

Flying Like an Eagle

A Novel Unit
Grade 2

Thank you for bringing *Flying Like an Eagle* to your students! I hope these materials will support deep discussions and student growth!

- Unit Structure: This unit was designed for independent reading and small group discussion. However, it could be conducted whole class as a read aloud with students following along in their own text. Each chapter provides an opportunity for students to record their thinking while reading. An activity is often provided to be completed together in small group as well as standards based discussion questions for each chapter. Each chapter concludes with a quick Word Study activity.

- Pre-requirements: Based on the text level, it is assumed this would be taught later in the year after instruction has been completed on most standards. Ensure a mini-lesson is provided for any comprehension process before students are expected to discuss using that process. Possible mini-lesson pre-requirements include: central message or life lesson, character analysis, story structure, and point of view.

- Processes & Strategies: The following strategies and routines are integrated into the unit. If students are unfamiliar with these strategies, modeling and/or prior experiences will be necessary.

Story Webs, Stop and Jots, T chart, VIP Strategy, SWBST strategy, One Pager

Analogy Charts, Breaking Words, Make a Big Word

Please see the resources list at the end of this lesson planner for resources that support the introduction and use of these strategies and routines.

- Please email me with any questions or concerns at julu@soaringathletes.com. I'm happy to support you and your students in this endeavor.

Unit Overview

Chapter	Independent Reading Activity	Collaboration Activity	Discussion Questions	Word Study Activity
<p>1</p> <p>Vocab: smirked sheepishly bounce pass arcing</p>	<p>Draw a story web for Chapter 1. Identify the who, what, where, when, why, and how. RL2.1</p>	<p>Chapter 1 provides the beginning to the story. What is the purpose of the beginning of a story? What parts of a story are included in the beginning? (setting, characters, problem) Identify those parts in this story on a story arc. RL2.5</p>	<p>What challenge does Peter face in the story? How does this affect him? What do you notice about his response? RL2.3</p> <p>How did the illustration on pg. 3 help you better understand what is happening? RL2.7</p>	<p>What affixes are used in the words smirked and sheepishly? How do the affixes affect the root word? L2.4c</p>
<p>2</p> <p>Vocab: rev contagious bocci</p>	<p>Draw a story web for Chapter 2. Identify the who, what, where, when, why, and how. RL2.1</p>	<p>What questions do you have about mitochondrial disease? Take students to the Author's Notes-read and discuss Pg. 64-65 RL2.1</p>	<p>How is Peter feeling in this story? What details in the story make you think that? RL2.3</p> <p>Consider the paragraph on pg. 9 where Peter's mom warns him about the hill. How does Peter's point of view compare to that of his mother's? RL2.6</p>	<p>Breaking Words: Identify the syllables in contagious. Label each as open or closed. RF2.3d</p>

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<p>3</p> <p>Vocab: strokes, butterfly, backstroke, freestyle, adaptive</p>	<p>Complete a Stop & Jots organizer to record what you notice while you read. RL2.1</p>	<p>Review the story arc started in Chapter 1. What updates, if any, do we need to add? RL2.5</p>	<p>How would you describe Juan? What details in the story make you think that? RL2.3</p> <p>How does the picture on pg. 18 match the details about Juan and Peter in the text? RL2.7</p>	<p>Break a Word - break the vocab words into syllables using letter tiles. What types of words are butterfly, backstroke and freestyle? L2.4d</p>
<p>4</p> <p>Vocab: grumping, seizure</p>	<p>Complete a Stop & Jots organizer to record what you notice while you read. RL2.1</p>		<p>This chapter shows us what Peter is thinking and how he feels about moving into a wheelchair. Which one sentence do you feel is the VIP (very important part)? Why did you pick that sentence? RL2.3</p> <p>Do Justin and Peter feel the same way about Peter getting a wheelchair? Explain how their points of view are the same or different. RL2.6</p>	<p>How many words can you make from/ connecting to the root word in grumping? RF2.3d</p>

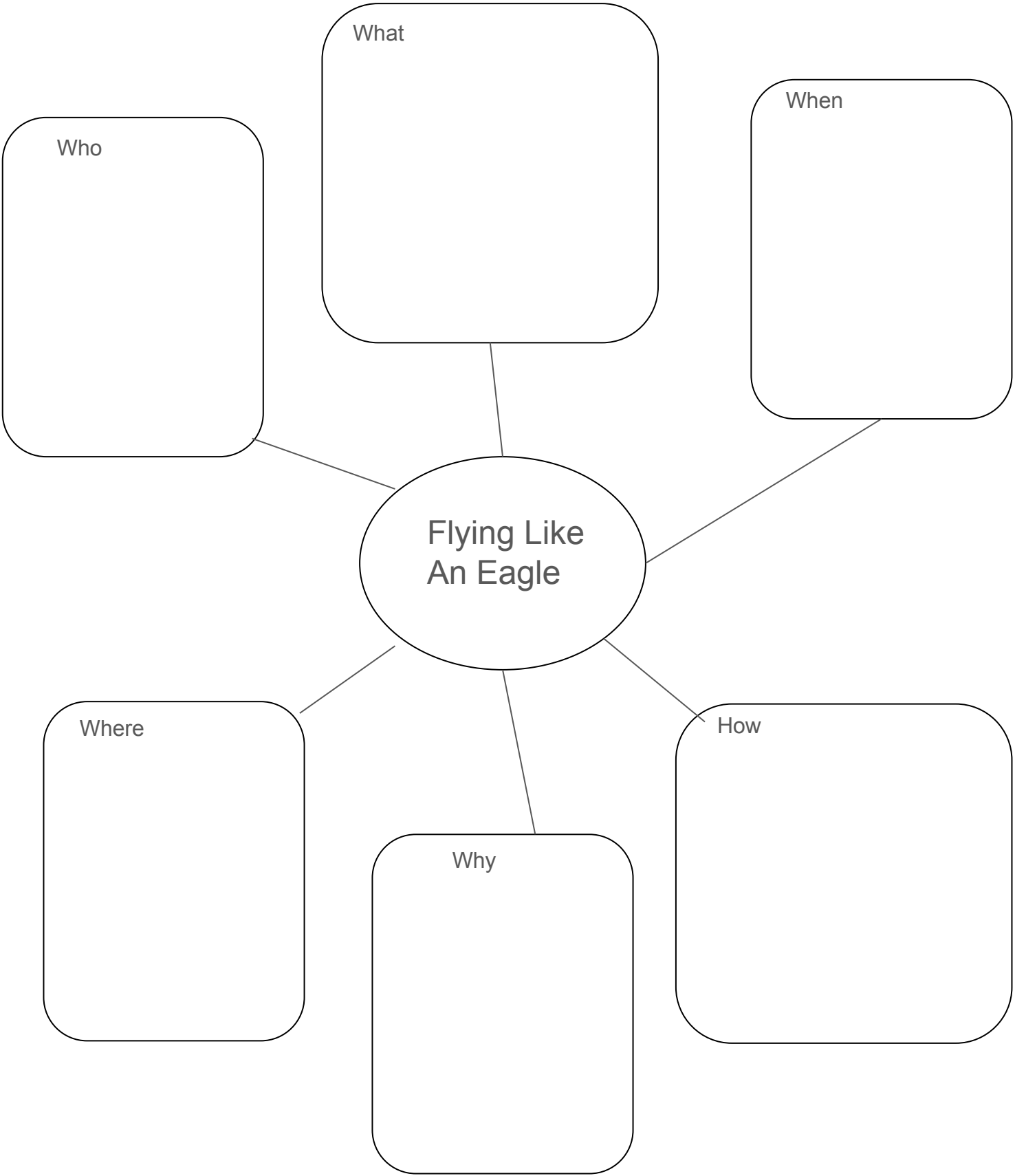
Unit Overview

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<p>5</p> <p>Vocab: key, offense, defense, techniques, jump shot, calluses, hover</p>	<p>Complete a Stop & Jots organizer to record what you notice while you read. RL2.1</p>	<p>Make a T chart with the group. On one side list Peter's fears/thoughts about moving into a wheelchair. On the other list Peter's feelings/thoughts while using a chair. Discuss how he is changing. RL2.3</p>	<p>What do you notice about Peter's Mom? How does Peter's point of view compare to hers? RL2.6</p> <p>What does the sentence Coach Jenny has Peter repeat at the end of the chapter mean? How could you apply that idea in your own life? RL2.4</p>	<p>Make a Big Word - using letter tiles: explained, determined, competitive, attention, combination, rejoined RF2.3d</p>
<p>6</p> <p>Vocab: IV, capable, chimed</p>	<p>Draw a story web for Chapter 6. Identify the who, what, where, when, why, and how. Be prepared to compare it to the webs you made earlier in the book. RL2.1</p>	<p>Update the Story Arc. Discuss which is the better climax, Peter playing wheelchair basketball or Peter's success using his chair at school? Have students justify their answers. RL2.5</p>	<p>Think about your life and Peter's life. What is the same for both of you? What is different? RL2.3</p> <p>In Chapter 6 we find a different Peter from the beginning of the book. How has he changed? What has he learned? RL2.2</p>	<p>Analogy chart: Tough/though rough, dough, enough, furlough</p>

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<p>7</p> <p>Vocab: tournament varsity, welt</p>	<p>Complete a Stop & Jots organizer to record what you notice while you read. RL2.1</p>	<p>Update the story arc together. RL2.5</p> <p>Students will complete a One Pager during the final chapter. Use this small group to introduce and explain the activity.</p>	<p>Use details from this chapter to describe the type of person Peter is in the story. RL2.3</p> <p>What lessons do you think the author wants us to understand from this story? Explain why you think that. RL2.2</p>	
<p>8</p> <p>Vocab: motocross rugby, curling, prosthetic, coordinating Globe Trotters</p>	<p>Create a One Pager using the most important parts of the whole book. RL2.2</p>	<p>Finish the story arc. Discuss how the end concludes the action. Where does the end start? Why do you think the author ends the story at school instead of after the basketball game? What is she trying to tell us is most important? RL2.5</p>	<p>How would you complete a SWBST chart about the story?</p> <p>What life lessons can we take from this story?</p> <p>If/when you have a classmate, friend, or neighbor that uses adaptive equipment, what do you now understand you can do to be friendly and helpful? RL2.2</p>	

Name _____



Stop and Jots

Title:

Author

LOL

Funny Part

!

