

Menu Options
April/May - 2nd Grade

Curriculum Connection	Plan	Time
<p><u>2nd</u> - Develop a problem they want to solve and then a job that will help them solve it</p> <p><u>Library</u> - Use nonfiction books or online databases to find and share information</p>	<p style="text-align: center;">Moving Up/Job Research</p> <p>This could be based on individual needs or whole class. If there are students in your classroom that need additional information about jobs they might be interested in, help could be provided for them to research what jobs could fit with their identified problem.</p>	<p style="text-align: center;">Time based on individual needs.</p>
<p><u>2nd</u> - Social Studies; Use map skills; Identify what they want to know, find their information, and share their information</p> <p><u>Library</u> - Use nonfiction books or online databases to find and share information</p>	<p style="text-align: center;">Animal Research/Reading/Nonfiction Text Features</p> <p>This is based on your zoo field trip. Looking at a zoo map of what animals are available for them to see have them choose an animal that they want to know more about. Help students choose an animal, find facts about what they want to know, create a diary entry, and create a Flipgrid to share their entries as a digital story.</p>	<p>15 min - Identify what animal you would want to study using books, databases, and the zoo map.</p> <p>20 - 30 min sessions - Complete research to find information about their animal.</p>

<p><u>2nd</u> – Reading comprehension; Summarize a story with a beginning, middle, and end; Identifying theme, point of view</p> <p><u>Library</u> – Reading comprehension; Summarize a story with a beginning, middle, and end, theme, fluency practice, point of view</p>	<p style="text-align: center;">How to Keep Friendships Positive Literature Study</p> <p>Collect a set books that relate to positive friendships and relationship skills. Read aloud or complete book studies about each of the titles provided. Then have student complete a turn and talk activity, reader’s theater, and/or Breakout Box in order to identify the themes of the story.</p> <p>If you want to try this I think we would want to meet together to figure out what you want to this to look like.</p>	<p>One of the classrooms last year was having difficulty with friendships, so this was a unit developed based on the challenges they were having. It ended up being three different books. Basically, one day we read the book for 15 minutes and then another day did the activity for 20-30 minutes. If it is something you want to try we could do more or less based on the class.</p>
<p><u>2nd</u> – Understand the difference between genres; Understand how text features help them read a nonfiction text</p> <p><u>Library</u> – Identify nonfiction text features and what they are used for; Generate a product to illustrate learning</p>	<p style="text-align: center;">Autobiography/Text Features Cereal Box Project</p> <p>Students will create a cereal box autobiography. First, they will learn how an autobiography is different than a biography. They will identify what types of text features are found in nonfiction books. Using these text features, they will create a cereal box autobiography. Each side will include things like a description of themselves, fast facts, a timeline, glossary, table of contents, photographs/illustrations with captions. When sharing their box they can include two/three things inside that represent who they are.</p>	<p>Time needed for:</p> <ul style="list-style-type: none"> - Understanding what an Autobiography is and see an example - Identify text features found in nonfiction books - Create each panel of their cereal box - Share their work with others