# Grade 2: Modules 1 & 2

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About EL Education

“There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives, we will be unwilling to settle for less.” – Kurt Hahn

EL Education (formerly Expeditionary Learning) is redefining student achievement in diverse communities across the country, ensuring that all students master rigorous content, develop positive character, and produce high-quality work. We create great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

EL Education’s portfolio of instructional materials and coaching services draws on 25 years of success in more than 150 schools in the EL Education network, serving over 4,000 teachers and 50,000 students in 30 states. Based on our founding principles of meaningful work, character, and respect for teachers, EL Education’s offerings transform teaching and learning to promote habits of scholarship and character that lead to high student achievement, regardless of student background. In addition to success on standardized tests, EL Education students demonstrate critical thinking, intellectual courage, and emotional resilience; they possess the passion and the capacity to contribute to a better world.

EL Education’s curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content. Our Language Arts curriculum is used across the country, and has been downloaded more than 8 million times. The curriculum has received the highest marks from EdReports.org and Educators Evaluating the Quality of Instructional Products (EQuIP).

For more information, visit www.ELeducation.org.
What Is School? Notebook

What Is School, and Why Are Schools Important?

Name: ___________________________
What Is School, and Why Are Schools Important?

I can draw and write what I know about schools.

What is one thing you already know about schools?
I can ask and answer questions about schools using key details from an informational text.

What did you learn from the book about what school is and why it is important?
I can ask and answer questions about schools using key details from an informational text.

What did you learn from the book about what school is and why it is important?
How is Vashti feeling at the end of the book?

I can describe how Vashti is feeling at the beginning and end of the book *The Dot*.

<table>
<thead>
<tr>
<th>Face to show how Vashti was feeling on page 22</th>
<th>Word that describes how Vashti was feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why was she feeling that way?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
I can explain the central message of the story *The Dot*.

In *The Dot*, Vashti learns that . . .
Language Dive Note-catcher

Name: __________________________________________ Date: ____________________

Thinking notes:

Draw bigger and bigger dots: 
Frayer Model for Invisible

Name: ___________________________  Date: _________________

<table>
<thead>
<tr>
<th>Definition</th>
<th>Sentence</th>
<th>Picture</th>
<th>Similar and Related Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>not able to be seen</td>
<td>Invisible</td>
<td></td>
<td>unnoticed, unseen, hidden, out of sight, see-through</td>
</tr>
</tbody>
</table>
Frayer Model for Visible

Name: ________________________________  Date: ________________

<table>
<thead>
<tr>
<th>Definition</th>
<th>Sentence</th>
<th>Visible</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>able to be seen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Similar and Related Words:
- seen
- noticeable
- evident
- obvious
- observable
Session 2: Student Response Sheet

Name: ________________________________     Date: __________________

How does Brian feel at recess?
________________________________________________________________________
________________________________________________________________________

What detail in the text or picture helps you know how Brian feels?
________________________________________________________________________
________________________________________________________________________

What in the story makes him feel this way?
________________________________________________________________________
________________________________________________________________________

Picture
Session 3: Student Response Sheet

How does Brian feel on Monday morning?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

What detail in the text or picture helps you know how Brian feels?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

What in the story makes him feel this way?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

Picture
Session 4: Student Response Sheet

Name: ____________________________  Date: __________________

How does Brian feel at recess?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

What detail in the text or picture helps you know how Brian feels?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

What in the story makes him feel this way?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

Picture
How does Brian feel in class?

_________________________________________________________________________________________________________

What detail in the text or picture helps you know how Brian feels?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

What in the story makes him feel this way?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

Picture
Language Dive Note-catcher:
The Invisible Boy

Name: _____________________________ Date: __________________

Thinking notes:

Draw a hole:
Close Viewing Protocol

Zoom in on one part of the picture.

Look closely at the details in that part of the picture.

Think about what those details helped you learn.

Tell a partner about your details.

Draw and write a note about the details.
Noticing and Wondering about Pictures
Response Sheet

Name: ________________________________  Date: ____________________

What did you notice about the schools you just closely viewed? Describe the picture of the school you’d like to know more about.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

What do you wonder? Ask a question about what you want to know about this school.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
Off to Class Notebook

Name: __________________________________________

RI.2.1, RI.2.2, W.2.2, W.2.8
Off to Class Note-catcher:  
“Protecting the Amazon”

Name: _________________________________  Date: __________________

Write and draw in each box.

<table>
<thead>
<tr>
<th>School</th>
<th>Location (place)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem</td>
<td>Solution</td>
</tr>
</tbody>
</table>

Why is this school important to the community?
Writing for Session 2: “Rainforest School”

Name: _______________________________ Date: ___________________

Listen as your teacher rereads the sidebar under Mecias’ photograph. Look carefully at the illustrations. Then, answer the question below.

What do we know about Mecias’ village? Use the text and the illustrations to write a short description of the village.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
Writing for Session 3: “The Rainforest School”

Name: _______________________________    Date: _______________ 

Listen as your teacher rereads the section “A Window to the World” on page 13. Then, answer the question below.

How does technology help students to learn in the village of Xixuaú? Use details from the text in your explanation.

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________
**Off to Class Note-catcher: “Out of the Rubble”**

Name: ______________________________________ Date: ____________________

Write and draw in each box.

<table>
<thead>
<tr>
<th>School</th>
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<tbody>
<tr>
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<td>Solution</td>
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**Why is this school important to the community?**
## Problem and Solution Informative Paragraph: “Out of the Rubble”

<table>
<thead>
<tr>
<th>Model</th>
<th>Student Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Statement:</strong> In a rain-forest in Brazil, it was hard for students to go to school, and their community solved this problem.</td>
<td><strong>Focus Statement:</strong></td>
</tr>
</tbody>
</table>

| Information about the Problem: The problem is that the small school only went up to third grade. There was also no electricity, so learning was more challenging. | Information about the Problem: |
## Problem and Solution Informative Paragraph: “Out of the Rubble”

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Information about the Solution:</strong> So, they solved this problem by building a new school. The new school has solar panels, computers, and the internet. Now all students can stay in their village and go to school.</td>
<td><strong>Information about the Solution:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Conclusion Statement:</strong></td>
</tr>
<tr>
<td></td>
<td>That is how the community solved the problem.</td>
</tr>
</tbody>
</table>
**Off to Class Note-catcher:**
“Water, Water, Everywhere”

Write and draw in each box.

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<th>Location (place)</th>
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</thead>
<tbody>
<tr>
<td>Problem</td>
<td>Solution</td>
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**Why is this school important to the community?**
### Problem and Solution Informative Paragraph: “Water, Water, Everywhere”

**Name:** ________________________________  **Date:** __________________

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### Problem and Solution Informative Paragraph: “Water, Water, Everywhere”

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</tr>
<tr>
<td><strong>Conclusion Statement:</strong> That is how the community solved the problem.</td>
<td><strong>Conclusion Statement:</strong></td>
</tr>
</tbody>
</table>
Extra scaffolding:
In a rainforest in Brazil, it was hard for students to go school, and their community solved this problem.

The problem is that ________________________________________________________________

__________________________________________________________________________________

This is a problem because __________________________________________________________

__________________________________________________________________________________

So, they solved this problem by _____________________________________________________

__________________________________________________________________________________

Now students can _________________________________________________________________

__________________________________________________________________________________

That is how the community solved the problem.
## Performance Criteria for Small Groups

*(RF 2.4, SL 2.1a)*

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can speak loudly enough for the audience to hear me.</td>
</tr>
<tr>
<td>I can read smoothly and with emotion.</td>
</tr>
<tr>
<td>I can listen to others to keep track of my turn.</td>
</tr>
</tbody>
</table>