Surprising Part



Important
Information



Favorite part

?

Confusing part



Predict



Unknown words

One Pager

Title:

Author:

Important Quotes:

Image of an important part of the story.
Include a caption.

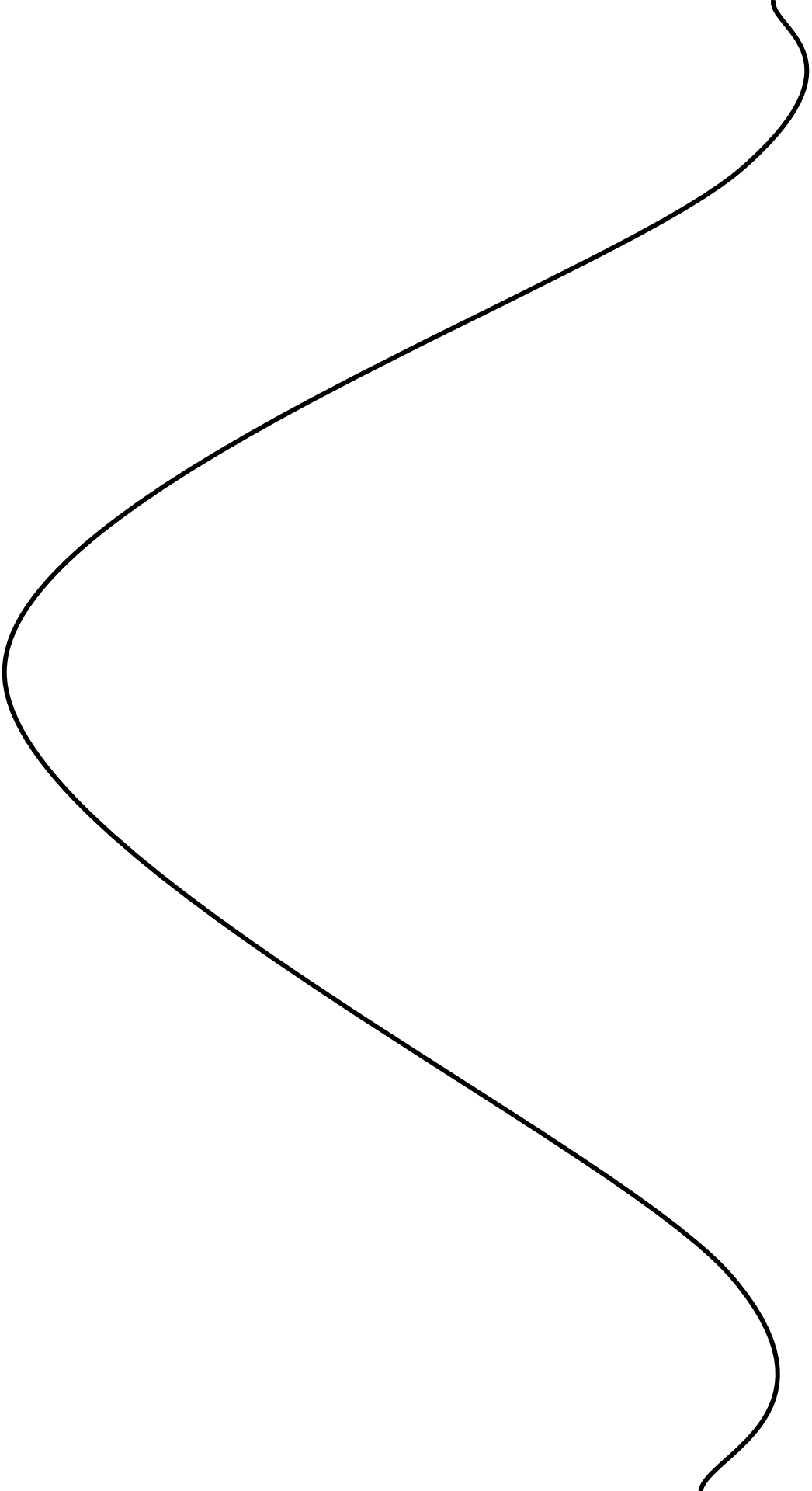
Record the Central Message. Reflect on
how you connect to that message.

Record and define 2 important vocabulary words
from the text.

Image of an important part of the story.
Include a caption.

Important Quotes:

Story Arc for *Flying Like an Eagle*



Somebody

Wanted

But

So

Then

[illegible]

Resources

One Pager Summary Strategy

AVID (Advancement Via Individual Determination).

<https://www.avid.org/>

VIP & SWBST strategies

Jan Richardson

Next Step Forward in Guided Reading

Scholastic, 2016

Making Words, Breaking Words, Analogy Charts, Make a Big Word, Working with Affixes

Jan Richardson

Next Step Forward in Word Study and Phonics

Scholastic, 2019