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Unit 6

Unit Instructional Plans

A Rainbow in a Bowl

Getting Started

(student pages 55–62)

Introduction

This unit contains a technical text about primary and secondary colors and their presence in rainbows. “A Rainbow in a Bowl” also contains an embedded procedural text. A cross-curricular connection for this unit might focus on colors in nature.

Lexile Text Measure 580L 

Building Background Knowledge

Read a book or show a video about the formation of rainbows and the colors that are present in them. Guide students in a discussion to develop an understanding of the information presented in the book or video. Have students sketch the steps in the formation of a rainbow.

(SL.2.1, SL.2.2, DOK: 2, Bloom’s/RBT: Application/Apply)

Suggested Formative Assessment

Using information from the Building Background Knowledge activity, have students write a paragraph explaining the steps in the formation of a rainbow. Review student responses to determine individual understanding of writing a procedural paragraph.

(W.2.8, L.2.1, L.2.2, L.2.3, DOK: 2, Bloom’s/RBT: Comprehension/Understand)

Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

- Planting a Rainbow* – Lois Ehlert
- The Legend of Rainbow Bridge* – William N. Britton
- A Rainbow of Friends* – P.K. Hallinan
- All the Colors of the Rainbow* – Allan Fowler
- What Makes a Rainbow?* – Betty Ann Schwartz
- Can It Really Rain Frogs?: The World’s Strangest Weather Events* – Spencer Christian and Antonia Felix
- A Kid’s Fall EcoJournal: With Nature Activities for Exploring the Season* – Toni Albert
- Why Does It Rain?* – Judith Jango-Cohen
- Experiments with Sound: Explaining Sound* – Chris Oxlade
- What Makes Day and Night* – Franklyn M. Branley
- The Seasons of Arnold’s Apple Tree* – Gail Gibbons
- Who Eats What?: Food Chains and Food Webs* – Patricia Lauber
- How a Seed Grows* – Helene J. Jordan
- Why Does the Moon Change Shape?* – Isaac Asimov

(RL.2.10, RI.2.10, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, DOK: 3, Bloom’s/RBT: Comprehension/Understand)

Unit Instructional Plans

A Rainbow in a Bowl

Unit 6

Vocabulary Focus

* Teachers using this passage for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

Selection-Specific Vocabulary

primary*
secondary*
color blind
edge
indigo
rainbow
scientists
sunlight

Standard Vocabulary

connection
describe
scientific idea/concept
series of historical events
steps in a technical procedure
text

Vocabulary Activities

Define and Describe

Have students use *Define and Describe* graphic organizers to define and to provide examples and characteristics of Selection-Specific or Standard vocabulary words.

(RI.2.4, L.2.4, L.2.4e, L.2.5, L.2.6, DOK: 2, Bloom's/RBT: Application/Apply)

Picture This

Have students work in small groups and create posters that represent the Selection-Specific or Standard vocabulary words. Encourage students to use words and sketches or images clipped from magazines in their representations. Display posters to allow students to reference the visuals throughout the unit of study.

(RI.2.4, SL.2.1, L.2.4, L.2.6, DOK: 2, Bloom's/RBT: Application/Apply)

Suggested Formative Vocabulary Assessment

Have students complete a selected-response vocabulary quiz in which Selection-Specific or Standard vocabulary words are matched to definitions. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(RI.2.4, L.2.4, DOK: 1, Bloom's/RBT: Comprehension/Understand)

Define and Describe

Vocabulary Word	Definition
Visual Example	Characteristics

Unit 6

Unit Instructional Plans

A Rainbow in a Bowl

Unpacking the Standards

CCR Anchor Standard *CCRA.R.3*

Focus *RI.2.3*

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Begin teaching this skill by defining the key terms found in the standard.

connection: a link between two or more ideas or texts

series of historical events: a group of similar or linked events that occurred in the past

scientific idea/concept: a thought or an idea that is factual and information-oriented

steps in a technical procedure: the actions needed to complete tasks or the methods that relate to specialized subjects or fields

Provide students with historical, scientific, or technical texts from current units of study. Assign tasks in which students must determine steps in procedures, the order of historical events, or the connections between or among ideas/concepts. Expect students to provide evidence from texts that support the identified steps/sequences/connections. Use the following steps to guide student thinking.

1. Identify the type of text (e.g., historical, scientific, technical).
2. Identify the procedures, events, ideas, or concepts found in the text.
3. Identify and describe the relationships or connections between and among the identified procedures, events, ideas, and concepts.
4. Use graphic organizers to represent thinking (e.g., numbered lists, time lines, webs).

Instructional Activities

Scientific Connections

Have students read and follow a series of steps to complete scientific investigations. Instruct students to create visual representations of the outcomes and explain the connections between the steps. Invite students to share visual representations in small groups.

(RI.2.3, RI.2.10, SL.2.1, DOK: 3, Bloom's/RBT: Application/Apply)

Historical Time Line

After reading historical texts, have students sketch a series of drawings that represent the historical events within the texts. Have students order the drawings, recount the events, and explain the connections among the events to partners.

(RI.2.3, RI.2.10, SL.2.1, DOK: 3, Bloom's/RBT: Application/Apply)

Suggested Formative Assessment

Provide students with a multiple-step math problem. Have students write the steps required to solve the problem. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(RI.2.3, RI.2.10, L.2.1, L.2.2, L.2.3, DOK: 3, Bloom's/RBT: Application/Apply)

Unit Instructional Plans

A Rainbow in a Bowl

Unit 6

Assessment of Standards

(student pages 57–59)

Michigan Standards for English Language Arts addressed in Assessment of Standards

RI.2.3, RI.2.4, RI.2.5, RI.2.7, L.2.1e

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	A	RI.2.4	CCRA.R.4	1	10	2	Application/Apply
2	D	RI.2.7	CCRA.R.7	1	13	2	Application/Apply
3A	B	RI.2.3	CCRA.R.3	1	11	2	Comprehension/Understand
3B	C	RI.2.3	CCRA.R.3	1	11	3	Comprehension/Understand
4	A	RI.2.5	CCRA.R.5	1	13	2	Application/Apply
5	D	RI.2.4	CCRA.R.4	1	10	2	Application/Apply
6A	D	RI.2.5	CCRA.R.5	1	13	2	Application/Apply
6B	C	RI.2.5	CCRA.R.5	1	13	3	Comprehension/Understand
7	D	L.2.1e	CCRA.L.1	2	9	1	Application/Apply
8	B	L.2.1e	CCRA.L.1	2	9	1	Application/Apply
9	B	L.2.1e	CCRA.L.1	2	9	1	Application/Apply

Interventions

Focus *RI.2.3*

When formative assessments reveal students in need of intervention, use the following activities.

Intervention Activities

Sequence Map

Provide students with texts that include historical events. Have students use the *Sequence Map* graphic organizer to show the order of events in the historical text. Ask students to share the organizers in small groups.

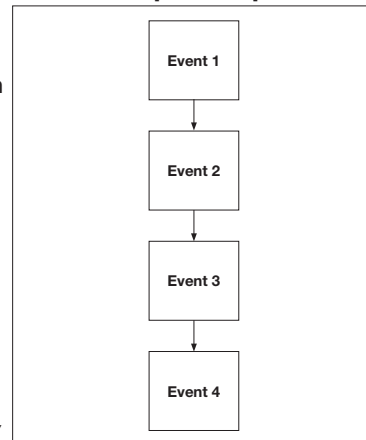
(RI.2.3, RI.2.10, SL.2.1, L.2.1, L.2.2, L.2.3, DOK: 2, Bloom's/RBT: Comprehension/Understand)

What is the Connection?

Have students view video clips of science investigations. Following the viewings, have students write statements that explain the connections observed between and among the scientific ideas or concepts (e.g., *Plants need water, soil, and oxygen. Plant roots absorb nutrients. Mixtures of materials cause chemical reactions or changes.*). Ask students to share their findings with partners.

