

El Rancho Unified School District

Grade: <u>Two</u>		Theme: 2 Nature Walk	
Selection: 1 Henry and Mudge and the Starry Night		Theme Concept: <u>Nature can be observed and enjoyed wherever you are.</u>	
Type of Text: Literary Text		Selection Writing: ◆ Narrative ◆ Opinion/ Argumentative ◆ Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Text	Year (127)	Lanterns (136)
Compare/Contrast	Information	Beautiful (132)	Tent (126)
Events	Setting	Even (129)	Quiet (147)
Sequence	Plot	Straight (133)	Nature
Problem	Message	Backpack (131)	
Resolution	Recount	Campfire (126)	
Details	Solve	Camping (125)	
Answer	Character	Hike (131)	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL.2.1	<i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i>	I and ask and answer questions before, during, and after reading that help me understand the meaning of the text.
RL.2.3	Describe how characters in a story respond to major events and challenges.	I can describe how characters in stories solve problems and overcome challenges.
RL.2.6	Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading.	I can identify different characters' points of view in a story.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades2-3 text complexity ban proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from 2 nd grade stories and poems. I can read above grade level texts with scaffolding and support.

Reading: Informational Text

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Why does Henry love camping? Why does Mudge love camping?	148
3	What would have different about Henry’s trip if it had rained the whole time?	
2	<i>Why do you think it was so quiet while they were sleeping? Support your answer.</i>	147
3	Why do you think the trees smell “clean” and the family’s dreams are “green”?	147

Performance Tasks (DOK 4)

Choose a character from the story: Henry, his mom or dad, or even Mudge. Write a journal entry about the camping trip from that character’s point of view.

Create a catalog of things campers use. Draw or cut out pictures of items such as a tent o a backpack. Then label each picture.

Writing	Science/ Social Studies	Math
Create a Venn Diagram. Compare and contrast either Henry’s parents or Henry and Mudge. (TE 121)	Draw a map of Big Bear Lake. Label some of the landforms Henry saw. Research the Big Dipper and the North Star. Illustrate and label your picture.	Formulate a list of camping supplies. Give each item a price and calculate the total spent.

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: <u>Two</u>	Theme: 2 <u>Nature Walk</u>
Selection: 2 <u>Exploring Parks With Ranger Dockett</u>	Theme Concept: Nature can be observed and enjoyed wherever you are
Type of Text: Informational Text	Selection Writing: ◆ Narrative ◆ Opinion/ Argumentative ◆ Informative/ Explanatory
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
Evaluate	Text
Fact and Opinion	Information
Events	Setting
Sequence	Details
Explains	Recount
Searches	Describe
Question	
Answer	
	Important (167)
	Later (172)
	Touch (164)
	Young (167)
	Busy (160)
	Exploring (172)
	Habitat (167)
	Protect (166)
	Ranger (160)
	Tours (160)
	Urban (160)
	Statues (162)

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
Reading: Informational Text		
RI.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 and answer questions to find information and to show what I have learned in an informational text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I can make connections between the events, ideas or concepts in a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	I can identify the main idea of an informational text.

RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from informational text. I can read above grade level text with scaffolding and support.

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	What did you learn about Ranger Dockett's busy job?	174
2	How is a park like an exciting classroom. Explain your answer.	174
3/4	Why do you think the author shows Ranger Dockett with two very different kinds of statues? Cite evidence to support your answer.	

Performance Tasks (DOK 4)

Create a list of rules for Ranger Dockett's park.

Write a journal and list the key details of a day with Ranger Dockett. Use your Anthology.

Writing	Science/ Social Studies	Math
Write a paragraph summarizing pages 160-164 of Exploring Parks With Ranger Dockett.	Connect to www.eduplace.com/kids and explore a national park or wildlife preserve.	Write a list of what Ranger Dockett does in one day. Then write a time for when he might begin and end each task. Put the times in order.

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: 2

Selection: Around the Pond: Who's Been Here?

Theme: 2

Theme Concept: Nature Walk

Type of Text:

] **Literary Text**

Selection Writing:

] **Narrative**

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary) (P.178)	
Categorize	Answer	Shallow	Path p.185
Classify	Recount	Bank p.193	Shallow p.189
Events	Realistic Fiction	Crater p.189	Across p.189
Details		Edge p.185	Brother p.185
Describe		Moss p. 185	Great p.197
Setting			Stands p.185
Text			Containers p.185
Question			Muggy p. 182

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 answer questions during and after reading to show my understanding of a text.
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 picture from the text to describe a story's characters, setting and plot.

RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from second grade stories and poems. I can read above grade level texts with scaffolding and support.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Think about the animals in this story. Choose two animals and classify how they are the alike and different?	204
2	How would this story be different if it took place in winter?	204
3	Compare Sam, the dog in this story, with Mudge. How are they alike?	204
1	Identify the animals in the story.	204

Performance Tasks (DOK 4)
Write descriptions of animals on index cards or in paragraph form. Read the descriptions aloud to your class to guess which animal they are talking about.
Create a chart with three columns. Label one column L for Living. Label the second column N for Non- living. Label the third column O for Once-Living. Then look at the story and group things that you find. P.205

Writing	Science/ Social Studies	Math
Write a paragraph of a time when you saw an animal or describe your favorite animal?	Make a picture book that gives details about animals. Choose four animals from Around the Pond. CH 2-5	Categorize and graph different animal types in the story?

Level: Emerging	Level: Expanding	Level: Bridging

