



**GRADE 2**  
**ELA CCGPS UNIT PLANNER: 1st 9 WEEKS**

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

**READING FOCUS: LITERARY**

**THEME: Understanding My Space**

**PART 1 EXTENDED TEXT (4.5 WEEKS): Fudge-a-mania by Judy Blume**

**THEMATICALLY CONNECTED SHORT TEXTS**

**INFORMATIONAL: You Are Weird: Your Body's Peculiar Parts and Funny Functions by Diane Swanson  
Why Do I Laugh or Cry?: and other questions about the nervous system by Sharon Cromwell  
Excerpt from If the World Were a Village: A Book about the World's People by David Smith**

**SHORT TEXTS LITERARY:**

**Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst**

Poems- "Feelings" by Risa Jordan <http://www.inspirational-poems.net/spring-poems/322-feelings-poem>  
"The Terrible, Wonderful Day!" by Helen H. Moore

**SUPPLEMENTARY MATERIAL:**

Videos: Discovery Education: Community Rules and Laws, Second Edition  
Segments: Rules at Home and School (2:19)  
Introduction: Rules and Laws (3:45)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=3F066699-583B-413B-8839-DEB52099483A&blnFromSearch=1&productcode=US>

Discovery Education: All About Families

<http://player.discoveryeducation.com/index.cfm?guidAssetId=4B41257A-F89A-4E49-AAF3-8D1ACF8E3F8F&blnFromSearch=1&productcode=US>

Discovery Education: I Can Be Safe

<http://player.discoveryeducation.com/index.cfm?guidAssetId=9F0F986C-4F6E-476C-AC82-A9A18D55248A&blnFromSearch=1&productcode=US>

**PART 2 EXTENDED TEXT (4.5 WEEKS): Magic School Bus: Lost in the Solar System**

**THEMATICALLY CONNECTED SHORT TEXTS**

**Short texts Literary: Moonstick: The Seasons of the Sioux by Eve Bunting**

**Mama, Do You Love Me? by Barbara M. Joesse**

**SUPPLEMENTARY MATERIAL:**

Songs and Poems: <http://www.canteach.ca/elementary/songspoems34.html> (listed below)

“Shooting Star” poem by Meisha Goldish

“The Changing Moon” poem by Meisha Goldish

“Moon” poem by Meisha Goldish

“Family of the Sun” song (to the tune of “Farmer in the Dell”)

**The Sun: Our Very Own Star by Jeanne Bendick**

**Sun Up, Sun Down by Gail Gibbons**

**PART 1 WRITING FOCUS (Narrative)**

These prompts will be your assessments for the first 4.5 weeks:

**Assessment 1:** Alexander and the Terrible, Horrible, No Good, Very Bad Day and the poem, “*The Terrible, Wonderful Day!*” are both about everyday happenings that we all experience as we interact with others and adjust to different settings. Write a narrative containing a sequence of events in which you could change a very bad day into a very good day for yourself or for someone else. Use temporal words to signal event order in your plan, and include details about characters’ thoughts and feelings before and after the “bad day” is changed to a “good day.”

**Assessment 2:** In Fudge-a-mania, Peter is constantly adjusting to unexpected situations that happen with his family. Write about a sequence of events (including a beginning, middle and end) to describe a personal family experience of which you were a part, being sure to include characters’ actions, thoughts and feelings.

**PART 2 WRITING FOCUS (Narrative)**

This prompt will be your assessment during the second 4.5 weeks:

**Assessment 3:** In Magic School Bus Lost In the Solar System, the class went on a trip into space. Create a comic strip to assist in the telling of a trip into space. Illustrations and dialogue should convey sequence of events and should display characters’ actions, thoughts and feelings. Reference to moon and sun is required. Write a narrative to provide detailed explanation of events from comic strip. (Presentations will be videotaped for peer and self-analysis.)

**NARRATIVE COLLABORATIVE PROJECT (to be completed in groups of 3 or 4)** In Magic School Bus Lost in the Solar System the class went on a trip into space. Plan a trip into space with members of your group. Include a sequence of events. Characters’ actions, thoughts and feelings should be evident in illustrations, in writing and in narration of events.

**Prewriting-** Illustrate a sequence of events involved in taking a trip into space. Illustration should show what will happen first, next, then and last. (Provide large paper with landscape orientation for illustrations)

**Part 2:** Collaborate to plan actions for each event in story. Record (in writing) important information to describe sequence of events before dividing responsibilities of orally presenting each event.

**Part 3:** Incorporate technology (Photostory or Glogster) to produce final product to be shared with classmates.

**Part 4:** Evaluation of self and peers following presentation. (Rubric will serve as a guide.)

**Research Connections:**

**ELACC2W7: 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).**

Work in small groups to illustrate events in story

Share definitions/interesting facts about vocabulary from informational text

**ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.**

Choose from variety of available resources a way to obtain information about pertinent words from text

**Suggested topics:**

**Routine Writing -**

Journal writing, response to information read aloud or independently

Ticket out the door

**ELACC2W3: 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.**

**ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.**

**Fudge-a-mania**

Create a graphic organizer of family by drawing and labeling family members. List responsibilities (jobs/chores) of each member of family.

Using a Venn Diagram, compare and contrast how safety is related to Fudge-a-mania and to students' existence in and out of school.

Write/illustrate to describe favorite event from Fudge-a-mania.

**Alexander and the Terrible, Horrible, No Good, Very Bad Day** Describe the worst day you ever had. Include what happened first, next, then and last. Begin with illustrations for each part, and then add words to describe illustrations.

**PART 1 ASSESSMENT: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL**

**PROMPT: (NARRATIVE)**

At completion of Module 1: Alexander and the Terrible, Horrible, No Good, Very Bad Day and the poem, "*The Terrible, Wonderful Day!*" are both about everyday happenings that we all experience as we interact with others and adjust to different settings. Write a narrative containing a sequence of events in which you could change a very bad day into a very good day for yourself or for someone else. Use temporal words to signal event order in your plan, and include details about characters' thoughts and feelings before and after the "bad day" becomes a "good day."

**SKILL BUILDING TASKS**

**This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundational standards, while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.**

**ESSENTIAL QUESTION: How are the characters' roles and responsibilities in Judy Blume's Fudge-a-mania related?**

**TASK: Flip book to identify story characters and characters' relationships/roles**

**Standards:**

**ELACC2RL1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**ELACC2RL3:** Describe how characters in a story respond to major events and challenges.

**ELACC1RF4:** Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

**ELACC2L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**ELACC2L5:** Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy or juicy*).

**Instruction:**

- Lead either small group or whole group read-aloud of chapter 1 and 2
- Discuss nicknames (Fudge/Farley, Peter/Pete, Tootsie) from book and allow students to share their own nicknames and origin of the nickname
- With a partner, take turns asking who, what, where, when, why and how questions about events from Chapter 1 and 2
- Create an over-sized flip book to identify main characters from Fudge-a-mania. Tabs of book will be labeled with main characters' names (Fudge, Peter, Dad, Mom, Sheila and Jimmy)
- Model for students recording of information on each character's page, which should include a) illustration of character, b) adjectives to describe each character, and c) roles/relationships to other characters. (Additional information will be added as new information about each character is revealed later in subsequent chapters.)
- Journal Response: Choose a character introduced in Fudge-a-mania's first two chapters. Draw the character and write complete sentences to describe the character.

**Differentiation:** Model phrasing for students needing improvement with fluency during reading.

**\*ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION:** In what ways do illustrations and words help the reader gain information?

**Task:** Flip books for illustrations and descriptions of family members and their roles/responsibilities

**Standards:**

**ELACC2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**ELACC2L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**ELACC2RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

c. Decode regularly spelled two-syllable words with long vowels.

**ELACC2SL1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g. *gaining the floor in respectful ways, listening to others with care, speaking one at a time about*

*the topics and texts under discussion).*

**b. Build on others' talk in conversations by linking their comments to the remarks of others.**

**Instruction:**

- Focus on character names as listed on flip book used in previous day's activity. Teacher writes name of characters as they are named on a chart, leaving space underneath to add additional words. As each character is named, share phonics and/or word analysis skills used in decoding each. (For example, in Fudge's name, sounds are /j/ /u/ /j/. Three sounds, yet five letters. List other words, such as badge, bridge, edge, and dodge. After reading words aloud with students, have students share how all the words are alike (short vowel sounds followed by /j/ sound with /j/ sound represented by -dge)
- Encourage students to add other words with same spelling pattern to chart examples are found
- Continue with each character's name, focusing on the following decoding skills  
Peter, Sheila (2 syllable word with long vowel in one syllable) Examples for chart from book: Farley, hungry, Tootsie  
Mom, Dad(one-syllable cvc pattern) Examples for chart from book: tell, him, back  
Jimmy (2 syllable words with double consonants) Examples for chart from book: summer, supper, wedding, marry
- In teacher prepared flip books, students write names of their own family members on tabs of their own flip book. (Directions for flipbook: <http://www.netc.org/classrooms@work/classrooms/fernan/images/makeflipbook.pdf> )
- Review information on each page from flip book used yesterday including: a) illustration of character, b) adjectives to describe each character, and c) roles/relationships to other characters. Students add same 3 pieces of information for each family member
- In groups of 3 or 4, students share information in their flip book. After one student explains his/her information, next student begins by sharing a similarity between his/her work and the student who previously shared

**\*ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: In what ways are characters in Fudge-a-mania like people in your family?**

**Task: Venn Diagram for comparison of character from Fudge-a-mania and family members**

**Standards:**

**ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**

**e. Use adjectives and adverbs, and choose between them depending on what is to be modified.**

**ELACC2RL3: Describe how characters in a story respond to major events and challenges.**

**ELACC2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe**

**ELACC2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic**

**Instruction:**

- Model summarizing by leading group summary of first chapter. With a partner, students compose a one-sentence summary of the second chapter.
- Review main characters using group's flip book.
- In groups of 3 or 4, students share information in their flip book about their own family. After one student explains his/her information (illustration, adjectives to describe, examples of roles and responsibilities), he/she asks another group member to share a similarity or difference in his/her recorded information .
- Show sample of blank Venn diagram. Remind students of where similarities and differences are listed. Model comparison/contrast of two classmates
- Each small group uses a Venn diagram to compare/contrast roles and responsibilities of one family members as illustrated in student booklets with a character from Fudge-a-mania

- Journal Entry: Use a two column chart, with one column labeled “My Family” and the other “Hatcher Family” to compare/contrast

**\*ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: In what ways are families alike?**

**Task: Key details, family structure**

**Standards**

**ELACC2RL3: Describe how characters in a story respond to major events and challenges.**

**ELACC2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.**

**ELACC2SL3: 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.**

- With partner, review previous activity of comparing roles of characters in Fudge-a-mania with those of students’ family. With partner, discuss similarities and differences of families of both students. Record information on Venn Diagram

