

# Unit 2: Literature Appreciation

Content Area: **Library/Media**  
Course(s): **Library/Media Gr. 2**  
Time Period: **NovDecJan**  
Length: **50 Days**  
Status: **Published**

## **Unit 2: Literature Appreciation**

---

### **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Second Grade Library/Media**

### **Unit 2: Literature Appreciation**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Ms. Colleen Fennelly & Ms. Stephanie Bermudez

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**

---

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 Understandings**

---

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)**

---

The New Jersey Student Learning Standards (NJSLS) used in Unit 2 include:

V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
II.C.1	Engaging in informed conversation and active debate.
II.C.2	Contributing to discussions in which multiple viewpoints on a topic are expressed.
II.D.2	Demonstrating interest in other perspectives during learning activities.
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.

## Interdisciplinary Connections

---

Interdisciplinary Connections in Unit 2 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**

MA.2.OA.A	Represent and solve problems involving addition and subtraction.
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.
SCI.2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
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.

## Learning Objectives

---

Effective Learning Objectives Used in Unit 2 include:

- **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.

## 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.

## **Assessment Evidence - Checking for Understanding (CFU)**

- **Assessment Evidence/Checking for Understanding specifically used in Unit 2 will include:**
  - Fist-to-Five or Thumb-Ometer will be utilized throughout Unit 2 - Literature Appreciation to check for understanding of the story presented.
  - Exit Tickets will occasionally be used to check for understanding of the material presented.
  - Think, Pair, and Share will be used at the conclusion of some lessons to check if the objective for the lesson has been met.
  - Illustration/Learning Center Activities (i.e. Tall Tales Worksheet Booklet) will be used as an assessment.

- 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**

---

**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.
- 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 in Unit 2 include:

- *Stretchy Library Lessons-Library Skills*
- *Stretchy Library Lessons-Multicultural Activities*

- *Stretchy Library Lessons-Research Skills*

## **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>

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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

Ted Talks  
Record Voice Pen



## **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.

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.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.

## **21st Century Skills/Interdisciplinary Themes**

---

21st Century Skills and Interdisciplinary Themes used in Unit 2 include:

- Communication and Collaboration
  - Media Literacy
  - Life and Career Skills
  - Critical Thinking and Problem Solving
- 
- 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**

---

The **21st Century Skills** that will be incorporated into Unit 2 include:

- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global awareness

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

---

- Differentiation methods used in Unit 2 are:

- Students will be provided with visual/auditory presentations during story time and will have varied supplemental materials.
- Students will create a story map organizer
- Students will practice "active listening skills" during the reading of a picture book.
- Students will choose a book or activity
- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual.
- Students will be creating a Tall Tale Project Booklet using online story websites

**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)**

---

The **Special Education Learning** adaptations that will be utilized by the Library Media Specialist in Unit 2 include:

- Provide modifications as dictated in the student's own IEP/504 plan
- Preferential seating will be utilized
- Secure attention of the student before reading a story or giving instructions/directions
- Have students repeat directions to check for understanding
- Multi-sensory presentations will be given (i.e. Tall Tale Stories etc)
- For completing library assignments the students will work with an assigned partner

- 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
- 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)**

---

The **English Language** Learning adaptations



The **English Language** Learning adaptations that will be employed in Unit 2 include:

1. Videos, illustrations, pictures, and drawings will be used to explain or clarify materials. (Spanish version of stories will be utilized when available).
  2. Students will be taught the key aspects and will eliminate the nonessential information when introducing the students to various picture books.
  3. Asking peer tutors (if available) to assist the English Language Learner when they are required to complete a task
- teaching key aspects of a topic. Eliminate nonessential information
  - using videos, illustrations, pictures, and drawings to explain or clarify
  - 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 work presented 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**

---

The Intervention Strategies for the "at risk" students for Unit 2 are listed below:

1. Videos, illustrations, pictures, and drawings will be used to explain or clarify material.
2. Key aspects will be taught and nonessential information will be eliminated
3. Peer tutors (if available) will be provided to assist the "at risk" Learner when they are required to complete a task

- 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 work presented 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)**

---

The **Talented and Gifted** adaptations that will be employed in Unit 2 include:

1. Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can read additional fiction books, explore, and design additional reading sources to extend their learning.
  2. Create a new book jacket for a picture book that we read.
  3. Utilize project-based learning for greater depth of knowledge. Explore other Tall Tale Stories and create a story map.
- 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: