Unit 2 - Literature Appreciation

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 2ND GRADE

LITERATURE APPRECIATION

Belleville Board of Education

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Unit Overview

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight into areas that are of interest to the learner. In Kindergarten Unit 2, Literature and Informational Texts the learner will be exposed to both fiction and nonfiction pieces of literature and compare and contrast the difference between the two types of books. Students will gain an appreciation of some of our country's heroes; listening to several biographies throughout the year. The ultimate goal is to help to develop a feeling of familiarity and enjoyment with the library and an appreciation for literature.

Enduring Understanding

Enduring understandings:

- Everyone can develop a love of reading.
- Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.
- Reading for pleasure or information has life-long applications.
- Literature can be real (nonfiction) or make believe (fiction), and readers learn from both.
- Learning to love reading provides readers with pleasure throughout their lives.
- People who love to read often share ideas from and about what they read with others.
- People who love to read many different kinds of books learn more about the world than those who are not life-long readers.
- Libraries contain many different kinds of literature at all reading levels.
- What makes a good story?
- Good writers and illustrators develop and refine their ideas for thinking, learning, communication, and aesthetic expression.
- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- How can I select books to acquire information for both personal and academic purposes.

Essential Questions

Essential Questions are:

- Why do people love reading?
- How can stories help me understand the world around me?
- How do people develop a love of particular books and types of literature?
- How can we share our love of literature with others?
- How can the library impact my personal reading growth?
- In what ways does a discussion increase our knowledge and understanding of an idea?
- How does a speaker communicate so others will listen and understand the message?

- What makes a good story?
- How do readers construct meaning from the text?
- In which ways does understanding the structure of a text help us to better understand its meaning?
- How does fluency affect comprehension?
- How do good writers express themselves?
- How does a writer develop a well-written product?
- How does a writer choose a particular form of writing?
- How can I understand and appreciate all types of literature?

Exit Skills

By the end of 2nd Grade, **Library Media Unit 2 - Literature Appreciation, the students should be able to:**

- **Compare and synthesize information from fiction and nonfiction books.**
- **Share and communicate information about the various books that are read to them.**
- **Respond to literature with retellings, predictions, and discussions.By t**
- **Gain an appreciation and recognize the poetic pattern of popular nursery rhymes.**
- **Listen and ask questions of peers.**
- **Learn from peers.**
- **Relate chosen literature to various curriculum content being learned in class.**
- **Demonstrate awareness of the genre of fairy tales.**
- **Begin to recognize beginning/middle/end, character and setting.**

- **Begin to recognize authors/illustrators and their roles.**

New Jersey Student Learning Standards (NJSLS-S)

New Jersey Student Learning Standards applicable to Unit 2-Literature Appreciation include:

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.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.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.2.7	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.

MA.2.OA.A	Represent and solve problems involving addition and subtraction.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
VPA.1.1.2.C.3	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
VPA.1.1.2.C.CS3	Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.2.1.2	Organize knowledge so that it is useful.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.3.1	Participate in the social exchange of ideas, both electronically and in person.
AAAA.K-12.4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
AAAA.K-12.4.4.1	Identify own areas of interest.
AAAA.K-12.4.4.3	Recognize how to focus efforts in personal learning.
AAAA.K-12.4.4.4	Interpret new information based on cultural and social context.
AAAA.K-12.4.4.5	Develop personal criteria for gauging how effectively own ideas are expressed.
AAAA.K-12.4.4.6	Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
2-LS4-1.LS4.D.1	There are many different kinds of living things in any area, and they exist in different places on land and in water.

Interdisciplinary Connections

- **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;**
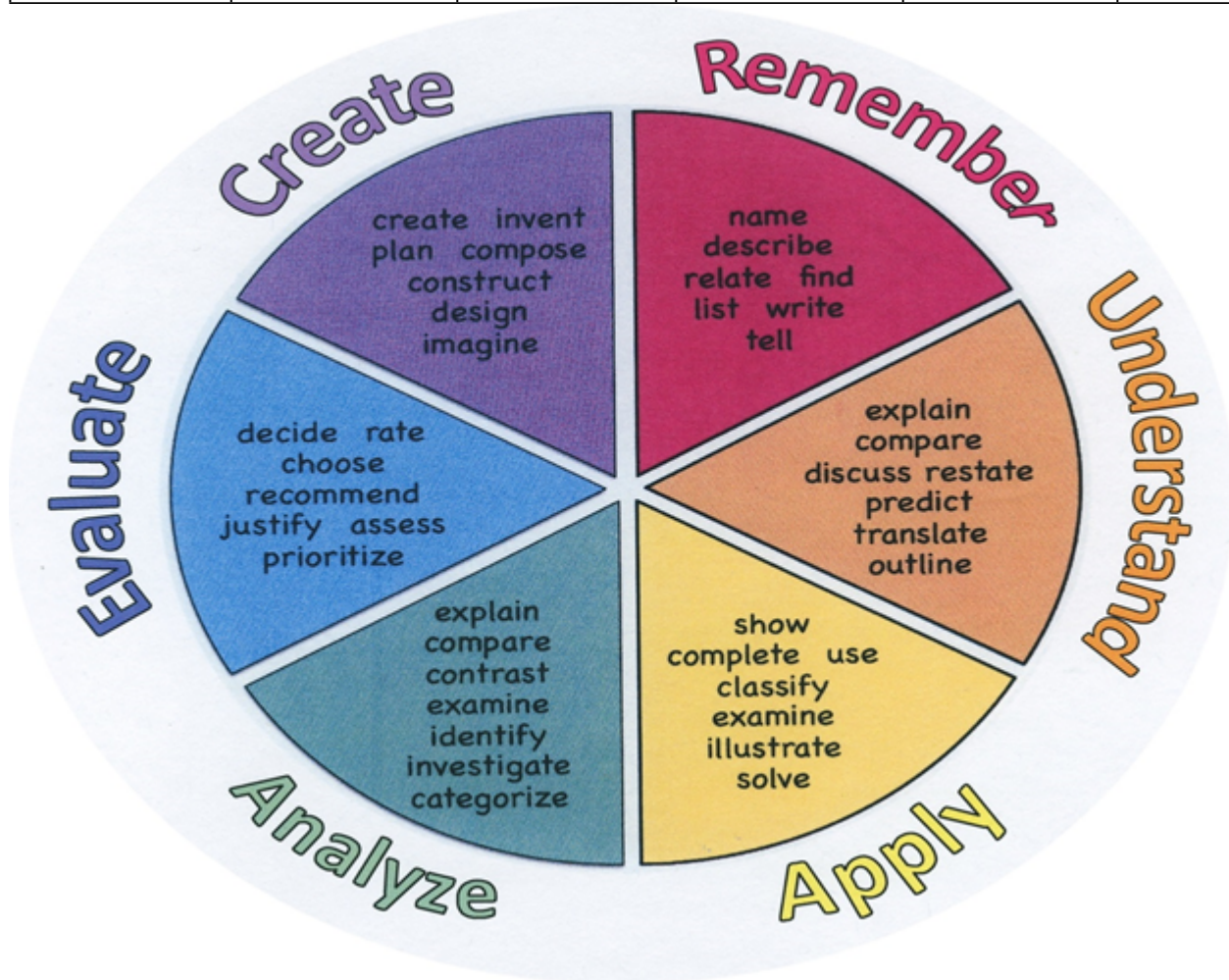- **Visual and Performing Arts**

Learning Objectives

Effective Learning Objectives Used in Lesson Planning:

- **Develop** a feeling of familiarity and enjoyment with the library and literature.
- **Identify** the characteristics of fiction and nonfiction
- **Compare** the effects of an audio visual story with a written story.
- **Differentiate** and **formulate** the difference between various genres.
- **Distinguish** and **detect** books by the same author/illustrator through author/illustrator studies.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize

Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- **Listen to stories with attentive and purposeful listening and viewing skills.**
- **Identify the title, author, illustrator, and publisher.**
- **Identify and classify fiction and nonfiction books using characteristics of each.**
- **Identify the characters, setting, and events of the story.**
- **Identify the characteristics of fairy tales.**
- **Identify the various artistic styles used in creating illustrations for Caldecott Medal winning books.**
- **Recognize books of favorite authors and illustrators and listen to short video clips (Scholastic http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001) of favorite Authors/Illustrators.**

Evidence of Student Learning - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter), will be chosen from the following list:

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources include:

- The Complete Library Skills Grades K-2-McGraw-Hill Children's Publishing.
- LiBEARy Skills (Kindergarten through Grade Three) T.S. Denison and Company, Inc.
- *Stretchy Library Lessons*-**Library Skills**
- *Stretchy Library Lessons*-**Multicultural Activities**
- *Stretchy Library Lessons*-**Research Skills**
- Fairy Tales Grade 1-2 S.S. Learning Materials Limited

- Authors Grades 1-3 The Education Center, Inc.
- Literature Pockets 1-3 Caldecott Winners, Evan Moor
- Literature Pockets K-2 Folktales & Fairy Tales, Evan Moor

Storyline Online - http://www.storylineonline.net/

Scholastic Bookflix Categories- http://bkflix.grolier.com/

- Animals and Nature
- Earth and Sky
- People and Places
- ABC's and 123's
- Family and Community
- Music and Rhyme
- Adventure
- Celebrations
- Imagination

Storyline Online - http://www.storylineonline.net/

Various books from School Library Shelves

American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites) - http://gws.ala.org/category/literature-languages

Youtube-Story books for Children https://www.youtube.com/
Teacher tube - http://www.teachertube.com/

Epic! for Educators - https://www.getepic.com

Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) - http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001

Ancillary Resources

Ancillary Resources used:

Technology Infusion

Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

Utilization of the Smart TV to view the following websites:

- **Scholastic Bookflix - http://bkflix.grolier.com/**
- **Storyline Online - http://www.storylineonline.net/**
- **American Library Association - Great Literature and Languages Websites for Kids - http://gws.ala.org/category/literature-languages**
- **Youtube-Story books for Children https://www.youtube.com/**
- **Teacher tube - http://www.teachertube.com/**
- **Epic! for Educators - https://www.getepic.com**

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen

Wheel contents

Activities

Podcasts   Texts
Digital Stories   Apps
Notebooks   Movies
Surveys   Music
Presentations
Websites
Animations
Paintings

Blog Journal
Diagraming
Bing Search   Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting

Action Verbs

Transform   Recognise
Imagine   Teach   Describe   Identify
Design   Construct   Infer   Retrieve
Rearrange   Match   Locate
Invent   List

Create
Understand
Evaluate   Apply
Analyse

Rate
Opinion
Critique
Collaborate
Assess   Debate
Justify
Prioritise

Survey
Infer   Deduce
Sequence   Differentiate
Contrast   Examine
Outline   Compare

Use   Demo
Teach   Record
Share   Draw
Simulate
Create
Construct

Blogging (activities - orange)
Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging

(blue activities)
Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks

(yellow activities)
Graphing   Voting
Mindmapping   Reading comprehension
Peer Assessment   Judging   Spreadsheets
Surveying   Summarising   Listening
Mapping   Comparing

TED TALKS

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.

21st Century Skills

The 21st Century Skills that will be incorporated into this unit include:

- 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/Interdisciplinary Theme

The 21st Century Themes that will be incorporated into this unit include:

- Civic Literacy

- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness

- Health Literacy

Differentiation

Differentiations for this unit will be chosen from the following:

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

Intervention Strategies

Intervention Strategies employed in this unit will be chosen from the following:

- 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

Special Education Learning

Special Education Learning adaptations that will be employed in Unit 2-Literature Appreciation will be chosen from the following list:

- 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

- multiple test sessions

- multi-sensory presentation

- preferential seating

- preview of content, concepts, and vocabulary

- 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)

English Language Learning adaptations that will be employed in Unit 2 - Literature Appreciation will be chosen from the following list:

- 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

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: