

Length: 2 weeks- Unit 1

Required Texts:

1. [Officer Buckle and Gloria](#) (Interactive Read-Aloud by Linda Hoyt; book also on YouTube)

***Click on the link for the Achieve the Core Unit**

Text Dependent Questions:

Page 1- Why do you think Officer Buckle needs so many rules? What do you think the word "swivel" means in the sentence, "Never stand on a swivel chair."

Possible Student Outcomes:

2. [No Rules for Rex](#) (EPIC Books)

Text Dependent Questions:

Is this book a fiction or nonfiction book? How do you know?

Can you think of a time in your life that you thought a rule was annoying or silly?

Possible Student Outcomes:

Be sure to discuss how narratives are fiction stories and nonfiction are informational stories.

Be sure to talk about making connections (text to self).

3. [Types of Communities](#) (Benchmark Unit 8)

Text Dependent Questions:

What are differences between an urban and rural community?

Pages 10-13- What is something you would find in a suburban community?

Possible Student Outcomes:

The book provides specific examples throughout the text.

4. [Citizenship](#) (EPIC Books)

Text Dependent Questions:

Page 19- What does the word "volunteer" mean in this text? What are some examples of how you could volunteer your time to help in the community?

Page 8- Read the caption on page 8.

Possible Student Outcomes:

Knowledge of text features and how they help readers and meaning of text

5. Welcome to 2nd Grade (Second Grade Studies Weekly)
6. Rules and Responsibility (Second Grade Studies Weekly)
7. Good Citizens (Second Grade Studies Weekly)

***Use Teacher Resource with Second Grade Studies Weekly which includes Tennessee Second Grade Scope and Sequence, Teacher Supplement, Literature Links, Writing Prompts, and Assessments)**

Suggested Texts:

1. My Neighbor (Benchmark)
2. Why Do We Have Rules? (Benchmark)
3. Miss Keen Needs Help (Benchmark)
4. Enforcing Rules (Benchmark)
5. Neighbors at Work (Benchmark)
6. Good Citizens Can Help (Benchmark)
7. Communities Then and Now (Benchmark)
8. Me First (TNCORE-Instructional Resources Close Reading Task)
9. Chrysanthemum (Interactive Read Aloud)
10. Chicago (Poster-Benchmark Unit 1)
11. Life in Urban Communities (Benchmark Unit 5)
12. First 30 Days of School: Routines and Rituals (Benchmark)

Reading Groups:

DRA Support Document

DRA _____	DRA _____	DRA _____	DRA _____
Text:	Text:	Text:	Text:
Target:	Target:	Target:	Target:

Writing:

*Read/Discuss Benchmark book titled My Best Moment to discuss elements of narrative stories.

Week 1- Pre-Assessment narrative story (e.g., What was your favorite summer activity?)

Week 2- Narrative- Write about a time you were a good citizen or a time you showed good citizenship at home or at school. (FOCUS: Moving from picture plan to words B, M, E- Use plan from kcsteachlearn website)

Culminating Task- *Officer Buckle's final safety tip is "ALWAYS STICK WITH YOUR BUDDY."* How did he and Gloria each learn this lesson for themselves throughout the story?

Writing Expectations

- *Resources, Plans, and Anchors found at www.kcsteachlearn.com
- *Mini Lesson Suggested Source Exploration in Nonfiction Writing by Stead and Hoyt
- *Make sure you always have a copy of the specific 9 weeks anchor plan/writing examples for narrative, opinion, or informational. <http://www.kcsteachlearn.com/second-grade1.html>

Language:

FOCUS: Capitalization, Punctuation (declarative and exclamatory sentences)

*Mentor text from Officer Buckle and Gloria

Week 1- The children clapped and cheered. Gloria, SIT!

Monday- Read the sentence; discuss what it means; ask questions

Tuesday- Note the focus by circling or highlighting. **The children clapped and cheered.**

Wednesday- Revise the sentence- The **excited** children clapped and cheered **at the circus.**

Thursday- Imitate the sentence by creating their own- **The happy boys jumped and dove during the practice.**

Friday- Share sentences from Thursday

FOCUS: Capitalization, Punctuation (declarative sentences)

*Mentor text from Why Do We Have Rules?

Week 2- You follow the rules every day.

Monday- Read the sentence; discuss what it means; ask questions

Tuesday- Note the focus by circling or highlighting. **You follow the rules every day.**

Wednesday- Revise the sentence- You follow the **guidelines** and rules every day **at school.**

Thursday- Imitate the sentence by creating their own- **We need to listen to the speaker at all times.**

Friday- Share sentences from Thursday

Suggested Activities for Unit 1

Spelling/Phonics: Words Their Way

*Complete the [Spelling Inventory](#) on each child to determine groups

Standards:

W.2.8- Recall information from experiences or gather information from guided sources to answer a question (experiences from summer activities for narrative writing).

W.2.3- Write narrative 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 even order and provide a sense of closure.

SL.2.1- Participate in collaborative conversations with partners about grade 2 topics and texts with peers and adults, small and larger groups.

L.2.2- Demonstrate, command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RI.2.1- Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.1- Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

SL.2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

RF.2.3- Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4- Read with sufficient accuracy and fluency to support comprehension.

L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2.27 Explain the development and consequences of rules in the United States, including traffic laws, laws on drugs and alcohol, laws against harm, and basic tax laws (Social Studies Standard).

2.29 Identify the rights and responsibilities of citizens of the United States (Social Studies Standard).