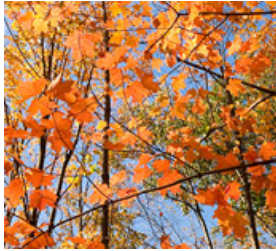


COMMON CORE CURRICULUM MAPS || ENGLISH LANGUAGE ARTS


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A Season for Chapters

In this first six-week unit of second grade, students read chapter books by Cynthia Rylant, informational texts, and poetry--all related to the four seasons.

OVERVIEW

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ESSENTIAL QUESTION



What is challenging about a chapter book?

Focusing on the beauty of language in poetry and a well-written fictional story, students learn poetry terms and the beginnings and endings of stories. In preparation for writing informational text, students complete a research project on a seasonal activity from a contrasting region of the U.S., such as snow skiing or sailing. Enjoying the music of Vivaldi's *Four Seasons*, students write seasonal poetry. Students review the roles of authors and illustrators. They also read about specific authors/poets. This unit could become a weather unit or a solar system unit by adding topic-specific titles to the informational texts.

Standards Checklist

FOCUS STANDARDS

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These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **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.
- **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.
- **W.2.7:** Participate in shared research and writing projects.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[Common Core State Standards, ELA](#) (1.5 MB)

SUGGESTED STUDENT OBJECTIVES

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- Independently read chapter books by Cynthia Rylant.
- Distinguish between the roles of author and illustrator in chapter books.
- Ask the questions "who, what, where, when, why, and how" after reading fictional books.
- Study the beginning and ending of chapters and stories.
- Use digital sources to research a seasonal activity.
- Use a computer-generated graphic organizer to organize class research.
- Create an informational class book from this shared research.

- Study art pieces to see the artist’s techniques in creating a sense of cold or warmth.
- Create a collection of adjectives and adverbs.
- Expand sentences by adding adjectives and adverbs from the class discussion on art.
- Write poetry based on Vivaldi’s *Four Seasons*.
- Enjoy and analyze poetry related to the seasons, noting alliteration, rhyme, rhythm, and repetition.
- Study the organization of informational text, specifically the purpose of paragraphs.

SUGGESTED WORKS

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(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Stories

- *Poppleton in Winter* (Cynthia Rylant) (E)
- *Poppleton in Spring* (Cynthia Rylant) (EA)
- *Poppleton in Fall* (Cynthia Rylant and Mark Teague) (EA)
- *Henry and Mudge and the Snowman Plan* (Cynthia Rylant and Sucie Stevenson) (EA)
- *Red Leaf, Yellow Leaf* (Lois Ehlert)
- *Snowballs* (Lois Ehlert)
- *Leaf Man* (Lois Ehlert)
- *Snow* (Uri Shulevitz)

Poems

- “Autumn” (Emily Dickinson) (E)
- “Something Told the Wild Geese” (Rachel Field) (E)
- “Who Has Seen the Wind?” (Christina Rossetti) (E)
- “Weather” (Eve Merriam) (E)
- “Knoxville, Tennessee” (Nikki Giovanni) (E)
- “Stopping by Woods on a Snowy Evening” (Robert Frost) (E)
- “Summer Song” (John Ciardi) in *The Seasons* (ed. John N. Serio)

Stories (Read Aloud)

- *Peepers* (Eve Bunting and James Ransome)
- *The Mitten* (Jan Brett)
- *The Days of Summer* (Eve Bunting and William Low)
- *Every Autumn Comes the Bear* (Jim Arnosky)
- *The Little Yellow Leaf* (Carin Berger)

Poems (Read Aloud)

- “Bed in Summer” (Robert Louis Stevenson)
- “A Vagabond Song” (Bliss Carman) in *The Seasons* (ed. John N. Serio)
- “The Snowflake” (Walter de la Mare) in *The Seasons* (ed. John N. Serio)
- “The Locust Tree in Flower” (William Carlos Williams) in *The Seasons* (ed. John N. Serio)

INFORMATIONAL TEXTS

Informational Text

- *Sunshine Makes the Seasons* (Franklyn M. Branley and Michael Rex)
- *Why Do Leaves Change Color?* (Betsy Maestro and Loretta Krupinski)
- *How Do You Know It’s Winter?* (Rookie Read-About Science) (Allan Fowler)
- *Look How It Changes!* (Rookie Read-About Science) (June Young)
- *How Do You Know It’s Fall?* (Rookie Read-About Science) (Allan Fowler)
- *How Do You Know It’s Spring?* (Rookie Read-About Science) (Allan Fowler)
- *Energy from the Sun* (Rookie Read-About Science) (Allan Fowler)
- *How Do You Know It’s Summer?* (Rookie Read-About Science) (Allan Fowler)

Informational Text (Read Aloud)

- *Snowflake Bentley* (Jacqueline Briggs Martin and Mary Azarian)
- *Snowflakes in Photographs* (W.A. Bentley)

- *What Do Authors Do?* (Eileen Christelow)
- *What Do Illustrators Do?* (Eileen Christelow)
- *Cynthia Rylant: A Writer's Story* (Alice Cary and Susan Spellman)
- *A River of Words: The Story of William Carlos Williams* (Jennifer Bryant and Melissa Sweet)

ART, MUSIC, AND MEDIA

Music

- Vivaldi, *The Four Seasons* (1723)

Art

Note: The objects are sequenced from clear examples of the seasons to more ambiguous works.

- Vincent van Gogh, *Sunflowers* (1889)
- artist unknown, *Snow-Laden Plum Branches* (1644-1911)
- Louis Comfort Tiffany, *Dogwood* (1900-1915)
- Pieter Brueghel, *Hunters in the Snow* (1565)
- Gustave Caillebotte, *Paris Street, Rainy Day* (1877)
- Georges Seurat, *Une Baignade, Asnieres* (1883-1884)
- Vincent van Gogh, *Mulberry Tree* (1889)
- Maurice de Vlaminck, *Autumn Landscape* (1905)
- Albert Bierstadt, *Among the Sierra Nevada Mountains, California* (1868)

SAMPLE ACTIVITIES AND ASSESSMENTS

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Teacher Notes: *Your choice of texts for this unit can be arranged in a few different ways, such as completing a few weeks of fiction and then shifting to poetry, and finally to non-fiction; or, the unit could move along in seasons, with all of the winter materials used during two weeks of the unit before moving on to the other seasons in a logical order.*

Class Discussion / Literature

Ask students to pick a favorite book from the easy section of the library. To introduce the characteristics of a good solid beginning and ending of a story, ask them to read aloud to a partner just the first paragraph or two and the last paragraph. Later, allow students to share the books with a small group to see what each child notices about these solid beginnings and solid endings. For example, they may notice things such as: the book coming full circle; the setting clearly described at the beginning; and the ending providing a sense of satisfaction. (RL.2.5)

Class Discussion / Literature

Introduce and read the first chapter of *Poppleton in Winter* by Cynthia Rylant. The following day, look at the chapter again. Explain to the class how Cynthia Rylant is an author who knows exactly how to write the beginning of a story and how to wrap it up with a strong ending. Direct the students to look closely at how the story begins. Reread the section where the story is set up. Students will see the setting, characters, and situation/problem in the first two sentences of the story: "Poppleton's house grew very long icicles in winter. Poppleton was proud of them." Create a bulleted list as the students discuss what they see, finishing the sentence "A strong beginning has..." Then turn to the end of the story and discuss what is contained in an ending. Read Rylant's final sentences: "Poppleton was glad his icicles were knocked down. Icicles always melted. But a new friend would stay. Continue the bulleted list, having students finish the sentence "A strong ending has..." As the students read each successive chapter independently, with a partner, or with the teacher, make these charts a focus of discussion. Eventually add a chart for the action in the middle of the story. (RL.2.5, RF.2.4)

Class Discussion / Literature

After reading the fictional read-aloud picture books for each of the seasons, have students ask and answer questions using "who, what, where, when, why, and how." Challenge students to create questions from these stems that apply directly to the books you are reading. Encourage students to answer the questions on Post-Its under each question on the following chart. (RL.2.1)

- Who? What? Where? When? Why? How?

Class Discussion / Informational Text

This unit contains a wide variety of informational texts. To introduce the work of organizing informational text, choose a book with a variety of text features and strong paragraphs. Explain to the children that as you read for information, you will also be looking at the author's craft. Guide students to look closely at the way each informational book on the four seasons is arranged (e.g., through the use of headings, subheadings, and paragraphs). Choose one page to look for the purpose of paragraphs in organizing the information in the text. You might want to make a copy of the page for the students to examine as you demonstrate the topical chunks of information in paragraphs. Extend this lesson by listing text features in multiple books on seasons and related topics. Focus on the purposes of the text features in the books. (RI.2.2, RF.2.4)

