

Length: 1 Week

Required Texts:

1. [Columbus was an Explorer \(ReadWorks.org\)](http://ReadWorks.org)

Text Dependent Questions:

What country did Columbus and his crew sail from? Where did they land after their adventure in 1492?

What island did Columbus and his crew land on, and what did they name it?

Possible Student Outcomes:

2. [Sacajawea \(Benchmark Unit 5\)](#)

Text Dependent Questions:

Find the word *explorers* on page 7. Then, find the meaning of this word using the glossary.

After reading the entire book and looking at the graphic organizer on page 21, identify at least two ways that Sacajawea helped Lewis and Clark on their expedition.

Possible Student Outcomes:

Have students define the word *explorers* in a reading response and use it correctly in a sentence.

Relate the word *expedition* to exploring and *explorers*.

3. [Let's Celebrate: Columbus Day \(EPIC Books\)](#)

Text Dependent Questions:

Page 13- How many times did it take Columbus to be funded for his expedition to the West Indies?

Page 17- How would you feel if you were one of Columbus' crew members and had

Possible Student Outcomes:

Read through page 13 in order to answer this question. Be sure students realize he was headed to France for his third attempt in seeking funding, but King and Queen of Spain changed their minds and gave him and his crew the needed funds.

<p>sailed for a month without sight of land?</p> <p><u>Page 25</u>- Why was Columbus called “a hero” on his return to Spain?</p>	<p>Have students evaluate how they would feel compared to the sailors that were worried in the text. *Sailors and crew members are synonymous.</p> <p>Students need to be aware that Columbus thought where he landed was the West Indies. Columbus also brought home gold, native plants and animals, and native prisoners. He also thought he had found a shorter route to the West Indies.</p>
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4. Ponce de Leon and the True Fountain of Youth and Sail On, Columbus! (Benchmark online-search under titles)

<p><u>Text Dependent Questions:</u></p> <p><u>Ponce de Leon and the True Fountain of Youth</u> *Discuss the genre and features of Historical Fiction prior to reading this book using the graphic organizer at the beginning of the book.</p> <p><u>Page 7</u>- One feature of a historical fiction text is to have the story told by a fictional character. Who is narrating the story <u>Ponce de Leon and the True Fountain of Youth</u>?</p> <p><u>Page 13</u>- This story contains many settings. Which 2 settings tell the main story?</p> <p><u>Sail On, Columbus!</u></p> <p><u>Page 16</u>- Discuss the problem of the main character in paragraph 1. How would you handle this problem that this character is facing? Give reasons why you would handle it a certain way.</p> <p><u>Page 19</u>- After reading this page, re-read the fourth paragraph. What do you think overcast means? What would be some antonyms for this word?</p>	<p><u>Possible Student Outcomes:</u></p> <p>Discuss how Alonzo Sanchez is the narrator of this story. He grew up on the island of Puerto Rico, which was started by Ponce de Leon and was used as a basis for other sailing trips. Narrators are people who can recount true events in history but are fictional characters.</p> <p>Florida and Puerto Rico</p> <p>Discuss what antonyms are prior to this question. For an additional activity on antonyms, refer to page 21 for graphic organizer, <i>Focus on Words: Antonyms</i>.</p>
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Suggested Texts:

1. Week 8: Explorers- Second Grade Studies Weekly
2. Columbus Day (EPIC Books)
3. Where Do You Think We're Going, Christopher Columbus? (BookFlix)
4. Christopher Columbus (BookFlix)
5. Ponce de Leon and the Fountain of Youth (Reader's Theater- Benchmark- search under titles on Benchmark online)

Reading Groups: [DRA Support Document](#)

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

Writing: [Writing Expectations](#)

Week 1- Narrative- Like the explorers that we have read about, tell us about a time you were brave and what happened. Include important details and emotions about your experience. Use KCSTeachLearn narrative plan.

Spelling/Phonics: Words Their Way

Language:

FOCUS: Verbs

*Mentor text taken from Ponce de Leon and the True Fountain of Youth and Sail On, Columbus! (Benchmark)

Week 1- The sound of children brings me back from the past to the present.

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

Tuesday- Note the focus by circling or highlighting. **The sound of children brings me back from the past to the present.**

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.

RL.2.3- Describe how characters in a story respond to major events and challenges.

RL.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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

RI.2.2- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures 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.2.5- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts for information in a text efficiently.

RI.2.6- Identify the main purpose of a text (author's purpose/message).

RI.2.7- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8- Describe how reasons support specific points the author makes in 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.2.3- 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.

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.2.6- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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.2.4- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5- 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.

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 (irregular plural 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.

L.2.4- 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.

L.2.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.

2.17 Locate major cities, bodies of water, mountain ranges and rivers in the United States.

2.36 Explain the connection between a series of events in United States history. Teachers may choose any events. Some suggestions are as follows: Jamestown, Plymouth, Westward Expansion, Trail of Tears, Industrial Revolution, Ellis Island, Suffrage Movement, Great Depression, Dust Bowl, the Civil Rights Movement, and wars involving the United States.

2.37 Narrate a perspective of a historical event in the United States using details to describe actions, thoughts, and feelings, using temporal words to signal event order and provide a sense of closure.

2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.