

Grade 2 Module 1

Be a Super Citizen

Essential Question: How can being a good citizen make a difference to others?

Overview

In this module, children will listen to and read about characters and real people who illustrate what it means to be a good citizen. They will also learn how being a good citizen makes a difference at home, at school, and in the community. Doing the right thing, telling the truth, respecting the needs of others, and being kind are all characteristics of good citizens. These principles can be simple to put into practice, but people sometimes ignore them.

Students will write a personal narrative about something they have done to make the world a better place. Students will understand that a personal narrative will have characters, setting, and a plot with a beginning, middle, and end, while using descriptive words within their writing.

Social Studies Connection: Citizenship

Putnam NY SS Program Unit 1- Active Citizenship

Understanding the importance of rules and consequences

Inquiry Based and Research Project: Community Helpers Mural

Background/Theme: Anyone can be a good citizen; good citizens are all around us.

Goal: Work together to make a mural showing community or school helpers

Module 1 Essential Question: How can being a good citizen make a difference to others?

Week 1	Vocabulary			
	Module Big Idea Words: <i>Introduce the Topic: Citizenship</i> : citizen, difference, kind 2L5a , 2L5b , 2L6			
	Academic Critical Vocabulary: 2L5a , 2L5b , 2L6			
	<i>Meet the Dogs of Bedlam Farm</i> : guards, serious, carefree, guide, images			
	<i>Clark the Shark</i> : munch, bellowed, rough, handle, cool, bounce, grinned, might			
	Vocabulary Strategy: Antonyms 2L5b			
	Generative Vocabulary: Words That Describe Actions 2L6			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>We Are Super Citizens</i> 2RF4 <i>Meet the Dogs of Bedlam Farm</i> 2RF4 <i>Clark the Shark</i> 2RF4 Know it Show It	Module Launch Central Idea:* topic, supporting evidence 2R2 Read for Understanding Ask and Answer Questions: evidence 2R1 Speaking and Listening: Collaborative Conversations Conversation, collaborative, informal language, formal language 2LS1a , 2SL1b , 2SL1c , 2SL2 Close Read Setting: * setting, describe, details <		

Foundational Skills	Grammar
High-Frequency Words: a, and go, got, have, not, the, too, will, you Phonics: Consonants; Short a, i; Multisyllabic Words: Short a, i Fluency: Accuracy and Self-Correction Start Right Reader Decodable: <i>In a Jam, Jam Bandit</i> Spelling: Short a, I Handwriting: Manuscript Ii, Ll, Tt Lesson Slides: Lessons 1-5 2RF3	Subjects and Predicates Anchor Standard 1 PK-2L1 Lesson 1.1.1: Subjects Lesson 1.1.2: Predicates Lesson 1.1.3: Using Sentences Lesson 2.1.4: Review Nouns Lesson 1.1.5: Connect to Writing: Using Subjects and Predicates Correctly

Week 2	Vocabulary			
	Academic Critical Vocabulary: 2L5a , 2L5b , 2L6			
	<i>The William Hoy Story</i> : scribbled, tryouts, wistfully, smirked, jammed, discuss			
	<i>The Great Puppy Invasion</i> : panicked, ridiculous, prohibited, cautiously, elected, local, mock, compliment			
	Generative Vocabulary: Words That Describe People, Places, and Things 2L6			
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>The William Hoy Story</i> 2RF4	Read for Understanding Central Idea:* central ideas, supporting evidence 2R2 Monitor and Clarify: monitor, clarify, reread, background knowledge, visual 2R1 , 2R3 Summarize: summarize, paraphrase 2R2 , 2SL1a Close Read Author's Purpose: * author's purpose, persuade, inform, entertain, genre 2R1 , 2R6 , 2R7 			

	Foundational Skills	Grammar
	High-Frequency Words: best, does, end, job, left, men, more, see, than wash Phonics: Consonants; Short o, u, e; Multisyllabic Words: Short o, u, e Fluency: Reading Rate Start Right Reader Decodable Texts: <i>The Red Van, Fine Hats</i> Spelling: Short o, u, e Handwriting: Manuscript Cc, Dd, Ee, Oo Lesson Slides: Lessons 6-10 2RF3	Simple Sentence Anchor Standard 1 PK-2L1 Lesson 1.2.1: Complete Sentences Lesson 1.2.2: Word Order in Sentences Lesson 1.2.3: Run–On Sentences Lesson 3.1.4: Review Action Verbs Lesson 1.2.5: Connect to Writing: Using Simple Sentences

	Foundational Skills	Grammar
	High-Frequency Words: do, give, he, line, said, set, seven, sure, upon, walk. Phonics: Long a, i (VCe); Soft c and g Fluency: Expression Reading Rate Start Right Reader Decodable Texts: <i>Zane on a Hike, Fine Hats</i> Spelling: Long a, i (VCe) Handwriting: Manuscript Aa, Ff, Gg, Jj, Qq Lesson Slides: Slides 11-15 2REF3	Kinds of Sentences Anchor Standard 1 PK-2L1 Lesson 1.3.1: Statements and Questions Lesson 1.3.2: Commands Lesson 1.3.3: Exclamations Lesson 1.1.4: Review Subjects and Predicates Lesson 1.3.5: Connect to Writing: Using Different Kinds of Sentences