

Grade 2 Module 5

Lead the Way

Essential Question: What are the qualities of a good leader?

Overview

In this module, children will read stories and texts that will help them identify the qualities many good leaders possess. They can learn to recognize these qualities in themselves so they can work to become good leaders in the classroom and in their school. The principal of a school, the mayor of a town or city, and the owner of a local business have at least one thing in common—they are all leaders in the community. But what makes these people good leaders?

Students will write an informational text as a personal essay. Students will explain what makes them unique. Students will brainstorm words and phrases on a topic, use genre, identify main topic and details, identify figurative language and utilize the writing process to create their personal essay.

Social Studies Connection: Leadership

Putnam NY SS- Unit 1: Voting and Elections

Understanding the importance of choosing good leaders

Inquiry Based and Research Projects- Launch a campaign for a story character.

Background/Theme: Remind students that a good leader is creative, inspires others, is honest and trustworthy, and makes good decisions

Goal: Work in groups to launch a campaign for a story character who you feel would be a good leader

Module 5 Essential Question: What are the qualities of a good leader?

Week 1	Vocabulary			
	Module Big Idea Words: admire, inspire, pioneer 2L5a , 2L6 , 2L4c Academic Critical Vocabulary: <i>Seed by Seed: The Legend and Legacy of John “Appleseed” Chapman</i> - tangle, creaking, straining, glinted, affection 2L5a , 2L6 , 2L4c <i>Going Places</i> - assured, exactly, precise, peered, respond, intent, contraption, replica 2L5a , 2L6 , 2L4c Vocabulary Strategy: Reference Sources* Generative Vocabulary: Suffixes –y, -ly* 2RF3d			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>What’s Good to Read? Book Reviews for Kids by Kids!</i> 2RF4 <i>Seed by Seed: The Legend and Legacy of John “Appleseed” Chapman</i> 2RF4 <i>Going Places</i> 2RF4 Know It Show It	Module Launch Ideas and Support: * persuade, opinion, reasons, facts 2R8 Read for Understanding Figurative Language: literal language, simile Ask & Answer questions: Evidence 2R1 Speaking and Listening: Recount an Experience 2R9 Close Read Characters: * external traits, internal traits, perspective Bold: priority skill *Assessed at end of week or end of module	Informational Text – Personal Essay <i>Stand Tall, Molly Lou Melon</i> Writer’s Vocabulary: Introduction, lead, body, conclusion	Informational Text – Personal Essay Priming the Student Explore the topic “What makes you unique” 2SL1a , 2SL1b Priming the Text Prepare to read 2W4 , 2W7 , 2SL1b The Read Focal Text 2LS1a , 2LS1b Vocabulary Adjective, simile, metaphor 2W4 , 2W7 Prewriting I: Character Traits 2W4 , 2W6 , 2W7 , 2LS1a Bold: priority skill *Assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High Frequency Words: below, both, follow, most, move, own, road, show, window, yellow Phonics: Long o patterns, multisyllabic words: long o Fluency: Expression Start Right Reader Decodable Texts: <i>Start On the Move, Get Ready to Move</i> Spelling: Long o (o, oa, ow) Handwriting: cursive a, d, o Lesson Slides: Lessons 1-5 2RF3	Quotation Marks Anchor Standard 2 PK-2L2 Lesson 5.1.1: Quotation Marks Lesson 5.1.2: Commas in Quotations Lesson 5.1.3: Writing Quotations Lesson 1.4.4: Review Compound Sentences Lesson 5.1.5: Connect to Writing: Using Quotation Marks

	Foundational Skills	Grammar
	High Frequency Words: almost, become, begin, high, kind, might, night, one, open, opened Phonics: Long i patterns, multisyllabic words: long i Fluency: phrasing Start Right Reader Decodable Texts: <i>By Day, By Night</i> Spelling: Long I pattern - Silent Letters Handwriting: cursive e, i Lesson Slides: Lessons 6-10 2RF3	Using Proper Nouns Anchor Standard 1 PK-2L1, Anchor Standard 2 PK-2L2 Lesson 2.5.1: Days of the Week Lesson 2.5.2: Months Lesson 2.5.3: Holidays Lesson 3.2.4: Review Verbs in the Present Lesson 2.5.5: Connect to Writing: Using Proper Nouns

Week 3	Vocabulary			
Academic Critical Vocabulary: 2L5a , 2L6 , 2L4c <i>Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions</i> - workshop, issue, ensure, failure, devoted, smash <i>Who Are Government's Leaders?</i> troop, charge, solve, state, members, laws, capital, council Generative Vocabulary: Words That Name People* PK-2L1				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions</i> 2RF4 <i>Who Are Government's Leaders?</i> 2RF4 <i>Thomas Edison and the Light Bulb (video)</i> Know It Show It	Read for Understanding Text Organization: chronological order 2W7 Summarize: Paraphrase 2R2 , 2SL1a View for Understanding Chronological Order:* beginning, middle, end 2R5 Close Read Content Area Words: * context clues 2R4 			

	Foundational Skills	Grammar Skills
	High Frequency Words: began, book, of, ready, their, thought, two, whole, write, years Phonics: Suffixes -ful, -less, multisyllabic words Fluency: intonation Start Right Reader Decodable Texts: <i>Jack and the Book, The Red Box</i> Spelling: Homophones Handwriting: cursive m, n Lesson Slides: Lessons 11-15 2RF3	Abbreviations Anchor Standard 1 PK-2L1, Anchor Standard 2 PK-2L2 Lesson 5.5.1: Abbreviations for Titles for People Lesson 5.5.2: Abbreviations for Days and Months Lesson 5.5.3: Abbreviations for Places Lesson 3.3.4: Review Verbs in the Present, Past, and Future Lesson 5.5.5: Connect to Writing: Using Abbreviations