

# El Rancho Unified School District

Grade: <u>Two</u>		Theme: 4 Amazing Animals	
Selection: 1 <u>Officer Buckle and Gloria.</u>		Theme Concept: <u>These animals do everything from the incredible to the hilarious</u>	
Type of Text: J Literary Text		Selection Writing: J <b>Informative/ Explanatory</b>	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
<b>Fantasy</b>	Solution	Board (21)	Swivel chair (21)
<b>Realism</b>	Text	Told (36)	Banner (23)
<b>Monitor</b>	Setting	Listened (22)	Obeys (25)
<b>Clarify</b>	Plot	Accident (31)	Stared (26)
<b>Conclusion</b>	Recount	Audience (30)	Attention (27)
Describe	Character	Commands (25)	Expression (31)
Events	Details	Officer (22)	Enormous (32)
Problem		Auditorium (38)	Imagination (33)

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 a text.
RL.2.3	Describe how characters in a story respond to major events and challenges.	I can retell a story using important details from the text. I can determine the important message, lesson or moral in a story.
RL.2.5	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.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the 2 <sup>nd</sup> & 3 <sup>rd</sup> grade complexity band proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from 2 <sup>nd</sup> grade stories and poem. I can read above-grade literary texts with scaffolding and support.
Reading: Informational Text		

### Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	What happens when Officer Buckles gives his safety speech to the students at Napville School?	
2	Explain why the students sit up and listen everywhere Officer Buckle and Gloria go?	
3	What does the story teach about teamwork and friendship? Cite evidence from the selection to show how Gloria and Officer Buckle demonstrated teamwork and friendship.	

### Performance Tasks (DOK 4)

Write and draw conclusions about important safety tips that can be used in the classroom or around the school. Write at least one conclusion that states why the tip is important. Make a poster that lists your tips and conclusions. (Challenge Handbook 4-1) Optional: Present your poster and safety tip to the class.

Writing	Science/ Social Studies	Math
Write an invitation to an event at your home or school. Include: Date, time, place, and event.	Teacher reviews Cross-Curricular Connection (TE 40) about electrical storms and safety. Optional: Use the internet to research electrical storms.	Write number 1 to 100 in expanded form.

Level: Emerging	Level: Expanding	Level: Bridging

## El Rancho Unified School District

Grade: Two  
Selection: 2 Ants

Theme: 4 Amazing Animals  
Theme Concept: These animals do everything from the incredible to the hilarious.

Type of Text:  
    J Informational Text

Selection Writing:  
    ♦ Narrative  
    ♦ Opinion/ Argumentative  
    ♦ Informative/ Explanatory

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
<b>Question</b>	Fact	Between (69)	Tunnels (64)
<b>Text organization</b>	Opinion	Care (77)	Nearby (63)
Glossary	Classify	Weight (81)	
Fiction	Compare	Antennae (67)	
Nonfiction	Contrast	Cocoons (71)	
Details	Describe	Colonies (64)	
Explain	Question/answer	Fungus (73)	
information		Larvae (71)	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
Reading: Informational Text		
RI.2.1	Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.	I can ask and answer questions to show what I learned in an informational text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I can identify the main idea of paragraphs in an informational text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I can find the meaning of new words in 2 <sup>nd</sup> grade informational texts.

RI.2.5	Know and use various text features (captions, bold print, glossaries, indexed...) to locate key facts or information in a text efficiently.	I can use a variety of 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.2.8	Describe how reasons support specific points the author makes in a text.	I can describe how reasons (details) support an author's facts.
RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science in grade 2/3 complexity proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from 2 <sup>nd</sup> grade informational texts. I can read above grade level texts with scaffolding and support.

### Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
3	<b>Compare ant colonies to towns or cities. How are they alike and different? Cite evidence.</b>	
1/2	<b>By looking at the captions, why does the author want you to know that anthills can be found under the sidewalk in your neighborhood, in Australia and in Africa?</b>	
1	<b>What are some examples of teamwork used in the story?</b>	

### Performance Tasks (DOK 4)

Find out why the spider is not called an insect. (Challenge Handbook 4-4) Draw and label both an ant and a spider. Label the body parts (research on line). Write a few sentences about why a spider is not an insect. Include three things that are different.

Use a Venn Diagram to compare and contrast the selections Ant (nonfiction) and Officer Buckle and Gloria (fiction).

Writing	Science/ Social Studies	Math
Choose one ant from the selection. Write a summary paragraph about that ant. Include at least three facts about the ant.	Make a list of different insects with antennae. Discuss how these animals use their antennae.	Create word problems using the number of legs on an ant. (Relate to repeated addition and multiplication facts.)

Level: Emerging	Level: Expanding	Level: Bridging



## El Rancho Unified School District

Grade: <u>Two</u>		Theme: 4 Amazing Animals	
Selection: 3 <u>The Great Ball Game</u>		Theme Concept: <u>These animals do everything from the incredible to the hilarious</u>	
Type of Text: J Literary Text		Selection Writing: J <b>Opinion/ Argumentative</b>	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
<b>Summarize</b>	Setting	Ago (92)	Penalty (95)
<b>Cause and Effect</b>	Character	Field (95)	Quarrel (93)
Folktale	Message	Half (107)	Jeered (98)
Problem	Details	War (93)	Pity (99)
Resolution		Accept (95)	Horizon (103)
Plot		Advantage (102)	Dim (103)
Events		Argument (92)	
Sequence		Guarded (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 and answer questions before, during and after reading to help me understand the meaning of the text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	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 retell a story using important details from the text. I can determine the important message, lesson or moral in a story.
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.2.6	Acknowledge difference in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can identify different characters' points of view in a story. I can speak in different voices to match the characters' dialogue when I read a story out loud.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the 2 <sup>nd</sup> & 3 <sup>rd</sup> grade complexity band proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from 2 <sup>nd</sup> grade stories and poem. I can read above-grade literary texts with scaffolding and support.
Reading: Informational Text		

### Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Identify the different animals in the story.	
2	Predict how the story would have been different if Bat had not played in the game.	
3	Cite evidence from the story showing how the birds and animals are different.	

### Performance Tasks (DOK 4)

Write a folktale explaining why animals act the way they do. (Bears go to sleep for the winter, Spiders make webs, Moths fly toward lights etc.)

Writing	Science/ Social Studies	Math
Write a paragraph persuading a friend to join a team.	Research and write about how a great leader solved problems. Make a bat fact file using the information from the selection and other resources.	

Level: Emerging	Level: Expanding	Level: Bridging