

Unit 2 - Who I am. Who They Are. (How We Read)

Content Area: **World Language**
Course(s): **Sample Course**
Time Period: **NovDec**
Length: **8 weeks/2nd Grade**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Unit 2 - Who I am. Who They Are. (How We Read)

2nd Grade

Belleville Board of Education

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Board Approved: August 24, 2015

Unit Overview

Unit 2 is designed to provide learners of the target language with a foundation in reading and writing that will increase their ability to acquire the language. A study of the target language vowel sounds, and basic decoding, will allow students to easily read most target words correctly. The culture and geography components of Unit 1 continue in this unit with an emphasis on similarities and differences in decoding written language.

NJSLS

World Language Standards

- Interpretive Mode
 - 7.1. NM.A.2- Demonstrate comprehension of simple. oral and written directions, commands, and requests through appropriate physical response.
- Interpersonal Mode
 - 7.1. NM.B.3- Imitate appropriate gestures of simple oral and written directions, commands and requests through appropriate physical response.
 - 7.1. NM.B.5-Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- Presentational Mode
 - 7.1. NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.
 - 7.1. NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

Exit Skills

Students Will Be Able To...

Interpersonal Mode

1. ...say each vowel correctly in the target language when the teacher asks for the name of each vowel.
2. ...ask and answer "What vowel is this?" in the target language.

Interpretive Mode

1. ...write down any vowel that the teacher says in the target language.
2. ...point to any vowel that the teacher says in the target language.
3. ...answer 4 simple questions based on a short text in the target language.

Presentational Mode

1. ...read short target words and phrases requiring the student to blend simple consonants and vowels.

Enduring Understanding

- Knowing the sounds of the vowels in the target language helps me begin to read fluently in the language.
- I should never move my mouth when I produce a single vowel sound in the target language.
- Not all consonants produce the same sound in the target language as they do in English.

Essential Questions

- What makes vowels in the target language simpler than English vowels?

- How are consonants and vowels blended in the target language to form words?
- How else is my life the same as the life of a child living in the country or countries where the target language is spoken?
- How else is my life different than the life of a child living in the country or countries where the target language is spoken?
- How is reading the target language text the same or different than reading English text?

Learning Objectives

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interdisciplinary Connections

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
- 8.1.2. A.4 Create a document with text using a word processing program.
- 8.1. P.C.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”

Social Studies Standard(s)

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected

Common Core Standards (ELA)

- [CCSS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [CCSS.ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [CCSS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [CCSS.ELA-Literacy.RI.K.10](#) Actively engage in group reading activities with purpose and understanding.
- [CCSS.ELA-Literacy.RF.K.2a](#) Recognize and produce rhyming words.
- [CCSS.ELA-Literacy.RF.K.2b](#) Count, pronounce, blend, and segment syllables in spoken words.
- [CCSS.ELA-Literacy.RF.K.2c](#) Blend and segment onsets and rimes of single-syllable spoken words.

- [CCSS.ELA-Literacy.RF.K.2d](#) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- [CCSS.ELA-Literacy.RF.K.3a](#) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- [CCSS.ELA-Literacy.RF.K.4](#) Read emergent-reader texts with purpose and understanding.

TEC.K-2.8.1.2.A.4

Create a document with text using a word processing program.

CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

Technology Infusion

- Video (DVD, Youtube, educational websites with videos)
- multimedia presentation
- SmartBoard
- Audio cassettes/CDs
- Students will participate in various activities that will support the technology standards listed above. Activities include manipulation of SmartBOARD, collaboration in internet searches, aid teacher in the use of power point, and use video projection to present their work.

Differentiation

Native Speakers

- These students can be a resource for the class discussion. They can share about their families' cultural background and practices.
- They can also help the teacher model the greetings.
- These students can help the teacher model the dialogue in the target language.
- They can help the teacher model the target vocabulary and coach their peers.

Special Education

- Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading.

Special Education

- 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

ELL

- 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

Intervention Strategies

- 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- 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

Student Portfolio

ReadingA-Z.com

Ancillary Resources

Blank maps

Vocabulary handouts

Alphabet worksheets

Magnetic letters

Flash cards

Whiteboard

Crossword puzzles

Number searches

Calendars

Color worksheets

Classroom objects

Picture cards

Songs

Vocabulary charts and walls

Manipulatives

Posters

Story telling

Sample Lesson

Please refer to Unit 1 for Sample Lesson.