Mrs. Huddleston’s Second Grade Class: Unit Project

We have been engaged in a special language arts unit called *Beyond Words: Imagery in Literature*. It is designed specifically to meet the needs of high-ability students. The goals are as follows:

- To develop analytical and interpretive skills in literature
- To develop skills in identifying, analyzing, and using figurative language
- To develop persuasive writing skills
- To develop linguistic competency
- To develop analogical reasoning skills
- To develop understanding of the concept of change, especially changes related to language

In class, we will read and discuss numerous poems, several picture books, and one novel. Students will keep response journals to help them reflect on what they read. We will specifically look for examples of figurative language in what we read, and we will learn to understand the parts of similes and metaphors and why they are used.

This unit will require some work outside of class and may need your support at home, including the research project explained below on language changes in your family over time.

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**Beyond Words Unit Project**

Language changes as people grow and learn, as they move from place to place, or as they learn words for new inventions. Language can also make changes happen, because people learn, think, and feel new things sometimes because of what they hear or read.

**How has language changed for you and your family over time?**

Search for answers to these questions and keep track of them in a notebook, computer and/or flash drive.

1. How has your language changed as you have grown? What were some words you used to describe things when you were younger and couldn’t say their real names yet? What are some new words you have learned how to use since you started school?

2. How has language changed over the time for your parents and grandparents? Find out what were some words they used when they were your age that people do not usually use now. Also, find out what are some new words they have had to learn to describe new inventions. (Hint: Ask about technology and social media words!)

3. How has language changed for your family as they have gone from place to place? Find out if any of your family members used to live in a different state or a different country and what some of the different words they used there might have been.

4. How has language caused change in your family? Find out if any of your family members can think of a language experience that changed them somehow — maybe a poem or song that had very special words, or a story that helped them to make decisions or changes.

Near the end of our unit you will be given a chance to report on your findings about language changes in your family.

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Love to Learn – Mrs. Huddleston – Gifted Resource 2014

Adapted from Center for Gifted Education, *Beyond Words.* (2003)