



# Grade 2

## Module Lessons Modules 1–2

STUDENT WORKBOOK



LearnZillion

LearnZillion EL Education Language Arts Curriculum

Grade 2: Module Lessons: Modules 1-2: Student Workbook

EL Education Language Arts Curriculum is published by:

EL Education

247 W. 35th Street, 8th Floor

New York, NY 10001

[www.ELeducation.org](http://www.ELeducation.org)

ISBN 978-1-64573-086-6

FIRST EDITION

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Illustrations by Stacey Posnett.

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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](http://www.ELeducation.org).



**Grade 2:** Module 1

# Unit 1

## What Is School? Notebook

### What Is School, and Why Are Schools Important?

Name: \_\_\_\_\_



# What Is School, and Why Are Schools Important?

Page 1

I can draw and write what I know about schools.

What is one thing you already know about schools?



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Page 2

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?

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Page 3

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?

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---

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*.

<b>Face to show how Vashti was feeling on page 22</b>	<b>Word that describes how Vashti was feeling</b>

Why was she feeling that way?

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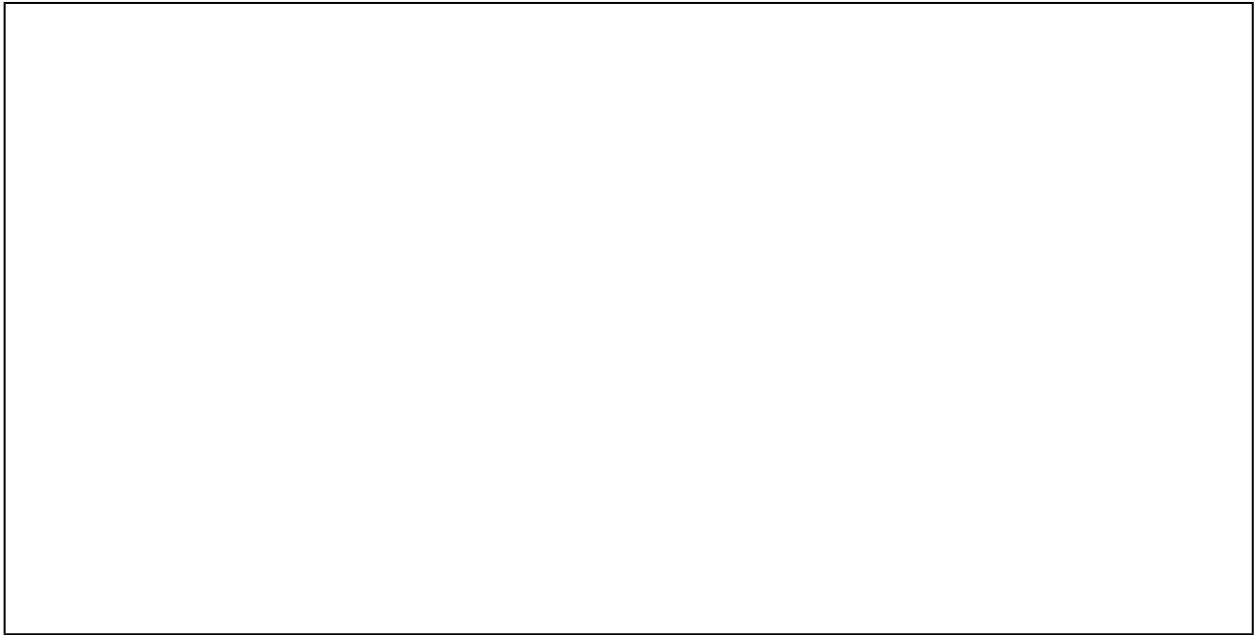
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Page 5

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

In *The Dot*, Vashti learns that . . .