- View video from **Discovery Education: All About Families**

<http://player.discoveryeducation.com/index.cfm?guidAssetId=4B41257A-F89A-4E49-AAF3-8D1ACF8E3F8F&blnFromSearch=1&productcode=US>

- Use the “Hamburger” strategy to model narrative writing in whole group setting. (<http://www.classtools.net/education-games-php/burger>)
  - a) Top bun- main idea
  - b) Lettuce- first event
  - c) Cheese- second event
  - d) Meat- third event
  - e) Bottom bun- closing/conclusion
- After viewing each segment, record students’ retelling of main idea, followed by first, next, last events and conclusion. Reread paragraph each time new statements are added. Display final product as anchor chart for future reference.
- Optional resource: <http://www.superteacherworksheets.com/graphic-organizers/hamburger-writing-lines.pdf>
- Relate characters/situations from Fudge-a-mania to topics from video (e.g. Peter’s family has different members, roles and rules than Jimmy Fargo’s single-parent; Peter has brother, Jimmy has no siblings causing lifestyles/rules to differ)
- Journal Response: How is your family like other families? (Allow time to share with partner or small group)

**\*ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: How do I decide where and when apostrophes are needed?**

**Task: T-chart possessive nouns and contractions, sentence combinations with partners**

**Standards:**

**ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**

**ELACC2L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

**c. Use an apostrophe to form contractions and frequently occurring possessives.**

**ELACC2L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

**f. Produce, expand, and rearrange complete simple and compound sentences.**

**ELACC2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

**Instruction:**

- Provide direct instruction on use of apostrophes in contractions and possessives by locating examples from classroom
- As Chapter 3 is read aloud, students are asked to be aware of words with apostrophes. (Students are also told not to interrupt reader when apostrophes are noticed, so that content is not disrupted.) After chapter has been read, words containing apostrophes from the chapter will be analyzed by students to distinguish whether each is contraction or possessive noun. (Use t-chart with one column for contractions and another for possessives to help categorize)
- Model oral examples of both possessive nouns and contractions
- Students practice writing sentences with possessives by describing a detail about one of characters in Chapter 3
- In closing, as students orally share sentences, create compound sentences by combining 2 or more students' sentences into one compound sentence
- Teacher models correct way of writing the compound sentences as sentences are combined.

**\*ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: Why is it important to tell a story in the order in which it happened?**

**Task: characters' actions/feelings**

**Standards:**

**ELACC2RL3: Describe how characters in a story respond to major events and challenges.**

**ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

**ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**

**ELACC2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

**ELACC2R4: Read with sufficient accuracy and fluency to support comprehension.**

**b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**

**Instruction:**

- Review events from previous chapters by completing story map of major events from chapter 1 and 2, using table of contents as a guide (Display maps as anchor chart)
- Discuss how each chapter tells its own story and has a beginning, middle and end
- Display "Feelings" (poem) <http://www.inspirational-poems.net/spring-poems/322-feelings-poem>
- Read poem aloud several times. Recognize rhythm, rhyme and author's purpose in poem
- Give each group (3 or less students) task of reading and summarizing part of chapter 4 (text has 2 sections). Combine each group with a group that read other part of chapter and swap summaries. Then, meet as whole group once more for group wide recount of major events from chapter 4
- Read poem again and have students discuss with partner similarities of text and poem
- Using their own names (or character from Fudge-a-mania, students write an acrostic poem using words to describe feelings
- In conclusion, read poem chorally

**DIFFERENTIATION: For students needing improvement in fluency, use audio recordings of reading before and after remediation involving phrasing and rhythm**



**\*ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: How do readers gain an understanding of characters' actions and feelings?**

**Task: Rules/Safety Illustrations**

**Standards:**

**ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**

**ELACC2RL7: Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot**

**ELACC2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.**

**ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**f. Produce, expand, and rearrange complete simple and compound sentences.**

- Read Chapter 5 (from Fudge-a-mania) with group, stopping often to have students verbalize using sequence words to clarify event order
- Assign students to read dialogue while speaking in a voice that fits character from chapter 5
- Discuss how changing of voice helps reader understand character's thoughts, actions and feelings and helps establish mood
- View following video:

**Discovery Education: I Can Be Safe**

<http://player.discoveryeducation.com/index.cfm?guidAssetId=9F0F986C-4F6E-476C-AC82-A9A18D55248A&blnFromSearch=1&productcode=US>

- Discuss ways safety/rules relates to events from chapter. (rules for pets, talking to strangers, staying with older sibling or adult, etc.)
- Students create a poster to show how safety rules discussed in video relate to Chapter 5 (Uncle Feather gets lost, Fudge talks to strangers and leaves without adult supervision) Expectations of posters include title, illustration, and complete sentence description
- Teacher generated rubric can be used for self, peer and teacher evaluation
- Allow time for sharing
- With whole group, conclude with group synopsis of importance/purpose for rules

**\*ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: How do stories/books help us understand our own lives?**

**Task: assessment preview/rough draft (writers' workshop)/final draft (2 day task)**

**Standards:**

**ELACC2W3: 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.**

**ELACC2R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**



**ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.**  
**d. Identify words with inconsistent but common spelling-sound correspondences.**

**ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  
**a. May include prewriting.**

**Instruction:**

- Display and read aloud “The Terrible, Wonderful Day,” by Helen H. Moore
- Point out words w/ -tch spelling pattern from poem
- Analyze poem (beat, rhymes, rhythm, main idea)
- Read Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- Use Venn diagram to compare/contrast poem and story.
- Show assessment prompt and discuss in depth each part of assessment prompt
- Review teacher made rubric
- Conduct writers’ workshop to provide support during writing beginning with prewriting (Use hamburger model as graphic organizer)

**DAY 2**

- Review poem and summarize story
- Use hamburger model from previous day to guide writing of rough draft
- After self-evaluation of rough draft utilizing rubric, complete final draft of assessment

**The Terrible, Wonderful Day!**

By Helen H. Moore

I had a sock,  
but I couldn’t match it.  
My ball rolled off,  
and I couldn’t catch it.  
I had an itch,  
and I couldn’t scratch it,  
Oh, what a terrible day!

