Unit 5: Let's Make a Difference

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade ELA/Writing

Unit 5: Let's Make a Difference

Belleville Board of Education

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Unit Overview

During Unit 5, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's big idea: "How can people make a difference?" Encourage students to tell about a time that someone made a difference in their lives. Children may describe events such as a friend or family member cheering them up when they were sad, a teacher helping them with a difficult topic, or a community group helping improve their neighborhood. 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...

- citizens have rights, or things they are allowed to do, and responsibilities, or things they are expected to do as part of the community.
- when we cooperate, we listen and pay attention to the people around us.
- cooperating means working together and getting along with those around us to get a job done.
- heroes are people we look up to because of the brave and special things they do. We can discover why people are heroes when we think about what they do.
- we can protect the Earth by not polluting.
- rules keep us safe.

Essential Questions

- What do good citizens do?
- How do people get along?
- What do heroes do?
- How can we protect the earth?

- Why are rules important?
- How can people make a difference?

Exit Skills

By the end of Unit 5: Let's Make a Difference, 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.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
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.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and

	technical texts, at grade level text complexity proficiently with scaffolding as needed.
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.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
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.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Connections

- History/Social Sciences (Sociopolitical Literacy): "Rights and Rules"
- History/Social Sciences (Civic Values, Rights, and Responsibilities): "Being a Good Citizen"
- History/Social Sciences (Historical Literacy): "Our Heroes"
- History/Social Sciences (Ethical Literacy): "Cooperation Works!"
- Science (Engineering, Tecnology, and Applications of Science): "Preserving Our Earth"

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
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.CS1	People make decisions based on their needs, wants, and the availability of resources.

Learning Objectives

In Unit 5: Let's Make a Difference, students will be able to...

- participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small

and larger groups.
- build on others' talk in conversations by linking their comments to the remarks of others.
- build background knowledge about cooperation.
- 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.
- determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- read with sufficient accuracy and fluency to support comprehension.
- read on-level text with purpose and understanding.
- write a grade appropriate explanatory text.
- revise, edit, and publish an explanatory text.
- write a grade appropriate compare and contrast essay.
- revise, edit, and publish a compare and contrast essay.

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- Research something that your school or community needs and write an action plan to make it happen.
- Research Roadmap Project 2- Write and present an anti-bullying ad or campaign.
- Research Roadmap Project 3- Create a picture book about the life of one of the heroes from the weekly project.
- Research Roadmap Project 4- Create a presentation to persuade others to begin a recycling program.

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Explanatory Essay & Compare/Contrast Writing (Summative)
- Common Benchmark #3 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)
- Exit Ticket: What makes rescue workers heroes? How can you discover other people who are heroes? (Formative)

- Admit Tickets

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

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.CRP6	Demonstrate creativity and innovation.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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.2	Create a document using a word processing application.

TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
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.

Differentiations:

- 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 Differentiations:

- 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 Differentiations

- 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 5
- Wonders Retelling Activity Cards for Unit 5
- Wonders Movement Phonics Video for Unit 5
- Wonders Grammar Video for Unit 5
- Wonderworks Activities for Unit 5

- 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 5
- Wonders Retelling Activity Cards for Unit 5
- Wonders Movement Phonics Video for Unit 5
- Wonders Grammar Video for Unit 5
- Language Transfer Handbook Activities for Unit 5

- 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 5
- Approaching Level Leveled Readers
- Wonders Retelling Activity Cards for Unit 5
- Wonders Movement Phonics Video for Unit 5
- Wonders Grammar Video for Unit 5

- 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 how they can help people in their own school or community. Children should make an action plan to share 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: