that students will focus on as they read.Model while thinking aloud how to extract information from text to complete a graphic organizer (e.g., timeline, cause/effect, compare/contrast) (2.2.3).Students in pairs or small groups read a biography and create a historical timeline of the major events (2.2.3).Students in pairs or small groups collaborate to write an opinion piece on a selected historical figure (2.4.2).Display as visual resource the requirements for the opinion writing piece (e.g., introductions, state an opinion, supply reasons that support the opinion, use linking words such as “and,” “because,” and “also” to connect opinion and reasons, and provide a conclusion).		<p>CCSS ELA Support Standards</p> <ul style="list-style-type: none">Students will listen to and read informational text on the impact from different historical figures (2.RI.8.). They will create timelines and explain the connection between the historical events (i.e., how one thing may have led to another) (2.RI.3).Students will create an opinion writing piece about how an individual’s achievement has contributed to the lives of others (2.RI.8) or what qualities have long-lasting effects within a society (2.RI.8, 2.W.1).
<p>Resources & Links to Technology</p> <ul style="list-style-type: none">Harcourt Second Grade Horizons Social Studies, Biography, p. xi (Index of biographies available in book)Harcourt Second Grade Horizons Social Studies, U.5, L.4, Celebrating Heroes of the Past, pp. 244–250Houghton Mifflin Second Grade Reading, Focus on Biography, pp. 134–153www.eduplace.com (Teacher resources)http://www.corestandards.org/ELA-Literacy (Select Appendix C for grade-level writing samples with annotation.)www.studenthandouts.com (Select “Graphic Organizers,” located in left column)		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



Content: History	Grade/Course: Two	Timeline: 30 minutes
Standard(s): HSS Standards: 2.2.1 Use a calendar to identify days, weeks, months, years, and seasons. 2.2.3 Explain the information that historical time lines convey and then put in chronological order events in the student’s life or in the history of countries studied. ELA Support Standards: 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
Lesson Overview: Students will create timelines and calendars to organize time (past, present, and future).		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Organize information into a calendar.
Vocabulary: week, month, year, calendar, agenda, past, present, future, date		Focus Question(s): <ul style="list-style-type: none"> Why is using the calendar important in our lives? How are calendars and timelines used to organize time?
Description of Lesson (including instructional strategies): Prior Learning: <ul style="list-style-type: none"> Students understand the vocabulary for this lesson. Students know and use procedures for working with a partner. Anticipatory Set: Announce to the class: “Let’s look at what we are going to do today . . . <i>talk with your partner about our schedule . . .</i> ” <i>Students view the posted agenda for the day and discuss</i> any events or special activities. <u>“Name one benefit with your partner of having a printed schedule.”</u> Instruction and Strategies: <ul style="list-style-type: none"> Display (document camera, overhead projector, or copies for students to view) the daily agenda with a weekly schedule (e.g. student’s assignment book, teacher’s planner, or Houghton Mifflin Reading Teacher’s guide planning pages—weekly and daily). <i>Direct the students: “Compare these two schedules with your partner . . . how they are the same and different?”</i> (conclusion: One is broken into the hours of the day, while the other is broken into the 5 or 7 days of the week.) Allow a few moments for students to discuss. <i>Provide a follow-up question for students to discuss: “How are these schedules helpful?”</i> <i>Students are provided past month’s calendar to discuss.</i> 		

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Sample questions to post for student discussion:

1. How many days were in last month? (the **past** month)
2. What day did the month begin?
3. What day did the month end?
4. What was the date of the second Monday of the month?
5. What was the date of the third Friday of the month?
6. Were there any special days or holidays last month?

Guided Practice:

- Students are provided a blank calendar page. (See supplement example.)
- Display a similar blank page (chart paper, document camera, or overhead projector) for visual support.
- *Title the displayed page with the **present** month and direct students to copy.*
- *Signal where students will complete the **days of the week** captions and monitor for accuracy.*
- *Provide the day on which the present month begins for students to begin independently completing their monthly calendar sheet.*
- *As students finish, they can quiz their partners with the same question prompts (1–6) that were used for discussion about the prior month.*

Formative Assessment:

Students can check and compare and revise their calendars with each other for consistency.

Closure:

Question prompt for *student discussion*: “How do calendars help with this quote from A. A. Milne, the author of *Winnie the Pooh*: ‘Organizing is what you do before you do something, so that when you do it, it’s not all mixed up.’ ”

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Tie in due dates for upcoming writing assignments, homework, or students using their assignment books.
- Students are provided with a school-year calendar to highlight key elements (e.g. months of the year, date school began, next holiday, next vacation break).
- Students who are struggling can work in pairs for drawing or in a small group with the teacher.
- Questions asking to identify key components of calendar could be placed on index cards for students to work with partners or in small groups to quiz each other.
- (2.W.2): Students can write out their schedule in paragraph form in order to compare the purpose for using the graphic organizer of a calendar or reading a paragraph of information.
- Challenging: students place historical events into a timeline.

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Resources (Textbook and Supplemental):

- Houghton Mifflin Horizons pp. 30–31.
- School-year calendar
- Prior month’s calendar (completely **filled in** with dates, events, holidays etc.)
- A monthly calendar grid **without** dates, events, or notations (See supplement example.)

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

Guam Department of Education 2013

Example of calendar grid without dates, events, or notations:

Instructions that are italicized include student engagement strategies.
Instructions that are underlined embed checking for understanding.
Guam Department of Education 2013



Content: History	Grade/Course: Two	Timeline: 45–60 minutes												
Standard(s): HSS Standards: 2.3.3 Construct and develop simple maps with titles, map legends, and compass roses. 2.3.6 Draw maps to show familiar places and write simple directions. ELA Support Standards: 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.														
Lesson Overview: Students will create maps with titles, map legends, and compass roses. They will work in pairs or small groups to create maps and explain how the images they use will help to clarify their map.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none">• Create maps with titles, map legends, and compass roses.• Draw maps to show familiar places and write simple directions.													
Vocabulary: urban map, rural map, compass rose, cardinal directions, map title, map legend, temporal words (first, next, finally)	Focus Question(s): What are the similarities and differences between an urban map and a rural map?													
Description of Lesson (including instructional strategies): Anticipatory Set: (approximate time 5 minutes) <ul style="list-style-type: none">• Display a list (e.g., chart paper, document camera, or overhead projector for visual support) naming the following local places (select 6 common sites that students would readily know):<table><tr><td>Hospital</td><td>Grocery Store</td><td>Gas station</td></tr><tr><td>Restaurant(s)</td><td>Park</td><td>Sites of interest(?)</td></tr><tr><td>Railroad</td><td>Major street(s)</td><td>School(s)</td></tr><tr><td>Church(es)</td><td>Lakes/rivers/beaches</td><td></td></tr></table>• Say: “You’ve been living in our community and coming to school each day. <u>Go through this list with your partner to see if you know where they are located in our town.</u>”• <u>Students discuss list of local places as you listen for direction words.</u>• Say: “These are all places that are located in our urban area or city area. (implicit vocabulary definition) Today you will be making an urban map.” Instruction and Strategies: Part One I-do: Implicit vocabulary definition (approximate time 7 minutes) <ul style="list-style-type: none">• Display vocabulary words (on chart paper, document camera, or overhead projector for visual support) and an urban map.• <u>Read the words and students echo (check for pronunciation).</u>• Point and provide simple definitions for each vocabulary term – <i>students echo</i>.			Hospital	Grocery Store	Gas station	Restaurant(s)	Park	Sites of interest(?)	Railroad	Major street(s)	School(s)	Church(es)	Lakes/rivers/beaches	
Hospital	Grocery Store	Gas station												
Restaurant(s)	Park	Sites of interest(?)												
Railroad	Major street(s)	School(s)												
Church(es)	Lakes/rivers/beaches													

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- *Students work in partners going through the vocabulary list orally stating the word and a student-friendly definition while you monitor the class.(Marzano: Cooperative Learning).*

Guided Practice:

Part Two: Applying and creating (approximate time 25 minutes)

- Provide students with an outline of their urban area.
- Display (on board, chart paper, document camera, or overhead projector for visual support) a list of elements as the criteria for each map.
- Students complete the map according to directions (e.g., individual maps, map created with partners or in small groups).

Example: Maps will include the following:

1. Map title (name of town, village, city)
2. Legend (see supplemental icons)
3. Compass rose (see supplemental resources)
4. Five local places (to be determined by teacher of each area in Guam)
5. Three street names

Formative Assessment: (approximate time 15 minutes)

- Students present and orally explain their maps to their partner, group, or whole class.

Closure: (approximate time 5 minutes)

- Display (on board, chart paper, document camera, or overhead projector for visual support) a rural map next to an urban map. "Look at these two maps . . ."
- Question prompt for student partner or small group discussion: "What are the similarities and differences between an urban map and a rural map? (Rural map is a large area [e.g.: country, state, county] whereas an urban map is a city map or a population cluster.) Monitor for accuracy.

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Students can work in pairs for drawing or work in a small group with the teacher.
- Students needing a challenge can work independently on a map.

Resources (Textbook and Supplemental):

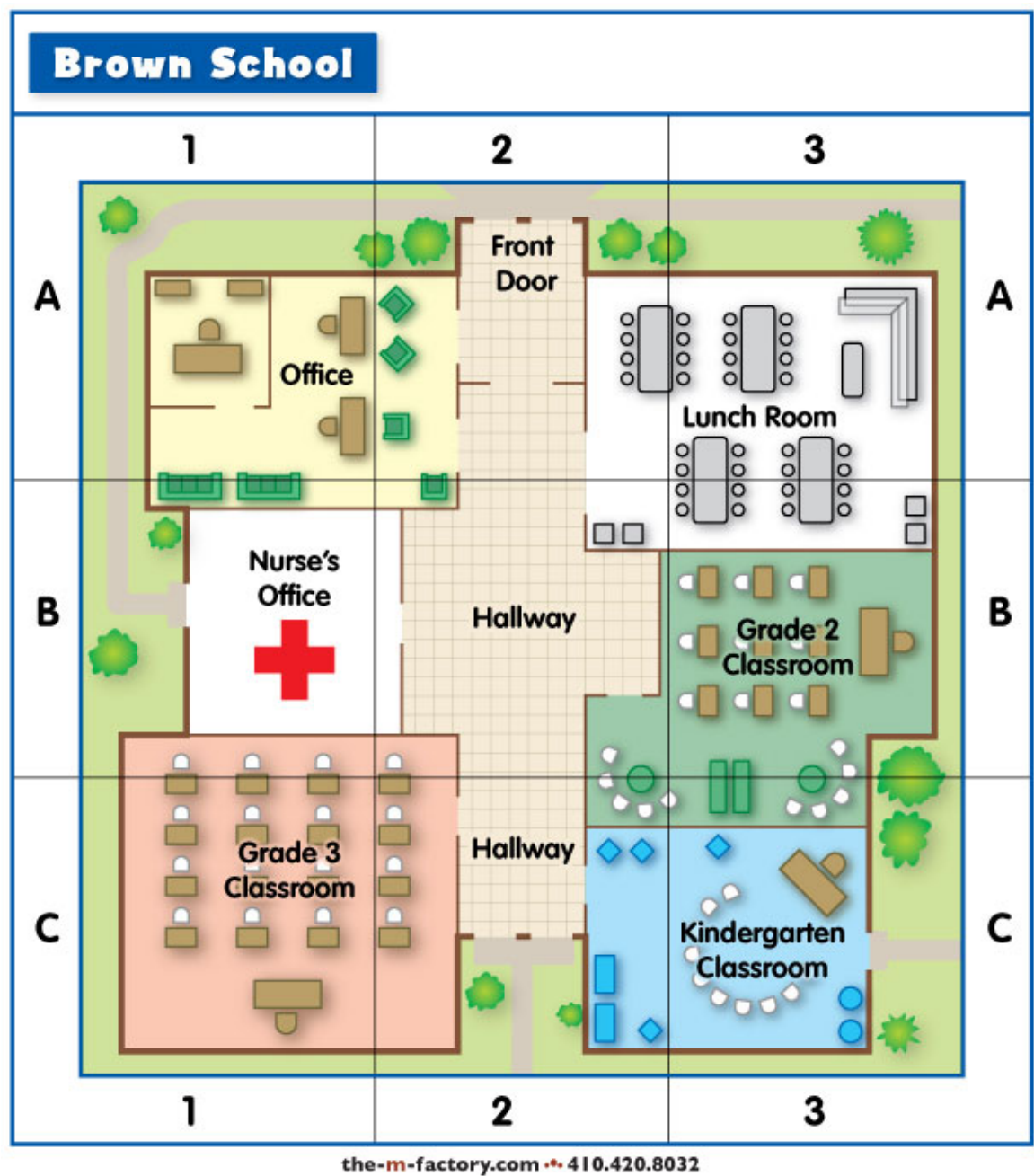
- Harcourt Third Grade Horizons, U.1. Chapter 2, pp. 42–43 image and description of rural map
- Harcourt Second Grade Horizons Social Studies pp. 19, 120–127
- GeoSkills CD-ROM—practice activities for map and globe skills
- Map of area without any text, legend, or compass rose for students
- www.eduplace.com—interactive map skills practice, free maps to download
- Four attached examples

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Example of a school map




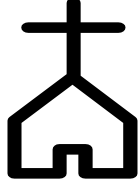
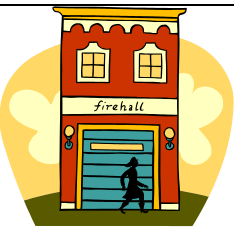





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Options:

Copy icons for students to use on their maps or create their own.

hospital		church	
firehouse		gas station	
school		shopping	
airport			
compass rose			

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Rural map of Arizona

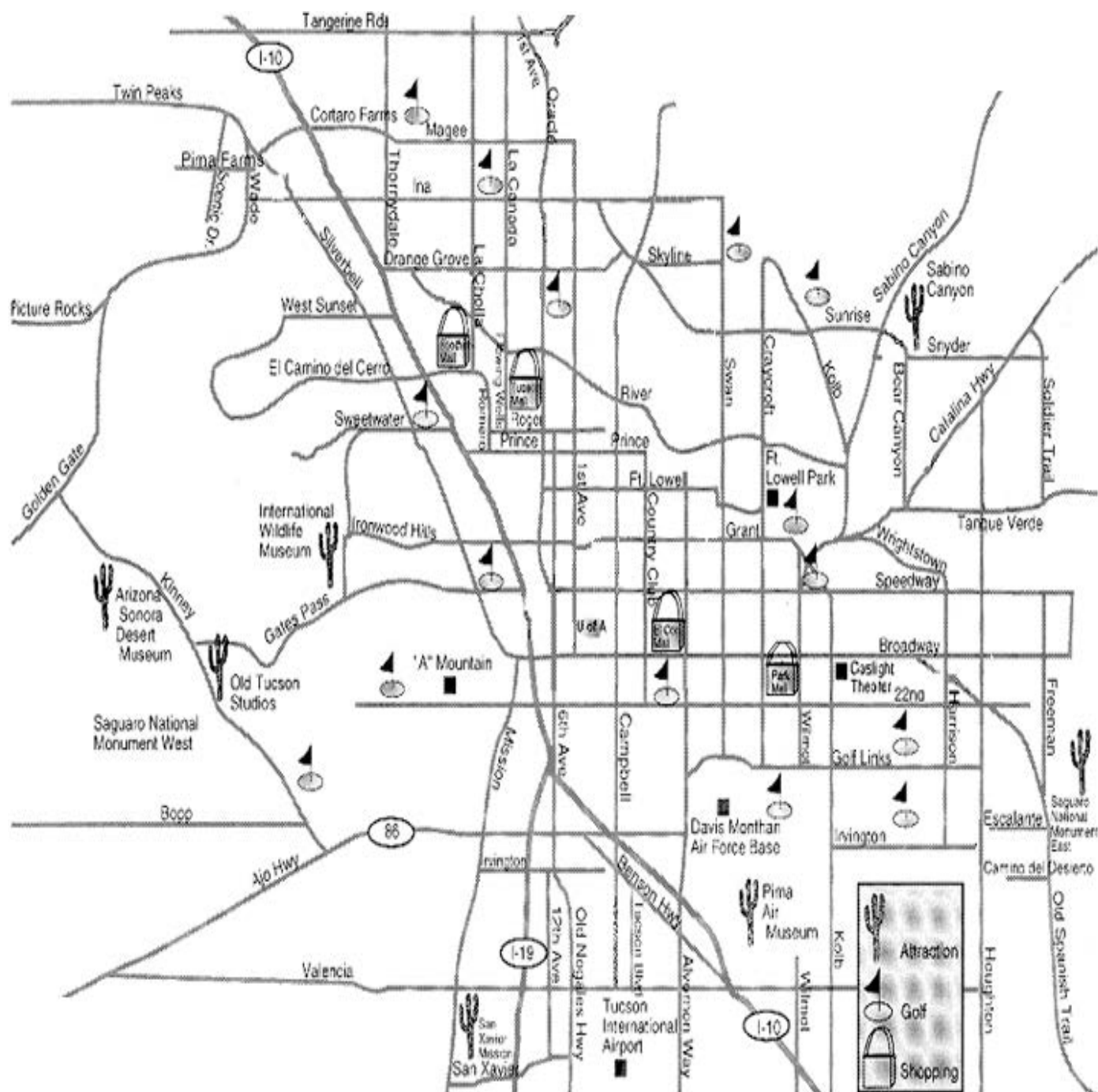


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Urban map: City map of Tucson, Arizona



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Content: HSS	Grade/Course: Two	Timeline: 50–60 minutes
Standard(s): HSS Standard: 2.1.1 Describe traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.		
CCSS ELA Support Standard: 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.		
Lesson Overview: This is day three of a twenty-day unit that will address the first Big Idea in the third quarter: students will compare and contrast various cultures and customs from around the world. Prior to this lesson, students should be given the attached concept map to fill out with the help of their parents. This homework will be used during this lesson.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none">• Compare and contrast different food types of certain cultures and hypothesize reasons why certain foods are distinct to certain cultures.	
Vocabulary: originate	Focus Question(s): <ul style="list-style-type: none">• What are the similarities or differences of the foods that we find in our cultures?• What are the foods our cultures represent?• Why do people in different areas eat different types of foods?	
Description of Lesson (including instructional strategies): Prior Learning: <ul style="list-style-type: none">• Read and discuss vocabulary words and information on pages 168–169, 178–183, and 186 of the Harcourt Horizons textbook.• Utilize Venn diagrams and concept maps. Anticipatory Set (2 options): (5 minutes) Option 1: Present students with a dish and say, “Boys and girls, today we will talk about foods from our culture. I brought in a dish from my culture. I am going to walk around and let you smell it and look at it. Start thinking about where you think my dish came from. Don’t say it out loud. Keep it in your head until we talk about it together.” When all students have seen the dish(es), ask them “Where do you think my dish came from?” <i>Students respond.</i> Option 2: Display a cultural dish and say, “Boys and girls, you interviewed your parents about a cultural food dish that your family eats. Point at the picture and say, “Where do you think this dish comes from?” <i>Students respond.</i> Instruction and Strategies: (15–20 minutes)		

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- Write students' ideas as they orally give responses to the question of where they think the food dish came from.
- After students respond, take a pin/sticker/marker and place it on the location on the map (i.e., Chuuk, Guam, Philippines, Palau, etc.).
- Model the Venn diagram (Core Six) form using two different dishes that are not from students' cultures (i.e., tacos and spaghetti).
- *Students take out their Concept Map: Food Dish homework (formal assessment) and get together with their partner (already assigned).*
- Provide Venn diagram worksheet for partners to complete. *Students will compare and contrast their food dishes while referring to their concept map.*
- Students will summarize their Venn diagrams to another pair of students. (Marzano: Similarities and Differences)
- Initiate discussion with the class about the similarities and differences.

Guided Practice: (15 minutes)

Pair students up with a peer to compare and contrast the information about their culture's foods using a Venn diagram.

Formative Assessment: (15–20 minutes)

Students present Concept Map: Food Dish to their partner and fill out Venn diagrams.

Closure: (5 minutes)

Exit Ticket: Provide a question prompt for students to discuss with their partners: "What did I learn about other cultures and their food dishes?"

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

ESL Learners and Below Level Learners

- Students can work in small groups with the teacher.
- Students can orally present their information and work with their partner.

Resources (Textbook and Supplemental):

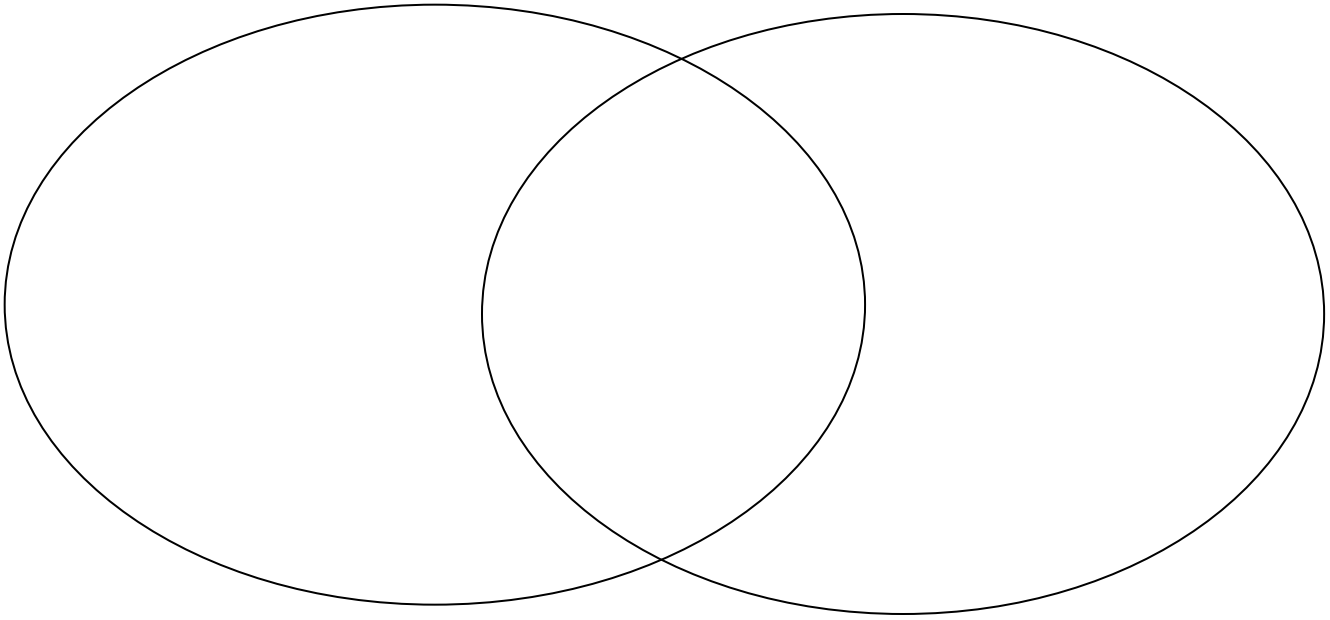
- Harcourt Horizons book
- World map
- Venn diagram (see attached)
- Concept map (see attached)

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Venn Diagram



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Concept Map: Food Dish

<p>What culture does your food dish come from?</p>	<p>When do you eat the food dish?</p>
<p>What other cultures use/eat your food dish?</p>	<p>Draw a picture of your food dish.</p>

