

Grade 2 Module 3
Meet in the Middle

Essential Question: How can people work out disagreements?

Overview

In this module, children will learn ways to listen to each other and work out disagreements. Through reading and collaboration, children will learn to see different points of view. Then they will be able to understand why people may disagree and why sometimes that might be okay! “This is what I think.” “Well, I think you’re wrong.” “Well, maybe I don’t like you, then.” Disagreements can sometimes stress relationships. But can we agree to disagree and still get along?

Students will write an opinion persuasive text explaining their point of view on an issue. Think about an issue you have heard people disagree on. Write about the issue. Describe the issue, state your point of view, and provide evidence about why others should support your point of view.

Social Studies Connection: Solving Problems

Active Citizenship

Putnam NY SS Program Unit 1

Understanding the importance of rules and consequences

Module 3 Essential Question: How can people work out disagreements?

Week 1	Vocabulary			
	Module Big Idea Words: Introduce the Topic: Meet in the Middle- compromise, decision, disagreement 2L5a , 2SL2 , 2L5b Academic Critical Vocabulary: 2L5a , 2SL2 , 2L5b <i>Mango, Abuela, and Me</i> : snaking, belongs, bundle, company, bob, weave <i>Big Red Lollipop</i> : invited, screams, plead, musical, shove, scoots, greedy, scurries Vocabulary Strategy: Context Clues 2L4a Generative Vocabulary: Prefixes un- and re- 2L4b			
	Reading	Writing		
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>Meet Me Halfway</i> (Module Opener) 2RF4 <i>Mango, Abuela, and Me</i> 2RF4 <i>Big Red Lollipop</i> 2RF4 Know It Show It	Module Launch Central Idea* central idea, topic, supporting evidence 2R2 , 2SL1a , 2SL1b , 2SL1c Read for Understanding Monitor and Clarify: monitor, clarify reread, background knowledge, visual 2R1 , 2R3 , 2R7 Speaking and Listening: Social Communication 2SL1a Close Read Point of View: point of view, narrator 2R1 , 2R6 Bold: priority skill *Assessed at end of week or end of module	Opinion Persuasive Text <i>Mr. Tiger Goes Wild</i> Writer's Vocabulary: disagreement, compromise, emotive word	Opinion: Persuasive Text Priming the Students Explore topic “solving disagreements” 2SL1b , 2SL1c , 2SL2 , 2L5a Priming the Text 2W4 , 2W7 , 2SL1b , 2L5a The Read Focal Text 2Ls1a , 2L4a , 2L5a Vocabulary Emotive words 2W3 , 2W4 , 2L4b , 2L6 Prewriting I: Choosing a Topic 2W4 , 2SL1b Bold: priority skill *Assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High-Frequency Words: are, hand, kept, king, land, long, sing, thing, think, wish Phonics: Final Blends; Closed Syllables Fluency: Reading Rate Start Right Reader Decodable Texts: <i>Sad King Ben, The Quest</i> Spelling: Final Blends Handwriting: Manuscript Mm, Nn, Vv, Xx Lesson Slides: Lessons 1-5 2RF3	Proper Nouns Anchor Standard 1 PK-2L1 Lesson 2.4.1: Names for People, Animals, Places, and Things Lesson 2.4.2: Names for People and Animals Lesson 2.4.3: Names for Special Places and Things Lesson 2.3.4: Review Plural Nouns Lesson 2.4.5: Connect to Writing: Using Proper Nouns

Week 2	Vocabulary			
Academic Critical Vocabulary: 2L5a , 2SL2 , 2L5b <i>Three Hens and a Peacock</i> : wandered, whizzed, brewing, struts, moped, exhausted <i>Working with Others</i> : blamed, argue, respectful, practice, booming, skill, threatening, persuade <i>Gingerbread for Liberty!</i> booming, skill, threatening, persuade Generative Vocabulary: Inflections -ed, -Ing 2L6 , 2L4c				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>Three Hens and a Peacock</i> 2RF4 <i>Working with Others</i> 2RF4 <i>Gingerbread for Liberty!</i> 2RF4 Know It Show It	Read for Understanding Theme: * topic, moral, theme 2R2 Make and Confirm Predictions: prediction, confirm Synthesize: 2R1 , 2R3 , 2SL1a Close Read Central Idea: * central idea, topic, supporting evidence 2R1 , 2R2 Text Organization* text organization, chronological order 2W7 			

Foundational Skills	Grammar
High-Frequency Words: across, car, down, fell, full, held, mountain, pull, push, spell Phonics: Double Final Consonants; Inflections: Spelling Change Fluency: Phrasing Start Right Reader Decodable Texts: <i>The Van, Bill and Raz Get Help</i> Spelling: Double Final Consonants Handwriting: Manuscript Hh, Ii, Ll, Tt Lesson Slides: Lesson 6-10 2RF3	Types of Verbs Anchor Standard 1 PK-2L1 Lesson 3.1.1: Action Verbs Lesson 3.1.2: Action Verbs and Subjects Lesson 3.1.3.: Action Verbs in Sentences Lesson 2.4.4: Review Proper Nouns Lesson 3.1.5: Connect to Writing: Using Action Verbs

Vocabulary	
Academic Critical Vocabulary: 2L5a, 2SL2, 2L5b <i>Serious Farm</i>: humor, admit, terrible, immediately, probably <i>Pepita and the Bully</i>: wrinkled, frown, yanked, dragged, mumbled, nearby, excuses, hesitant <i>Be a Hero! Work it Out!</i> even, Mr., Mrs., mouse, other, shall, these, when, while, white Generative Vocabulary: Words About Communication 2L5a, 2L6, 2L4c, 2L5b	
Reading	Writing
Required Resources	Priority Skills & Instructional Vocabulary
<i>Serious Farm</i> 2RF4 <i>Pepita and the Bully</i> 2RF4 <i>Be a Hero! Work it Out!</i> 2RF4 Know It Show It	Read for Understanding Retell: retell, paraphrase 2R1, 2R2, 2R7, 2SL1c Author’s Purpose: * author’s purpose, persuade, inform, entertain, genre 2R2, 2SL2 Close Read Theme: * moral, theme, topic 2R2, 2W7, 2R7 Bold: priority skill * Assessed at end of week or end of module
Required Resources & Instructional Vocabulary	Priority Skills
Opinion Persuasive Text <i>Mr. Tiger Goes Wild</i> Writer’s Vocabulary: proofread	Opinion: Persuasive Text Revising III: Integrating Adverbs Introduce the revision skill 2W4, 2W7, 2LS1a, 2L6 Editing: Peer Proofreading Look for format, grammar, and spelling errors 2LS1a, 2LS1b Publishing I: Writing the Final Copy Steps of the Writing Process W4, 2L6 Publishing II: Persuasive Text 2SL1a, 2L6 Sharing a Persuasive Text Share Your Writing Orally 2W2, 2W3, 2W7, 2S11b Bold: priority skill * Assessed at end of week or end of module

	Foundational Skills	Grammar
	High-Frequency Words: even, mouse, Mr., Mrs., other, shall, these, when, while, white Phonics: Consonant Digraphs; Prefixes un-, re- Fluency: Expression Start Right Reader Decodable Texts: <i>Mice Can Help, Up in the Pine</i> Spelling: Consonant Digraphs Handwriting: Manuscript Cc, Gg, Oo, Qq Lesson Slides: Lessons 11-15 2RF3	Compound Subjects and Predicates Anchor Standard 1 PK-2L1 Lesson 1.5.1: Compound Subjects Lesson 1.5.2: Using Coordinating Conjunctions Lesson 1.5.3: Using Compound Predicates Lesson 6.1.4: Review Spelling Lesson 1.5.5: Connect to Writing: Using Compound Subjects and Predicate