Unit 4: Our Life, Our World

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade ELA/Writing

Unit 4: Our Life, Our World

Belleville Board of Education

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Unit Overview

During Unit 4, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's big idea: "How do different environments make the world an interesting place?" Students will discuss different environments that they have seen or visited. They may describe places such as the beach, the desert, or forests. 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...

- there are different regions around the world that have different climates such as deserts, polar regions, and praire regions.
- Earth has different land features.
- children around the world have some things in *common* **,** or the same. The *customs,* or ways of acting, are often different.
- nature is all of the natural things around you. People sometimes look for similarities, or things that are alike, between nature and other things when answering questions.
- animals and other elements of nature are exciting.

Essential Questions

- What makes different parts of the world different?
- How does the Earth Change?
- How are kids around the world different?
- How can we understand nature?
- What excites us about nature?
- How do different environments make the world an interesting place?

Exit Skills

By the end of Unit 4: Our Life, Our world, 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.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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.2.4	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.

	Phonics and Word Recognition
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.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.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
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 (Cultural Literacy): "Our Culture Makes Us Special"
- History/Social Sciences (Cultural Literacy): "Folktalkes about Nature"
- History/Social Sciences (Geographic Literacy): "Different Places"
- Science (Earth and Space Sciences): "Earth Changes"

SCI.2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
SCI.2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.
SCI.2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.
SCI.2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.
SOC.6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Learning Objectives

In Unit 4: Our Life, Our World, students will be able to...

- 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.
- explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- recognize the features of expository text.
- decode words with common prefixes and suffixes.
- read with sufficient accuracy and fluency to support comprehension
- recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- read on-level text with purpose and understanding.
- 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 poem.
- revise, edit, and publish a poem.
- write a grade appropriate fictional narrative.
- revise, edit, and publish a fictional narrative.

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 travel brochure to convince people to visit a region of the world.
- Research Roadmap Project 2- Write a newspaper report telling about a real-life natural event.
- Research Roadmap Project 3- Create a chart telling about 5 celebrations in other parts of the world.
- Research Roadmap Project 4- Write and perform a script for the folktale from the weekly project.

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Fictional Narrative & Poetry Writing (Summative)

- Common Benchmark #2 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)
- Exit Ticket: What parts of the outdoors do you like the most? What excites you about nature? (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.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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.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 4
- Wonders Retelling Activity Cards for Unit 4
- Wonders Movement Phonics Video for Unit 4
- Wonders Grammar Video for Unit 4
- Wonderworks Activities for Unit 4

- 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 4
- Wonders Retelling Activity Cards for Unit 4
- Wonders Movement Phonics Video for Unit 4
- Wonders Grammar Video for Unit 4
- Language Transfer Handbook Activities for Unit 4

- 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 4
- Approaching Level Leveled Readers
- Wonders Retelling Activity Cards for Unit 4
- Wonders Movement Phonics Video for Unit 4
- Wonders Grammar Video for Unit 4

- 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)

Have children research another area, such as the Gobi desert. Children should do research to learn about the region. Then have them make a map or chart to compare and contrast the location's features.

- 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: