

**Unit Title:** Goodbye Summer, Hello Superkids!

**Grade Level:** 2

**Subject Area:** Language Arts & SEL

**Duration/Length/Number of class periods:** 2-3 weeks

**Description:** Students will build a classroom community through collaborative conversations about what it looks like to be a Superkid in our classroom community.

**Established Goals:**

2.3.0.3 Grade 2 students will know and apply grade-level phonics and word analysis skills in decoding words. 2.8.1.1 Grade 2 students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**What Enduring Understandings are desired?**

- It is essential to learn to read effectively in order to communicate effectively.
- Positive relationships lead to success.

**What Essential Questions will be considered?**

- What does a Super classroom look like and sound like?
- How do you become a Super reader?
- Why are rules important?
- Why is it important to listen to others?
- How does collaboration benefit us?
- Why is communication important?
- Why is it important to practice letters and sounds to become a reader?

**Students will know/be able to:**

- Students will distinguish long and short vowel sounds.
- Students will decode CVC words.
- Students will recognize grade-appropriate high-frequency words.
- Students will follow agreed-upon rules for discussions to respect others
- Students' conversations will be respectful.
- Students' will be able to link their comments to the remarks of others.
- Students will be able to work together collaboratively, build a community with positive relationships, and use their communication skills to be successful in school.
- Students' will be able to ask for clarification and further explanation as needed.

| <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i><br><br><b>Description</b>                                                         | Formative | Summative | Introductory Activity | Learning Activity | Student Technology Used | Teacher Technology Used | ISTE Standards |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------------------|-------------------|-------------------------|-------------------------|----------------|
| <b>Day 1 Routines and Responsibilities</b><br>1. Essential Question: What does a Super classroom look like and sound like?<br>2. Discuss and create class rules together. ( <a href="#">Seesaw Activity Option</a> )<br>3. SuperkidPortrait |           |           | X                     |                   | X                       | X                       | 7a             |
| <b>Day 2 Superkids Introduction - Lesson 1</b><br>1. Introduce/ReviewSuperkidscharacters(UseSuperkidswebsites)<br>2. Workbook p. 1                                                                                                          | X         |           | X                     | X                 |                         | X                       | 1b             |
| <b>Day 3 Long and Short Vowel Sounds - Lesson 1</b><br>1. Video: <a href="#">Vowel SoundsRock-JackHartmann</a><br>2. Workbook p. 2<br>3. Read "Having a Blast" p. 5                                                                         | X         |           |                       | X                 |                         | X                       | 1c             |

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| <b><u>Day 4 Long and Short Vowel Sounds (continued) - Lesson 1</u></b><br>1. Game: Short/Long Vowel Game (Kahoot)<br>2. Workbook p. 3-4<br>3. Introduce: Rereading with a Partner (teacher manual p. 27) “Having a Blast” p. 5<br>4. Writing: Parts of a Sentence (Resource Page 1 and 2)                                                                 | X |  | X | X | X | X | 1c |
| <b><u>Day 5 Long Vowels (CVCe) - Lesson 2</u></b><br>1. Introduce: Decoding Routine (teacher manual p. 16)<br>2. Workbook p. 6-7<br>3. Reading: “At the Dog Park” p. 8-9<br>4. Introduce: Unit Words to Know<br>5. Writing: Different Types of Sentences (Resource Page 3)                                                                                | X |  | X | X |   | X |    |
| <b><u>Day 6 CVC and CVC e-Lesson 3</u></b><br>1. Decoding Routine (teacher manual p. 24)<br>2. Introduce: Spelling<br>3. Game: Ten-Minute Tuck-In (teacher manual p. 22)<br>4. Workbook p. 10-11<br>5. Reading: “A Question for Ettabetta”<br>6. Writing: Using “and” Effectively (Resource Page 4)                                                       | X |  | X | X |   | X |    |
| <b><u>Day 7 Long Vowel Pairs (oa and ai) - Lesson 4</u></b><br>1. Daily Routines - Decoding, Spelling, Introduce: Writing (teacher manual p. 31)<br>2. Video: <a href="#">‘oa’ Electric Company</a><br>3. Video: <a href="#">‘ai’ Electric Company</a><br>4. Workbook p. 13-14<br>5. Reading: “A Wet Cat”<br>6. Writing: Adding Details (Resource Page 5) | X |  |   | X |   | X | 1c |

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| <b><u>Day 8 Long Vowel Pairs (ee and ea) - Lesson 5</u></b><br>1. Daily Routines - Decoding, Spelling, Editing (teacher manual p. 38)<br>2. Video: <a href="#">‘ee’ and ‘ea’ song</a><br>3. Workbook p. 16-17<br>4. Reading: “The Painting”<br>5. Vocabulary Review<br>6. Writing: Adding Adjectives (Resource Page 6)                                                                      | X |  |   | X |   | X | <b>1c</b> |
| <b><u>Day 9 Long Vowels - Lesson 6</u></b><br>1. Daily Routines - Decoding and Spelling (teacher manual p. 19)<br>2. Introduce: Spelling List Workbook p. 19<br>3. Introduce: Spelling Practice with a Partner (Activity Page, Warmup Unit)<br>4. Reading: “Sal’s Training Plan”<br>5. Writing: Narrative-Write About Something You Did This Summer<br><a href="#">Seesaw Activity Link</a> | X |  | X | X | X | X | <b>6b</b> |
| <b><u>Day 10 CVVC and CVCe with Long A - Lesson 7</u></b><br>1. Daily Routines - Decoding, Spelling, Writing (teacher manual p. 55)<br>2. Workbook p. 21-22<br>3. Reading: “All About Ants”<br>4. Writing: Informative - Write About Something You Know <a href="#">Seesaw Activity Link</a>                                                                                                | X |  | X | X | X | X | <b>6b</b> |

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| <b><u>Day 11 Long O - Lesson 8</u></b><br>1. Daily Routines - Decoding, Spelling, Editing (teacher manual p. 63)<br>2. Workbook p. 24-25<br>3. Reading: “Dear Lily”<br>4. Writing: Opinion - Write About Your Favorite Ice Cream <a href="#">Seesaw Activity Link</a>                                                  | X |   | X | X | X | X | 6b |
| <b><u>Day 12 Lesson 9</u></b><br>1. Daily Routines - Decoding, Spelling, Writing (teacher manual p. 71)<br>2. Teach: Alphabetical Order Workbook p. 28<br>3. Teach: Adding Endings to CVCe and CVVC Words Workbook p. 29<br>4. Reading: “At the Aquarium”<br>5. Writing: Teach How to Edit Sentences (Resource Page 7) | X |   |   | X | X | X |    |
| <b><u>Day 13 Lesson 10</u></b><br>1. Daily Routines- Decoding, Spelling Test, Editing (teacher manual p. 80)<br>2. Workbook p. 32<br>3. Reading: “Exploring the Rainforest”<br>4. Vocabulary Review<br>5. Introduce: Partner Editing                                                                                   |   | X | X | X | X | X | 6b |
| <b><u>Day 14 Explore Superkids App “You are a Superkid!”</u></b><br>1. Students create avatar<br>2. Explore: Play, Read, Watch<br>3. Introduce: How to Share Writing                                                                                                                                                   |   |   | X | X | X | X | 1c |

**Materials, tools and resources:**

Smartboard, ipad, Superkids Goodbye, Summer! Word Work and Reading booklet, Resource Pages, Unit Word Cards, Spelling Notebook/Whiteboard

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