Food Dish



Content: HSS	Grade/Course: Two	Timeline: 90 minutes
Standard(s): HSS Standard: 2.2.3 Explain the information that historical time lines convey and then put in chronological order events in the student’s life or in the history of countries studied.		
CCSS ELA Support Standard: 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
Lesson Overview: Students will create a timeline of their life in chronological order.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none">Create a timeline and explain, using chronological order, events in his or her life.	
Vocabulary: chronological order, events	Focus Question(s): How can a timeline be used to show history?	
Description of Lesson (including instructional strategies): Anticipatory Set: (8–10 minutes) Before the start of the lesson, in chronological order, display months of the year around the classroom for a student line up. <i>Instruct students to write the month they were born in on an index card. Have students then line up, in order, according to their month of birth.</i> Tell students they are now in chronological order by their birth months. This is a class timeline of students and their birth months. Instruction and Strategies: (20–25 minutes) After students return to their seats, <i>they will be instructed to open their textbooks to p. 220</i> (Harcourt Horizons, Vol. 2). Through guided instruction and group reading, the lesson on Read a Timeline will be facilitated. <ul style="list-style-type: none">Review concepts of left and right.Ask children to point to the left-hand page and then to the right-hand page in their books.Emphasize that when they read a timeline, just as when they read a sentence, they move from left to right.Point out that each mark on this timeline represents a period of 10 years.Ask: Q: What event happens first on this timeline? A: In 1962, John Glenn became the first American to circle Earth. Q: What event happens last on this timeline? A: In 2005, the International Space Station is completed. Q: Why does this timeline cover only 50 years? A: This is a timeline about space exploration earlier than 50 years ago.Discuss the people and events included on the timeline. <i>Ask students to tell what they know about space flight and exploration.</i> If students have visited one of the space centers or planetarium, encourage them to tell about their experiences.		

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Guided Practice: (10 minutes)

Students are split into groups of 3 and provided the activity workbook page 53 (Joy's Summer Vacation). Instruct students to chart and graph skills using the provided timeline. (Marzano: Cooperative Learning)

Formative Assessment: (30–40 minutes)

Students will present the information from p. 53 workbook activity, Joy's Summer Vacation to another small group.

- Engage in active monitoring between groups and provide corrective feedback. (Marzano: Setting Objectives and Providing Feedback)
- Give each group a premade index card conveying an event from The Space Exploration timeline (text pp. 220–221).
- *Students will line up in chronological order according to the event depicted in their card. (Formative Assessment Strategies: Line-Up)*

Closure:

Children will make a timeline showing in chronological order meaningful events from their lives as a homework assignment (see attachment 1).

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- If children are uncomfortable revealing personal information, allow them to create a timeline for a fictional character.
- Limit amount of events in students' personal timeline.
- In cooperative groups, pair ELLs with fluent speakers.

Resources (Textbook and Supplemental):

- Harcourt Horizons: About My Community. Orlando, Florida: Harcourt School Publishers, 2005. Print. U5 Past & Present pp. 220–221.
- Harcourt Horizons: About My Community – Student Activity Book (page 53). Orlando, Florida: Harcourt School Publishers, 2005. Print.
- **Make a Timeline chart (see attached)**

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Make a Timeline

A timeline is a way to understand the relationship between events and the dates they took place. Make a timeline of your life. Start by listing the years in which the following events took place.

1. I was born on _____.
2. I took my first step on _____.
3. The dates my brothers and sisters were born: _____.
4. My first day of kindergarten: _____.
5. Rode my bicycle: _____.
6. Lost my first tooth: _____.
7. Learned to read: _____.
8. My first job (babysitting, delivering papers, etc.): _____.
9. Other important firsts in my life: _____.

Using the information above, write the date on the bottom and the event on the top of the timeline.

-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----

Think of other events that you could chart on a timeline. (For example, your years in school, when you read your favorite books, career of your favorite musical group, etc.)
Label the following timelines using this information.

-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----

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-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----