Unit 1: Friends and Family

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade English Language Learners

Unit 1: Friends and Family

Belleville Board of Education

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Unit Overview

"Wonders for English Learners offers instruction specifically designed to create learning experiences that inspire confidence, increase student engagement, and build language skills. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. All instruction connects with core Wonders content, providing a seamless pathway for students to access content at their proficiency level, build understanding, and engage in the core classroom."

In Unit One, ELLs explore the world of friends and family. They discover how families and friends learn, grow, and help one another. Topics covered in Unit One include friends helping friends, families around the world, pets are our friends, animals need our care, and families working together.

Enduring Understandings

Week 1. Describe how and when friends and family help and depend on each other.

Week 2. Consider the similarities and differences between families around the world.

Week 3. Consider the relationship between people and pets.

Week 4. Describe how people take care of pets.

Week 5. Describe how families work together.

Essential Questions

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?" Below, see how the BIG IDEA is explored through weekly "Concepts" and "Essential Questions" which form the basis for exploration and discussion throughout the week.

Week 1:

Concept: Friends Help Friends

Essential Question: How do friends depend on each other?

Week 2:

Concept: Families Around the World

Essential Question: How are families around the world the same and different?

Week 3:

Concept: Pets Are Our Friends

Essential Question: How can a pet be an important friends?

Week 4:

Concept: Animals Need Care

Essential Question: How do we care for animals?

Week 5:

Concept: Families Working Together

Essential Question: What happens when families work together?

Exit Skills

By the end of this unit, ELLs will be able to:

- Develop oral vocabulary to use when talking about a topic.
- Ask and answer questions after actively listening to a read-aloud
- Ask and answer questions about key details in a text
- Read with sufficient accuracy and fluency to support comprehension
- Demonstrate comprehension of text through written response to a prompt
- Elaborate and ask questions to request clarification
- Support ideas with text evidence
- Determine the main idea and supporting details
- Apply grade level phonics skills

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.2.3	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.2.8	(Not applicable to literature)
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.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
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.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
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.2.6	Produce complete sentences when appropriate to task and situation in order to provide

	requested detail or clarification.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Interdisciplinary Connections

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.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Learning Objectives

- Develop and expand oral vocabulary.
- Elaborate and ask questions to request clarification.
- Support ideas with text evidence.
- Determine the main ideas and supporting details.
- Paraphrase information to demonstrate understanding.
- Collaborate to converse about a topic.
- Describe traits of a character.
- Recognize different types of sentences.
- Write sentences to respond to a prompt.
- Form opinions.
- Ask and answer questions about key details in a text.
- Discuss activities and events that occur in a story.
- Develop language to use when talking about a topic.
- Identify and read High-Frequency Words.
- Identify and practice phonemes within words.
- Retell a story.

- Create words with Word Building Cards.
- Identify complete sentences and fragments.
- Draw conclusions about a character's feelings.
- Create an informational writing piece that describes characters in a story.
- Participate in an interactive Read Aloud.
- Summarize information.
- Identify similarities and differences.
- Respond to the text by revisiting the essential question, discussing it, and writing about it.
- Use conjunctions to connect sentences.
- Answer questions about a piece of writing.
- Use a graphic organizer.
- Write to a specific prompt.

Suggested Activities & Best Practices

Unit 1, Week 1

- Review Weekly Vocabulary - display the visual vocabulary cards actions, afraid, depend, nervously, peered, perfectly, rescue, secret. Have partners discuss the words using the photos and sentences. Have them make up sentences using the sentence frames. Have children write the weekly vocabulary words and more vocabulary words in their notebooks.
- Write About It - Have partners work together to write two or four sentences explaining why friendship is important in the story.
- Read/Display books about friendships; for example How To Be A Friend by Molly Wigand

Unit 1, Week 2

- Review Weekly Vocabulary - display the visual vocabulary cards aside, culture, fair, invited, language, plead, scurries, share. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words using the sentence frames. Also have children play a game of charades. Divide the class into two team. Teams are given either a time limit or a certain number of clues to guess the word. The team with the most correct words wins.
- Read/Display books about families around the world; for example Families Around the World by Margriet Ruurs.
- Watch youtube video called "The World's Family (An embracing culture story) that shares how families around the world greet each other.

Unit 1, Week 3

- Use the Graphic Organizer - review the words pet, friend, and important. Talk about the relationships that people can have with their pets. Do you have a pet? How do you feel about your pet? How do you feel about your friends?
- Watch Arthur's Pet Business
- Read/Display books about pets; for example Oh the Pets You Can Get: All About Our Animal Friends by Tish Rabe.

Unit 1, Week 4

- Review Weekly Vocabulary - display the visual vocabulary cards allowed, care, excited, needs, roam, safe, wandered, wild.

Have partners discuss the words using the photos and sentences. Then, have them make up sentences with the words using the sentence frames. Then play Build a Snowman. This game, a twist on the "Hangman" game, has children guessing the letters to fill in blanks for the vocabulary words. Draw a snowman on the board. Children take turns guessing the letters that go in the blanks. Write correct letters on the blanks. For incorrect guesses, erase part of the snowman. When the word is complete, ask a volunteer to define it.

- Read/Display books about animal care

Unit 1, Week 5

- Review Weekly Vocabulary - display the visual vocabulary cards check, choose, chores, cost, customers, jobs, spend, tools. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words, using the sentence frames. Then put children in teams. Have a team member pick a vocabulary card and draw a picture to get the team to name the word. Then children should write the words in their notebooks.