(RI.2.3, RI.2.10, SL.2.1, L.2.1, L.2.2, L.2.3, DOK: 3, Bloom's/RBT: Analysis/Analyze)

Sequence Map



Unit 6

Unit Instructional Plans

A Rainbow in a Bowl

Skillful Thinking

Skillful Thinking = Deeper Learning through Revised Bloom's Taxonomy, Depth of Knowledge, and 9 Traits of Critical Thinking
(student page 60)

The 9 Traits of Critical Thinking™ include *adapt, collaborate, communicate, create, examine, inquire, link, reflect, and strive*. These traits foster high-quality thinkers. On the Skillful Thinking page in each unit of the student edition, traits are selected and identified in each questioning prompt to reinforce student use of the traits in the context of English language arts. The labeling of the traits assists students in recognizing that the application of a focus trait is needed to complete the questioning prompt. The educator should note that each questioning prompt in the student edition is not limited to the identified trait since multiple critical thinking traits may be utilized by the student to successfully respond to the prompt.



Inquire – I seek information that excites my curiosity and inspires my learning.

- ✓ Engagement Indicator – Students demonstrate inquisitive attitudes by asking probing questions, questioning responses, and challenging the status quo.
- ✓ Strategy to Facilitate the **Inquire** Trait – Encourage student initiative and self-direction.

Answers may vary. Student responses might include: The food coloring might not mix with water; the color of the water might change; a rainbow might not be created.

(RI.2.10, W.2.8, L.2.1, L.2.2, L.2.3, DOK: 3, Bloom's/RBT: Analysis/Analyze)



Examine – I use a variety of methods to explore and to analyze.

- ✓ Engagement Indicator – Students willingly ask a range of essential questions and employ multiple methods to explore the unknown.
- ✓ Strategy to Facilitate the **Examine** Trait – Challenge students to organize information to deepen insight by discovering patterns, trends, and connections to form conclusions.

Answers may vary. Students should choose the primary color he or she thinks is most important and provide reasons to support the opinion.

(RI.2.10, W.2.8, L.2.1, L.2.2, L.2.3, DOK: 3, Bloom's/RBT: Evaluation/Evaluate)



Create – I use my knowledge and imagination to express new and innovative ideas.

- ✓ Engagement Indicator – Students generate many possible solutions for a problem.
- ✓ Strategy to Facilitate the **Create** Trait – Guide students to push beyond common thinking and to think outside the box.

Answers may vary. Students should include an original way to make a rainbow without using food coloring.

(RI.2.10, W.2.8, L.2.1, L.2.2, L.2.3, DOK: 3, Bloom's/RBT: Synthesis/Create)

Motivation Station

(student page 61)

Answers may vary. Students should complete each blank by writing the definitions for each word. Possible answers might include:

Tooth – a hard bony part in the mouth used for chewing; Ache – a pain; Toothache – a pain in a tooth
Hair – a fine thin strand that grows from the skin; Brush – a device used for grooming; Hairbrush – a device used for grooming hair

Foot – the part of the leg on which a person stands; Stool – a seat without arms or a back; Footstool – a low stool used for resting the feet

Mail – letters, packages; Person – a human being; Mailperson – one who delivers mail

Light – a form of energy that enables one to see; House – a building; Lighthouse – a building with a light that guides

(L.2.4d, DOK: 2, Bloom's/RBT: Application/Apply)

Unit Instructional Plans

Unit 6

A Rainbow in a Bowl

Journal

(student page 61)

Answers may vary. Student responses should include a narrative paragraph about a time primary or secondary colors were used to complete a task.

(W.2.3, W.2.8, L.2.1, L.2.2, L.2.3, DOK: 2, Bloom's/RBT: Application/Apply)

Extended Practice Assessment

(student page 62)

The Extended Practice is a procedure text that provides steps for creating an invisible message. A cross-curricular connection for this selection might focus on writing procedural texts.