I found my sock!  
(It was under m  
I found another  
ball instead.  
I took off my hat,  
and I COULD scratch my head—  
Oh, what a wonderful day!

**PART 2 ASSESSMENT: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL**

**PROMPT: (NARRATIVE)**

**In Fudge-a-mania, Peter is constantly adjusting to unexpected situations that happen with his family. Write about a sequence of events (including a beginning, middle and end) to describe a unexpected personal family experience in which you were involved, being sure to include characters’**

actions, thoughts and feelings. Use “hamburger” strategy (<http://www.classtools.net/education-games-php/burger>) graphic organizer for pre-writing activity.

### SKILL BUILDING TASKS

This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundational standards, while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.

**ESSENTIAL QUESTION:** How does a writer’s choice of words influence his writing?

**Task:** Clarifying ideas/word choice/ 5 Ws and 1 H questioning with peers

**Standards:**

**ELACC2R1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**ELACC2L4:** 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.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known prefix is added to a known word.

**ELACC2L5:** Demonstrate understanding of word relationships and nuances in word meanings.

b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**Instruction:**

- Use table of contents as a guide for summarizing main ideas in chapters previously read
- Introduce title of chapter 7 (The Best News of the Century)
- Write examples of words with cent- prefix on chart/interactive board, etc. Ex: centipede, cent, centimeter, centennial
- Discuss similarity (prefix cent-) in examples. Add other examples if possible. Model use of dictionary, including digital dictionary to find meanings of words.
- Lead students to realization of relationship in meaning of the words listed (cent = 100)
- Listen to pre-recorded version of chapter 7.
- Ask/answer who, what, when, why, where and how questions relating to chapter 7 with partner
- Refer to pg 56 where the word “gurgling” is used in a sentence. Read the paragraph aloud. Discuss clues in sentence that help reader construct meaning. After predicting definition of “gurgling” consult dictionary for actual definition. Reinforce to students that they have just practiced a strategy used by good readers.
- Repeat process by reading the second paragraph on page 57. Predict definition/synonym for “condemned” by sharing response with a partner. Consult dictionary for proof of definition.
- Summarize main idea of chapter 7 using the title (The Best News of the Century) as a guide. Remind students that a good title reflects the main idea.
- In journals, have students divide paper into three columns. Label first column “Good,” the second column “Better” and the third column “Best”  
In each column, students share their opinion of something that is good news in the “good” column, something that is better in the second column and an example of best in the third column.

**DIFFERENTIATION:** Give examples of other words for students to practice shades of meaning, such verbs from chapter 7 like “talked” or “ran”

**\*ASSESSMENT OPPORTUNITY**

**Essential Question:** How does an author convey a character’s mood?

**Task:** Relating to characters’ moods and feelings

**Standards:**

**ELACC2RL3:** Describe how characters in a story respond to major events and challenges.

**ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**

**ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**f. Produce, expand, and rearrange complete simple and compound sentences.**

**Instruction:**

- Conduct group reading of Chapter 8, having students read character dialogue with voice to represent speaking character.
- Develop awareness of mood of characters while reading by using “mood” cards (made on index cards by students prior to reading chapter)  
Example of characters’ moods: Peter- bad mood; Mitzi- scared/afraid; Fudge- excited
- Students hold up appropriate card as mood is represented in chapter. Remind students to read with expression and to use voice to match that of character involved in dialogue
- Journal Response: Write/draw about your favorite mood. Provide examples of things that cause you to be in that particular mood. Use complete sentences. Complete sentences are required. CHALLENGE: Combine two sentences to make one longer, smarter sounding sentence
- Provide time for sharing

**Essential Question: How can different parts of a book help readers?**

**Task: Exploring parts of informational book**

**Standards:**

**ELACC2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**a. Compare formal and informal uses of English.**

**ELACC2RI5: 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.**

**ELACC2SL1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**

**a. Follow agreed-upon rules for discussions (e.g. *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).**

**Instruction:**

- Show You Are Weird: Your Body’s Peculiar Parts and Funny Functions and Why Do I Laugh or Cry?: and other questions about the nervous system by Sharon Cromwell. Briefly identify call number, table of contents, captions and headings, diagrams, index, and glossary of both informational books
- Ask students to explain connection between informational books (above) and chapter 8 of Fudge-a-mania. (Chapter 8 refers to germs)
- Use glossary of You Are Weird to find definition of germs
- Preview table of contents to find correct pages and confirm pages with index. After turning to correct page, model acquisition of information from diagrams and captions from page before reading aloud text. As additional vocabulary (bacteria) is approached, model use glossary to define
- Provide situations to model formal and informal English for students to role play (getting principal’s attention vs. getting a friend’s attention, getting bumped into by an older, bigger kid versus bumping into an adult you don’t know)
- In groups of 3-4, have students role play conversation about germs between doctors and/or nurses and children to model “formal” language, and then role play conversation that students might have with other kids or with people in their family about germs to model “informal” language.

- Ex: How would you tell your mom that you need to go to the bathroom? How would you tell your doctor the same thing? Different “nicknames” for body parts and body functions used in different settings is a great example for informal/formal language . (EX: ways of expressing need to use the restroom)
- Continue group reading of chapter 9 from *Fudge-a-mania*, referring to *Why Do I Laugh or Cry?: and other questions about the nervous system* for information about body’s reaction to feelings of embarrassment. (Peter is embarrassed when he sees Izzie during this chapter.)
- Refer to index, glossary and table of contents for acquiring additional information
- Journal Response: Use pictures and/or words to express an experience you have had with germs

**ESSENTIAL QUESTION: In what ways does changing the beginning or ending of words affect word meaning?**

**Task: Analyze and locate words with prefixes/suffixes**

**Standards:**

**ELACC2L4: 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.**

- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

**ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words**  
**d.decode words with common prefixes and suffixes**

**ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

**Instruction:**

- Before reading chapter 10 in small groups (differentiated by reading level), show visual/chart with examples of words containing prefixes, suffixes (or both) from chapter 10. In 1 column, have word listed, Label second column with heading of prefix, the third with suffix, and the last with definition)
- Examples from text:

Word	Prefix	Base Word	Suffix	Definition
asked		Ask	-ed	already requested
spoonful		Spoonful	-ful	a spoon full of
reminded				

Other examples: thinking, adorable, whispered, pointing, monsters

- Begin by identifying root word and recording it. Continue recording prefixes/suffixes and definitions
- After small group reading of chapter 10, take turns asking who, what, where, when, why, and how questions to demonstrate understanding of key details in text
- Use table/chart as visual aid in future small group meetings as well as to record examples of additional words with prefixes and suffixes as these words are discovered in other places
- With a partner, write a list of examples of words with prefixes and suffixes from the classroom

**DIFFERENTIATION:** color code word parts for visual aid in discriminating between prefix, base word and suffix if needed

**ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: What makes characters’ experiences most interesting to the reader?**

**Task: Identifying cause/effect examples from text**

**Standards:**

**ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

**ELACC2SL1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**

- b. Build on others' talk in conversations by linking their comments to the remarks of others.**
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.**

**ELACC2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe**

**ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**

**Instruction:**

- For the sake of time, teacher reads aloud narrative parts of chapters 11 & 12 until characters speak, and students read characters' parts with appropriate expression and voice
- Discuss major events. (Chapter 11- Peter swallows a fly; Chapter 12- Tootsie walks on canvas with blueberry ink on her feet)
- Use t-chart to record cause and effect in each of the events listed above
- Allow opportunity for students to give other cause/effect examples from text
- Students brainstorm ideas that could have prevented these things from happening, thus leading to discussion of purpose of rules
- View video clip about rules and laws:  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=3F066699-583B-413B-8839-DEB52099483A&blnFromSearch=1&productcode=US>  
Rules at Home and School (2:19)  
Introduction: Rules and Laws (3:45)
- Students explain/illustrate a rule from home and a rule from school (Complete sentences required!)
- In groups of 4 or less, students orally share work and purpose for that particular rule. Students are instructed to ask for additional information if clarification of classmates' work is needed
- In whole group setting, each student reports back to whole group information they heard in small group from another student (not information about their own work!) Begin sharing with "The interesting part of \_\_\_\_\_'s work was....."

**ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: In what ways does capitalization and punctuation assist readers?**

**Task: proper nouns, planning for culminating assessment**

**Standards:**

**ELACC2SL1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**

- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.**

**ELACC2L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- a. Capitalize holidays, product names, and geographic names.**

**ELACC2RL3: Describe how characters in a story respond to major events and challenges.**

**Instruction:**

- Refer back to character flipbook used earlier in unit. Add new information about new roles of characters that have been revealed throughout text. Point out proper nouns
- Read chapters 13 & 14, stopping to discuss ways that characters' behaviors change for different situations. (EX: Fudge- younger brother to Peter, big brother to Tootsie, son to his parents, ring bearer in wedding) Emphasize need for capital letters
- Upon completion of book, allow time for students to add details to flipbooks
- Allow time for students to "Give one, get one" piece of information. ("Give one" piece of information from flipbook to a peer and "get one" piece of information for own book
- Review narrative writing by referring back to "Hamburger" visual. Use as a guide in review of characters' changing roles throughout Fudge-a-mania. (Topic: Name and description of character. First, he/she....., Next he/she ....., Then he/she ..... Last he/she.....)
- Discuss prompt for assessment in great detail, answering students' questions about expectations
- Provide hamburger model to assist in pre-writing
- Allow students opportunity to share possible topics and oral recount of sequence of events that will be part of composition

**ESSENTIAL QUESTION: How is sequence of events important in both reading and writing?**

**Task: Preview rubric for assessment/pre-write/rough draft/publish**

**Standards:**

**ELACC2W3: 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.**

**ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  
**a. May include prewriting.**

**ELACC2W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.**

**Instruction:**

- Refer back to display of assessment prompt
- Show rubric prepared by teacher. Discuss expectations in depth, allowing for questions from students
- Prewriting: Provide individual graphic organizer representative of "hamburger" strategy for student use
- Writers' Workshop with teacher guidance and support
- Peer Conferences (Use student writing and rubrics to provide feedback and offer suggestions to peer)
- Complete Final draft of writing and allow time for illustrations. Publish via Photostory with student recordings of narratives

