

Unit 3 -2nd Grade : Interactions with Plants and Animals (Plants and Animals Depend on Each Other/Food Webs)

Length: 2 weeks *September 5-Labor Day NO SCHOOL; September 16-Parent/Teacher Conferences NO SCHOOL

Required Texts:

1. [What are Food Chains and Webs?](#) (EPIC)

<u>Text Dependent Questions:</u>	<u>Possible Student Outcomes:</u>
<p><u>Page 2</u>- How are food chains and food webs connected?</p> <p><u>Page 7</u>- What are the different parts labeled on the diagram? Why did the author include a diagram on this page?</p>	<p>Many food chains connected make up a food web with plants and animals.</p> <p>Sunlight, roots, leaves, and soil</p> <p>Students should know that diagrams help the reader to understand the information presented.</p>

2. [Food in the Ocean](#) (Benchmark)

<u>Text Dependent Questions:</u>	<u>Possible Student Outcomes:</u>
<p><u>Page 14</u>- What is the main idea in section <i>What Do All Animals Need?</i></p> <p><u>Page 17</u>- Name 4 foods that animals can eat in the ocean.</p>	<p>Discuss how main idea statements can sometimes be at the beginning of a paragraph as the first statement or in any position throughout the paragraph.</p> <p>Students should find the evidence in the text to answer this question along with the graphic organizer on this page.</p>

3. [Frogs](#) (Achieve the Core Lesson; book by Nic Bishop)
 - Click on the [link](#) to find support for this text.

<u>Text Dependent Questions:</u>	<u>Possible Student Outcomes:</u>
<p><u>Page 5</u>- What do most frogs have in common?</p> <p><u>Page 13</u>- Why does the frog in the photograph on page 13, “tuck its toes under its green body and shut its eyes to look like a green leaf” when it sleeps during the day?</p>	<p>Almost all frogs have long back legs, a large head, big eyes, damp stretchy skin, no tails, and live both in water and on land.</p> <p>This frog tucks its toes under to look like a green leaf in order to hide and stay safe from predators. It uses this behavior as camouflage so that it does not get eaten.</p>

4. [How do animals find food?](#) (EPIC)

<u>Text Dependent Questions:</u>	<u>Possible Student Outcomes:</u>
<p><u>Page 3</u>- Using the diagram on page 3, list the steps in the food chain from first to last.</p>	<p>Students should know that all food chains begin with the sun.</p>
<p>Page 23- What are the sub-headings under the heading, <i>It's all in the Beak!</i></p>	<p>Students should be able to read the sub-headings and know the difference between the heading and sub-headings.</p>

Suggested Texts:

1. [Food Chains and You](#) (EPIC)
2. [What is a food chain?](#) (EPIC)
3. [Plant and Animal Partners](#) (Benchmark)
4. [Under the Sea with Jacques Cousteau](#) (Benchmark Unit 1 Week 3-Readers' Theater)
5. [Antarctic Antics](#) (Narrative-Bookflix)
6. [Antarctica](#) (Informational-Bookflix)
7. A Frog Someday (Poster-Benchmark Unit 4)
8. [Bringing Back Whooping Crane](#) (Benchmark Unit 1)
9. [How We Group Animals](#) (Benchmark Unit 8)

***Variety of different food chain books on EPIC**

[DRA Support Documents](#)

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

Writing:

Week 1- Informational (Research)- Food Chains and Food Webs (Small Group Activity- Land and Water Food Chains and Food Webs- Students could work together to read about a specific food chain or food web on sites such as PebbleGo or World Book Online.

Week 2- Continue Informational piece on food chains and food webs from previous week

Culminating Task- [Frogs](#)

Using the information from both charts, write to explain the variety of behavioral and physical characteristics frogs possess for protection and survival within their environments. Include a labeled illustration to support your information. Be sure to introduce your topic, include facts and evidence from the text, and provide a conclusion.

[Writing Expectations](#)

Spelling/Phonics: Words Their Way

Language:

FOCUS: Common Nouns

*Mentor text from [What are Food Chains and Webs?](#) from EPIC Books

Week 1- All animals eat living things.

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

Tuesday- Note the focus by circling or highlighting. All **animals** eat living **things**.

Wednesday- Revise the sentence- All **the world's** animals eat living things **from the Earth**.

Thursday- Imitate the sentence by creating their own- **Plants** and **animals** depend on each other for **food**.

Friday- Share sentences from Thursday

FOCUS: Common Nouns

*Mentor text from [Food in the Ocean](#)

Week 2- What animals in the ocean eat plants?

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

Tuesday- Note the focus by circling or highlighting. What **animals** in the **ocean** eat **plants**?

Wednesday- Revise the sentence

Thursday- Imitate the sentence by creating their own

Friday- Share sentences from Thursday

Standards:

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

RI.2.3- Describe the connection between scientific ideas of concepts 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.

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RI.2.5- 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.

RI.2.6- Identify the main purpose of a text including what the author wants to answer, explain, or describe.

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

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.

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

W.2.5- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7- 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).

W.2.8- Recall information from experiences or gather information from provided sources to answer a question.

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

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

SL.2.3- 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.

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

L.2.1- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (common nouns).

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

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

GLE 0207.2.3 Identify basic ways that plants and animals depend on each other.

GLE 0207.3.1 Recognize that animals eat plants or other animals for food.