Michigan Standards for English Language Arts addressed in Extended Practice Assessment

RI.2.4, RI.2.5, RI.2.9

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	D	RI.2.4	CCRA.R.4	1	10	2	Application/Apply
2	Open-ended						
3	D	RI.2.5	CCRA.R.5	1	13	2	Application/Apply
4	A	RI.2.9	CCRA.R.9	1	12	3	Analysis/Analyze

Performance Task Assessment

Focus

RI.2.10, W.2.2, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.3

Performance Task

Prepare and present an informative report with a visual display that explains an event in nature (e.g., formation of tornadoes, ocean tides, seasons, day/night).

(DOK: 4, Bloom's/RBT: All)

Performance Task Steps

1. Read "A Rainbow in a Bowl."
2. Brainstorm events in nature.
3. Select the natural event that will be the subject of your report.
4. Use digital and print sources to gather information about your selected event in nature.
5. Answer questions about your task.
 - Based on "A Rainbow in a Bowl," how is a rainbow formed?
 - What information from your research will be important to include in your report?
 - How will you organize your report in order to communicate the causes and effects of your natural event?
 - How will you clearly communicate the formation of your natural event?
 - How will your visual display support the explanation of your natural event?
6. Plan, write, and present your report and visual display.

Scoring Criteria

Use a rubric with the following criteria for self-assessment and teacher scoring: Response to Task, Effectiveness of Oral and Visual Communication, Accuracy of Report, Language and Conventions.

Name _____

A Rainbow in a Bowl

Unit 6 Selection 

Read the passage and then answer the questions that follow.

A Rainbow in a Bowl

We live in a world filled with colors. Scientists study how people and animals see color. They know that humans, monkeys, squirrels, fish, and birds can see different colors in their worlds. Some animals and people are color blind. They cannot see the differences between colors around them.

There are two types of colors. Red, blue, and yellow are primary colors. These colors cannot be made from other colors. Green, orange, and purple are secondary colors. These colors are made by mixing two primary colors.

When it is raining, you can sometimes see colors in the sky. These colors create an arch called a rainbow. Sunlight passes through the rain droplets. The sunlight spreads the colors and creates the rainbow. Seven colors can be seen in this creation. The colors of the rainbow always appear in the same order. The order is red, orange, yellow, green, blue, indigo, and violet.

Colors are important in our world. They help keep us safe. For example, a red light means stop. Colors also create interesting things for us to see. Imagine the world if our clothes, cars, and computers were all the same color.



A Rainbow in a Bowl

You can create a rainbow in a bowl.

Steps:

- Gather materials.
 - large plastic bowl
 - one cup of milk
 - liquid dish soap
 - red food coloring
 - blue food coloring
 - yellow food coloring
- Pour one cup of milk into the bowl.
- Place three drops of red food coloring near the inside edge of the bowl. Do the same thing with three drops of yellow and three drops of blue coloring. Use the diagram to know where to place the colors.
- Place one drop of liquid dish soap in the center of the bowl.

Results:

The soap will not mix with the milk. It will float on top of the milk. As the soap spreads, it will seem to grab the colors. The red and yellow will mix to create orange. The red and blue will combine to create purple. The yellow and blue will blend to create green. Watch what happens.



Name _____


A Rainbow in a Bowl

Unit 6 Assessment 

1. Read the sentence from the passage.

Red, blue, and yellow are primary colors.

What does the word primary mean as used in the sentence?

- A colors that cannot be made from other colors
 - B colors made by mixing other colors
 - C a second-grade class
 - D the most important
2. Which step belongs where you see the  ?
- A Step 1
 - B Step 2
 - C Step 3
 - D Step 4

3. This question has two parts. First, answer part A. Then, answer part B.

Part A

What creates a rainbow?

- A rain falling on a sunny day
- B sunlight passing through rain droplets
- C secondary colors mixed with primary colors
- D the colors made from red, blue, and yellow

Part B

Which sentence from the passage **best** supports your answer in part A?

- A “When it is raining, you can sometimes see colors in the sky.”
- B “These colors create an arch called a rainbow.”
- C “The sunlight spreads the colors and creates the rainbow.”
- D “Seven colors can be seen in this creation.”



Unit 6 Assessment

Name _____

A Rainbow in a Bowl

4. What is the first step in making a rainbow in a bowl?
- A Locate needed materials.
 - B Ask your parent to buy milk.
 - C Go outside when it is raining.
 - D Use food coloring to color the milk.

5. Read the sentence from the passage.

Green, orange, and purple are secondary colors.

What is the meaning of the word secondary?

- A not as important
- B next after the first in order
- C belonging to the second grade
- D coming from or caused by something else

6. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which material causes the rainbow to appear in the milk?

- A yellow food coloring
- B blue food coloring
- C red food coloring
- D dish soap

Part B

Which sentence from the passage **best** supports your answer in part A?

- A “Place three drops of red food coloring near the inside edge of the bowl.”
- B “Place one drop of liquid dish soap in the center of the bowl.”
- C “As the soap spreads, it will seem to grab the colors.”
- D “The red and yellow will mix to create orange.”

Name _____

A Rainbow in a Bowl

Unit 6 Revising/Editing



7. Which of the following sentences has an error in grammar usage?

- A The small child ran slowly.
- B The loud noise woke the baby.
- C The front door of the school is blue.
- D The yellow cat ran quick up the tree.

8. Sherri is writing a report for class. Read the sentences from her report and answer the question that follows.

An art club will be started at our newly school. To join the club, please see Mr. Johnson. He will give you a blue note. It must be signed by your parent. Return the note before class begins.

Which change should be made to the underlined words to correct a grammar usage mistake?

- A Change “art club” to “club art.”
- B Change “newly school” to “new school.”
- C Change “blue note” to “note blue.”
- D Change “before class” to “class before.”

9. Which sentence does **not** contain an error in grammar usage?

- A The bravely soldier stood at the front of the building.
- B Our school is located in a friendly neighborhood.
- C The old man walked slow down the street.
- D The art teacher is kindly.



A Rainbow in a Bowl



What might happen to the rainbow in a bowl if water is used instead of milk?



Which of the primary colors is the most important?

Write reasons to support your opinion. _____



Create an original way to make a rainbow of colors other than using food coloring.

Name _____

A Rainbow in a Bowl

Unit 6 Creative Thinking



Motivation Station

Complete each sentence by writing the definitions of the words in the blanks.

Tooth means _____. **Ache** means _____.
So **toothache** means _____.

Hair means _____. **Brush** means _____.
So **hairbrush** means _____.

Foot means _____. **Stool** means _____.
So **footstool** means _____.

Mail means _____. **Person** means _____.
So **mailperson** means _____.

Light means _____. **House** means _____.
So **lighthouse** means _____.

Journal

Write about a time you used primary or secondary colors to complete a task.



Name _____

Unit 6 Extended Practice

A Rainbow in a Bowl

You can create an invisible message.

Steps:

1. Gather materials: whole milk, bowl, cotton swab, paper, iron, paper bag.
2. Pour a small amount of milk into the bowl.
3. Dip one end of the cotton swab into the milk.
4. Use the cotton swab to write a message on the paper. Dip the cotton swab into the milk as needed.
5. Allow the milk message to dry.
6. Lay the paper bag on the message.
7. Iron the paper bag to reveal the message on the paper.

1. Read the sentence.

You can create an invisible message.

What is the meaning of the word invisible?

- A seen again
- B not seen before
- C seen with the eyes
- D not seen with the eyes

2. When might an invisible message be used?

3. Which step causes the message to appear?

- A Step 2
- B Step 4
- C Step 5
- D Step 7

4. What is similar about making a rainbow in a bowl and writing an invisible message?

- A They both use milk.
- B They both need heat.
- C They both use food coloring.
- D They are both made in bowls.

Parent Activities

1. Try the invisible message activity with your child.
2. With your child, search the Internet and find pictures of rainbows. Identify the colors in the rainbows.
3. Allow your child to make rainbows with creative materials.