

Knowledge Building



**Student
Companion**

**Grade 2
Module 1**



Knowledge Building Student Companion
Grade 2 Module 1



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DF2K-SS

Knowledge Building Student Companion

Schools and Community

Module 1

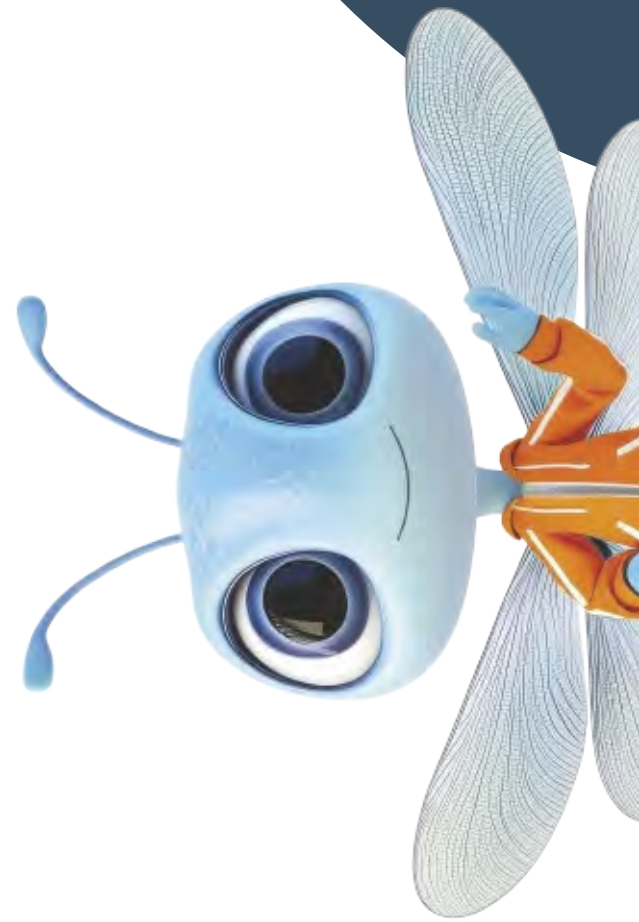
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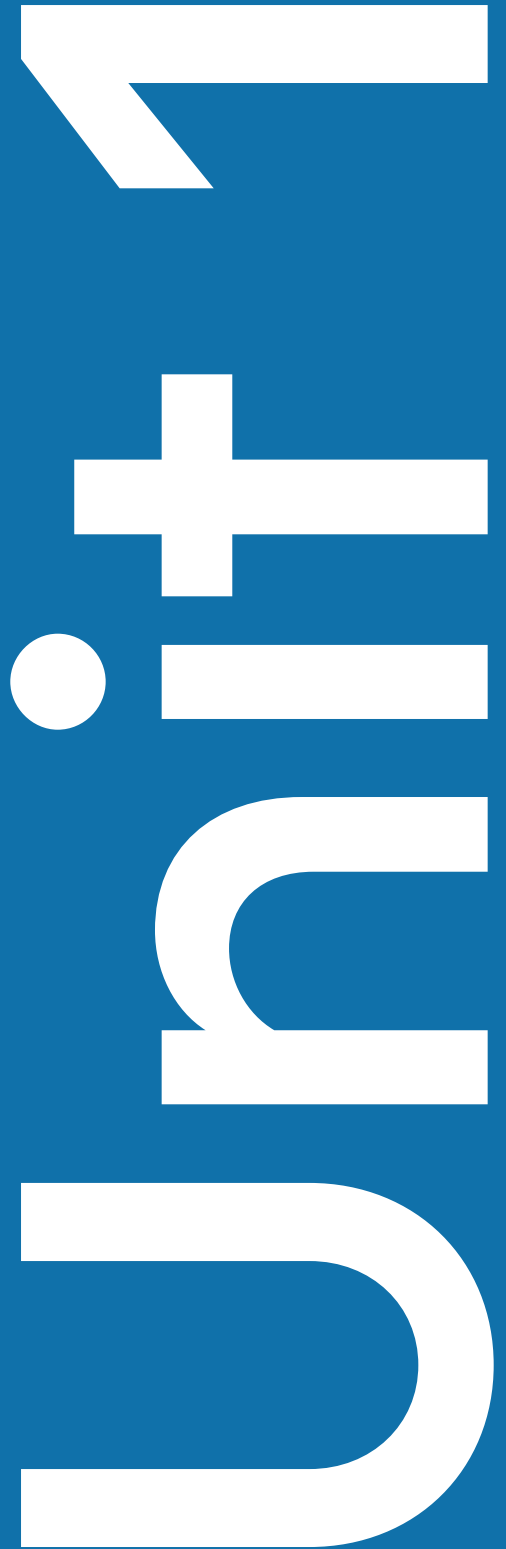
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Module 1

Name

Date

What I Already Know About Schools

What is one thing you already know about schools?
Answer in a complete sentence on the lines provided.

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing a complete sentence.

Draw a picture to illustrate your answer.

A large empty rectangular box for drawing a picture to illustrate the answer.

Name	Date
------	------

School's First Day of School

Fill in the blank to describe why school is important.
Write your answer on the lines provided.

School is important because _____.

Draw a picture to show your thinking.



Name

Date

Using Context Clues

Fill in the blank to describe why school is important.
Write your answer on the lines provided.

School is _____.

Handwriting practice lines for the answer. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five sets of these lines provided for writing.

Name	Date
------	------

Vashti's Feelings

Draw a picture to show how Vashti is feeling on each page of *The Dot*. Then, write a word that describes the feeling and a sentence that explains why she felt that way.

Page	Picture That Shows How Vashti Is Feeling	Word That Describes How Vashti Is Feeling	Explanation for Why Vashti Feels That Way
Vashti on pages 4-5			
Vashti on page 23			

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Name

Date

***The Dot* Central Message**

Finish the sentence starter about what Vashti learned in *The Dot*.
Write your answer on the lines provided.

In *The Dot*, Vashti learns _____.

Handwriting practice lines for the answer. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines provided for writing.

Name	Date
------	------

Vocabulary Chart for *Visible*

Fill out the chart for the word *visible*.

Categories	Visible
Definition	
Sentence	Dad is visible through the kitchen window.
Example	
Nonexample	

Circle the picture that shows something visible.



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Name

Date

Word Sort: Invisible or Visible?

Write each word from the word bank in the column that has the word with a similar meaning: *visible* or *invisible*.

Word Bank

seen

unnoticed

hidden

noticeable

observable

unseen

invisible

visible

Name	Date
------	------

The Invisible Boy: Pages 8–9

Complete the chart by answering each question about pages 8–9 of *The Invisible Boy*.

Question	Response
How does Brian feel during the kickball game?	
What detail in the text or illustration helps you know how Brian feels?	
What in the story makes him feel this way?	

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Name

Date

The Invisible Boy: Page 15

Answer the following questions about how Brian feels.
Write in complete sentences on the lines provided.

1. How does Brian feel on Monday morning?

2. What detail in the text or illustration helps you know how Brian feels?

3. What in the story makes him feel this way?

Name

Date

4. Draw a picture showing how Brian feels on Monday morning.

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Name

Date

The Invisible Boy: Page 20

Answer the following questions about how Brian feels.
Write in complete sentences on the lines provided.

1. How does Brian feel during recess on page 20?

2. What detail in the text or illustration helps you know how Brian feels?

3. What in the story makes him feel this way?

Name

Date

4. Draw a picture showing how Brian feels at recess.

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Name

Date

The Invisible Boy: Page 25

Answer the following questions about how Brian feels.
Write in complete sentences on the lines provided.

1. How does Brian feel in class on page 25?

2. What detail in the text or illustration helps you know how Brian feels?

3. What in the story makes him feel this way?

Name

Date

4. Draw a picture showing how Brian feels at the end of the story.

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Learning Target Tracker

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 1 What I Already Know About Schools

Learning Target #1

Learning Target #2

LESSON 2 Focused Read-Aloud: *School's First Day of School* (Session 1)

Learning Target #1

LESSON 3 Focused Read-Aloud: *School's First Day of School* (Session 2)

Learning Target #1

Learning Target #2

LESSON 4 Focused Read-Aloud: *The Dot* (Session 1)

Learning Target #1

Learning Target #2

Name	Date
------	------

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.	Approaching 	Meets 	Exceeds 
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LESSON 5 Focused Read-Aloud: *The Dot* (Session 2)

Learning Target #1			
Learning Target #2			

LESSON 6 Mid-Unit Check

Learning Target #1			
Learning Target #2			

LESSON 7 Close Read-Aloud: *The Invisible Boy* (Session 1)

Learning Target #1			
Learning Target #2			

LESSON 8 Close Read-Aloud: *The Invisible Boy* (Session 2)

Learning Target #1			
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Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 9 Close Read-Aloud: *The Invisible Boy* (Session 3)

Learning Target #1

Learning Target #2

LESSON 10 Close Read-Aloud: *The Invisible Boy* (Session 4)

Learning Target #1

Learning Target #2

LESSON 11 Close Read-Aloud: *The Invisible Boy* (Session 5)

Learning Target #1

Learning Target #2

LESSON 12 End-of-Unit Assessment

Learning Target #1

Learning Target #2

Facts That Fly!

In this book, you'll discover how schools, friends, and fossils help us learn about the world and each other.

Did you know? ...

- Schools around the world can look very different.
- Fossils are clues that tell us about the past.
- Fossils can be bones, footprints, or even plants.



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