

Grade 2 Module 8

Time to Grow!

Essential Question: What do plants need to live and grow?

Overview

Plants are living things, just as people and animals are. They need air, water, and sunlight in order to grow and to retain their vibrant green leaves and healthy stems and branches. Learning about plants and how they grow is likely to ignite a spark of curiosity in a child's mind.

When a child sees a tree, a flower, or even a field of grass, he or she may not consider where it began or what it needs. In this module, children will learn about the growth of plants and what they need to thrive.

Students will be writing an informational text. Some activities, like planting a seed and caring for it, happen in the same order every time. Students will write a procedural text utilizing the steps to complete an activity in paragraph form, as well as in a list form.

Science Connection: Life Science

Elevate Science: Topic 5- Plants and Animals

Understanding what a plant needs to grow

Inquiry Based and Research Project- Create a plant and places book

Background/Theme: Not all plants are the same. Some need different amounts of water or types of soil, depending on where they live

Goal: Assign each group of students a different type of environment, such as desert or rainforest. Students will work in groups to write and present a book about how to care for one type of plant that grows in their assigned environment.

Module 1 Essential Question: What do plants need to live and grow?

Vocabulary			
Academic Critical Vocabulary: 2L5a , 2L5b , 2L6 <i>From Seed to Pine Tree: Following the Life Cycle</i> - winged, rise, scales, mature, trapping, lumber <i>Experiment with What a Plant Needs to Grow</i> - minerals, fuels, process, provides, sprout, moisten, seedlings, spiky Vocabulary Strategy: Reference Sources 2L5c , 2L2d , 2L4e Generative Vocabulary: Inflections –s, -es 2L6			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>The Growth of a Sunflower</i> 2RF4 <i>From Seed to Pine Tree: Following the Life Cycle</i> 2RF4 <i>Experiment with What a Plant Needs to Grow</i> 2RF4 Know It Show It	Module Launch Text Features*: caption, graphic 2W7 , 2R7 , 2SL1b Read for Understanding Make Connections: label, diagram, caption, heading, connection, topic, experience, detail 2R1 , 2R2 , 2SL1c Research: Choose and Use Sources: expert, primary source, secondary source 2W7 Close Read Text Organization*: cause, effect 2W2 , 2W7 Bold: priority skill *Assessed at end of week or end of module	Informational Text: Procedural Text <i>From Seed to Plant</i> Writer's Vocabulary: Fact, primary source, secondary source, order, predict, text feature, procedural text, time order, sequence	Informational Text: Procedural Text Priming the Students Exploring the Topic 2SL1a , 2SL1b Priming the Text Prepare to Read 2W4 , 2W7 , 2SL1b The Read Focal Text 2LS1a , 2LS1b Vocabulary 2W4 , 2W6 , 2W7 , 2SL1a Prewriting I: Introduce Procedural Informational Text 2W4 , 2W6 , 2W7 , 2SL1a Bold: priority skill *Assessed at end of week or end of module

	Foundational Skills	Grammar
	High Frequency Words: about, floor, food, group, knew, music, room, school, soon, through Phonics: Vowel Patterns: /oo/, multisyllabic words: /oo/, /oo/ Fluency: Reading Rate Start Right Reader Decodable Texts: <i>Jobs, Playing Music</i> Spelling: Vowel Pattern /oo/ Handwriting: cursive j, p, q Lesson Slides: Lessons 1-5 2RF3	Using Adjectives Anchor Standard 1 PK-2L1 Lesson 4.2.1: Telling How Many Lesson 4.2.2: Adjectives with –er and –est Lesson 4.2.3: Using Adjectives Lesson 1.6.4: Review Subject–Verb Agreement Lesson 4.2.5: Connect to Writing: Using Adjectives

Week 2	Vocabulary			
Academic Critical Vocabulary: 2L5a , 2L5b , 2L6 <i>The Legend of the Indian Paintbrush</i> - cleared, longed, remained, faithful, seeking <i>Jack and The Beanstalk</i> - swipe, whacked, whimpered, plenty, adorable, oversized, hauling, glanced <i>Jackie and the Beanstalk</i> - adorable, oversized, hauling, glanced Generative Vocabulary: Prefix mis- 2L4b , 2L6 , 2L4e				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>The Legend of the Indian Paintbrush</i> 2RF4 <i>Jack and The Beanstalk</i> 2RF4 <i>Jackie and the Beanstalk</i> 2RF4 Know It Show It	Read for Understanding Characters: * character, dialogue, external trait, internal trait 2R3, 2R7, 2SL1a, 2SL2, 2W3, 2W7 Retell: retell, paraphrase 2R1, 2R2, 2R7, 2SL2 Make Connections: connection, experience 2R1, 2R7, 2R9, 2SL1b Close Read Figurative Language:* literal language, figurative language, simile, idiom, alliteration 2R3, 2R7 Characters:* character, dialogue, external trait, internal trait 2R3, 2R7, 2SL1a, 2SL2, 2W3, 2W7 Bold: priority skill *Assessed at end of week or end of module	Informational Text: Procedural Text <i>From Seed to Plant</i>	Informational Text: Procedural Text Prewriting II: Choosing a Topic 2W4, 2W7, 2SL1a Drafting I: Steps in a Process 2W4, 2W7, 2LS1a, 2L6 Drafting II: Completing the Draft 2W4, 2W7, 2SL1a, 2L6 Revising I: Integrating Time-Order Words Introduce the Revision Skill 2SL1a, 2SL1b, 2L6 Revising II: Conferencing 2W3, 2W4, 2W7, 2SL1a, 2L6 Bold: priority skill *Assessed at end of week or end of module	

	Foundational Skills	Grammar Skills
	High Frequency Words – boys, brown, found, house, listen, oil, point, sound, town, voice Phonics - Vowel Teams ou, ow, Diphthongs oy, oi Fluency – Expression Start Right Reader Decodable Texts: <i>A New Town, What Sue Found</i> Spelling - Vowel Teams ou, ow Handwriting- cursive b, l Lesson Slides: Lessons 6-10 RF3	Irregular Verbs Anchor Standard 1 PK-2L1 Lesson 3.5.1: Have, Has, and Had Lesson 3.5.2: Do, Does, and Did Lesson 3.5.3: Irregular Verbs Lesson 3.4.4: Review the Verb Be Lesson 3.5.5: Connect to Writing: Using Irregular Verbs

Week 3	Vocabulary			
	Academic Critical Vocabulary: 2L5a , 2L5b , 2L6 The Patchwork Garden- vitamins, barely, loosen, sighed, replaced, traveled Don't Touch Me!- sharp, prickles, thorns, extra, poke, nasty, sensitive, attack Generative Vocabulary: Prefix dis- 2L4b , 2L6 , 2L4e			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>The Patchwork Garden</i> 2RF4 <i>Don't Touch Me!</i> 2RF4 <i>George Washington Carver: The Wizard of Tuskegee</i> (video) Know It Show	Read for Understanding Story Structure: conflict, resolution, event, plot 2R3 , 2R5 , 2R7 , 2SL2 Synthesize: put together important ideas 2R1 , 2R8 View for Understanding Cause & Effect: how two events connected 2R1 , 2SL1b , 2SL2 Close Read Text Organization*: cause and effect 2R1 , 2W1 , 2W7 		

	Foundational Skills	Grammar Skills
	High Frequency Words – also, ball, call, could, every, near, talk, tall, would, year Phonics- Vowel Pattern: /o/ Fluency – Phrasing Start Right Reader Decodable Texts: <i>Basketball, The Big Game</i> Spelling: Vowel Pattern: /o/ Handwriting- Cursive y, 8, Week 3, Lesson Slides: Lessons 11-15 2RF3	Irregular Action Verbs Anchor Standard 1 PK-2L1 Lesson 3.6.1: Action Verbs Say, Eat, Run, Sit, Hide, and Tell Lesson 3.6.2: Action Verbs Give, Take, See, and Go Lesson 3.6.3: Using Action Verbs in the Present and Past Lesson 5.2.4: Review Commas in Dates and Places Lesson 3.6.5: Connect to Writing: Using Irregular Action Verbs