El Rancho Unified School District

Grade: 2	Theme 1: Silly Stories
Selection: 1 Dragon Gets By	Theme Concept: Stories with silly characters and funny situations make us laugh.

Type of Text:	Selection Writing:
• **Literary Text**	• **Character Description**

Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Summarize	Identify	**Problem**	Balanced (22)	Special (49)
Story Structure	Event	**Character**	Dairy (21)	Surprise (49)
Chart Reading	**Recount**	Main Character	Diet (22)	Bought (21)
Key Details	Determine	**Describe**	Hungry (33)	Front (32)
Understanding	**Question**	**Sequence**	Shopper (21)	Roll (29)
Text	Answer	Resolution	Shopping (19)	Kitchen (34)
Information	Moral	**Solve**	Vegetables (22)	Until (24)
Setting	**Plot**	Message	Reason (48)	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	I can ask questions before, during, and after reading that help me understand the meaning of the text. I can answer questions during and after reading to show my understanding of a text.
RL 2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell a story using important details from the text. I can determine the important message, lesson, or moral in a story.
RL 2.3	Describe how characters in a story respond to major events and challenges	I can describe how characters in a story solve problems and overcome 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.	I can describe the structure of a story.
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.	I can use pictures from text to describe a story's characters, setting, and plot.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Create a list helpful tips you could give Dragon next time he goes food shopping.	36
2	Why didn't Dragon stop eating until all the food was gone?	36
3	Dragon ate all of the food he couldn't fit in his car. What would you do if you could not fit all of your food in the car?	36
3	Why did Dragon love to go shopping? How do you feel about shopping?	36
2	What are the silliest parts of the story?	36

Performance Tasks (DOK 4)
If Dragon were making a TV commercial for his favorite food, what would he say? Plan a commercial. Act it out for your class. Design and draw a balanced meal. Categorize and graph the different food groups. Revise the ending of the story using healthy food choices.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Plan a Balanced Lunch pg. 37 Make a menu for a balanced lunch. Pick a food from the different food groups shown on pages 16-17. Name the food group each item come from.	Roly-Poly pgs. 38-41 Conduct roly-poly experiment. Use the How-To Organizer. Use the food pyramid to create a balanced school menu.	Write a Shopping List pg. 36 Estimate how much each item would cost. Find the total cost of your list.

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: 2	Theme 1: Silly Stories
Selection: 2 Julius	Theme Concept: Stories with silly characters and funny situations make us laugh.
Type of Text: • **Literary Text**	Selection Writing: • **Response Journal**

Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Fantasy	Major Event	**Problem**	Crumbs (57)	Surprise (49)
Realism	Minor Event	**Context clues**	Imitation (51)	
Key details	Recount	**Resolution**	Noise (58)	
Character	Determine	**Describe**	Slurped (54)	
Understanding	Central Message	**Sequence**	Spread (56)	
Text	**Moral – Good Manners**		Reason (48)	
Information	**Events**		Special (49)	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
	Reading: Literature	
RL 2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	I can ask questions before, during, and after reading that help me understand the meaning of the text. I can answer questions during and after reading to show my understanding of a text.
RL 2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell a story using important details from the text. I can determine the important message, lesson, or moral in a story.
RL 2.3	Describe how characters in a story respond to major events and challenges	I can describe how characters in a story solve problems and overcome challenges.
	Reading: Informational Text	

Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
2	**Why do you think Maya wanted an older brother?**	74

1	**How is Julius like most real pigs? How is he not like a real pig?**	74
2	**How do you think your family would feel if Julius moved into your home?**	74
3	**How are Dragon and Julius alike? How are they different?**	74

Performance Tasks (DOK 4)
Fantastic Adventures! Challenge Handbook page 4 Goal: Change a real-life story into a fantasy story. Students can find an article on the internet or newspaper and choose 2-3 events that can be transformed into fantasy. Students write a news article incorporating fantasy details. Compare and contrast good and bad manners. Create a Venn Diagram. Students create/write a short play about the concept of good manners (new student, brain-storm ideas).

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Write a character sketch, pg. 74 Choose one of the characters in the story: Maya, Julius, Granddaddy, or one of Maya's parents. Write a description of that character.	Use a Map or Globe, pg. 75 Find the United States on a map or globe. In which state does Granddaddy live? In which state does Granddaddy spend winter?	Students draw a scale map and figure out the miles Granddadddy travels every winter.

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: 2	Theme 1: Silly Stories
Selection: 3 Mrs. Brown Went to Town	Theme Concept: Stories with silly characters and funny situations make us laugh.

Type of Text:	Selection Writing:
• **Literary Text**	• **Descriptive Paragraph**

Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Predict	**Predicting**	**Answer**	Commotion (101)	Letter (88)
Infer	**Events**	Resolution	Delivered (88)	Different (91)
Key details	Recount	Character	Feathers (106)	Move (89)
Problem	Determine	**Describe**	Released (100)	Poor (103)
Understanding	Central Message	**Sequence**	Tire (98)	Word (88)
Text	Moral		Wearing (91)	Voted (89)
Information	Question		Floor (101)	Arrive (102)

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	I can ask questions before, during, and after reading that help me understand the meaning of the text. I can answer questions during and after reading to show my understanding of a text.
RL 2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell a story using important details from the text. I can determine the important message, lesson, or moral in a story.
RL 2.3	Describe how characters in a story respond to major events and challenges	I can describe how characters in a story solve problems and overcome challenges.
RL 2.4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	I can describe how rhymes, repeated lines, and alliteration supply rhythm and meaning in songs and poems.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
2	**Why did the animals want to move into Mrs. Brown's house? Support your answer.**	108
2	**Why didn't the mouse want to move into the house with the other animals? Explain your answer.**	108
2	**How does Wong Herbert Yee make this story funny? Give examples of funny words and pictures from the story.**	108
2	**What is life like for Mrs. Brown now that she lives in the barn**	108
3	**What would happen if Mrs. Brown's animals moved in with Maya and Julius?**	108

Performance Tasks (DOK 4)
Send an E-Postcard pg. 109   Did you enjoy reading the books in Theme 1? If you want to tell a friend about these books, send and e-postcard. You'll find one at Education Place. www.eduplace.com/kids   Design and create a get well greeting card for Mrs. Brown.   Write a letter explaining why your character acted the way he/she/it did.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Write a Get Well Card, pg. 108 Cheer up Mrs. Brown while she is in the hospital. Write and illustrate a get-well card for her.	Compare Animals, pg. 109 Copy the chart on page TE 109 on a piece of paper. What body parts does each animal have? Put check marks where they belong.	Write a Number Sentence, pg. 109 Eight animals voted on whether to move into Mrs. Brown's house. One animal voted not to move into the house. How many animals voted to move into the house? Write a number sentence to solve the problem.

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging