These lesson notes were developed by current SCUSD teachers who have used the William and Mary curriculum in its entirety for at least one year. What follows are their suggestions for a successful implementation of the curriculum unit.

**2nd Grade Beyond Words**

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| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 1 | 2 weeks | * Go online and create a collection of cloud images * Prior to pre-assessment, scaffold an oral discussion using pre-assessment format with a nursery rhyme or similar. * NOTE—this lesson teaching students about similes, but the pre-assessment asks about metaphors. Be sure to address both * Use Pre-assessment Packet from GATE Office * SAVE cloud art for Lesson 5 |
| 2 | 2 weeks | * Part 1 of this lesson references a homework assignment from Lesson #1 * Prepare craft paper and art supplies for part 2 of lesson * Prepare chart paper for final part of lesson * If not assigned as homework, be sure students still complete Student Activity page 2A |
| 3 | 2 weeks | * Locate different versions of “Cobbler, Cobbler” on line * Create index cards with emotions written on them |
| 4 | 2 weeks | * To prepare class for the class novel (*Frindle*) choose a novel to read aloud to the class. (e.g. *Flat Stanley*) |
| 5 | 2 weeks | * To reintroduce chance in nature, bring out cloud art to provide student practice writing similes and metaphors * Find moon phase videos online (CeeLo has a good one) |
| 6 | 1 week |  |
| 7 | 1 ½ weeks | * To supplement Part 7A, students will choose a simile/metaphor from this worksheet to illustrate * Make sure you have ample crayon color varieties |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 8 | 1 ½ weeks | * Begin *Frindle*. Be aware that recommended pacing is slow! Adjust reading *Frindle* to match your class’ interest level. |
| 9 | 1 ½ weeks | * For Activity 9D (SG pg. 54) change categories to:  1. From Birth to Kindergarten 2. From Kindergarten to 2nd grade |
| 10 | 1 week | * For Activity 10D (SG pg. 59), teacher should select a topic. E.g. “Should bullies be suspended from school?” * Use Hamburger Model from SG pg. 55 and write in the topic. |
| 11 | 1 week | * As an analogy hook, play analogy game online [www.learninggamesforkids](http://www.learninggamesforkids) * Create a mini-template for students to fill out and illustrate  |  |  | | --- | --- | | Analogy: | | | Illustration | Illustration | |
| 12 | 1-1½ weeks | * Create a Word Play Booklet for homonyms, homographs and homophones. * To extend, students may select a word pair to illustrate. All pairs can then be turned into a class book |
| 13 | 2 weeks | * Offer more haikus for students to read online * When writing their own haikus, encourage thesaurus use to expand writing. |
| 14 | 1 week | * Use a simple yet familiar nursery rhyme (e.g. Hey Diddle, Diddle) to introduce personification |
| 15 | 1 week |  |
| 16 | 1 week | * For the book *Flotsam*, be prepared to introduce underwater camera and film. * Introduce timeline—the teacher does on as a sample for the class. Have students create their own timeline from birth to present. * From this they may choose what events to include for Activity 16C (SG pg. 83) |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 17 | 1 week | * Homework on TG pg. 137 may be more successful is done in class |
| 18 | 1 ½ weeks | * Teacher may wish to get die-cuts for some students to use to write their concrete poems on. |
| 19 | 1 week |  |
| 20 | 1 week | * Use Post-assessment Packet from GATE Office |

Additional Notes:

* Teachers may find the following components of Open Court useful in supporting Beyond Words:
  + Unit Poems throughout anthology
  + The Library- Unit 1
* Please take photos of or submit copies of excellent student work samples to the GATE Office (Box 754)