

**Required Texts:**

1. Week 10: The Pilgrims Come to America- Second Grade Studies Weekly

**Text Dependent Questions:**

Front Cover/Page 1- Discuss how the people in the pictures are dressed in comparison to the clothes of today's people.

Page 3- Ask the students to describe how the people worked together to help each other.

**Possible Student Outcomes:**

2. Fluffy's Thanksgiving (EPIC Books)

**Text Dependent Questions:**

Why are some of the phrases bold-faced throughout the story?

Page 30- What do you think Fluffy is going to do when he sees the bear in his cage?

**Possible Student Outcomes:**

Fluffy is thinking when there is bold-faced phrases, not speaking.

3. Let's Celebrate: Thanksgiving Day (EPIC Books)

**Text Dependent Questions:**

Page 8- How is the poem on page 8 describing Plymouth when the Pilgrims were there?

After reading the text, what were 2 problems that the Pilgrims faced?

**Possible Student Outcomes:**

4. Thanksgiving (EPIC Books)

**Text Dependent Questions:**

Page 6- Why did Abraham Lincoln make Thanksgiving a national holiday?

**Possible Student Outcomes:**

It is on the section entitled, "Did you know?" on page 6.

Pages 20-21- Why is the cornucopia used as a symbol during Thanksgiving?

Meaning of a cornucopia is like a horn overflowing with food. The Native Americans taught the Pilgrims how to grow corn and other foods that are associated with Thanksgiving.

**Suggested Texts:**

1. Giving Thanks (EPIC Books)
2. Thanksgiving (BookFlix)
3. Turkey Monster Thanksgiving (EPIC Books)
4. Pocahontas/Squanto (Benchmark- search in titles online)

**Reading Groups: [DRA Support Document](#)**

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

**Writing: [Writing Expectations](#)**

Week 1- Informational- The Story of the First Thanksgiving (ReadWorks.org article)- Read article and highlight important details from the text before planning and writing.

\*Use POWTIDE Plan from KCSTeachLearn

**Spelling/Phonics:** Words Their Way

**Language:**

**FOCUS:** Verbs

\*Mentor text taken from Fluffy's Thanksgiving

**Week 1- Emma the Pilgrim held up an ear of corn.**

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

Tuesday- Note the focus by circling or highlighting. **Emma the Pilgrim held up an ear of corn.**

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.2.4- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

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.

2.28 Explain how individuals living in societies went from developing rules for small groups (as in early colonial times) to developing rules for larger groups, including states and nations.

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.