

<b>Unit At a Glance</b>	<b>BCS</b> <b>Q3</b>	<b>2nd grade</b>
<b>Week 1</b>	<b>Focus Standards: RI.CS.4, RI.IKI.9, FL.WC.4, FL.F.5  W.TTP.2, W.PDW.5, W.RBPK.8, SL.CC.1, SL.CC.3</b> ELA Sub Standards: FL.PWR.3, FL.SC.6, FL.VA.7a, FL.VA.7c, W.PDW.6, W.PDW.7, W.RBPK.8, W.RW.10	
<b>Science</b> <b>PS4: Waves and Their Applications in Technologies for Information Transfer</b> 1) Plan and conduct investigations to demonstrate the cause and effect relationship between vibrating materials and sound. 2) Use tools and materials to design and build a device to understand that light and sound travel in waves and can send signals over a distance.		
Students will participate in a read aloud of <i>All About Sound</i> with a focus on fact and opinion and asking questions for comprehension instruction. They will focus vowels oo, u for phonics instruction and adjectives for number, size, and shape for grammar instruction.  Additional texts: Life Cycle of a Pumpkin, Sound  Leveled Readers: It's Alive, Grow a Tomato! Many Plants, Many Places  <a href="#">All About Sound</a>		

<b>Week 2</b>	<b>Focus Standards: RI.KID.2, RI.CS.4, RI.IKI.9,  SL.CC.1, SL.CC.3, W.TTP.2, W.PDW.5, W.RBPK.8</b> ELA Sub Standards: FL.PWR.3, FL.WC.4, FL.F.5 FL.SC.6, FL.VA.7a FL.VA.7.c, FL.WC.4, RI.KID.1, W.PDW.6, W.PDW.7, W.RW.10	
<b>Science</b> <b>PS4: Waves and Their Applications in Technologies for Information Transfer</b> 1) Plan and conduct investigations to demonstrate the cause and effect relationship between vibrating materials and sound. 2) Use tools and materials to design and build a device to understand that light and sound travel in waves and can send signals over a distance. 3) Observe and demonstrate that waves move in regular patterns of motion by disturbing the surface of shallow and deep water. <b>ETS2: Links Among Engineering, Technology, Science, and Society</b> 1) Use appropriate tools to make observations, record data, and refine design ideas.		
Students will participate in a reading of <i>Light is All Around Us</i> with a focus on comparing and contrasting for comprehension instruction. They will focus on diphthongs ou, ow/ou/ for phonics instruction and adjectives that compare for grammar instruction.  Additional texts: Frogs  Leveled Readers: Frog Friends, A Frog's Life, The Wonderful World of Birds  <a href="#">Light is All Around Us</a>		

**Week 3****Focus Standards: RI.CS.4, RI.IK1.8, SL.CC.1, SL.CC.1****SL.PK1.6, W.TTP.1, W.PDW.5**

ELA Sub Standards: FL.F.5, FL.SC.6, FL.VA.7a

FL.WC.4, RI.KID.1, W.RW.10

**Government and Civics**

2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.

**History**

2.29 Examine the significant contributions made by people of the U.S.

Students will participate in reading *Lives: Poems About Famous Americans* with a focus on theme, summarization, and plot for comprehension instruction. They will focus on Diphthongs oi, oy for phonics instruction and adverbs that tell when and where for grammar instruction.

Additional texts: Do You Know Who I Am?, I Like Where I Am

Leveled Readers: Moving Day, A Big Change, Simone's Travels

[Lives: Poems About Famous Americans](#)

**Week 4****Focus Standards: RI.KID.3, RL.KID.3, RI.CS.6, RI.IK1.8,****SL.CC.1, SL.CC.3, SL.PK1.5, SL.PK1.6, W.TTP.2, W.PDW.5, W.RBPK.6**

ELA Sub Standards: FL.PWR.3, FL.F.5, FL.SC.6, FL.VA.7c

FL.WC.4, RL.KID.1, W.RW.10

**Social Studies****Government and Civics**

2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.

2.29 Examine the significant contributions made by people of the U.S.

Students will participate in reading *The Story of Ruby Bridges* with a focus on fact and opinion and asking questions for comprehension instruction. They will focus on vowels oo, ue, ew, ui for phonics instruction and adverbs that tell how for grammar instruction.

Additional texts: Helen Keller and the Big Storm, Ruby Bridges Goes to School My True Story

Leveled Readers: Watch Out, Special Beach Day, Here Comes the Sun

[The Story of Ruby Bridges](#)

<b>Week 5</b>	<b>Focus Standards: FL.F.5, FL.SC.6, RL.KID.3, RI.KID.3, RI.IKI.8, RL.IKI.7, RI.CS.4, W.TTP.2</b> ELA Sub Standards: FL.PWR.3, FL.WC.4, FL.VA.7a, SL.CC.1 W.PDW.5, FL.WC.4, RL.KID.1, RI.KID.1, W.RW.10
<b>Social Studies</b> 2.29 Examine the significant contributions made by people of the U.S.	
Students will participate in reading <i>When Marian Sang</i> and <i>Amelia and Eleanor Go For a Ride</i> with a focus on main idea and supporting details and examining text structure for comprehension instruction. They will focus on suffixes -ly, -ful, -er, -or for phonics instruction and pronouns for grammar instruction.  Additional texts: Fire Fighter  Leveled Texts: Who Can Help? Community Helpers, Goods and Services  <a href="#">When Marian Sang</a> <a href="#">Amelia and Eleanor Go For a Ride</a>	

<b>Week 6</b>	<b>Focus Standards: FL.F.5, FL.SC.6, RI.CS.4, RI.IKI.9, W.RBPK.8</b> ELA Sub Standards: FL.PWR.3, FL.WC.4, FL.VA.7a, SL.CC.1, SL.CC.3 W.PDW.5, W.PDW.6, W.PDW.7, FL.WC.4, RL.KID.1, RI.KID.1, W.RW.10
<b>Science</b> LS2: Ecosystems 1) Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live. 2) Predict what happens to animals when the environment changes.	
Students will participate in reading <i>The Wolves Are Back</i> with a focus on sequence of events for comprehension instruction. They will focus on prefixes un-, re-, pre-, dis- for phonics instruction and singular and plural pronouns for grammar instruction.  Additional texts: One Dark Night  Leveled Texts: Animal Shelters, Horse Rescue!, A Day in the Life of a Vet  <a href="#">The Wolves Are Back</a>	

<b>Week 7</b>	<b>Focus Standards: FL.F.5, FL.SC.6, RI.KID.2, RI.CS.4, RI.IKI.9, W.RBPK.7</b> ELA Sub Standards: FL.PWR.3, FL.WC.4, FL.VA.7a, FL.VA.7.c, SL.CC.1 SL.CC.3, W.PDW.5, W.PDW.6, W.PDW.7, W.RBPK.8 FL.WC.4, RI.KID.1, W.RW.10
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**Science**

LS2: Ecosystems: Interactions, Energy, and Dynamics

- 1) Develop and use models to compare how animals depend of their surroundings and other living things to meet their needs in the places they live.
- 2) Predict what happens to animals when the environment changes.

Students will participate in reading *A Drop Around the World* with a focus on plot and theme and activating prior knowledge for comprehension instruction. They will study silent consonants for phonics instruction and introduce I and me for grammar instruction.

Additional texts: Bad Dog, Dodger

Leveled texts: Hubert and Frankie, Sally and the Wild Puppy, Training Peanut

[A Drop Around the World](#)

**Week 8**

**Focus Standards: FL.F.5, FL.SC.6, RL.KID.3, RL.CS.5  
RL.IKI.7, W.TTP.2, W.PDW.5, W.PDW.7, W.RBPK.8**  
ELA Sub Standards: FL.WC.4, FL.VA.7a, SL.CC.1  
SL.CC.2, RL.KID.1, W.RW.10

**Social Studies**

- 2.04 Examine different types of producers and consumers in the U.S.
- 2.05 Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.
- 2.06 Analyze how supply and demand influence production.
- 2.07 Differentiate between imports and exports.
- 2.08 Evaluate how imports and exports help to meet the needs of people in the U.S.

Students will participate in reading *Ox Cart Man* with a focus on author's purpose and asking questions for comprehension instruction. They will study ph, gh/f/ for phonics instruction and different kinds of pronouns for grammar instruction.

Additional texts: Business Shoppers, Touring U.S. Industries, Going, Going, Gone, The Fruits and Vegetables Highway, Horace and Morris, The Paper Crane

Leveled Texts: You Can Make a Difference!, What an Adventure!, Taking Care of the Earth

[Ox Cart Man](#)

**Week 9**

**Focus Standards: FL.F.5, FL.SC.6, RL.KID.3, RL.CS.5  
RL.IKI.7, W.TTP.2, W.PDW.5, W.PDW.7, W.RBPK.8**  
ELA Sub Standards: FL.WC.4, FL.VA.7a, SL.CC.1  
SL.CC.2, RL.KID.1, W.RW.10

**Social Studies**

- 2.04 Examine different types of producers and consumers in the U.S.
- 2.09 Explain why and how producers advertise to sell a product or service.
- 2.10 Describe the purpose of a budget.

Students will participate in Read Across America and choose their own book with a focus on author's purpose and asking questions for comprehension instruction. They will study ph, gh/f/ for phonics instruction and different kinds of pronouns for grammar instruction.

Additional texts: Business Shoppers, Touring U.S. Industries, Going, Going, Gone, The Fruits and Vegetables Highway, Horace and Morris, The Paper Crane

Leveled Texts: You Can Make a Difference!, What an Adventure!, Taking Care of the Earth

[Ox Cart Man](#)

**Week 10**

**Focus Standards: FL.F.5, FL.SC.6, RI.KID.2, RI.CS.4, RL.CS.5**

**RI.CS.6, RI.IKI.7, W.TTP.2, W.PDW.5**

ELA Sub Standards: FL.PWR. 3, FL.WC.4, FL.VA.7c,  
SL.CC.2, RL.KID.1, W.RW.10

**Science**

LS1: From Molecules to Organisms: Structures and Processes

- 1) Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place and see, find, and take in food, water, and air.
- 2) Obtain and communicate information to classify animals (vertebrate- mammals, birds, amphibians, reptiles, fish, invertebrates- insects) based on their physical characteristics
- 3) Use simple graphical representations to show that species have unique and diverse life cycles.

Students will participate in reading *Frogs* and *The Mysterious Tadpole* with a focus on realism and fantasy and monitor and fix up for comprehension instruction. They will study vowels aw, au, augh, al for phonics instruction and contractions for grammar instruction.

Additional texts: The Signmaker's Assistant, Tadpoles to Frogs

Leveled Texts: Grandpa's Sign, Freda's Sign, Marty's Job

[Frogs](#)

[The Mysterious Tadpole](#)