Unit 1: Friends and Family

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

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade ELA/Writing

Unit 1: Friends and Family

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Diana Kucko

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

During Unit 1, 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 families and friends learn, grow, and help one another?" Students will be encouraged to think about the friendships they have. Students will discuss how friends depend on one another and how their actions can demonstrate friendship.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...

- friends can teach each other what they know.
- friends help each other do things. For example, the friends in the photograph can help each other read the map.
- friends can help us feel better when we are upset.
- families around the world may have the same or different holidays, traditions, and language, or way of speaking. These things make up a family’s culture, or way they live.
- every animal has needs, or things it must have to live and grow.
- people can care for, or look after, animals.
- a friendship is a relationship, or a connection, between two friends.
- family members may include mothers, fathers, sisters, brothers, grandparents, or anyone else in an extended family.

Essential Questions

- How do friends depend on each other?
- How are families around the world the same and different?
- How can a pet be an important friend?

- How do we care for animals?
- What happens when families work together?
- How do families and friends learn, grow, and help one another?

Exit Skills

By the end of Unit 1: Friends and Family, 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.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.2.5	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.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.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.
LA.L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Interdisciplinary Connections

- History/Social Sciences (Ethical Literacy): "Friends Help Friends"
- History/Social Sciences (Cultural Literacy): "Families Around the World"
- History/Social Sciences (Economic Liteacy): "Families Working Together" **--Financial Literacy**
- Science (Life Sciences): "Animals Need Our Care"

PFL.9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
SCI.2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
SCI.2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
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.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.

SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.3.4.CS4	Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

Learning Objectives

By the end of Unit 1: Getting to Know Us, students should be able to...

- use information gained from the illustrations and words in a print or digital text to demonstrate understanding of characters, setting, or plot.
- recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- compare and contrast the most important points presented by two texts on the same topic.
- read with sufficient accuracy and fluency to support comprehension.
- 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 friendly letter.
- revise, edit, and publish a friendly letter.
- write a grade appropriate personal narrative.
- revise, edit, and publish a personal 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- Write a skit about how friends depend on each other.
- Research Roadmap Project 2- Make a Venn diagram to compare how families in two different countries celebrate special days, what they eat and wear, and what sports and games they play.
- Research Roadmap Project 3- Write a persuasive letter telling why an animal you choose makes the best pet.

- Research Roadmap Project 4- Make a brochure or ad that tells about a pet sitting business.

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Friendly Letter & Personal Narrative Writing (Summative)
- Common Benchmark #1 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)
- Exit Ticket: How do friends depend on each other? What actions do friends take to help one another? (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.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and

	analyze their impact on community development and quality of living.
CAEP.9.2.4.A.2	Identify various life roles and civic and work related activities in the school, home, and community.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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.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 1
- Wonders Retelling Activity Cards for Unit 1
- Wonders Movement Phonics Video for Unit 1
- Wonders Grammar Video for Unit 1
- Wonderworks Activities for Unit 1

- 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 1
- Wonders Retelling Activity Cards for Unit 1
- Wonders Movement Phonics Video for Unit 1
- Wonders Grammar Video for Unit 1
- Language Transfer Handbook Activities for Unit 1

- 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

- Approaching Level Leveled Readers
- Wonders Interactive Games- Phoneme Blending and Phonics for Unit 1
- Wonders Retelling Activity Cards for Unit 1
- Wonders Movement Phonics Video for Unit 1
- Wonders Grammar Video for Unit 1

- 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 students to think of ways that real-life animals depend on each other like friends do. Children should give one example and write a few sentences to describe how the animals depend on each other.

- 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.
****Please see full sample lesson for Readers Workshop in the curriculum guide****

Unit Name: (Taken from Unit 3) Live an Learn

NJSLS: See Below

Interdisciplinary Connection: Social Studies

Statement of Objective: Students will reread when they do not comprehend certain parts of a story.

Anticipatory Set/Do Now: "Boys and girls, it's time to THINK NOW! As you join me on the carpet, think about yesterday's skill, _____, and how you applied it to your independent reading book."

Learning Activity:

Teacher will give a CONNECTION to what was taught prior, and give students a brief description of today's strategy and why it's important.

Teacher will then model the strategy. The teacher will display page 232 in the Literature Anthology of the story Mr. Putter and Tabby See the Stars.

- Begin reading and stop at page 235. "I'm confused by the last sentence on page 235. It says that one of the logs could not sleep. I know that a log is part of a dead tree. It's not something that sleeps! There

must be a different meaning for log here. I am going to reread this page to make sure I understand what the author means."

- Teacher models by rereading page 235. "It looks like Mr. Putter and his cat Tabby love to sleep. On page 235, it says "But one night, one of the logs could not sleep." I don't think the author is actually stating that a log is asleep. Now I get it! When someone is sound asleep, they look like a log. A log can not move and is still. This describes how the characters looked while sleeping. I am so glad I took the time to reread this page because now I understand what the author meant. Did you see how while I was reading, I became confused, stopped, reread, and then was able to better understand what the author meant?"

- Teacher will model the strategy again using pages 198 and 199 in your Readers Writers Workshop book and begin reading Starry Night. Teacher will purposely mess up, omit a word/line, etc. while reading. Teacher will think aloud and ask the students to turn and talk to a partner to figure out what was wrong.

- As the students are talking, listen in on some of their conversations by walking around. After two minutes, say: "Boys and girls, I was listening to your conversations and you helped me realize that I completely skipped a word/line while I was reading aloud. After hearing you reread, we better understand the story."

- The teacher will then link the minilesson to the independent reading. The teacher again will identify today's strategy and tell the students: "When you go off to read today, you're going to reread parts of a story that you do not understand. This will help you become better readers. Now that you know this is something that good readers do, you can use this skill whenever you read."

Student Assessment/CFU's: Thumbs Up/ Thumbs Down, Turn and Talk, Think Pair Share

Materials: Wonders Anthology, post its, pencils, paper

21st Century Themes and Skills: Communication

Differentiation/Modifications: Visual display of the Wonders Anthology and Readers Writers Workshop Text, student choice of books during independent reading.

Integration of Technology: Smartboard/ TV

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.2.7	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.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.