



Marietta City Schools

District Unit Planner

Grade 2

Module Title	A Season of Change	Unit Duration (days)	32 Days
Enduring Understanding/ Essential Question	How does change impact people and nature?		

GA DoE Standards

Reading Literature

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Reading Informational Text

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.

Writing

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- SL.2.1 Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

Language

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences.

Assessment	Elements that Support Success on EOM Task/Success Criteria
NR1: Read <i>A Color of His Own</i> and identify story elements of character, setting, problem, and resolution. Use an evidence organizer to record evidence of change using temporal words first, then, and finally.	Analyze and synthesize evidence from the text relevant to the Focusing Question Task (FQT). Record evidence on an evidence organizer.
NR2: Read an excerpt of <i>Why Do Leaves Change Color?</i> and answer questions about the topic of the multi-paragraph text.	Use details and key terms to answer questions about the text, such as who, what, when, why, and how.
EOM Task: Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.	Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question. Analyze and synthesize evidence from multiple texts to support the topic statement. Record evidence from multiple texts on an evidence organizer. Revise draft based on peer feedback.

*Additional Assessments including Focusing Question Tasks, Socratic Seminars, and Vocabulary Assessments are available in the Module Overview of the TE.



Learning Experiences

Focus Arc Questions	Lessons	Lesson Resources
What changes in “ <i>Weather</i> ”?	Lesson 1 Wonder: What do I notice and wonder about the poem “ <i>Weather</i> ”? Examine: Why is it important to read fluently?	Slide Deck
	Lesson 2 Organize: What happens in the poem “ <i>Weather</i> ”? Reveal: What does a deeper exploration of beginning and ending reveal in the poem “ <i>Weather</i> ”? Experiment: What does fluent reading sound like?	Slide Deck
	Lesson 3 Know: How does “ <i>Weather</i> ” build my knowledge of change? Execute: How can I emphasize key words to make my reading more fluent? Excel: How can I improve my fluency?	Slide Deck
How do changes in fall weather impact people and nature?	Lesson 4 Wonder: What do I notice and wonder about <i>How Do You Know It’s Fall?</i> Examine: Why are topic statements important?	Slide Deck
	Lesson 5 Organize: What’s happening in <i>How Do You Know It’s Fall?</i> Experiment: How do topic statements work?	Slide Deck
	Lesson 6 Organize: What’s happening in <i>How Do You Know It’s Fall?</i> Execute: How do I use topic sentences to organize my informative paragraph?	Slide Deck
	Lesson 7	Slide Deck

	<p>Reveal: What does a deeper exploration of details and main topics reveal in this text? Examine: Why is linking comments important?</p>	
	<p>Lesson 8 Distill: What is the essential meaning of <i>How Do You Know It's Fall?</i></p>	Slide Deck
	<p>Lesson 9 Know: How does <i>How Do You Know It's Fall?</i> build my knowledge of the impact of changes in fall weather? Execute: How do I link responses in a Socratic Seminar?</p>	Slide Deck
How does the Little Yellow Leaf change?	<p>Lesson 10 Wonder: What do I notice and wonder about <i>The Little Yellow Leaf</i>? Execute: How do I link responses in a Socratic Seminar?</p>	Slide Deck
	<p>Lesson 11 Organize: What happens in <i>The Little Yellow Leaf</i>? Examine: Why is evidence important in informative writing?</p>	Slide Deck
	<p>Lesson 12 Reveal: What does a deeper exploration of the beginning and ending reveal in <i>The Little Yellow Leaf</i>? Experiment: How does evidence work in informative writing?</p>	Slide Deck
	<p>Lesson 13 Distill: What is the central message of <i>The Little Yellow Leaf</i>? Execute: How do I use evidence to organize my informative paragraph?</p>	Slide Deck
	<p>Lesson 14 Know: How does this text build my knowledge of change? Excel: How do I improve my use of evidence to organize my informative paragraph?</p>	Slide Deck

How does the chameleon change?	Lesson 15 Wonder: What do I notice and wonder about <i>A Color of His Own</i> ?	Slide Deck
	Lesson 16 Organize: What's happening in <i>A Color of His Own</i> ?	Slide Deck
	Lesson 17 Reveal: What does a deeper exploration of the problem and resolution reveal in <i>A Color of His Own</i> ? Execute: How do I choose evidence that supports my topic?	Slide Deck
	Lesson 18 Distill: What is the central message of <i>A Color of His Own</i> ? Execute: How do I choose evidence that supports my topic? Experiment: How does linking comments work?	Slide Deck
	Lesson 19 Know: How do I link comments in a Socratic Seminar? Execute: How do I respond to others in a Socratic Seminar?	Slide Deck
How does weather impact leaves in fall?	Lesson 20 Notice and Wonder: What do I notice and wonder about <i>Why Do Leaves Change Color</i> ?	Slide Deck
	Lesson 21 Organize: What's happening in <i>Why Do Leaves Change Color</i> ?	Slide Deck
	Lesson 22 Reveal: What does a deeper exploration of the key terms reveal in <i>Why Do Leaves Change Color</i> ?	Slide Deck
	Lesson 23 Distill: What is the essential meaning of <i>Why Do Leaves Change Color</i> ?	Slide Deck

	<p>Lesson 24 Know: How does <i>Why Do Leaves Change Color?</i> build my knowledge of changes in nature in fall? Excel: How do I improve my use of a conclusion in my informative paragraph?</p>	Slide Deck
How does <i>Sky Tree</i> show the cycle of seasons?	<p>Lesson 25 Notice and Wonder: What do I notice and wonder about the paintings in <i>Sky Tree</i>?</p>	Slide Deck
	<p>Lesson 26 Notice and Wonder: What do I notice and wonder about <i>Sky Tree</i>? Examine: Why is revision important?</p>	Slide Deck
	<p>Lesson 27 Organize: What's happening in <i>Sky Tree</i>? Experiment: How does revision work?</p>	Slide Deck
	<p>Lesson 28 Reveal: What does a deeper exploration of the illustrations and text reveal about <i>Sky Tree</i>?</p>	Slide Deck
	<p>Lesson 29 Distill: What is the essential meaning of <i>Sky Tree</i>? Execute: How do I use revision?</p>	Slide Deck
How does change impact people and nature?	<p>Lesson 30 Know: How do the module texts build my knowledge of the Essential Question? Experiment: How can evidence from multiple texts work together?</p>	Slide Deck
	<p>Lesson 31 Distill: What is the essential meaning of the module texts? Execute: How do I use multiple texts as evidence for informative writing?</p>	Slide Deck

Lesson 32

Know: How do the module texts build my knowledge of the Essential Question?

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Content Resources

CORE TEXTS

Poetry

- “Weather,” Eve Merriam

Picture Book (Informational)

- *How Do You Know It’s Fall?*, Lisa M. Herrington
- *Why Do Leaves Change Color?*, Betsy Maestro
- *Sky Tree*, Thomas Locker

Picture Book (Literary)

- *The Little Yellow Leaf*, Carin Berger
- *A Color of His Own*, Leo Lionni

SUPPLEMENTARY TEXTS

Paintings

- *Autumn Landscape*, Maurice de Vlaminck
- *Bathers at Asnières*, Georges Seurat
- *Hunters in the Snow*, Pieter Bruegel the Elder
- *Paris Street; Rainy Day*, Gustave Caillebotte

Websites

- “ASL Sign for: stop,” *American Sign Language Dictionary*
- “ASL Sign for: linked,” *American Sign Language Dictionary*
- “ASL Sign for: same,” *American Sign Language Dictionary*