**ASSESSMENT #3: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL**

**PROMPT: (NARRATIVE)**

**Module 3: Create a comic strip to assist in the telling of a fictional trip into space. Illustrations and dialogue should convey sequence of events as well as knowledge of solar system. Reference to moon, stars and planets is required. When presenting finished product, student will speak with expression with a different voice to represent each character.**

**SKILL BUILDING TASKS**

**This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundational standards, while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.**

**ESSENTIAL QUESTION: How do images help in informational texts?**

**Task: KWL on Solar System; Venn Diagram for preview/prediction comparison and activation of prior knowledge in Fudge-a-mania and Magic School Bus Lost in the Solar System**

**Standards:**

**ELACC2R15: 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.**

**ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**

**ELACC2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**

**Instruction:**

- Students begin K-W-L related to Solar System concentrating on and recording in the “what I know” column

<b>SOLAR SYSTEM</b>		
<b>Things I Know</b>	<b>Things I Want to Know</b>	<b>Things I Learned</b>

- Preview illustrations from text. Use information gained from illustrations to guide predictions about major events
- Encourage students to write questions in the “want to know” column
- Although focus is not on narrative part of text at this point, allow time for students to get comfortable with the abundance of material on each page. Point out speech bubbles to show dialogue. Guide students in discovery of facts displayed on notebook piece of paper on each page



- Use Venn Diagram to show similarities and differences in appearance/organization of Magic School Bus Lost in the Solar System and Fudge-a-Mania
- Students make T-Chart with left column labeled “Same” and right column labeled “Different.” List similarities and differences of Magic School Bus Lost in the Solar System and Fudge-a-Mania

**ESSENTIAL QUESTION: What are essential pieces in a new piece of narrative writing?**

**Task: intro culminating task, preview of rubric**

**Standards:**

**ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**

**a. May include prewriting.**

**ELACC2W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

**ELACC2SL1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**

**c. Ask for clarification and further explanations needed about the topics and texts under discussion.**

**Instruction:**

- Display assessment prompt. Read prompt and discuss each part in detail. Provide opportunities for students to ask questions for clarity in expectations.
- Discuss expectations from each area on rubric. Students restate item on rubric in their own words with a partner. The other partner responds by completing this statement: “What I think you said is ……….”
- Students are encouraged to ask questions if needed
- Review story elements (characters, setting, plot, sequence of events) required in narrative writing (Again, encourage questioning)
- Students change partners and have informal conversation about challenges of upcoming task
- In whole group, teacher records ideas (Wordsplash) as group brainstorms and possible
- In whole group, conclude by asking students to complete a “ticket out the door” to provide teacher feedback on ideas of types of information and supplies needed to assist in working on project

**ESSENTIAL QUESTION: How does a reader determine important information?**

**Task: Identifying main topics from text**

**Standards:**

**ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text**

**ELACC2R12: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text**

**ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**a. Capitalize holidays, product names, and geographic names.**

**Instruction:**

- Read narrative part (center top part) of page 4 of The Magic School Bus Lost in the Solar System. Then read explanation on left side of page entitled “What is the Solar System?”
- Students identify each part of solar system by labeling each on tab of premade flipbooks (5 tabs are needed on students’ flipbooks- sun, planets, moon,

asteroids, comets) Directions for flipbook: <http://www.netc.org/classrooms@work/classrooms/fernán/images/makeflipbook.pdf>

- Emphasize use of capitals with names of planets  
Suggestion: Paste the following table on students' Planets page to assist in organizing information (INFORMATION WILL BE ADDED TO TABLE LATER!)

PLANETS	DESCRIPTION	INTERESTING FACT
Mercury		
Venus		
Earth		
Mars		
Jupiter		
Saturn		
Uranus		
Neptune		
Pluto		

- Introduce song "The Family of the Sun" (tune of Farmer in the Dell) <http://www.canteach.ca/elementary/songspoems34.html>
- Summarize with discussion of relationship between parts of solar system
- With a partner, use tabs on flipbook to review parts of solar system

#### ESSENTIAL QUESTION: Why do informational texts have charts and diagrams?

#### Task: T-chart of night and day

##### Standards:

**ELACC2L4: 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.**

**b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).**

**c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).**

**ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words**

**d. decode words with common prefixes and suffixes**

**ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (use adjectives and adverbs)**

##### Instruction:

- Refer back to students' flipbook to review parts of solar system (songs from previous task is also option for review)
- Summarize first page The Magic School Bus Lost in the Solar System before continuing reading of page 5-7 (read narrative text from center of page before reading factual information and student dialogue from outer parts of page)
- As new vocabulary word "planetarium" is approached, model use of root words to help with determining meaning of words
- Identify other words with prefixes or suffixes from previous pages (Ex: *weirder*, *weirdest* (pg 6), *started*, *driving*, *talked*, *buses* (pg 7) (These words can be added to Prefix/Suffix chart from earlier task)
- After reading information about day and night, discuss differences in day and night.

- Ask students to describe different items seen in book, and remind them that words that describe people, places and things are called adjectives
- In journals, students complete t-chart contrasting day and night (require adjectives)

**ESSENTIAL QUESTION: How can familiar words help with unfamiliar words?**

**Task: Word Sort (compound words vs. non-compound words); record information from text**

**Standards:**

**ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.**

- b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**ELACC2L4: 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**

- c. use a known root word as a clue to the meaning of an unknown word with the same root
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words

**ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area**

**NETS-3 Students apply digital tools to gather, evaluate, and use information**

- a. plan strategies to guide inquiry
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

**Instruction:**

- Review events leading up to page 8 in [The Magic School Bus Lost in the Solar System](#)
- Show index cards with following words from text pages 8 to 11: planetarium, something, atmosphere, spaceships, gravity, astronauts, bathroom, everything
- Identify root words in each, and relate root word to definition of word (**planetarium, spaceships, astronauts**)
- Lead students into realization that some of the words are compound words, and some are not.
- Classify words (compounds/non-compounds)
- Allow time to add more words to each group
- Introduce new vocabulary from upcoming pages, including words from table (below)
- Instruct students to listen and look for the words in the text
- As a group, read pages 8 to 11
- As new vocabulary is introduced, model use of context clues to aid in constructing meaning
- Model locating definition of “solar system” or “space” from traditional dictionary, on-line dictionary, non-fiction book (index/glossary), internet search, etc.
- Randomly assign each child one of vocabulary words. Students are asked to find definition of given word from a variety of resources.
- Students write word and definition on an index card “Ticket Out the Door” to record definition
- Summarize with collaborative effort in filling out table (below)
- Allow time for students to add new information to “What I Learned” part of KWL chart

<b>WORD</b>	<b>asteroid</b>	<b>comets</b>	<b>astronomy</b>	<b>atmosphere</b>	<b>Gravity</b>
<b>DEFINITION</b>					

<b>EXAMPLE/KEY WORDS</b>					
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**\*ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: Where and how can readers gain additional information about a topic of interest?**

**Task: Gather facts about moon**

**Standards:**

**ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**e. Use adjectives and adverbs, and choose between them depending on what is to be modified.**

**ELACC2R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

**ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**

**ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.**

**Instruction:**

- Read page 12 and 13 of The Magic School Bus Lost in the Solar System
- Paraphrase information gained by having students discuss facts with a partner
- Read poems “The Changing Moon” and “Moon” (both by Meisha Goldish) (<http://www.canteach.ca/elementary/songspoems34.html> )
- Analyze poem (beat, rhymes, rhythm, main idea)
- Reread poems multiple time to allow students to experience the rhythm
- Ask students to share facts about poem related to moon
- After reading facts about moon from right side of page 13, have students write fact in flip book on “moon” page in flipbook (suggest using adjectives to enhance writing)

**ESSENTIAL QUESTION: Where and how can readers gain additional information about a topic of interest?**

**Task: Gather facts about sun**

**Standards:**

**ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text**

**ELACC2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.**

**ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

**Instruction:**

- Continue reading pages 14 and 15 about the sun from Magic School Bus Lost in the Solar System
- Orally share new information gained from text

- Display and read “Shooting Star” poem by Meisha Goldish) (<http://www.canteach.ca/elementary/songspoems34.html> )
- Analyze poem (beat, rhymes, rhythm, main idea)
- Ask students to share facts about poem related to the sun
- After reading facts about sun, have students write fact in flip book on “sun” page

**ESSENTIAL QUESTION: How do informational texts about same topic compare?**

**Task: Venn diagram comparison of two books about sun**

**Standards:**

**ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text**

**ELACC2RI9: Compares and contrast the most important points presented by two texts on the same topic**

**ELACC2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.**

**ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

**Instruction:**

- Review information from pages 14 and 15 about the sun from Magic School Bus Lost in Space
- Reread “Shooting Star” poem by Meisha Goldish) (<http://www.canteach.ca/elementary/songspoems34.html>), reminding students to experience/enjoy the rhythm
- Show students Sun Up, Sun Down by Gail Gibbons and The Sun: Our Very Own Star
- Compare/contrast appearance (including specific parts of book-Table of contents, index, glossary with The Sun: Our Very Own Star)
- Model labeling of parts of Venn diagram as two texts are compared
- Tell students that following the reading of the two texts, small groups (3-4) will complete chart size Venn diagram to show similarities and differences between the two texts
- In whole group, small groups’ share a piece of information from their chart until all groups have had a chance to orally share
- Give students opportunity to add facts about sun to flipbook

**ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: How do authors use setting to give information?**

**Task: Analyze setting from text; design setting to convey information to reader**

**Standards:**

**ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**e. Use adjectives and adverbs, and choose between them depending on what is to be modified**

**ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**

**ELACC2W3: 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.**

Instruction:

- Review facts moon as recorded in student flipbooks, (songs and poems from earlier in unit could be used for review)
- Show Moonstick: the seasons of the Sioux by Eve Bunting and make group observations of the Sioux culture shown in illustrations. Use illustrations to emphasize the importance of nature to this culture
- Introduce title on each page during pre-reading (all titles involve moon)
- While reading, model use of phrases including an adjective followed by a noun to describe content on each page (ex: yellow leaves, blue sky)
- After reading Moonstick aloud, discuss the importance of changes in nature and the connection to the moon
- Give small groups (3 or less) an excerpt from the story. Group's task is to determine time of year by constructing meaning from text, illustrations and context clues
- Each group designs an illustration to support their decision in the season of year represented in text. Descriptive phrases are to be used when presenting to whole group
- Prewriting Activity: On journal page, students illustrate their favorite season of the year
- Use same "Hamburger" strategy for organizing narrative writing to tell a story involving a character and a sequence of events in the setting described in prewriting season
- After conferencing with adult, revise and edit as needed

**ASSESSMENT OPPORTUNITY**

**ESSENTIAL QUESTION: How is informational text different from narrative text?**

**Task: Record facts in flipbook**

**Standards:**

**ELACC2R17: Explain how specific images contribute to and clarify a text.**

**ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.**

**ELACC2L1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.**

**Instruction:**

- After reviewing parts of Solar System (with aid of students' flipbooks), reread page 15 from The Magic School Bus Lost in the Solar System
- Continue reading pages 16 to 23, with same pattern of reading narrative part before reading the informational text on each page
- Point out descriptive words while reading. Model addition of adjectives in oral sentences.
- As each information on each planet is provided, allow time for students to add an interesting fact planet page in flipbook
- Allow illustrations to enhance retention of information
- Require use of adjectives when writing facts in flipbooks

**ESSENTIAL QUESTION: What are different ways of gaining information from texts?**

**Task: Record facts in flipbook**

**Standards:**

**ELACC2RL4: Describe how words and phrases supply rhythm and meaning in a story, poem or song.**

**ELACC2R17: Explain how specific images contribute to and clarify a text.**

**ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.**

**ELACC2L1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.**

**Instruction:**

- Sing song “The Family of the Sun” (tune of Farmer in the Dell) <http://www.canteach.ca/elementary/songspoems34.html>
- Students compare flipbook from Fudge-a-mania and flipbook from Magic School Bus Lost in the Solar System. (Tabs from Fudge-a-mania name parts of family and pages provide information about each part and tabs from Magic School Bus Lost in the Solar System show parts of solar system and provide information about each part)
- Emphasize rhythm when song is read, and remind students that a song is a poem with music
- Use flipbooks to review parts of Solar System, (incorporate oral use of adjectives)
- Continue reading with whole group page 24 to page 32, stopping to add fact about each planet in flipbook
- Require adjectives when writing facts in flipbooks
- In summary use song as a poem by having choral reading of words from the song (without singing). Experience the rhythm as words are read.
- “Ticket Out the Door”- Talk to partner about his/her place in solar system and in family

DIFFERENTIATION: Words of song can be used for teaching of foundational skills

**ESSENTIAL QUESTION: How is writing used for different purposes?**

**Task: Design a postcard from space**

**Standards:**

**ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**a. Capitalize holidays, product names, and geographic names.**

**b. Use commas in greetings and closings of letters.**

**ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**

**a. May include prewriting.**

**ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.**

**Instruction:**

- While reading a message to Mrs. Frizzle (from Magic School Bus Lost in the Solar System ) focus on where commas are to be used in the message part of the post card, required parts of address, and proper capitalization and punctuation
- On an oversized model of a post card, model process of writing a post card in response to Mrs. Frizzle’s postcard.
- Model correct capitalization and punctuation as postcard is written
- Finish reading The Magic School Bus Lost in the Solar System
- Read Postcards from Pluto: A Tour of the Solar System aloud
- Discuss connection to Postcards from Pluto: A Tour of the Solar System with The Magic School Bus Lost in the Solar System
- On one side of postcard sized piece of paper, students draw a picture to show favorite part of Magic School Bus Lost in the Solar System
- Use other side of index card to write message to Mrs. Frizzle explaining illustration from other side



- Include name and address
- Edit and revise for correct capitalization and punctuation

### ASSESSMENT OPPORTUNITY

**ESSENTIAL QUESTION:** What would you expect to see and do if you went on a trip into space? What would happen first? Next? Last?

**Task: (COLLABORATIVE PROJECT):** plan presentations in small groups/ share responsibility of work, publish group project/ peer evaluation (Glow/Grow)

#### Standards:

**ELACC2SL1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

**ELACC2SL2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

**ELACC2SL3:** 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.

**ELACC2SL4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**ELACC2SL5:** 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.

**ELACC2SL6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2

**ELACC2W3:** 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.

**ELACC2W7:** Participate in shared research and writing projects.

#### Instruction:

- Use rubric to guide discussion of expectations
- Put students in groups of 3 or 4
- Prewriting Activities
  - Brainstorm characters, setting, and plot
  - Collaborate to plan 4 major events (first, next, then and last)
  - Group members assign responsibilities of presenting each event
  - After assigning particular event, research a new fact related to setting of event to be included in final presentation
  - Remind students that each event should be written in narrative form and illustrated, and proof of research should be evident
  - Incorporate technology (Photostory or Glogster) to produce final product to be shared with classmates
  - Self and peer evaluation following presentation with rubric used as guide

**ESSENTIAL QUESTION: Why do you think the sun and moon are referenced to in stories of all cultures?**

**Task: Explain Favorite Place in Space/End of Unit**

**Standards:**

**ELACCR14: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.**

**ELACCR15: Know and use various text features (e.g. to locate key facts or information in a text efficiently).**

**ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**

**ELACC2L4: 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.**

**e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.**

**Instruction:**

- As a culminating unit closing, teacher shows Mama, Do You Love Me? by Barbara Joosse
- Prior to reading, give students index card with vocabulary from story written on each card
- Student uses available resources to find definition of his/her word (due to cultural influence, internet research will be utilized in addition to dictionary for several words (vocabulary to be used: raven, umiak, puffin, ptmarigan eggs, salmon, ermine, lemmings, mukluks, igloo, walrus, musk-ox, Inuit, eskimos)
- Record definition on index card
- Orally share definitions
- Compare students' definitions with entries from glossary of Mama, Do You Love Me?
- Read Mama, Do You Love? in entirety (or listen to recorded version) for pleasure.
- Discuss relationship of this book with unit (The child in story has a special place in his/her space, just as each and every student. As we grow and gain knowledge and experiences about the space around us, each of us remains a special part in every role.)
- Students illustrate and write about his/her special place and explains reasons for choice
- Sharing is optional