

Grade 2 Module 9
Sweet Home Habitat

Essential Question: How do living things in a habitat depend on each other?

Overview

What is that bird in your neighborhood—and why does it live there? In this module, children will learn about the different habitats where animals live. Hot deserts, warm rainforests, and cool, underwater habitats all provide food and shelter for the animals that live there. Through reading a variety of texts and collaborative work, children will explore how the conditions in different habitats help different animals to survive.

Some animals have a special relationship with others. Students will also write a research report about one animal and its special relationship with others.

Science Connection: Animal Habitats - Life Science

Elevate Science Topic 6 - Habitats

Module 9 - Essential Question: How do living things in a habitat depend on each other?

Week 1	Vocabulary			
	Module Big Idea Words: Introduce the Topic: Animal Habitats – ecosystem, habitat, species 2L5a , 2L5b , 2L6			
	Academic Critical Vocabulary: 2L5a , 2L5b , 2L6			
	<i>Nature’s Patchwork Quilt: Understanding Habitats</i> : pieced, role, generations, harsh, adjusting, preserving			
	<i>The Long, Long Journey</i> : wobbly, trills, crouches, coast, prances, flock, route, mingles			
	Vocabulary Strategy: Context Clues 2L4a , 2L6			
	Generative Vocabulary: Words That Name Places 2L5a , 2L6 , 2L4e , 2L5b			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>The Best Habitat for Me</i> 2RF4 (Module Opener) <i>Nature’s Patchwork Quilt: Understanding Habitats</i> 2RF4 <i>The Long, Long Journey</i> 2RF4 Know It Show It	Module Launch Ideas and Support: * persuade, opinion, facts, reasons 2R1 , 2R8 Read for Understanding Figurative Language: Figurative language, literal language, simile 2R1 , 2SL2 , 2W7 Ask and Answer Questions: evidence 2R1 Digital Reference Sources: alphabetical order, digital resource 2L4e Close Read Text Organization: * Text organization, chronological order 2R1 , 2W3 Bold: priority skill *Assessed at end of week or end of module	Informational Text Research Report <i>The Great Kapok Tree</i> Writer’s Vocabulary: research, author’s purpose cite, publish	Informational Text: Research Report Priming the Students Explore topic: relationships animals have with plants and other animals 2SL1a , 2SL1b Priming the Text 2W4 , 2W7 , 2SL1b The Read Focal Text 2LS1b Vocabulary Descriptive language 2W4 , 2W7 , 2L6 Prewriting I: Preparing to Write a Research Report 2W4 Bold: priority skill *Assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High-Frequency Words: everyone, everything, himself, maybe, nothing, outside, some, someone, sometimes, without Phonics: Prefix pre-; Multisyllabic Words Fluency: Phrasing Start Right Reader Decodable Texts: <i>The Red Car, Lost and Found</i> Spelling: Compound Words Handwriting: Cursive Aa, Oo 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 , 2L5b , 2L6 <i>Kali's Story: An Orphaned Polar Bear Rescue</i> : pronounced, wildlife, permanent, romped, prepare, separate <i>Sea Otter Pups</i> : surface, wraps, attached, crack, sheltered, weary, hide, wit <i>At Home in the Wild</i> : sheltered, weary, hide, wit Generative Vocabulary: Prefix mis- 2L4b , 2L6 , 2L4c , 2L4c				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>Kali's Story: An Orphaned Polar Bear Rescue</i> 2RF4 <i>Sea Otter Pups</i> 2RF4 <i>At Home in the Wild</i> 2RF4 Know It Show It	Read for Understanding Text Organization: Text organization 2R1 , 2W2 , 2SL4 Monitor and Clarify: Monitor, clarify, reread, background knowledge, visual 2R1 , 2R3 , 2R7 Create Mental Images: Mental image 2R1 , 2SL1c Close Read Text Features: * Caption, label, heading, graphic, map 2R6 , 2R7 , 2W7 Elements of Poetry: * Rhyme, pattern, rhythm, repetition, descriptive language, stanza 2W7 			

Foundational Skills	Grammar Skills
High-Frequency Words: couldn't, don't, however, I'll, live, put, should, that's, very, you're Phonics: three-letter blends; contractions Fluency: Expression Start Right Reader Decodable Texts: <i>It is Spring, The New Garden</i> Spelling: Contractions Handwriting: Cursive Ii, Jj, Qq Lesson Slides: Lessons 6-10 2RF3	Types of Adverbs Anchor Standard 1 PK-2L1 Lesson 4.3.1: Adverbs that Tell How Lesson 4.3.2: Adverbs that Tell When and Where Lesson 4.3.3: Adjectives and Adverbs Lesson 4.2.4: Review Using Adjectives Lesson 4.3.5: Connect to Writing: Using Adverbs

Week 3		Vocabulary	
Academic Critical Vocabulary: 2L5a , 2L5b , 2L6			
<i>Out of the Woods: A True Story of an Unforgettable Event</i> : routine, stoked, boisterous, surrounding, remarkable, thickets			
<i>Abuelo and the Three Bears</i> : arrive, grumpy, joking, tucked, stubborn, growled, shrugged, offered			
Generative Vocabulary: Prefix pre- 2L4b , 2L6 , 2L4c			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Out of the Woods: A True Story of an Unforgettable Event</i> 2RF4 <i>Abuelo and the Three Bears</i> 2RF4 <i>Ducklings Jump from Nest</i> 2RF4 Know It Show It	Read for Understanding Text Organization: * Text organization, cause, effect 2R1 , 2SL2 , 2W7 Retell: Retell, paraphrase 2R1 , 2R2 , 2SL1a , 2SL1b View for Understanding Chronological Order: * Order of events, steps in a process 2SL2 , 2SL1a , 2SL1c Close Read Figurative Language: * Literal language, figurative language, hyperbole, idiom 2R7 , 2W3 , 2W7 Bold: priority skill *Assessed at end of week or end of module	Informational Text Research Report <i>The Great Kapok Tree</i> Writer's Vocabulary: research, author's purpose cite, publish	Informational Text: Research Report Revising II: Conferencing Set goals 2W4 , 2W7 , 2SL1a , 2SL1b , 2L5b , 2L6 Revising III: Sentence Structure Edit for subject-verb agreement 2SL1a , 2SL2 , 2L6 Editing: Peer Proofreading Use clocking activity 2W3 , 2W4 , 2W7 , 2SL1a , 2L5a , 2L6 Publishing a Research Report Use technology/Write legibly 2SL1a , 2L4b , 2L6 Sharing a Research Report Listen actively/Speak loudly 2W2 , 2W3 , 2W7 , 2SL1a , 2L6 Bold: priority skill *Assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High-Frequency Words: above, again, along, myself, once, piece, something, table, they, wanted. Phonics: Consonant + le; Syllable Types Fluency: Intonation Start Right Reader Decodable Texts: <i>Being Clowns, What Bubbles Did</i> Spelling: Soft g (-ge, -dge) Handwriting: Cursive Cc, Dd, Ee Lesson Slides: Lessons 11-15 2RF3	Possessive Nouns Anchor Standard 1 PK-2L1 Lesson 2.6.1: Nouns Ending with ‘s Lesson 2.6.2: Nouns Ending with an Apostrophe Lesson 2.6.3: Forming Possessive Nouns Lesson 5.4.4: Review Contractions Lesson 2.6.5: Connect to Writing: Using Possessive Nouns