

Grade 2
Unit 3: Understanding Stories

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud	Author: Tomie dePaola	Author: Tomie dePaola	Author: Tomie dePaola	Author: Tomie dePaola	Author: Tomie dePaola
Readers' Workshop	<p>Main Idea and Summarize ~ Main idea/summary (What is this story mainly about?) ~ Connect to story map/elements of a story ~My thinking or reactions to the text ~Teacher should have modeled responses to text previously read ~Add to journal topics chart to identify what to include in the response ~ IR ~ GR ~conferring ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>) -</p>	<p>Main Idea and Summarize ~ Main idea/summary (What is this story mainly about?) ~ Connect to story map/elements of a story ~My thinking or reactions to the text ~Teacher should have modeled responses to text previously read ~Add to journal topics chart to identify what to include in the response ~ IR ~GR ~conferring ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>) ~ teacher created/selected assessment</p>	<p>Thinking about characters - Use an excerpt from read aloud - describing physical attributes of characters - text proof and how these attributes help us understand the story - continue reinforcing monitoring/fix-up strategies - retell what was read - IR/Conferring - GR - share</p>	<p>Thinking about characters - Use an excerpt from read aloud - describing physical attributes of characters - text proof and how these attributes help us understand the story - continue reinforcing monitoring/fix-up strategies - retell what was read - IR/Conferring - GR - Share *collect student product</p>	<p>Thinking about characters - Use an excerpt from read aloud - identifying character traits (describe their actions and behaviors) - how the actions and behaviors help us understand the story (text support) - monitoring/fix-up strategies - retell what was read - IR - GR groups begin - Share</p>
Word Study	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: long I patterns (i_e, igh, y) - word wall words: high, they, ride, why, because 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: long I patterns (i_e, igh, y) -making words: flashlight 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: long I patterns (i_e, igh, y) <p>*teacher created/selected assessment</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: long o patterns (o_e, oa, ow) 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: long o patterns (o_e, oa, ow) <p>*collect student product</p>
Writers' Workshop	*Understanding a small moment story	*Discovering one small moment	*Establishing long-term partnerships	*Stretching one small moment	*Stretching and writing words
Notes	Students should continue writing responses in response journals to shared or independent reading. At this point they have several topics to choose from and new ones will be added this unit.				

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud	Author: Tomie dePaola	Author: Tomie dePaola	Author: Tomie dePaola	Author: Tomie dePaola	Author: Tomie dePaola
Readers' Workshop	Thinking about characters <ul style="list-style-type: none"> - Use an excerpt from read aloud - identifying character traits (describe their actions and behaviors) - how the actions and behaviors help us understand the story (text support) - monitoring/fix-up strategies - retell what was read - IR - GR groups begin - Share 	Thinking about characters <ul style="list-style-type: none"> - Use an excerpt from read aloud - identifying character traits (describe their actions and behaviors) - how the actions and behaviors help us understand the story (text support) - monitoring/fix-up strategies - retell what was read - IR - GR groups begin - Share <p>* teacher created/selected assessment</p>	Thinking about characters <ul style="list-style-type: none"> - Use an excerpt from read aloud - recognize what characters do and why (motivations and messages of characters) - how does it help us understand the story (text support) - continue reinforcing monitoring/fix-up strategies - retell what was read - IR - GR groups - share 	Thinking about characters <ul style="list-style-type: none"> - Use an excerpt from read aloud - recognize what characters do and why (motivations and messages of characters) - how does it help us understand the story (text support) - continue reinforcing monitoring/fix-up strategies - retell what was read - IR - GR groups - share 	Comparing and Contrasting Characters <ul style="list-style-type: none"> - Use an excerpt from read aloud - how is ____ like ____ - how does comparing characters help us understand stories - continue reinforcing monitoring/fix-up strategies - retell what was read - IR - GR groups - share
Word Study	adapt scope and sequence from Open Court: long u patterns (u_e, ui, ue) word wall words: fruit, cute, slow, said, few	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: - review long vowels - making words: chose from teaching or tractors 	* teacher created/selected assessment for long vowels	- adapt scope and sequence from Open Court: antonyms	- adapt scope and sequence from Open Court: antonyms *collect student product
Writers' Workshop	*Sketching Rather than Drawing	*Planning Details	*Internalizing Story Shapes	*Storytelling with Partners	*Writing some words in a snap
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Read Aloud	Author: Tomie dePaola	Author: Tomie dePaola	Author: Tomie dePaola	Author: Tomie dePaola	Author: Tomie dePaola
Readers' Workshop	Comparing and Contrasting Characters <ul style="list-style-type: none"> - Use an excerpt from read aloud - how is ____ like ____ - how does comparing characters help us understand stories - continue reinforcing monitoring/fix-up strategies - retell what was read - IR - GR groups - Share * teacher created/selected assessment	Writing about Characters <ul style="list-style-type: none"> - read an excerpt from read aloud - model response about character - add to journal topics chart (write about character) - IR - GR groups - share 	Examining Problem and Solution <ul style="list-style-type: none"> - Use an excerpt from read aloud - Identify problem and solution - Explain cause and effect relationships in the story - IR - GR groups - share 	Examining Problem and Solution <ul style="list-style-type: none"> - Use an excerpt from read aloud - Identify problem and solution - Explain cause and effect relationships in the story - IR - GR groups - share 	Examining Problem and Solution <ul style="list-style-type: none"> - Use an excerpt from read aloud - Identify problem and solution - Explain cause and effect relationships in the story - IR - GR groups - share * teacher created/selected assessment
Word Study	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: synonyms - word wall words: down, easy, right, quick, before 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: synonyms *collect student product	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: homographs (spelled alike but mean different things) 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: homographs (spelled alike but mean different things) *collect student product	* teacher created/selected assessment on synonyms, antonyms, and homographs
Writers' Workshop	*Focusing on the most important part	*Revealing internal stories	*Writing Close-in story Endings		
Notes					