Unit 6: How On Earth?

Content Area: **ELA**
Course(s): **ELA Gr 2**
Time Period: **MayJun**
Length: **30 Days**
Status: **Published**

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade ELA/Writing

Unit 6: How on Earth?

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

During Unit 6, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's big idea: "What keeps our world working?" Encourage students to share a time they found out more about how something worked. Children may describe events such as taking apart a toy to see what it was made of, conducting a simple science experiment, or helping a family member follow a recipe. Each week students will produce a project related to the Essential Question. They will then develop one of these projects more fully for the Unit Research Project. Through their research, students will focus their attention on comparing information across sources and recalling, paraphrasing, and presenting information they have found. As students read and reread each week for close reading of text, they take notes, cite text evidence to support their ideas and opinions, and write short analytical responses. After reading, students build writing fluency, analyze model responses, craft longer responses incorporating text evidence, and focus on writing traits.

Enduring Understandings

Students will understand that...

- myths can help us understand how plants grow and develop.
- energy is the power that makes things work such as batteries, electricity, and wind power.
- identify how teamwork, or working together to get something done.
- money is what people use to buy things, usually in the form of coins or paper bills.
- imagination is the way you form pictures or ideas in your mind.

Essential Questions

- What do myths help us understand?
- How do we use energy?
- Why is teamwork important?
- How do we use money?
- Where can your imagination take you?

- What keeps our world working?

Exit Skills

By the end of Unit 6: How on Earth, students will be able to...

- use reading strategies to a comprehend text.
- use reading strategies to ask questions about text.
- identify characteristics of different types of genres.
- read and write grade level specific high-frequency words.
- apply grade level phonics skills.
- utilize writing traits to create grade appropriate writing pieces.

New Jersey Student Learning Standards (NJSLS)

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.

LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Interdisciplinary Connections

- History/Social Sciences (Economic Literacy): "Money Matters" **--Financial Literacy**
- Science (Engineering, Technology, and Applications of Science): "We Need Energy"
- Science (Engineering, Technology, and Applications of Science): "Team up to Explore"

PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.2	Identify age-appropriate financial goals.
PFL.9.1.4.B.3	Explain what a budget is and why it is important.
PFL.9.1.4.B.4	Identify common household expense categories and sources of income.
PFL.9.1.4.B.5	Identify ways to earn and save.
SOC.6.1.4.A.CS11	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.4.C.CS5	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
2-ESS2-2.ESS2.B.1	Maps show where things are located. One can map the shapes and kinds of land and water in any area.
2-ESS2-1.ETS1.C.1	Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

Learning Objectives

In Unit 6: How on Earth?, students will be able to...

- recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- recognize the characteristics of a myth.
- develop oral language.
- discuss the Essential Question.
- know and apply grade-level phonics and word analysis skills in decoding words.
- blend and add phonemes to form words.
- decode and build words with closed syllables and open syllables.
- follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion).
- recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- decode regularly spelled two-syllable words with long vowels.
- add phonemes to form words.
- build words with open syllables and closed syllables
- read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

- use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- generalize learned spelling patterns when writing words.
- know spelling-sound correspondences for additional common vowel teams.
- recognize and read grade-appropriate irregularly spelled words.
- know and apply grade-level phonics and word analysis skills in decoding words.
- read with sufficient accuracy and fluency to support comprehension.
- read on-level text with purpose and understanding.
- write a grade appropriate summary.
- revise, edit, and publish a summary.
- write a grade appropriate research report.
- revise, edit, and publish a research report.

Suggested Activities & Best Practices

Research and Inquiry lessons provide students with opportunities to collect, analyze, and evaluate information, which are critical 21st Century Skills. Students will work collaboratively to extend their unit knowledge, practice written and oral presentations, and apply research skills.

- Research Roadmap Project 1- Create a poster that compares the life cycle of a deciduous tree to a muth. Deciduous trees are trees that drop their leaves in the fall.

- Research Roadmap Project 2- Create a display or booklet about different ways electricity gets made. What will be the focus or the main message of your display or booklet?

- Research Roadmap Project 3- Write a newspaper about a team that is famous for their exploration work. Describe how they used tamwork to face challenges.

- Research Roadmap Project 4- Take a class poll about what people would most like to save money for and why. Then create a graph using the results of the poll.

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Summary & Research Report Writing (Summative)
- Common Benchmark #3 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)
- Think Pair Share- What things do you like to create? What adventures have you had when you have used your imagination? (Formative)

- Anticipation Guide (Formative)
- Common Benchmarks (Benchmark)
- Create a Multimedia Poster (Alternative)
- Entrance Tickets (Formative)
- Evaluation Rubrics (Summative)
- Exit Tickets (Formative)
- Fist- to-Five or Thumb-Ometer (Formative)
- Illustration (Alternative)
- KWL Chart (Formative)
- Learning Center Activities (Formative)
- Multimedia Reports (Alternative)
- Newspaper Headline (Alternative)
- Outline (Formative)
- Quickwrite (Formative)
- Quizzes (Formative)
- Readers/Writers Notebooks (Formative/Summative)
- Red Light, Green Light (Formative)
- Self-Assessments (Formative)
- Socratic Seminar (Formative/Summative)
- Study Guide (Formative)
- Surveys (Formative)
- Teacher Observation Checklist (Formative)
- Think, Pair, Share (Formative)
- Think, Write, Pair, Share
- Top 10 List (Formative)
- Unit Tests (Summative)
- Web-Based Assessments (Alternative)
- Written Reports (Alternative)

Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion (online)
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers

- Interactive Read Aloud Cards

Ancillary Resources

- SmartTV or SmartBoard
- Student laptops
- Decodable readers
- Leveled readers
- Literacy centers

Technology Infusion

- www.edconnnect.mcgraw-hill.com
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Interactive Read Alouds
- Weekly and Unit Video Clip Opener



Alignment to 21st Century Skills & Technology

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
TECH.8.1.2.A.2	Create a document using a word processing application.

TECH.8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.A.5	Enter information into a spreadsheet and sort the information.
TECH.8.1.2.A.6	Identify the structure and components of a database.
TECH.8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- **Content**: Content will be differentiated through use of multilevel readers for Basic Skills students, Special Education students, Talented and Gifted students, as well as ELL students. The readers are all focused upon the same content, however the lexiles differ depending upon the abilities of the student.

- **Process**: The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners. Additionally, students will be supplied with sentence stems and differentiated student workbooks to foster student success of the established goals.

- **Product**: The product will be differentiated because student work will be based upon their reading levels and lexiles. Students will be given choice for projects that appeal to their various learning styles to promote confidence and success amongst the students.

- During **Readers Workshop,** teachers will incorporate differentiation through guided reading, the use of leveled readers and

stratedy groups. Students also have the choice of selecting their own books to read independently. This can be a controlled choice of books so that they are reading on their independent reading level.

- Through **Writers Workshop**, teachers will conference with students in order to individualize instruction. This can be done through one-on-one conferencing or with small conference groups. During this time, students can choose their own writing topic within the unit's genre.

Differentiation

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiation

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiation

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Throughout Readers Workshop, teachers will meet with students within this guided reading group more frequently than others. (Recommended at least twice a week).
- Throughout Writers Workshop, teachers will conference with these students more frequently in order to provide additional support through the writing process.
- Wonders Interactive Games- Phoneme Blending and Phonics for Unit 6
- Wonders Retelling Activity Cards for Unit 6
- Wonders Movement Phonics Video for Unit 6
- Wonders Grammar Video for Unit 6
- Wonderworks Activities for Unit 6

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Have students act out what is happening in a story.
- Use organizers to help students organize their thinking and ideas.
- Wonders Interactive Games- Phoneme Blending and Phonics for Unit 6
- Wonders Retelling Activity Cards for Unit 6
- Wonders Movement Phonics Video for Unit 6
- Wonders Grammar Video for Unit 6
- Language Transfer Handbook Activities Unit 6

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Wonders Interactive Games- Phoneme Blending and Phonics for Unit 6
- Approaching Level Leveled Readers
- Wonders Retelling Activity Cards for Unit 6
- Wonders Movement Phonics Video for Unit 6
- Wonders Grammar Video for Unit 6

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Challenge children to think about why fruit is important to staying healthy. Children should talk about their favorite fruits and share their thoughts with others.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: