

Grade 2 Module 4
Once Upon a Time

Essential Question: What lessons can we learn from the characters in stories?

Overview
In this module, children will experience traditional and contemporary stories. Some of these are stories that may be familiar to children but have a new, interesting twist! Children will learn that stories can convey messages to readers. Important lessons can be learned from the characters, and just like real people, characters in stories make mistakes and learn from what they do wrong. Readers can learn valuable lessons from the actions of these characters. Students will write a narrative story about an imaginary friend or place. Students will include a strong lead, have multiple paragraphs and use compound sentences. Students will incorporate their knowledge of capitalization and punctuation within their writing piece. Language Arts Connections: Storytelling

Module 1 Essential Question: What lessons do we learn from the characters in stories?

Week 1		Vocabulary	
Module Big Idea Words: Introduce the Topic: Storytelling: moral, relate, version 2L5a, 2L6, 2L4c Academic Critical Vocabulary: 2L5a, 2L6, 2L4c <i>Goldilocks and the Three Dinosaurs</i> : positioned, varying, expression, traipsing, barging, groggy <i>How to Read a Story</i> : cozy, steaming, clue, sense, pause, disturb, rattled, tackled Vocabulary Strategy: Multiple Meaning Words 2L4a, 2L6 Generative Vocabulary: Suffixes –ful, -less 2L6, 2L4e, 2L4c			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Recipe for a Fairy Tale</i> 2RF4 <i>Goldilocks and the Three Dinosaurs</i> 2RF4 <i>How to Read a Story</i> 2RF4 Know It Show It	Module Launch Text Organization: * chronological order, procedural text 2R2, 2SL1c Read for Understanding Make Inferences: inference, evidence, conclusion 2R1 Story Structure* story structure, conflict, event, resolution, plot 2R3, 2R5, 2R7, 2SL2 Speaking and Listening: Give and Follow Instructions 2SL1a, 2SL1c, 2SL2, 2W7 Close Read Text Organization: * chronological order, procedural text 2R2, 2SL1c Bold: priority skill *Assessed at end of week or end of module	Narrative Imaginative Story <i>Aunt Isabel Tells a Good One</i> Writer's Vocabulary: Imagination, narrative, beginning, middle, end	Narrative Imaginative Story Priming the Students Discuss what makes a good story 2SL1a, 2SL1b Priming the Text Discuss genre features of a narrative text 2W4, 2W7, 2SL1a, 2SL1b The Read Focal Text 2SL1a, 2L4a Vocabulary Point out descriptive words 2W4, 2W7, 2L6 Prewriting I: Brainstorming ideas 2W4, 2W7, 2LS1a, 2LS1b Bold: priority skill *Assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High-Frequency Words: ask, asked, buy, comb, girl, grand, lady, mother, number, often Phonics: Consonants k, ck; Silent Letters (kn, wr, gn, mb) Fluency: Intonation Start Right Reader Decodable Texts: <i>In Times Past: A Grand Life, At Home with Kris</i> Spelling: Consonants k, ck Handwriting: Manuscript Aa, Kk, Ww, Yy Lesson Slides: Lessons 1-5 2RF3	Verbs in the Present Anchor Standard 1 PK-2L1 Lesson 3.2.1: Adding s to Verbs Lesson 3.2.2: Adding es to Verbs Lesson 3.2.3: Verbs with –s and –es Lesson 1.5.4: Review Compound Subjects and Predicates Lesson 3.2.5: Connect to Writing: Using Present Tense Verbs

Week 2	Vocabulary			
Academic Critical Vocabulary: 2L5a , 2L6 , 2L4c <i>Rabbit's Snow Dance</i> : chant, special, flakes, satisfied, foolish, dawn <i>A Crow, a Lion, and a Mouse! Oh, my!</i> plain, bind, narrow, clever, journey, fulfill, believe, speech Generative Vocabulary: Words That Describe People, Places, and Things 2L5a , 2L6 , 2L4e				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>Rabbit's Snow Dance</i> 2RF4 <i>A Crow, a Lion, and a Mouse! Oh, My!</i> 2RF4 <i>Hollywood Chicken</i> 2RF4 Know It Show It	Read for Understanding Story Structure: * Story Structure, events, plot, conflict, resolution 2R3,2R5, 2R7, 2SL2 Create Mental Images: Use words see, feel, hear, taste and smell 2R1, 2R7 Make and Confirm Predictions: Ask and answer questions 2R1,2R7 Close Read Elements of Drama: * Cast of character, scene, dialogue, stage direction Figurative Language: * simile, idiom, hyperbole, and alliteration Bold: priority skill * Assessed at end of week or end of module	Narrative Imaginative Story <i>Aunt Isabel Tells a Good One</i> Writer's Vocabulary: Problem, solution	Narrative Imaginative Story Prewriting II: Identifying the Topic 2W4, 2SL4 Drafting I: Elements of Narrative 2W4, 2W7, 2LS1a, 2L6 Drafting II: Completing the Draft Drafting the lead 2SL2, 2L5a Revising I: Sentence Length 2W4, 2L5a, 2L6 Revising II: Conferencing 2W4, 2W7, 2LS1a Bold: priority skill *Assessed at end of week or end of module	

Foundational Skills	Grammar Skills
High-Frequency Words: afraid, always, another, great, passed, really, says, stay, try, which Phonics: Long a Patterns; Multisyllabic Words: Long a Fluency: Accuracy and Self-Correction Start Right Reader Decodable Texts: <i>Tess and Jay Set Sail, A Wrecked Ship</i> Spelling: Long a (ai, ay) Handwriting: Manuscript Bb, Dd, Pp, Rr Lesson Slides: Lessons 6-10 2RF3	Verbs in the Present, Past, and Future Anchor Standard 1 PK-2L.1 Lesson 3.3.1: Past–Tense Verbs with –ed Lesson 3.3.2: Verbs in the Future Tense Lesson 3.3.2: Verbs in the Future Tense Lesson 2.5.4: Review Using Proper Nouns Lesson 3.3.5: Connect to Writing: Using Verbs in the Present, Past, and Future

Week 3	Vocabulary			
	Academic Critical Vocabulary: 2L5a , 2L6 , 2L4c			
	<i>A Perfect Season for Dreaming</i> : gently, escaping, literary, contained, indigestion, console			
	<i>If the Shoe Fits: Two Cinderella Stories</i> : chore, thrilled, superb, beamed, pleasure, jealous, dashed, hobbled			
	Generative Vocabulary: Words That Describe Actions 2L5a , 2L6 , 2L4c			
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>A Perfect Season for Dreaming</i> : 2RF4 <i>If the Shoe Fits: Two Cinderella Stories</i> : 2RF4 Know It Show It	Read for Understanding Author’s Purpose: persuade, inform, entertain, genre 2R1 , 2R7 , 2W7 Make Connections: Connections, experiences, text to self, text to world and text to text 2R1 , 2SL1b Cause and Effect:* Why did something happen? What happens? 2R1 Close Read Story Structure* plot, conflict, events, resolution 2R3 , 2R5 , 2R7 , 2W7 <			

	Foundational Skills	Grammar Skills
	High-Frequency Words: clean, feel, ground, horse, leave, need, please, queen, seen, tree Phonics: Long e, Short e Patterns; Multisyllabic Words: Long, Short e Fluency: Reading Rate Start Right Reader Decodable Texts: <i>Queen, Horses with Jobs</i> Spelling: Long e (ee, ea) Handwriting: Manuscript Ee, Ff, Jj, Ss, Uu Lesson Slides: Lessons 11-15 2RF3	Compound Sentences Anchor Standard 1 PK-2L1 Lesson 1.4.1: Compound Sentences with Conjunctions Lesson 1.4.2: Forming Compound Sentences Lesson 1.4.3: Combining Sentences Lesson 2.6.4: Review Possessive Nouns Lesson 1.4.5: Connect to Writing: Using Compound Sentences