

Length: 2 weeks

Required Texts:

1. [Living or Nonliving?](#) (EPIC Books)

Text Dependent Questions:

How do you know if something is living or nonliving? Show evidence from the text to support your answer.

On page 10, why is the word “computer” bolded?

Possible Student Outcomes:

It is an important vocabulary word that the author wants you to know while reading. It is also found in the glossary with its meaning.

2. [Is it a Living Thing?](#) (EPIC Books)

Text Dependent Questions:

Page 11- What is formed when energy is passed from one living thing to another?

Page 16- After reading page 16, name a reptile, amphibian, and mammal that have backbones (vertebrates).

Possible Student Outcomes:

food chain

frog, human, chameleon, dog, owl

3. [ABC of Habitats](#) (EPIC Books)

Text Dependent Questions:

Which habitat has trees with cones? What are the trees called? Which bird lives in this habitat?

Guanaco begins with a G. What is the habitat? It has two names. One starts with G, and one starts with P.

Possible Student Outcomes:

Page 11 is where this response/evidence can be found.

Page 12 is where this response/evidence can be found.

4. What are the parts of a Tree? (Benchmark-Unit 6)

Text Dependent Questions:

Page4-5- After reading pages 4-5, look at the diagram of the parts of a tree. Predict what the roots are used for in helping the tree grow.

After looking at the Table of Contents, what page could I find what the roots do?

Possible Student Outcomes:

After students make predictions, have them read pages 6-7 and check their predictions.

Students will look at titles under table of contents and find it can be found on page 6.

Suggested Texts:

Narratives:

Owl Moon (Interactive Read-Aloud)

The Biggest Bear (Interactive Read-Aloud)

Informational:

1. Trees (Benchmark Poster Unit 8)
2. In a Tropical Rainforest (Benchmark Poster Unit 6)
3. Germs (Benchmark Poster Unit 7)
4. Plant Parts (Benchmark Unit 1)
5. What Kind of Living Thing is it? (EPIC)
6. Habitats Reading Unit (TN Core-Instructional Resources-K-3 Reading Units)
7. Swamp Angel/Home in the Swamp (BookFlix)
8. Visiting the Coral Reef (Benchmark Unit 8)
9. In a Tropical Rainforest (Poster- Benchmark Unit 6)
10. About Habitats: Mountains (EPIC Books)
11. About Habitats: Oceans (EPIC Books)
12. About Habitats: Forests (EPIC Books)
13. Animal Groups (Benchmark Unit 5)
14. How Do Animals Stay Alive? (Benchmark Unit 1)
15. Habitats of Africa (Benchmark Unit 1)
16. In the Small, Small Pond/Life in a Pond (BookFlix)

***Variety of habitat books on EPIC.**

Reading Groups:
[DRA Support Document](#)

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

Writing:

Week 1-Informational- Living and Nonliving Things

*Use POWTIDE Plan

*Use the anchor texts for facts on living and nonliving things

Week 2- Informational- Parts of a Tree

*Use POWTIDE Plan

*Use the anchor texts for facts on parts of a tree to gather information

[Writing Expectations](#)

Language:

FOCUS: Capitalization, Punctuation (adding interrogative sentences)

*Mentor text from Living or Nonliving? from EPIC Books

Week 1- How do you know if something is alive?

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

Tuesday- Note the focus by circling or highlighting. **How do you know if something is alive?**

Wednesday- Revise the sentence- How do you know if something **is living in your backyard?**

Thursday- Imitate the sentence by creating their own- **Where did you find a nonliving object?**

Friday- Share sentences from Thursday

FOCUS: Capitalization and Punctuation (adding interrogative sentences)

*Mentor text from What are the Parts of a Tree?

Week 2- How does the trunk help the tree?

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

Tuesday- Note the focus by circling or highlighting. **How does the trunk help the tree?**

Wednesday- Revise the sentence- **How does the tree trunk help it to grow?**

Thursday- Imitate the sentence by creating their own- **What do all living things need?**

Friday- Share sentences from Thursday

Spelling/Phonics: Words Their Way

Standards:

RL.2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.3- Describe the connection between scientific ideas or concepts in a text.

W.2.2- Write informative texts in which they introduce a topic, use facts, and definitions to develop points and provide a concluding statement.

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.

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

RI.2.7- Explain how specific images (e.g., diagram of a life cycle) contribute to and clarify a text.

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.

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.

GLE 0207.2.1 Investigate the habitats of different kinds of local plants and animals.

GLE 0207.2.2 Investigate living things found in different places.