Language Activity

Use the informational book, *How Do You Know It's Fall?* to introduce apostrophes. Discuss the concept of contractions by creating sentences starting with "It is..." and then contracting the words to "It's." Extend the lesson by discussing apostrophes used to show possession. (L.2.2c)

Shared Research / Writing

Focus a discussion on the characteristics of seasons in your local climate. Discuss activities that your students might associate with each season. Talk about how one of the seasons' activities might help the local economy more than others by asking questions such as, "Which season is most important to our community? Think of a place in the United States with seasons that are very different from ours. What is an interesting activity from that region or state that we could research?" (e.g., fishing, mountain climbing, ice hockey). Use digital resources and speakers who have visited to gather information. Important topics to cover include geographical information, the weather/climate/season, and a description of the activity or sport. (RI.2.5, SL.2.1, SL.2.2, W.2.8, L.2.3)

Shared Research / Graphic Organizer

Introduce a digital tool for organizing information, such as that found in the computer program Kidspiration. Model the organization of gathered information into broad topics through webbing. Use one part of the graphic organizer (web) to demonstrate to the class how to write one well-developed paragraph. Working in small groups, use the webbed information to write the remaining paragraphs. When the paragraphs are completed, combine them into a book. Assign students to add illustrations. If small groups of children researched different regions, the books could be called "If I Lived in the Midwest" or "If I Lived in the Rockies." (W.2.2, RI.2.2, W.2.7, L.2.2, W.2.6)

Class Discussion / Poetry

The Seasons (ed. John N. Serio) is a book of collected poems by different poets. Introduce the poem "Summer Song." Ask the students, "What did you notice about the first four lines of the poem?" (Possible answer: Repetition of "By the...") Note the pattern of rhyme in the first four lines (i.e., ABAB) and how it changes as it progresses through the poem (i.e., AABB). Continue to look at the features of poetry as you read other seasonal poems in this unit. Each of the poems from *The Seasons* exemplifies at least one of the characteristics of the second grade standards: rhyme, rhythm, alliteration, and repetition. (RL.2.4)

Class Discussion / Music Appreciation

Listen to one of the four concertos in Vivaldi's *Four Seasons*. Instruct the students to write down words or phrases that come to them as they are listening. After they are finished, tell them to work together as a class to compile a list of words and phrases they thought of while listening. Choose a descriptive word or phrase and then challenge them to think in simile or metaphor (e.g., falling leaves—like what? Like jewels falling from the sky). Use the collection of words and phrases to write a class poem titled, "Spring," "Summer," "Autumn," or "Winter." Be sure to use rhythm, rhyme, alliteration and/or repetition in your class poem. (RL.2.4, L.2.5b)

Language Activity / Art Appreciation

View the suggested art pieces. As the class studies each piece, ask the children how the artist creates a sense of warmth or cold, dryness or wetness in the painting. As the students use adjectives and adverbs in the conversation, write them down under the appropriate category on a white board or chart paper. Use these words to create and expand sentences (e.g., The artist painted snow. The talented artist painted snow with cool colors. Using an icy blue color, the artist painted a snowy scene.). Extend the activity by using the word bank to create free form poems to go with each painting. (L.2.1e, L.2.1f)

Writing / Art Connection

Select a work to study. Ask the students to name the season that the artist has painted. Then have students write a two- or three-sentence explanation identifying elements in the work that led them to their observation.

ADDITIONAL RESOURCES

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- [English Spelling Rules](#) (Reading from Scratch) (L.2.2d)
- [All Together Now: Collaborations in Poetry Writing](#) (National Endowment for the Humanities) (L.2.1e, L.2.1f)

TERMINOLOGY

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- alliteration
- author
- beginning
- chapter
- conclusion
- digital graphic organizer

- digital sources
- ending
- illustrator
- introduction
- main idea
- paragraph
- poet
- poetry
- repetition
- research
- rhyme
- rhythm
- shared writing
- spelling patterns

MAKING INTERDISCIPLINARY CONNECTIONS

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This unit teaches:

- **Art:** Van Gogh, Seurat, Brueghel, Caillebotte, and Tiffany
- **Music:** *The Four Seasons* (Vivaldi)
- **Geography:** U.S. landforms (e.g., mountains, coast, plains, hills, and deserts)
- **Science:** Seasonal cycles

This unit could be extended to teach:

- **Geography:** U.S. geography (e.g., the Mississippi River, Mountain ranges such as the Appalachian and Rocky Mountains, and the Great Lakes)
- **Science:** Weather, the water cycle, and/ or the solar system

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