



**Linden Public Schools
Second Grade
Scope and Sequence
Unit 1: Launching Personal Narrative**

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will be learning how to use memories as topics for writing ideas.	The teacher will conduct a read aloud and model how to complete a "Heart Map" using a Write Aloud. Teacher will create their own "Heart Map".	<ul style="list-style-type: none"> • <u>The Best Story</u>, Eileen Spinelli and Anne Wilsdorf • Chart Paper & Markers • "Heart Map" template or "Sharing from the Heart" • "Heart Mapping: Writing from the Heart" questions • Teacher Example of Heart Writing • Colored Pencils, Crayons, Pencils • Student Writing Folder/Notebook
2	Students will create their own "Heart Map" to assist with writing personal narratives and other pieces of writing.	The teacher will review the read aloud and poignant parts of the story and model "Heart Map" previously created. Students will be directed to complete their own "Heart Map".	<ul style="list-style-type: none"> • <u>The Best Story</u>, Eileen Spinelli and Anne Wilsdorf • Chart Paper & Markers • "Heart Map" template • Teacher "Heart Map" • Colored Pencils, Crayons, Pencils • Student Writing Folder/Notebook
3	Students will continue to work on their "Heart Map". Students will share some of their examples from their "Heart Maps". They will start to label and code their "Heart Map".	The teacher will review the model "Heart Map" and particular student selections from their "Heart Maps". The teacher will add labels to add further specificity. The teacher will also color code categorically. See lesson plan.	<ul style="list-style-type: none"> • <u>The Best Story</u> by Eileen Spinelli and Anne Wilsdorf • Chart Paper & Markers • "Heart Map" template • Teacher/Student "Heart Map" • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook • Paper
4	Students will create lists to assist with writing based on the "Heart Map". The lists will be used as a reference for future writing pieces. The lists will be written on the "Where Do My Personal Story Ideas Come From?" template	Teacher will use the "Heart Map" to start to draft some lists to add to the Writing Notebook/Folder to use for future writing ideas. Teacher will use the "Where Do My Personal Story Ideas Come From?" template to start to draft or the "Our List of Ideas"	<ul style="list-style-type: none"> • <u>Written Anything Good Lately?</u> by Susan Allen and Jane Lindaman • Chart Paper & Markers • Teacher/Student "Heart Map" • "Where Do My Personal Story Ideas Come From?" • "Our List of List Ideas" • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook • Paper
5	Students will complete the "Where Do My Personal Story Ideas Come From?" They will then zoom in on one of their moments from the template to start to write their personal narrative story.	Teacher will read the text to the students and talk about small moments by demonstrating the moment in the text. Teacher will highlight one of the personal story ideas from the template and make a decision about which idea to make into a personal narrative.	<ul style="list-style-type: none"> • <u>Written Anything Good Lately?</u> By Susan Allan and Jane Lindaman • "Where Do My Personal Story Ideas Come From?" • "Our List of Ideas" • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook • Paper



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6/7	Students will follow the teacher's lead and they will complete the corresponding template with a picture and small descriptive explanation.	Teacher will talk about the small moments in the book and then compare those to some ideas that s/he might have for the personal narrative. Teacher will then complete the "Looking Back: Telling Our Stories Through Personal Narrative" template.	<ul style="list-style-type: none"> • <u>A Moment in Time</u>, Jennifer Butenas • "Where Do My Personal Story Ideas Come From?" template • "Looking Back: Telling Our Stories Through Personal Narrative" template • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper
8/9	Students will be applying the graphic organizer to the personal story ideas and start to develop the story details.	Teacher will select one of the graphic organizers and start to sketch out some ideas in picture format and words to start to develop the personal narrative story idea.	<ul style="list-style-type: none"> • <u>A Moment in Time</u>, • "Story Quilt" Template • "Important Events of My Personal Narrative" • "Shape of My Story" • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper
10	Students will also use the "What's the Sense?" template to add descriptive words to the personal narrative. Goal 5 interesting words.	Teacher will use the previous mentor texts to demonstrate interesting word choices. The teacher will use the "What's the Sense?" template to determine descriptive words to the events of the personal narrative. Teacher will come up with 5 words and set the goal for students to do the same.	<ul style="list-style-type: none"> • <u>Ralph Tells a Story</u>, Abby Hanlon • "Story Quilt" Template • "Important Events of My Personal Narrative" • "What's the Sense?" template • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper
11	Students will use the same process and review of templates in order to begin to draft the beginning of their personal narrative.	Teacher will take the previous templates and start to draw the illustrations and write the "Personal Narrative – Beginning"	<ul style="list-style-type: none"> • <u>Ralph Tells a Story</u>, Abby Hanlon • "Story Quilt" Template • "Shape of My Story" Template • "What's the Sense?" template • "Personal Narrative –Beginning" • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper



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LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
12	Students will use the same process and review of templates in order to begin to draft the middle of their personal narrative.	Teacher will take the previous templates and start to draw the illustrations and write the "Personal Narrative – Middle"	<ul style="list-style-type: none"> • Ralph Tells a Story, Abby Hanlon • "Shape of My Story" Template • "Story Quilt" Template • "Important Events of My Personal Narrative" • "What's the Sense?" template • "Personal Narrative – Middle" • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper
13	Students will use the same process and review of templates in order to begin to draft the end of their personal narrative.	Teacher will take the previous templates and start to draw the illustrations and write the "Personal Narrative – End"	<ul style="list-style-type: none"> • Ralph Tells a Story, Abby Hanlon • "Shape of My Story" Template • "Story Quilt" Template • "Important Events of My Personal Narrative" • "What's the Sense?" template • "Personal Narrative – End" template • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper
14	Students will choose a piece of work from the Writing Folder/Notebook and work on editing the piece using the teacher examples as reference. Student goal will be publication.	Teacher will model re-reading the personal narrative and fixing/editing/revision. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook • Editing Checklist Template • Student Writing Reflection Template
15	Students will continue to work on editing and goal of publication.	Teacher will model re-reading the personal narrative and fixing/editing/revision. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook • Editing Checklist Template • Student Writing Reflection Template



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Unit 1: Launching/Personal Narrative

TEACHER NOTES

- Second Grade Writing – Completed templates serve as an assessment. Some templates may be affixed into a notebook unless the template is a part of the publication.
- Teachers can use the resources in two ways. – To recreate on chart paper or as a projectable to write over on a whiteboard or PROMETHEAN or SMARTBOARD
- Teacher can begin the Writer’s Workshop with a meeting. It could be beneficial to refer to the students during writing time as WRITERS.
- Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:
 - ❖ Author’s Chair
 - ❖ Museum Walk
 - ❖ Teacher’s Choice
 - ❖ Parents or special visitors
 - ❖ Share with another class or administration

Additional pieces in the resource section can be used for center work or for homework, such as the “Author’s Note” and “My Writing Life Student Reflection on Writing Personal Narrative.”



**Linden Public Schools
Second Grade
Scope and Sequence
Unit 2: Informative**

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
5	Students will investigate how authors use questions to collect information and then formulate questions on a writing topic of their choice.	Teacher will conduct read aloud and discuss questions author may have had to begin collecting ideas. Teacher will model how to generate questions about a topic based on either template. Students will independently complete one of the templates.	<ul style="list-style-type: none"> • <u>How Big Were the Dinosaurs?</u> By Bernard Most • “Collecting My Thoughts” Template • “What Comes to Mind?” Template • Chart Paper and Markers
6/7	Students will use a variety of resources to find information as it pertains to their topic.	Teacher will model how to find information about their topic based on yesterday’s template. Students will begin to research information they would like to include in their writing pieces.	<ul style="list-style-type: none"> • <u>Dinosaur</u> by Sarah Walker and Samantha Gray • “4-2-1” Template • Ducksters.com • https://kids.nationalgeographic.com • Additional print material that would guide the students in researching their topic
8	Students will review stories that were read to them in class and determine the authors’ purposes for writing about their topic. They will begin to develop their purpose for their topic.	Teacher will review and compare two stories focusing on the purpose. Ideas will be charted on a T-Chart. Students will complete template to decide their purpose.	<ul style="list-style-type: none"> • <u>How Big Were the Dinosaurs?</u> By Bernard Most • <u>Dinosaur</u> by Sarah Walker and Samantha Gray • “Comparing Purpose & Approach” Sample Template • “Questions to Guide You in Finding a Purpose” Template • Chart Paper and Markers
9	Students will determine which structure to use: list (facts with headings) or journey (sequence order). They will begin to use their notes to draft their informational writing piece using this structure.	Teacher will explain the <i>List Structure</i> by revisiting <u>How Big Were the Dinosaurs</u> and explain the <i>Journey Structure</i> by revisiting <u>The Honey Makers</u> . Students will note the differences between the two structures.	<ul style="list-style-type: none"> • <u>How Big Were the Dinosaurs?</u> By Bernard Most • <u>The Honey Makers</u> by Gail Gibbons • “My Purpose, My Piece” Template • “Book Structures” and “Thinking about Structure” helpful guides • Chart Paper and Markers



**Linden Public Schools
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Scope and Sequence
Unit 2: Informative**

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
10	Students will recognize the utility of headings in the nonfiction they read and explore how to use headings to organize ideas.	Teacher will model a read aloud focusing on headings. Teacher will complete “Word Map” Template. Students will complete “Word Map” independently.	<ul style="list-style-type: none"> • <u>Dinosaur</u> by Sarah Walker and Samantha Gray • “Word Map” Templates
11	Students will use their notes to continue writing the draft of the informational piece.	Teachers will model how to write the informational piece. Students will work independently to develop their rough draft.	<ul style="list-style-type: none"> • Class writing sample • All previous templates and notes.
12	Students will add headings and/or transitional words to reinforce the structure of the text.	Teacher will model how to add headings to organize information for <i>list structure</i> and how to use transitional words for <i>journey structure</i> .	<ul style="list-style-type: none"> • <u>How Big Were the Dinosaurs?</u> By Bernard Most • <u>The Honey Makers</u> by Gail Gibbons • Chart Paper and Markers
13	Students will finish writing the informational piece. Students will revise their drafts for word choice, focusing on identifying content-specific vocabulary.	Teacher will review content-specific vocabulary by revisiting <u>The Honey Makers</u> . Teacher will identify content vocabulary (i.e. <i>colonies, drone, thorax</i> , etc.) and show how the diagram explains the words. Students will identify at least 2-3 content-specific vocabulary using “Nonfiction words” template.	<ul style="list-style-type: none"> • <u>The Honey Makers</u> by Gail Gibbons • “Nonfiction words” Template • Highlighters



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LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
14	Students will add one illustration or diagram to explain one aspect of the informational piece (content-specific vocabulary, one particular heading, or one fact).	Teacher will model how to identify one piece of information and create or identify an illustration or diagram that could accompany the fact.	<ul style="list-style-type: none">• <u>The Honey Makers</u> by Gail Gibbons• Example of illustration and diagram• “Sketching My Topic” Template• Chart Paper and Markers
15	Students will edit their writing piece to fix commonly misspelled words and use a checklist to complete a final review with a partner.	Teachers will review commonly misspelled words and model how to edit work for errors using the “Nonfiction Editing Checklist” template.	<ul style="list-style-type: none">• List of commonly misspelled words• “Nonfiction Editing Checklist” Template• “Glow and Grow” Template



**Linden Public Schools
Second Grade
Scope and Sequence
Unit 2: Informative**

CROSS CURRICULAR EXTENSIONS

Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:

- Author's Chair
- Museum Walk
- Share with another class or administrator

All templates for the unit can be uploaded and displayed on a Smartboard. Teachers may use either chart paper & markers or their Projector/Smartboard to model templates for students.

TEACHER NOTES

Completed templates serve as an assessment. Some templates may be affixed into a notebook unless the template is part of the final publication.



Scope and Sequence- 2nd Grade

Unit 3

Unit of Study: Author Study- Opinion Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will learn about author work and Patricia Polacco and about her writings. They will also learn how she writes about different people and cultures. Students will have the opportunity to look through her books and become excited about this unit of study.	The teacher will conduct a read aloud and model how Patricia Polacco is a writer and storyteller. Explore the writing she does as a storyteller and illustrator as students work in groups, skimming through books and discussing what they found fascinating about them.	<ul style="list-style-type: none"> • “Biography and Quotes of Patricia Polacco” - Templates • “Storytelling as An Art”: Learning from Patricia Polacco- Template • Chart Paper & Markers/SMART Board • Colored Pencils or Crayons • “Letter to Parents”-Template (send home)
2	Students learn how Patricia Polacco writes about memories of special people in her life and share their opinions of what Patricia Polacco’s writing made them think about.	The teacher will read aloud and model how the author uses special people to write about in her story. Teacher will also ask higher order questions to stimulate thinking. Students will then answer questions orally based on read aloud and take part in completing templates that focus on memories. Students will be given the definition of the word opinion and have the opportunity to reflect on reading.	<ul style="list-style-type: none"> • <u>Chicken Sunday</u> by Patricia Polacco • “Marvelous Memories”-Template • “Marvelous Memories” (Teacher’s Sample)-Template • Chart Paper & Markers/SMART Board • Colored Pencils or Crayons • Writer’s Notebooks • “Sketching Memories”-Template • “Opinion Sentence Starter”-Template
3	Students will continue writing from previous day using the template. Have students focus on showing their passion in completing their writing ideas, from their marvelous memories chart to their classmates.	Use read aloud to model how author uses special words in her writing to focus on special memories. Students are then to finish writing their opinion on marvelous memories writing, focusing on what is important to write.	<ul style="list-style-type: none"> • <u>Chicken Sunday</u> by Patricia Polacco • Chart Paper & Markers/SMART Board • “Opinion Sentence Starter”-template • Colored Pencils/ crayons • Writer’s Notebook • “Marvelous Memories”-Template • “Marvelous Memories”- (Teacher Sample)
4	Students will learn how author uses real life facts in her stories. She incorporates interesting places and people to generate ideas for her writing.	Use read aloud to model how author uses stories to write from fact, and turn ideas into fiction. Students will start with a topic they find fascinating and begin to create ideas. Students will learn that the topic they chose needs to be true and they could turn into fiction for writing.	<ul style="list-style-type: none"> • <u>John Philip Duck</u> by Patricia Polacco • Writer’s Notebooks • “From Fact to Fiction Map” - Template • Colored Pencils or Crayons • Chart Paper & Markers/SMART Board



Scope and Sequence- 2nd Grade

Unit 3

Unit of Study: Author Study- Opinion Writing

5	Students will continue to work on finalizing web and create their ideas on what is better to write about fact or fiction.	Students will finish creating web focusing on their feelings on what is better to write about fact or fiction. Choose a book and model what could be a fact and what could be fiction. Let the children finish or try a new book.	<ul style="list-style-type: none"> • <u>John Philip Duck</u> by Patricia Polacco • Writer's Notebooks • "From Fact to Fiction Map"-Template • Colored Pencils or Crayons • Chart Paper & Markers/SMART Board • "Opinion Planner"-Template • "Opinion Sentence Starter"-template
6	Students are to focus on the topic of happy endings based on ideas they generated from Patricia Polacco's book.	Students will learn how to create ideas that reflect on happy endings from Patricia Polacco's stories. Teacher will model on chart paper or Smart board, then students will continue to work and reflect on the ending they liked most and give reason why.	<ul style="list-style-type: none"> • <u>Rotten Richie and the Ultimate Dare</u> • <u>Chicken Sunday</u> • <u>John Philip Duck</u> by Patricia Polacco • Writer's Notebooks • Colored Pencils or Crayons • Chart Paper & Markers/SMART Board • "Opinion Planner"-Template
7	Students will consider ways they can construct their own opinion statements as they gather information from Patricia Polacco's writing style.	Students will learn to make decisions on how their stories are going to end. Students will learn how Patricia Polacco ends her stories and her techniques in doing so. Teacher will model her happy ending based on stories read, then students will write their own.	<ul style="list-style-type: none"> • <u>Rotten Richie and The Ultimate Dare</u> • <u>Chicken Sunday</u> • <u>John Philip Duck</u> by Patricia Polacco • Writer's Notebook • "Opinion Planner"-Template • Colored Pencils & Crayons • Chart Paper & markers/SMART Board
8	Students will continue enhancing their writing skills and learn how to use transition words and phrases to strengthen writing.	Students will have the opportunity to use transitional words and phrases that help strengthen writing skills as they are provided with time transition words.	<ul style="list-style-type: none"> • <u>Thank You Mr. Falker</u> by Patricia Polacco • Writer's Notebook • "Time Transition Words"-Template • Colored Pencils or Crayons • Chart Paper & Markers/Smart Board

9	They will create opinions on topics they have learned throughout the unit (Memories, Fact/Fiction and Happy Endings) from read. The students will use the OREO-Opinion planner template to formulate ideas.	Teacher will model how to create a main idea and reasons for opinion writing piece.	<ul style="list-style-type: none"> • <u>Thank You Mr. Falker</u> by Patricia Polacco • Writer's Notebook • Chart paper & markers/SMART Board • Colored pencils /crayons • "Opinion Writing: OREO"- Template or "Oreo Writing Planner"- OREREO" Template
10	Students will create opinion writing pieces on topics learned throughout the unit (from stories read).	Students will finish template, from previous day, students will put their opinion into words using the OREO template.	<ul style="list-style-type: none"> • <u>John Philip Duck</u> • <u>Chicken Sunday</u> • <u>Thank you Mr. Falker or Rotten Richie and the Ultimate Dare</u> by Patricia Polacco • Writer's Notebook • Chart paper & markers/SMART Board • Colored pencils /crayons • "Opinion Writing: OREO Planner" Template or "OREO Writing Planner"(OREREO) Template



Scope and Sequence

Unit of Study: Author Study- Opinion Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will review the OREO writing strategy to enhance their ideas and build on writing strong endings for their writing pieces.	Teacher will model using chart paper using the components of the OREO writing strategy to help students build on Opinion, Reason, Example, Reason, Example, Opinion	<ul style="list-style-type: none"> • "Opinion Writing; OREO-template or OREREO Writing Planner"- Template • Chart paper & markers/SMART Board • Colored pencils or crayons • Writer's notebook
12	Students will learn how to use a "Revision Checklist" to help and developed OREREO to enhance on writing skills.	Students will work on OREREO strategy to build on Opinion writing by using a checklist. Students will then have the opportunity to share thoughts with peers.	<ul style="list-style-type: none"> • "OREREO Writing"- Template • "Revision Checklist"- Template • Chart Paper • Writer's Notebook • Colored pencils or Markers • Chart paper & Markers/SMART Board

13	Students continue to work on revising and finish OREREO template for their Opinion Writing and rewrite in “In My Opinion” template.	Students will continue from previous day and continue writing their opinion in the “In My Opinion” template. Model with students and have students continue writing information.	<ul style="list-style-type: none"> • “OREREO Writing”- Template • Writer’s Notebook • Colored pencils or Markers • Chart paper & Markers/SMART Board • “In My Opinion”- Template • “Revision Checklist”- Template
14	Students will have the opportunity to reflect on Opinion Writing piece and continue finalizing writing.	Students will work on editing and revising their favorite Opinion writing throughout the unit. Teacher will model at chart paper or SMART board revising and editing techniques to enhance writing skills.	<ul style="list-style-type: none"> • Chart paper/ Markers or SMART board • Colored pencils or crayons • Writer’s notebook/folder • “In My Opinion”- Template
15	Students will finalize edit and revised Opinion writing piece and share edited pieces with classmates.	Students will finalize edited opinion writing pieces and celebrate success with classmates. Students will share revised, favorite writing piece.	<ul style="list-style-type: none"> • Chart paper/ Markers or SMART board • Colored pencils or crayons • Writer’s notebook/folder • “In My Opinion”-Template



Scope and Sequence

TEACHER NOTES:

***** Completed templates serve as an assessment. Some templates may be affixed into a notebook unless the template is part of a final publication.**



**Linden Public Schools
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Unit 4: Friendly Letter/Personal Narrative

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will learn all the parts of a friendly letter. Students will also develop a list of people with whom to write a friendly letter. They will draft some questions that they could ask and things to write about.	The teacher will conduct a read aloud and model drafting a list of people with whom a letter could be written. Teachers will draft questions directed to the letter's designee and focus on things to write about. Thank you, Inquiry... Use the text as a model to assist.	<ul style="list-style-type: none"> • <u>Tony Baloney</u> by Pam Munoz Ryan and Edwin Fotheringham • Chart Paper & Markers • Colored Pencils, Crayons, Pencils Paper, Writing Folder/Notebook • Blank Sheet of Paper
2/3	<p>Students will review the tools of the friendly letter and attempt to learn and apply.</p> <p>Students will complete "The 5 Parts of a Friendly Letter" teddy bear Template</p> <p>Students will label the sample letter in the above template.</p> <p>Students will continue to work on the list of who to write to and what types of things to write about.</p>	<p>The teacher will review the read aloud and apply the parts of the of the friendly letter that were in the text. The teacher will use the "The 5 Parts of a Friendly Letter" teddy bear template to reinforce the pieces of the letter. Students can use the templates to fill in the parts. Template can be used as an anchor chart.</p> <p>Teacher will use the "Friendly Letter Ideas" to springboard conversation about what to write to someone. Add to the springboard and create a chart together.</p>	<ul style="list-style-type: none"> • <u>Tony Baloney</u> by Pam Munoz Ryan and Edwin Fotheringham • Chart Paper & Markers • "The 5 Parts of a Friendly Letter" (teddy bear) Template • "Friendly Letter Ideas". Use as a model to come up with ideas for what to write about. • "Guess the Letter Part" template • Colored Pencils, Crayons, Pencils Paper, Writing Folder/Notebook
4	<p>Students will peruse their list of people and decide upon a letter designee. They will start to draft a letter especially focusing on HEADING, GREETING. They will attempt to start the BODY.</p> <p>Teacher can make a poster size letter as a model or project.</p>	<p>The teacher will model and think about a designee. The teacher will model the application (using a friend like the book) and use of all of the parts of the friendly letter on chart paper for all to share. FOCUS – HEADING, GREETING, BODY. Teacher will use a Friendly Letter format from versions offered.</p>	<ul style="list-style-type: none"> • <u>Tony Baloney</u> by Pam Munoz Ryan and Edwin Fotheringham • "The 5 Parts of a Friendly Letter" (teddy bear) Template • Chart Paper & Markers • Various "Friendly Letter" templates • Colored Pencils, Crayons, Pencils Writing Folder/Notebook
5	Students will continue to draft a letter especially focusing on BODY. They will also work on the CLOSING and SIGNATURE.	The teacher will again reinforce the pieces of the "My Friendly Letter" template. The teacher will model the application and use of all of the parts of the friendly letter on chart paper or projected template for all to share. FOCUS – BODY, CLOSING, SIGNATURE.	<ul style="list-style-type: none"> • <u>Tony Baloney</u> by Pam Munoz Ryan and Edwin Fotheringham • "The 5 Parts of a Friendly Letter" (teddy bear) Template • Chart Paper & Markers • Various "Friendly Letter" templates • Colored Pencils, Crayons, Pencils Writing Folder/Notebook



**Linden Public Schools
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Unit 4: Friendly Letter/Personal Narrative**

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will be asked to work in pairs to provide feedback about how to “fix” their writing. Students will go back and “fix” their work NOTE: Students who need to finish drafting can do so here as well.	The teacher will model re-reading the friendly letter model written for the class and will “fix” up some parts of the writing. Teacher will focus on word choice, punctuation, capitalization.	<ul style="list-style-type: none"> • <u>Tony Baloney</u> by Pam Munoz Ryan and Edwin Fotheringham • “The 5 Parts of a Friendly Letter” (teddy bear) Template • Chart Paper & Markers • Various “Friendly Letter” templates • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
7	Students will peruse their list of people and decide upon a letter designee (hopefully a teacher, like the book). They will start to draft a letter especially focusing on HEADING, GREETING. They will attempt to start the BODY.	The teacher will model and think about a designee. The teacher will model the application (suggesting writing to a teacher, like the book) and use of all of the parts of the friendly letter on chart paper for all to share. FOCUS – HEADING, GREETING, BODY. Teacher will use a Friendly Letter format from versions offered.	<ul style="list-style-type: none"> • <u>Dear Mr. Blueberry</u>, Simon James • “The 5 Parts of a Friendly Letter” (teddy bear) Template • Chart Paper & Markers • Various “Friendly Letter” templates • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
8	Students will continue to draft a letter especially focusing on BODY. They will also work on the CLOSING and SIGNATURE.	The teacher will again reinforce the pieces of the “My Friendly Letter” template. The teacher will model the application and use of all of the parts of the friendly letter on chart paper or projected template for all to share. FOCUS – BODY, CLOSING, SIGNATURE.	<ul style="list-style-type: none"> • <u>Dear Mr. Blueberry</u>, Simon James • “The 5 Parts of a Friendly Letter” (teddy bear) Template • Chart Paper & Markers • Various “Friendly Letter” templates • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
9	Students will be asked to work in pairs to provide feedback about how to “fix” their writing. Students will go back and “fix” their work NOTE: Students who need to finish drafting can do so here as well.	The teacher will model re-reading the friendly letter model written for the class and will “fix” up some parts of the writing. Teacher will focus on word choice, punctuation, capitalization.	<ul style="list-style-type: none"> • <u>Dear Mr. Blueberry</u>, Simon James • “The 5 Parts of a Friendly Letter” (teddy bear) Template • Chart Paper & Markers • Various “Friendly Letter” templates • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
10	Students will peruse their list of people and decide upon a letter designee. They will start to draft a letter especially focusing on HEADING, GREETING. They will attempt to start the BODY.	The teacher will model and think about a designee. The teacher will model the application (suggesting writing to a character or author, like the book) and use of all of the parts of the friendly letter on chart paper for all to share. FOCUS – HEADING, GREETING, BODY. Teacher will use a Friendly Letter format from versions offered.	<ul style="list-style-type: none"> • <u>The Jolly Postman</u> by Janet and Allan Ahlberg • “The 5 Parts of a Friendly Letter” (teddy bear) Template • Chart Paper & Markers • Various “Friendly Letter” templates • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook



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Scope and Sequence**

Unit 4: Friendly Letter/Personal Narrative

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will continue to draft a letter especially focusing on BODY. They will also work on the CLOSING and SIGNATURE.	The teacher will again reinforce the pieces of the “My Friendly Letter” template. The teacher will model the application and use of all of the parts of the friendly letter on chart paper or projected template for all to share. FOCUS – BODY, CLOSING, SIGNATURE.	<ul style="list-style-type: none"> • <u>The Jolly Postman</u> by Janet and Allan Ahlberg • “The 5 Parts of a Friendly Letter” (teddy bear) Template • Chart Paper & Markers • Various “Friendly Letter” templates • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
12	Students will be asked to work in pairs to provide feedback about how to “fix” their writing. Students will go back and “fix” their work NOTE: Students who need to finish drafting can do so here as well.	The teacher will model re-reading the friendly letter model written for the class and will “fix” up some parts of the writing. Teacher will focus on word choice, punctuation, capitalization.	<ul style="list-style-type: none"> • <u>The Jolly Postman</u> by Janet and Allan Ahlberg • “The 5 Parts of a Friendly Letter” (teddy bear) Template • Chart Paper & Markers • Various “Friendly Letter” templates • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
13	Students will peruse their list of people and decide upon a letter designee (an author that the student enjoys). They will start to draft a letter especially focusing on HEADING, GREETING. They will attempt to start the BODY.	The teacher will model and think about a designee. The teacher will model the application (an author that the student enjoys) and use of all of the parts of the friendly letter on chart paper for all to share. FOCUS – HEADING, GREETING, BODY. Teacher will use a Friendly Letter format from versions offered.	<ul style="list-style-type: none"> • Any books that the students enjoy reading. • “The 5 Parts of a Friendly Letter” (teddy bear) Template • Chart Paper & Markers • Various “Friendly Letter” templates • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
14/15	Students will choose a friendly letter from the Writing Folder/Notebook and work on revising and editing the piece using the teacher examples and also the writing checklist as reference. Student goal will be publication. Students will use the Editing Checklist	<p>Teacher will model fixing up the letter selected and editing & revise. Focus on capitalization, punctuation, sensory details, and adding questions, and adding/deleting information. Teacher will conduct writing conferences.</p> <p>Teacher can work on addressing an envelope for letter to be sent.</p>	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook • Editing Checklist Template • Envelopes • Student Writing Reflection Template



**Linden Public Schools
Second Grade
Scope and Sequence
Unit 4: Friendly Letter/Personal Narrative**

TEACHER NOTES

- Second Grade Writing – Completed templates serve as an assessment. Some templates may be affixed into a notebook unless the template is a part of the publication.
- Teachers can use the resources in two ways. – To recreate on chart paper or as a projectable to write over on a whiteboard or PROMETHEAN or SMARTBOARD
- Teacher can begin the Writer’s Workshop with a meeting. It could be beneficial to refer to the students during writing time as WRITERS.
- Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:
 - ❖ Author’s Chair
 - ❖ Museum Walk
 - ❖ Teacher’s Choice
 - ❖ Parents or special visitors
 - ❖ Share with another class or administration
 - ❖ Send the letters to their intended designee and see if a response comes back.