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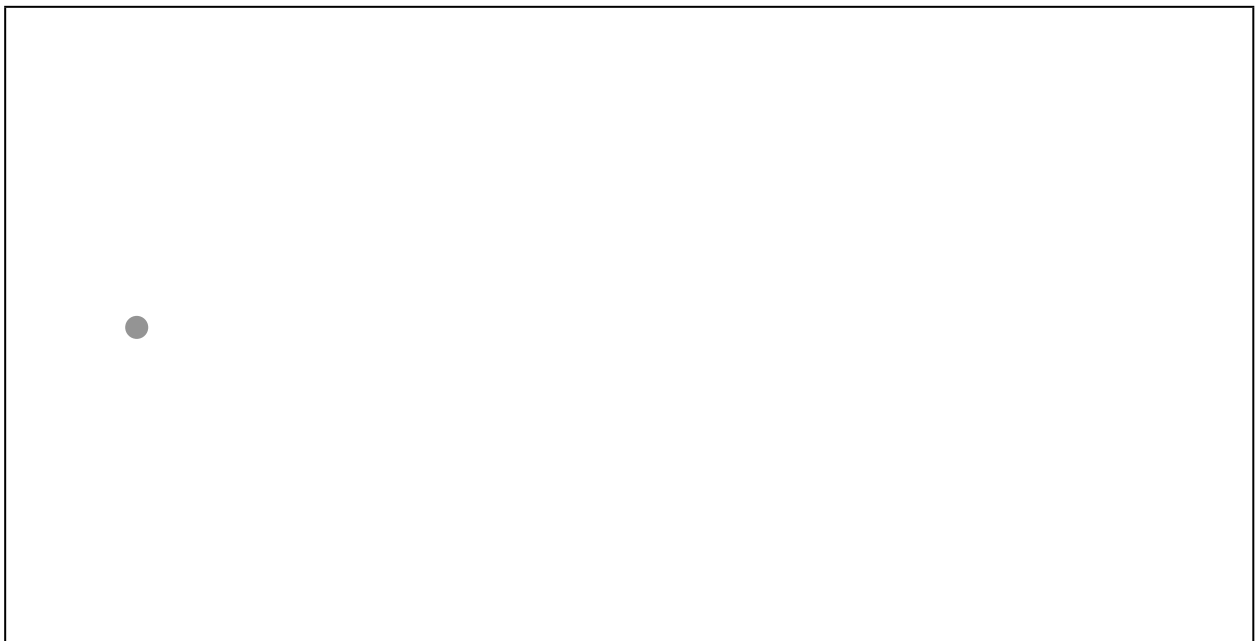
# Language Dive Note-catcher

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Thinking notes:



Draw bigger and bigger dots:



# Frayer Model for Invisible

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Sentence</b></p>	<p><b>Invisible</b></p>	<p><b>Picture</b></p>
<p><b>Definition</b></p> <p>not able to be seen</p>		<p><b>Similar and Related Words</b></p> <p>unnoticed unseen hidden out of sight see-through</p>

# Frayer Model for Visible

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Sentence</b>	<b>Visible</b>	<b>Picture</b>
<b>Definition</b> able to be seen		<b>Similar and Related Words</b> 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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

## Session 5: Student Response Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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?

\_\_\_\_\_

\_\_\_\_\_

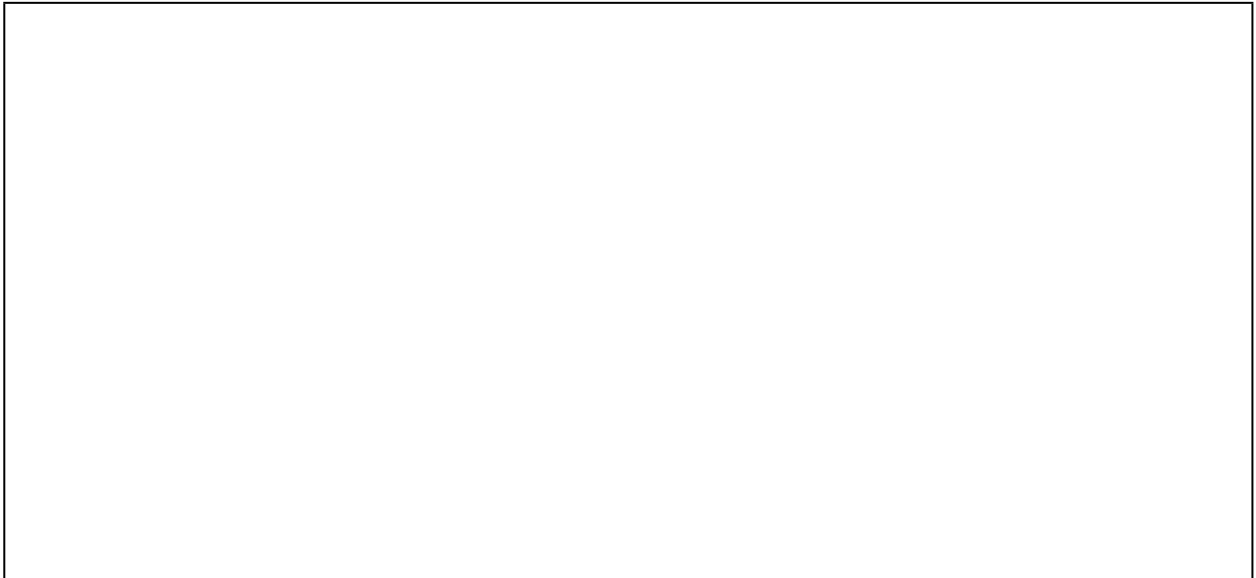
\_\_\_\_\_

Picture

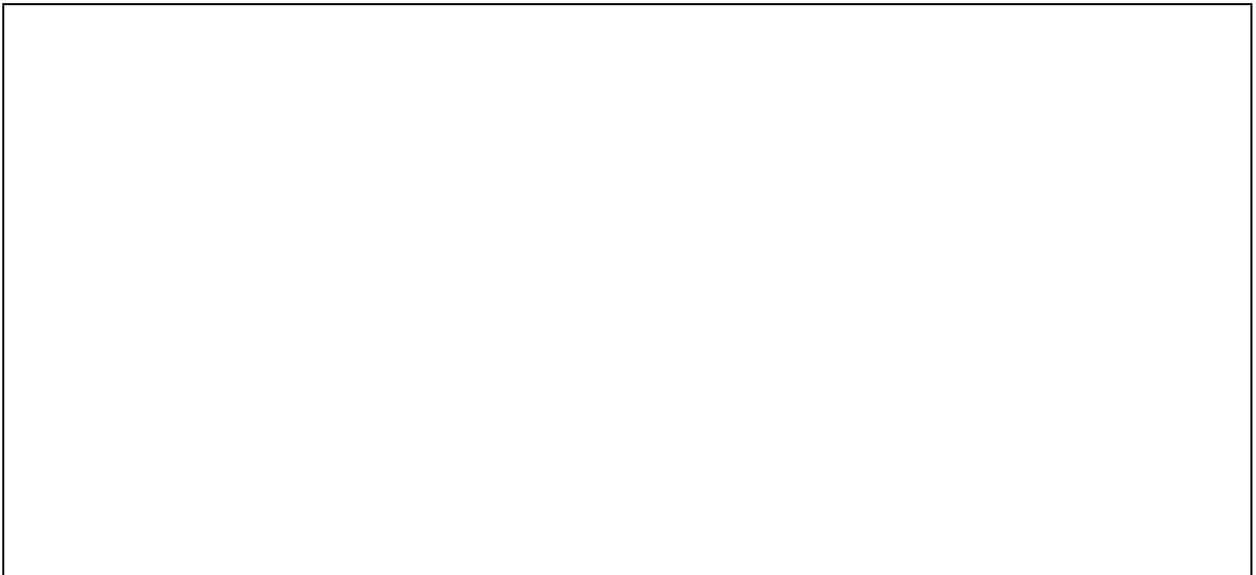
# Language Dive Note-catcher: *The Invisible Boy*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Thinking notes:



Draw a hole:






**Grade 2:** Module 1


# Unit 2


## 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.

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

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**RI.2.1, RI.2.2, W.2.2, W.2.8**

## ***Off to Class Notebook***

**Name:** \_\_\_\_\_

## ***Off to Class* Note-catcher: "Protecting the Amazon"**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Write and draw in each box.

<b>School</b>	<b>Location (place)</b>
<b>Problem</b>	<b>Solution</b>
<b>Why is this school important to the community?</b>	

## 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.

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## 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.

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## Off to Class Note-catcher: "Out of the Rubble"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write and draw in each box.

<b>School</b>	<b>Location (place)</b>
<b>Problem</b>	<b>Solution</b>
<b>Why is this school important to the community?</b>	

## Problem and Solution Informative Paragraph: "Out of the Rubble"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Model	Student Writing:
<p><b>Focus Statement:</b> In a rain-forest in Brazil, it was hard for students to go to school, and their community solved this problem.</p>	<p><b>Focus Statement:</b></p>
<p><b>Information about the Problem:</b> The problem is that the small school only went up to third grade. There was also no electricity, so learning was more challenging.</p>	<p><b>Information about the Problem:</b></p>

## Problem and Solution Informative Paragraph: "Out of the Rubble"

<b>Model</b>	<b>Student Writing:</b>
<p><b>Information about the Solution:</b> 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.</p>	<p><b>Information about the Solution:</b></p>
<p><b>Conclusion Statement:</b> That is how the community solved the problem.</p>	<p><b>Conclusion Statement:</b></p>



## ***Off to Class Note-catcher: "Water, Water, Everywhere"***

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Write and draw in each box.

<b>School</b>	<b>Location (place)</b>
<b>Problem</b>	<b>Solution</b>
<b>Why is this school important to the community?</b>	

# Problem and Solution Informative Paragraph: "Water, Water, Everywhere"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Model	Student Writing:
<p><b>Focus Statement:</b> In a rainforest in Brazil, it was hard for students to go to school, and their community solved this problem.</p>	<p><b>Focus Statement:</b></p>
<p><b>Information about the Problem:</b> The problem is that the small school only went up to third grade. There was also no electricity, so learning was more challenging.</p>	<p><b>Information about the Problem:</b></p>

## Problem and Solution Informative Paragraph: "Water, Water, Everywhere"

Model	Student Writing:
<p><b>Information about the Solution:</b> 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.</p>	<p><b>Information about the Solution:</b></p>
<p><b>Conclusion Statement:</b> That is how the community solved the problem.</p>	<p><b>Conclusion Statement:</b></p>

Page 11 (optional)

## Off to Class Notebook

### 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)

Our Criteria for Readers Theater	
✓	Criteria
	I can speak loudly enough for the audience to hear me.
	I can read smoothly and with emotion.
	I can listen to others to keep track of my turn.