Assessment Evidence - Checking for Understanding (CFU)

Unit Assessment:

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing
- Option for Paper/Pencil and Digital Assessments

- 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

- Literature Anthology
- ELD Visual Vocabulary Cards
- ELD Oral Language Cards
- Your Turn
- Interactive Read-Aloud Cards
- Reading/Writing Workshop
- ELD Companion Worktexts (Beginning, Intermediate, Advanced)

Ancillary Resources

- Sound-Spelling Cards

- High-Frequency Cards
- Word Building Cards
- Decodable Readers
- Photo Cards
- eBooks
- Differentiated Texts
- Leveled Readers
- Student Practice Worksheets

Technology Infusion

- https://my.mheducation.com/login
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Weekly and Unit Video Clip Openers

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.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.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
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

- Leveled Readers
- Differentiated Text
- The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners
- Student Practice Worksheets

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)

- If children don't use descriptive words to talk about characters, plot or setting then review images from the story and have children describe what they see.
- If children use incorrect language when speaking about classroom work then provide different scenarios and model using the correct language for each.
- If children don't use academic language and lesson vocabulary in their writing then review academic language and lesson vocabulary in context.
- If children answer questions with one-word answers then repeat their answer using a complete sentence. Then have them try again.
- Special Education and Resource Room Teachers will have access to Wonder Works. This product has differentiated

foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series.

- 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 children write a few sentences in response to the following prompt. Tell children you will ask them questions about what they wrote.

Week 1. Think about what you have learned about friendship this week. Tell three things that friends do.

Week 2. Think about what you have learned this week about celebrating cultures. Tell three things that people do when celebrating

their culture.

Week 3. Think about what you have learned this week about how pets can be important friends. Tell three things that people do with pets.

Week 4. Think about what you've learned this week about taking care of an animal. Tell three things you've learned about how to take care of the animal.

Week 5. Think about what you've learned this week about families working together. Tell three things families can do when they work together.

- Prove sentence frames.
- Have partners collaborate.
- Ask and and answer questions about this week's essential question for beginning, intermediate and advanced learners.
- ESL Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series. Furthermore, there are lessons designed to meet the needs of Beginning, Intermediate, and Advanced ESL students.

- 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

- Use online Reteaching lessons for phonemic awareness, phonics, high-frequency words, and vocabulary.
- Use the Language Development Cards for grammar and vocabulary.
- Use Foundational Skills Lesson Cards for phonological awareness, phonemic awareness, phonics, word recognition, structural analysis, and fluency.

- 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)

At the end of each unit:

- Use the paragraph children wrote in Write to Two Sources for evaluation.
- After children have finished their writing, meet with them one on one. After you've read their sentences or paragraphs, ask questions about what they wrote. You might ask them to expand on a fact or ideas they included or to explain why they included certain information.
- If advanced children are able to write and express ideas to meet a variety of academic task, they may be ready to move to on-level for some tasks.

- 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

Unit Name: Unit 1, Week 1: How do friends depend on each other?

NJSLS:

Interdisciplinary Connection: Reading and Writing

Statement of Objective:

Build an understanding of multiple-meaning words.

Recognize and use homophones your and you're.

Expand on lesson vocabulary.

Describe how and when friends help and depend on each other.

Anticipatory Set/Do Now:

Say: This week we will be looking at the language in a story called "Little Flap Learns to Fly". Today we will learn about how friends depend on each other.

Learning Activity:

How do friends depend on each other?
Use the Graphic Organizer Review depend and actions (cognates: *depender* and *acciónes*). Explain that friends depend on and help each other. *What action might someone take to help a friend?*

Talk About It Have partners discuss what the girls in the picture are doing. *How do they help one another? How do they depend on one another? When might a friend depend on you?* Have children work in pairs to fill in the graphic organizer. Tell them that in the middle circle are the words *Friends Help*. Have children share their sentences with the class. **Friends help** when I am sick **. Friends help me** with a game**. Friends help me** feel better when I'm scared.

Discuss the phrase *depend on*. Explain that when friends depend on each other, they help each other. Call on children to pantomime ways they would help their friends, family, or teachers (erasing the board, etc.). Provide sentence frames:

I depend on **my parents for** _____.
I depend on **my friends for** _____.
I depend on **my teachers for** _____.

Look at the photograph with children. *How do the friends depend on each other? What are the girls*

doing? **The girls are** reading **a map.** *Why might they be reading a map?* Elicit that the girls may be looking for a new place on the map. Have children use the sentence frame. **The girls** reading**each other to** read **the map.**
● *What are the girls doing?* **The girls are** reading **a** map. *Are the girls working together?* **The girls are working** together. Elicit that the girls each seem to have a different job. *What jobs to the girls have?* **One girl is holding a** magnifying glass. **One girl is** pointing **at the map.** *What do these jobs show?* **The girls are reading the map** together. *How do you think the girls are depending on each other as they read the map?* **One is**pointing **to a place. The other is using the magnifying glass to help them** read **the name of the place**. Have children fill in the sentence frames at the bottom of the page.

Student Assessment/CFU's: Observation, Thumb Up/Thumb Down, Green/Yellow/Red Cards

Materials: Companion Worktext for Beginning, Intermediate/Advanced, ELD Visual Vocabulary Cards, Visual Vocabulary Cards

21st Century Themes and Skills: Communication, Collaboration

Differentiation/Modifications:

Leveled Readers

Differentiated Text

The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners

Student Practice Worksheets

Integration of Technology:

- https://my.mheducation.com/login
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Weekly and Unit Video Clip Openers

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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.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.
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