Linden Public Schools
Second Grade
Scope and Sequence
Unit 5: Informative (RESEARCH) – Biography

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will be able to understand the features of a biography and share in a story that presents a biographical account of someone's life.	Read the story to the students pointing out that the story is a biography. Point out features of a biography. Use the templates as a guide to create an anchor chart with students that list the characteristics. Teacher may also wish to create a Top Hat organizer.	<ul style="list-style-type: none"> • "Features of Biographies" Template • "Top Hat" Template • <u>The Man Who Walked Between the Towers</u> by Mordicai Gerstein • http://www.kidtopia.info • Chart Paper and Markers
2	Students will begin generating ideas to find an inspirational person they would like to research.	Teacher will conduct a read aloud explaining why they felt inspired by a person's life. Students will be asked to think of people who they find inspirational that they would like to write about as they gather information through a series of questions.	<ul style="list-style-type: none"> • <u>A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet</u> by Kathryn Lasky • "Who Inspires You?" Template • www.ducksters.com/biography
3	Students will reflect on the important people that play a role in the life of the person they are researching.	Teacher will reflect back upon yesterday's read aloud making a list of people who played a significant role in a person's life.	<ul style="list-style-type: none"> • <u>A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet</u> by K. Lasky • "Who Else Matters?" Template
4/5	Students will reflect upon their subject's life to determine their motivation for writing about that person.	Teacher will conduct read aloud from book jacket discussing how the author was inspired to write about Rachel Carson. Teacher will discuss these points. Students will use guiding questions to help them decide why they chose to write about their subject.	<ul style="list-style-type: none"> • <u>Rachel: The Story of Rachel Carson</u> by Amy Ehrlich • "Why Do I Want to Write About ____?" Template
6	Students will begin collecting information and take notes about a person they chose to write about in their classroom/school.	Teacher will explain to students that they will choose one person from the "Who Inspires You?" Template from within their class/school and interview them using the template. Teacher will model interview with a student in the class.	<ul style="list-style-type: none"> • "Interview" Template



Linden Public Schools
Second Grade
Scope and Sequence
Unit 5: Informative (RESEARCH) - Biography

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
7 – 9	Students will begin collecting information and take notes about a person they chose to write about in their classroom/school.	Teacher will explain to students that they will choose one famous person from the “Who Inspires You?” Template. Teacher will model an interview with a student in the class.	<ul style="list-style-type: none"> • “Note Taking” Template • www.ducksters.com/biography/ • Complete “Who Inspires You?” Template
10	Students will learn a structure that will help them organize their information in a chronological order.	Teacher will review previously read story and show students how events are sequentially ordered.	<ul style="list-style-type: none"> • <u>Rachel: The Story of Rachel Carson</u> by Amy Ehrlich • “Organizing a Collection” Template
11	Students will look at the format of a biography observing how headings are used so that they can begin drafting.	Teacher will use previously read book to explain how headings are used to organize information in a biography.	<ul style="list-style-type: none"> • <u>A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet</u> by Kathryn Lasky • <u>The Man Who Walked Between the Towers</u> by Mordicai Gerstein • “Text Structure” Template
12	Students will begin to use their notes to draft their biography.	Teacher will model how to write the biography. Students will work independently to develop their biography.	<ul style="list-style-type: none"> • All previous notes pertaining to their subject • Class writing sample
13	Students will use their notes to craft a conclusion for their biography.	Teacher will model how to craft and ending for their biography and students will work independently to develop their conclusion	<ul style="list-style-type: none"> • Previously read stories • All previous notes pertaining to their subject • Class writing sample • “Ways to End Biographies” Template



Linden Public Schools
Second Grade
Scope and Sequence
Unit 5: Informative (RESEARCH) - Biography

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
14	Students will revise their work focusing on developing a strong conclusion for the end of their biography.	Teacher will use trade titles to observe different endings to text and model a way to revise conclusions. Students will revise their conclusions independently.	<ul style="list-style-type: none">• Class writing sample• Previously read books• “Crafting the End of My Biography” Template• Chart Paper and Markers
15	Students will learn strategies through the use of a checklist to edit their writing and create a title for their work.	Teacher will model how to edit work for errors using an editing checklist. Teacher will provide titles for students to observe and note different creative ways in which the authors develop titles for the biographies.	<ul style="list-style-type: none">• Classroom writing sample• Student Writing Samples• “Biography Editing Checklist” Template• Books read during this unit



**Linden Public Schools
Second Grade
Scope and Sequence
Unit 7: Poetry**

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will be learning about the sound, structure, rhythm and language of poetry.	The teacher will create a poetry-themed room display that highlights poetry books and favorite poets to get students excited about reading and writing poetry. The teacher will read aloud various poems while discussing the characteristics of poetry.	<ul style="list-style-type: none"> • <u>Creatures of the Earth, Sea and Sky</u>: "Whale Chant," "Song of the Dolphin," "Dressing Like a Snake," "Dragonfly." • <u>The Oxford Illustrated Book of American Poetry for Children</u>: "Habits of the Hippopotamus," "About the Teeth of Sharks." • Chart paper & Markers • What Is True About Poetry? handout
2	Students will be learning how to see the world in different, and unusual ways through their poets' eyes.	The teacher will arrange various objects in the classroom in a "Poetry Museum" to teach writers how to observe with poets' eyes. She will read aloud various poems and discuss how the objects are described with a poets' eyes.	<ul style="list-style-type: none"> • <u>Pencil Sharpener</u> by Zoe Ryder White • <u>Ceiling</u> by Zoe Ryder White • Student Poetry/Writing Folder • Chart Paper & Markers • Objects i.e. Shells, rocks, leaves, feather • "Observation" graphic organizers
3	Students will learn how line breaks give a poem shape, structure, and rhythm. They will come up with different ways up breaking up the lines and reading it aloud.	The teacher will conduct a read aloud and model how to write and read with and without line breaks.	<ul style="list-style-type: none"> • <u>Fog</u> by Carl Sandburg • <u>Turtle</u> by Valerie Worth • Line Breaks handout • Sentence strips • Pocket Chart • Student Poetry/Writing Folder
4	Students will be learning how to find subjects all around them and in their own lives for writing poetry.	The teacher will use the "Table of Contents" to share the poems' subjects and range of topics. The teacher will model the "Amazing Things Are All Around Me" web to generate topics in her own life. The teacher will coauthor a poem with the WRITERS about a shared big feeling.	<ul style="list-style-type: none"> • <u>all the small poems and fourteen more</u> by Valerie Worth • Chart Paper & Marker • "Amazing Things Are All Around Me" web • "My Poetry Seed Ideas" graphic organizer • Student Poetry/Writing Folder
5	Students will be using sensory details to create images in their poems that will engage their readers. Students will create images in their poem that uses all their five senses.	The teacher will read aloud various poems while discussing the sensory details. The teacher will model how to create strong sensory images that involve all five senses by showing rather than telling.	<ul style="list-style-type: none"> • <u>Fireworks</u> by Valerie Worth • <u>Pigeons</u> by Valerie Worth • <u>Backyard</u> by Valerie Worth • <u>April Rain Song</u> by from <u>The Oxford Illustrated Book of American Children's Poems</u> • "Sensory Image" Chart • Student Poetry/Writing Folder



**Linden Public Schools
Second Grade
Scope and Sequence
Unit 7: Poetry**

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will learn about poetic devices such as personification to improve their skill as writers. Students will create or revise a poem using personification.	The teacher will discuss the “poetic device” personification which allows poets to change the ordinary into the extraordinary. The teacher will read aloud various poems and explain and model personification.	<ul style="list-style-type: none"> • <u>Lawnmower</u> by Valerie Worth • <u>Porches</u> by Valerie Worth • <u>Backyard</u> by Valerie Worth • <u>Morning Sun</u> by Francisco Alarcon • <u>The Masked One</u> by Georgia Heard • Student Poetry/Writing Folder • Paper, Colored Pencils and/or Crayons
7-8	Students will learn about poetic devices such as metaphors to convey big feelings by comparing it to something else. They will also learn how to use comparison as a way to show almost anything important.	The teacher will read aloud various poems and explain and model metaphors. The teacher will begin a chart contrasting ordinary and poetic language.	<ul style="list-style-type: none"> • <u>Inside My Heart</u> by Zoe Ryder White • <u>Fog</u> by Carl Sandberg • <u>Stars</u> by Valerie Worth • <u>Horse</u> by Valerie Worth • <u>Soap Bubble</u> by Valerie Worth • <u>Cat</u> by Valerie Worth • <u>Frog</u> by Valerie Worth • Chart paper & Markers • Student Poetry/Writing Folder
9	Students will learn how repeating words, phrases and entire lines establishes a predictable rhythm. Students will create or revise a poem using repetition.	The teacher will read aloud various poems while modeling and discussing the repetition. Read aloud <u>Spider</u> and the second time omit the repeated “is the” phrases. Discuss the effect of repeating on the poem.	<ul style="list-style-type: none"> • <u>Elephant Warning</u> by Georgia Heard • <u>Bat Patrol</u> by Georgia Heard • <u>Bat</u> by Marilyn Singer • <u>Spider</u> by Marilyn Singer • Chart paper & Markers • Student Poetry/Writing Folder
10	Students will continue to learn about the effect of repetition and ways poets use it by revising the poem <u>Orb Weaver</u> and discussing. Students will create or revise a poem using repetition.	Teacher will read <u>Orb Weaver</u> – Version 1 and the original. Discuss the effects of repetition on the poem.	<ul style="list-style-type: none"> • <u>Orb Weaver</u> by Georgie Heard • <u>Orb Weaver: Version 1</u> • Chart paper & Markers • Student Poetry/Writing Folder



**Linden Public Schools
Second Grade
Scope and Sequence
Unit 7: Poetry**

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will learn how poets must choose their words carefully to paint a picture in their reader's mind. Students will create or revise a poem with words that are precisely right.	The teacher will read aloud various poems and discuss how to revise the poem with honest, precise words so the reader has a clear vision.	<ul style="list-style-type: none"> • "My Mom" • <u>Goldfish</u> by Valerie Worth • Chart paper & Markers • Student Poetry/Writing Folder
12	Students will create their own acrostic poem using the words ICE CREAM.	Teacher will model and create an acrostic poem using the word HOMEWORK.	<ul style="list-style-type: none"> • Chart Paper & Markers • Student Poetry/Writing Folder • Acrostic graphic organizer • Diamante graphic organizer
13	Students will create a synonym diamante poem.	Teacher will model and create a synonym diamante poem.	<ul style="list-style-type: none"> • Chart Paper & Markers • Student Poetry/Writing Folder • Acrostic graphic organizer • Diamante graphic organizer
14	Students will choose a poem from their Writing/Poetry Folder and work on editing the piece using the teacher examples as a reference. Student goal will be publication.	Teacher will model choosing most interesting work. Teacher will choose a previous poem and work on editing. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Student Poetry/Writing Folder • Editing Checklist • Rules of Capitalization handout
15	Students will continue to work on editing and goal of publication.	Teacher will model choosing most interesting work. Teacher will choose a previous poem and work on editing. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Student Poetry/Writing Folder • Editing Checklist • Rules of Capitalization handout



Scope and Sequence

Unit 7: Poetry

CROSS CURRICULAR EXTENSIONS

Students will celebrate their poems by reading them aloud to the class and their family during the Poetry Café.

Materials:

Student Poems

Invitation

Poetry Café Sign/Decorations

Student Poetry/Writing Folder

TEACHER NOTES



Linden Public Schools
3rd Grade
Scope and Sequence
Unit 8: Author's Study- Gail Gibbons - Opinion

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Introduction to the author/illustrator - Gail Gibbons. Students will learn how the author writes books about nonfiction topics that include charts, pictures and graphs that appeal to children. Students will develop an opinion piece based on Gail Gibbons books.	Students will have the opportunity to examine Gail Gibbons books by taking a picture walk and learn about the author's strategies for writing.	<ul style="list-style-type: none"> • <u>Recycle, Sun Up to Sun Down, How a House Is Built, Nature's Green Umbrella</u> by Gail Gibbons • <u>www.gailgibbons.com</u> (optional) • "Biography of Gail Gibbons"- Template
2	Students will focus on the "how" of everyday objects which Gail Gibbons writes about in her nonfiction books which will build excitement for their own writing.	Students will learn how to use the "how" to build on their thinking to help write about topics for writing.	<ul style="list-style-type: none"> • <u>How a House Is Built</u> by Gail Gibbons • "The "How" in the Everyday"- Template • Writing notebooks • Chart paper/markers
3	Teaching students how to ask questions about topics which excites them and apply it to writing skills.	Students will focus on topics for writing that excites them. They will also learn how to take topics chosen and write questions they would like to learn more about while using mentor text to gain insight for writing.	<ul style="list-style-type: none"> • <u>How a House Is Built</u> by Gail Gibbons • "The "How" in the Everyday"- Template • Writing notebooks • SMART board or chart paper/markers • "Asking Questions About What Excites Me!"- Template



**Linden Public Schools
3rd Grade
Scope and Sequence**

Unit 8: Author's Study- Gail Gibbons - Opinion

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
4	Students will learn how to think and wonder like Gail Gibbons by collecting information on topics to build on writing skills.	Students learn the importance of collecting information on topics to build on writing skills.	<ul style="list-style-type: none"> • <u>Recycle</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers
5	Students will focus on which books they enjoyed most from Gail Gibbons. They will also have the opportunity to provide three reasons and examples to support opinion.	<p>Students will review what an opinion is. Then they are to write three examples/reasons to support which book they enjoyed most that was written by Gail Gibbons using the O-RE-RE-O graphic organizer.</p> <p>Note: Third example can be written on the back on the O-RE-RE-O Graphic Organizer.</p>	<ul style="list-style-type: none"> • <u>Recycle</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • O-RE-RE-O –Graphic Organizer • “Opinion Words and Phrases”- Template • OREO Writing Graphic Organizer- Blue • “What is an Opinion?”– Template
6	Continue from previous day focusing on which books they enjoyed most from Gail Gibbons using the O-RE-RE-O Graphic organizer. Also finish providing three reasons and examples to support opinion writing.	Review the O-RE-RE-O Graphic Organizer from previous day and have students finish completing examples and reasons for their opinion writing.	<ul style="list-style-type: none"> • <u>Recycle & How to Build a House</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • OREREO Graphic Organizer • OREO Writing Graphic Organizer- Blue • “What is an Opinion?” – Template



Linden Public Schools
3rd Grade
Scope and Sequence
Unit 8: Author's Study- Gail Gibbons - Opinion

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
7	Students will learn how Gail Gibbons “talks” to her reader using writing “voice.” Students will have the opportunity to show their unique voice in their writing by examining mentor text.	Model read aloud for students and have students understand how Gail Gibbons writes using first person point of view. Students are to complete opinion writing piece from previous day.	<ul style="list-style-type: none"> • <u>Sun Up, Sun down</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • “Who Is Telling the Story?”-Template
8	Students will learn how Gail Gibbons makes her writing interesting for her readers by informing them everything she has learned. They will understand how she uses words and pictures to excite her readers.	Read aloud mentor text and stress to students Gail Gibbons hooks the reader by defining words in context. As an illustrator, she uses drawings to make her readers feel they are part of the story. By doing so, this helps keep the reader interested and focused on the topic. Model hooks used in the text that excite the reader.	<ul style="list-style-type: none"> • <u>Nature’s Green Umbrella</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • “Our Noticings” - Template
9	Students will choose which nonfiction text they enjoyed reading and write three examples why. All students must support their examples with evidence from the text on which they learned most.	Model from the mentor text one example you learned most for students. Support each example with one reason.	<ul style="list-style-type: none"> • <u>Nature’s Green Umbrella, Recycle, How To Build a House & Sun Up to Sun Down</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • O-RE-RE-O graphic organizer • “Opinion Sentence Starters- Template • “Temporal Words (Transition Words)”- Template



Linden Public Schools
3rd Grade
Scope and Sequence
Unit 8: Author's Study- Gail Gibbons - Opinion

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
10	Continue to have students choose which book they learned the most information. All students must support their examples with evidence from the text.	Review information from previous day and have students complete the O-RE-RE-O Graphic organizer based on which text they learned the most information. All students must provide three examples and reasons from the mentor texts to support reasons.	<ul style="list-style-type: none"> • <u>Nature's Green Umbrella, Recycle, How To Build a House & Sun Up to Sun Down</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • O-RE-RE-O graphic organizer • "Opinion Sentence starters"-Template
11	Students will choose one of the two opinion writing pieces written throughout the unit. Students will work on revising, editing and adding (correct punctuation marks to strengthen opinion writing skills.	Model how to revise, edit and add to writing piece created throughout the unit using the "Editing Checklist" template.	<ul style="list-style-type: none"> • "Editing Checklist"-Template • Writing notebook • SMART board or chart paper/markers • Students are to choose favorite opinion writing piece from unit and revise • Writing templates for Final Piece
12	Publish favorite opinion writing piece and celebrate students' successes in writing for the unit.	Students share final opinion writing piece that they created for the unit. Note: Students may work on the "Reflecting on My Work"- Template in small group or with partners to reflect on the Opinion Writing Author's Study by Gail Gibbons.	<ul style="list-style-type: none"> • Writing template for Final Piece • Celebrate students' opinion writing success • "Reflecting on My Work"- Template (optional)



Linden Public Schools
3rd Grade
Scope and Sequence
Unit 8: Author's Study- Gail Gibbons - Opinion

Teachers Notes & CROSS CURRICULAR EXTENSIONS

Notes for the Teachers,

All lessons may be modified to meet your students learning needs. Also, the writing templates provided for the students' final opinion writing pieces as suggested. It is important that students work on building their typing skills, this will also help them for state testing in the future.

The Author's Study- Opinion Writing Unit provides the teachers with, O-RE-RE-O Graphic Organizers, Writing Templates, Writer's Checklist, Opinion Writing Sentence Starters and Temporal Words. Within the unit, it is suggested to follow the Journey's Grammar sections that correlate with the unit to help in build the students grammar skills. Once the grammar skills are taught it can be reinforced during center activities, morning work, once students have finished writing assignments etc.

At the end of the unit don't forget to celebrate students writing successes by:

- ❖ Refreshments (optional)
- ❖ read writing pieces to another class
- ❖ Use an Author's Chair
- ❖ Invite parents/guardians to read student work
- ❖ Have a class debate



Linden Public Schools
Second Grade
Scope and Sequence
Unit 9: Tall Tales, Folk Tales & Fables- Opinion

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will have the opportunity to view and get excited about the Folktales, Fables / Fairytales that they will learn in the unit. They will review what an opinion is. At the end of the unit they will write their Opinion on which Fable, Fairytale or Folktale they like the most and provide reasons to support their writing.	Teacher will set the stage and get students thinking about Folktales, Fables/Fairytales. They will have the opportunity to view covers, titles displayed in classroom and become excited to learn about the different stories as well as learn about storytelling. Teachers will emphasize that all books are meant to pass on lessons of how the world works and what qualities good people should have.	<u>Cinder Edna</u> by Ellen Jackson, <u>Thunder Rose</u> by Jerdine Nolen, <u>The Old Man & His Door</u> by Gary Soto, <u>The Tortoise & The Hare</u> by Janet Stevens <ul style="list-style-type: none"> • “Letter to The Parents”- Template • Chart Paper/Markers/SMART Board • Writer’s Notebooks • Color Pencils or Crayons
2	Students will see how writers created different versions of the same tales. The will explore ideas for writing their opinion reasons on which story they like better. They will write 3 reasons and explain why using the OREO Graphic organizer.	Teacher will use read-aloud and have students make connections to the two stories. Model for students in setting a purpose for their Opinion writing ideas. Students will then share ideas orally and pick one story to write 3 reasons and explain reasons why.	<ul style="list-style-type: none"> • <u>Cinder Edna</u> by Ellen Jackson • “Features of Fairy Tales”- Template • “Cinderella Vs. Cinder Edna”- Template • “Opinion Sentence Starters”- Template • Chart Paper/SMART Board • Writer’s Notebooks • “Opinion Writing: OREO”- Template
3	Students will continue to gather ideas to support reasons, using the Cinderella vs. Cinder Edna template. Once they have gathered 3 reasons, they are to support their writing focusing on why they liked one fairytale more than the other. Students are to use the OREO Graphic organizer. They will also work on creating strong introductions for their opinion writing piece.	Teacher will review story, Cinder Edna, and students will finish writing reasons on which story they liked most. Once ideas have been shared, students will finish writing 3 reasons to support their opinion and explain why Cinder Edna or Cinderella is a better fairytale. Model for students in creating a strong introduction to their opinion piece.	<ul style="list-style-type: none"> • <u>Cinder Edna</u> by Ellen Jackson • Chart Paper/SMART board • Markers/crayons • “Cinderella Vs. Cinder Edna”- Template • Writer’s Notebook • “Opinion Writing: OREO”- Template

4	Students will learn how to create and rephrase introductions to make into a concluding paragraph for their Opinion writing piece. Students will use reasons and OREO Graphic organizer to build on skills.	Continue from previous day in having students write 3 reasons and explain why they like Cinder Edna more than the fairytale Cinderella. Model how to rephrase introduction and make into a concluding paragraph for their Opinion writing.	<ul style="list-style-type: none"> • <u>Cinder Edna</u> by Ellen Jackson • Chart Paper/SMART board • Markers/crayons • "Opinion Sentence Starters"- Template • "Cinderella Vs. Cinder Edna"- Template • Writer's Notebook • "Opinion Writing: OREO"- Template.
5	Students will learn about common elements of what a Tall tales is. They will examine examples of how writers use magic in their tales to gather ideas then students will write 3 reasons using the Opinion Writing: OREO template on why they liked/didn't like the tall tale.	Teacher will use read-aloud and focus on how magic is a major part of good tale brainstorm and chart student ideas on chart paper. Students then jot down 3 reasons and explain why they liked or didn't like the tall tale.	<ul style="list-style-type: none"> • <u>Thunder Rose</u> by Jerdine Nolen • Chart Paper/SMART Board • Writer's Notebook • Markers/crayons • "Elements of a Tall Tale"- Template • Opinion Writing: OREO- Template • "Features of a Folktale"-Template



Linden Public Schools
Unit 9
Second Grade
Scope and Sequence
Unit of Study: Folk Tales & Fables- Opinion

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will continue from previous day to focus on common elements of tales. They will examine examples of how write 3 reasons on their Opinion Writing template explaining why they liked/didn't like the tall tale. Build on what makes a strong Introduction.	Teacher will review read-aloud Thunder Rose and focus on how magic is a major part of good tale brainstorm and chart student ideas on chart paper. Students then jot down 3 reasons and explain why they liked or didn't like the tall tale. Model and reinforce how to create a strong introduction.	<ul style="list-style-type: none"> • <u>Thunder Rose</u> by Jerdine Nolen • Chart Paper/SMART Board • Writer's Notebook • Markers/crayons • "Elements of a Tall Tale"-Template • "Sentence Starters for Supporting Reasons"- Template • "Opinion Writing: OREO-Template

7	Students will continue from previous day and finalize ideas. They will review examples of their three reasons that were gathered for their writing.	Teacher will finalize Thunder Rose writing focusing on reasons and explanations using the Opinion Writing: OREO template. Model for students and review sample sentence stems for opinion writing that they can use for their conclusions.	<ul style="list-style-type: none"> • <u>Thunder Rose</u> by Jerdine Nolen • Chart Paper/SMART Board • Writer's Notebook • Markers/crayons • "Opinion Sentence Starters"- Template • "Opinion Writing: OREO"- Template
8	Students will learn about another Tall tale and learn how writers create excitement by including journeys or adventures in their tales. Students will learn how writer's use catchy lead sentences to draw the attention to the reader.	Students will learn about the tales of adventure the character goes through as they learn about the story, The Old Man & His Door. Model at chart paper which Tall Tale they liked most. Students will choose 3 reasons which story they feel is better and provide an explanation why. Provide sample catchy leads for students to help with introductions.	<ul style="list-style-type: none"> • <u>The Old Man & His Door</u> by Gary Soto • Chart Paper/SMART Board • Markers/crayons • Writer's Notebook • "Opinion Sentence Starter's"- Template • Opinion Writing- OREO Template
9	Students will continue to write about which Tall Tale they like better. Students are to support their reasons for the story they choose with reasons why.	Students will continue to write which Tall Tale they liked better The Old Man & His Door or Thunder Rose. Teacher will continue to model at chart paper which Tall Tell they liked most. Students will choose 3 reasons which story they feel is better and provide an explanation why.	<ul style="list-style-type: none"> • <u>The Old Man & His Door</u> by Gary Soto • <u>Thunder Rose</u> by Jerdine Nolan • Chart Paper/SMART Board • Writer's Notebook • Markers/crayons • Opinion Sentence Starters- Template • Opinion Writing: OREO Template
10	Students will finalize ideas to write about which Tall Tale they like better. Students are to support their reasons for the story they choose with reasons why.	Students will finalize ideas to write which Tall Tale they liked better The Old Man & His Door or Thunder Rose. Teacher will continue to model at chart paper which Tall Tell they liked most. Students will choose 3 reasons why they feel a story is better than the other and provide explanations to support reasons.	<ul style="list-style-type: none"> • <u>The Old Man & His Door</u> by Gary Soto • <u>Thunder Rose</u> by Jerdine Nolan • Chart Paper/SMART Board • Writer's Notebooks • Markers/crayons • Opinion Sentence Starters- Template • Opinion Writing: OREO Template



Linden Public Schools
Unit 9
Second Grade
Scope and Sequence
Unit of Study: Folk Tales & Fables- Opinion

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will learn about what a fable is and how it clearly states a moral at the end of the story. Students will brainstorm which character they liked most and write reasons and explanations why, using OREO graphic organizer.	Teach students about the overall theme of the story, (hard work and perseverance pays off). Model and provide examples for students on which character they liked more in the story and provide examples to support reasons.	<ul style="list-style-type: none"> • <u>Tortoise and the Hare</u> by Janet Stevens • Features of Fables- Template • Writer's Notebook • Chart Paper/Markers • Opinion Writing: OREO Template
12	Students will continue learn about what is a fable and students will understand that fables clearly state a moral at the end of the story. Students will brainstorm which character they liked most and write 3 reasons and explanations why, using OREO graphic organizer.	Continue from previous day, model and provide examples for students on which character they liked more in the story and provide examples to support reasons.	<ul style="list-style-type: none"> • <u>Tortoise and the Hare</u> by Janet Stevens • Features of Fables- Template • Writer's Notebook • Chart Paper/Markers • Opinion Writing: OREO Template
13	Students will brainstorm which character they liked most and write reasons and explanations why, using OREO graphic organizer.	Finalize reasons and explanations from previous day. Model and provide examples for students on which character they liked more in the story and provide examples to support reasons. Help in building details for introductions and concluding paragraphs.	<ul style="list-style-type: none"> • <u>Tortoise and the Hare</u> by Janet Stevens • Features of Fables- Template • Writer's Notebook • Chart Paper/Markers • Opinion Writing: OREO Template • "In My Opinion"- Template
14	Students choose favorite Folktale, Fable or Fairytale Opinion writing piece to revise, edit and publish.	Teacher will provide Opinion template for students to choose and create final published writing piece.	<ul style="list-style-type: none"> • "In My Opinion"- template • "Opinion Sentence Starters"- Template • chart paper & markers • White board & dry erase markers • Editing pen

15	Finalize favorite Folktale, Fable or Fairytale Opinion writing piece to revise, edit and publish. Read and celebrate with other students or classes students writing pieces.	Read and celebrate with other classes final writing pieces.	Celebrate writing pieces
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