

Unit 2: Animal Discoveries

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **8 weeks**
Length: **8 Weeks**
Status: **Published**

Unit Overview

All units in Wonders contain word work sections, Exclude all word work sections in each unit including spelling and phonics. All phonics and spelling units should be taught through Foundations. All foundation units can be accessed through the grade 2 ELA curriculum.

Lessons in Unit 2 will include:

- Building Background
- Vocabulary
- Comprehension
- Fluency
- Independent Reading
- Writing
- Grammar
- Research and Inquiry
- Unit Assessment
- Fluency Assessment

Transfer

- Apply various comprehension strategies to connect and make meaning with text.
- Cite evidence from the text to support meaning.
- Transfer vocabulary acquisition and usage across content.
- Grammar, Spelling and vocabulary skills applied in all writing across the curriculum.
- Write to express ideas.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand

- how applied grammar skills help express ideas in informative writing
- how to organize ideas and details to express an idea
- key details in a text, story elements, and problem and solution.
- the purpose and meaning of prefixes, suffixes, and multiple-meaning words
- English Language conventions of nouns

Essential Questions

Students will keep considering...

How do animals play a part in the world around us?

- **Week 1: How do animals survive?**
- **Week 2: What can animals in stories teach us?**
- **Week 3: What are features of different animal habitats?**
- **Week 4: How are offspring like their parents?**
- **Week 5: What do we love about animals?**

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

- story elements

- topics, main ideas and key details
- prefixes, suffixes, multiple-meaning words
- singular, plural and possessive nouns
- sequence words

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

Comprehension Skills:

- identifying main ideas and key details strategies

Vocabulary Skills:

- expanding vocabulary

Conventions:

- identifying and writing nouns

Writing:

- writing to inform using key details and sequence words with support

Academic Vocabulary

Academic Language:

Week 1

prediction, confirm, revise, plot,

adapt, climate, context clues, character, setting,

descriptive details, comma, noun, series,

plural, illustration, key detail, phrasing, title,

realistic fiction, dialogue, quotation marks,

prefix, suffix, root word, draft, revise,
present, past, future

Week 2

lessons, stories, fable, predictions,
confirm, revise, character, ideas,
supporting details, plot, problem, solution,
illustrations, setting, events,
beginning, middle, end,
suffix, root word, singular noun,
plural noun, revise, conference,
rearrange, reflect

Week 3

predictions, confirm,
revise, make predictions, context clues,
sequence words, common noun,
proper noun, main topic,
key details, illustrations, prefix, suffix,
root word, narrative nonfiction, headings,
bold print, compare and contrast, revise, edit,
conference, common noun, proper noun,
collective noun, abbreviation, text, present,
past, analyze, share, reflect, reread, retell

Week 4

informational text, reread,

context, context clues, linking words, story ideas,
abbreviations, main topic,
key details, expository text, diagram, labels,
multiple-meaning words, word choice,
conference, linking words, nouns, singular nouns,
plural nouns

Week 5

express, organize, poem, poet, solution,
reread, retell, rhyme, rhyming,
rhythm, word choice, noun,
possessive, apostrophe,
form, ending, key details, compound word,
phrasing, punctuation, multiple-meaning words,
context clues, root word, compare, evidence,
present, past, future, singular, plural

Learning Goal

Students will understand how to make predictions, figurative language, recognize the plot, and key details through various genres.

Students will understand how to write a how-to and/or explanatory essay.

Week 1 Targets

Students will make predictions, figurative language, recognize the plot, and key details through realistic fiction.

Students will develop vocabulary through context clues and prefixes.

Students will understand what is a noun.

Students will apply descriptive details in writing.

Week 2 Targets

Students will make, confirm, and revise predictions, and recognize plot and theme through a fable.

Students will develop vocabulary through context clues and suffixes.

Students will recognize and use singular and plural nouns.

Students will include supporting details to explain ideas in writing.

Week 3 Targets

Students will make predictions, and recognize and locate main topic and key details through a narrative nonfiction.

Students will develop vocabulary through suffixes.

Students will recognize and use different kinds of nouns and correct capitalization.

Students will apply sequencing to organize ideas in writing.

Week 4 Targets

Students will apply reread strategy to recognize and locate main topic and key details through expository text.

Students will develop vocabulary through context clues and multiple meaning words.

Students will understand how to use singular and plural nouns.

Students will use linking words to show how ideas are related in writing.

Week 5 Targets

Students will recognize rhyme, rhythm, and key details through poetry.

Students will develop vocabulary through context clues and multiple-meaning words.

Students will use possessive nouns and plural possessive nouns.

Students will use precise word choice in writing.

Comprehension Strategy

SWBAT:

Week 1: Make Predictions

- Make predictions about stories and read on to confirm or revise predictions.

Week 2 & 3: Reread

- Reread difficult sections to increase understanding.

Week 4: Summarize

- Reread sections and cite text evidence.

Week 5: Reread

- Reread to recognize the characteristics of rhyming poetry.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

| | |
|-------------|---|
| LA.RF.2.4.A | Read grade-level text with purpose and understanding. |
| 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.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. |

Comprehension Skills

SWBAT:

Weeks 1 & 2: Make Predictions

- Make predictions about stories and read no to confirm or revise predictions.
- Use text evidence to make, confirm, and revise predictions

Weeks 3 & 4 : Main Topic and Key details

- Summarize about a passage including the main topic and key details.

Week 5: Key Details

- Ask and answer questions in order to summarize a passage.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

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| 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.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. |

Genre

SWBAT:

Week 1: Realistic Fiction

- Recognize the features of realistic fiction.

Week 2: Fable

- Recognize the features of a fable.

Week 3: Narrative Nonfiction

- Recognize the features of narrative nonfiction.

Week 4: Expository Text

- Recognize the features of expository text

Week 5: Poetry

- Identify rhythm in poems.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

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| 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.2.7 | Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify 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.2.4 | 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.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

Vocabulary Strategies

SWBAT:

Week 1: Prefix

Week 2 & 3: Suffixes

Week 4 & 5: Multiple-Meaning Words

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

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| 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.2.4.A | Use sentence-level context as a clue to the meaning of a word or phrase. |
| LA.L.2.4.B | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). |
| LA.L.2.4.E | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |

Writing Traits

SWBAT:

Week 1: Ideas

- Analyze models to understand descriptive details
- Identify descriptive details in realistic fiction stories
- Write about a topic using descriptive details

Week 2: Ideas

- Understand that good writers use supporting details to explain their ideas.
- Identify details in mentor texts that support an idea
- Write about a topic using supporting details

Week 3: Organization

- Analyze models to understand how good writers put their ideas and details in order.
- Identify sequence words in a mentor text.
- Write about a topic using sequence words to show order of events.

Week 4: Word Choice

- Analyze models to understand good writers use their linking words to show how ideas are related.
- Identify linking words in mentor texts.
- Write about a topic using linking words to show how ideas are related.

Week 5: Word Choice

- Understand that writers use precise words to help readers picture and understand their topic.
- Analyze models to understand precise words
- Write about a topic and use precise words to help readers picture and understand their topic.

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| 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.2.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.W.2.2 | Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, 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.W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. |

Grammar

SWBAT:

Week 1: Nouns

- Identify nouns in sentences

Week 2: Singular and Plural Nouns

- Identify nouns and determine whether they are singular or plural

Week 3: Kinds of Nouns

- Understand that common nouns identify people, places, and things and that proper nouns identify particular people, places, things.
- Understand that proper nouns begin with capital letters.
- Identify common and proper nouns in sentences

Week 4: Plural Nouns

- Understand that singular nouns name one person, place or thing and that plural nouns name more than one person, place, or thing.
- Identify singular and plural nouns
- Form plural irregular nouns from singular nouns

Week 5: Possessive Nouns

- Understand that a possessive noun shows who or what owns something.
- Identify possessive nouns and explain who or what possesses them.

- Form possessive nouns when prompted.

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| LA.L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.2.1.B | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |
| LA.L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.2.2.A | Capitalize holidays, product names, and geographic names. |
| LA.L.2.2.C | Use an apostrophe to form contractions and frequently occurring possessives. |

Genre Writing: Informational Text

Explanatory Essay **OR** How-To-Text

SWBAT:

Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Use the writing process to develop writing development.

Recall information from experiences or gather information from provided sources to answer a question.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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| LA.W.2.2 | Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. |
| LA.W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. |
| LA.W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| LA.W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |

Research & Inquiry

SWBAT: Gather Information from Multiple Sources

- Set research goals
- Select appropriate sources
- Identify and evaluate print and digital sources for relevance and reliability.

- Record information and take notes from sources
- Synthesize and present information

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| LA.W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| LA.W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| 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.2.5 | Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |

Formative Assessment and Performance Opportunities

- collaborative conversations
- Conferencing
- Exact Path
- monitoring
- Questions and Answering
- Running Records / Fluency Checks
- self-evaluation
- Wonders Weekly Assessment

Summative Assessment

- Link-It Assessment
- Research and Inquiry Project
- Unit 2 Wonders Assessment

21st Century Life and Careers

Select all applicable standards from the Standards tab.

| | |
|------------------|---|
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| 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.2 | Create a document using a word processing application. |
| TECH.8.1.2.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |

Accommodations/Modifications

Accommodations

- Small Group Instruction to Preview/Review Content
- Repeated Reading of Text
- Exposure to Text (Not Cold Read)
- Slow Pacing of Instruction
- Vocabulary/Content Resource Sheet
- Visual and Digital Display as Well as Explanation of Domain Specific and Academic Vocabulary
- Use of Highlighting Tape to Draw Attention to Key Words and Phrases
- Provide Graphic Organizer/Post it Notes During Close Reading/Highlighters
- Print Text so Students can Write/Highlight Directly on Text
- Extra Time for Assessments
- Read Questions to Students Aloud
- Provide Divider for Focus
- Provide Reading Tracker
- Provide Phonics Linked Alphabet (Foundations Strip)
- Provide Reading Phone
- Scoop Fluency Passages
- Have Student Provide a Retelling

For Grammar/Writing

- Sentence Strips
- Provide Sentence Starters
- Provide List of Transition words, sight words, and commonly misspelled words
- Provide examples of grammatical concept
- Larger grid writing paper
- Graphic organizers for paragraph/essay structure

Modifications

- Interactive Text
- Utilize Approaching Level Assessments
- Provide at Home Access to Classroom Resources
- Use eAssessment Tool to Eliminate Multiple Choice Answers
- Read Story to Students Aloud or Allow Students to Utilize Wonders Website to Read
- Provide Simpler Vocabulary Words for Unit (See Approaching Level Vocabulary Words)
- Change Reading Level for Individual Students Within ConnectEd
- ELL: Place Picture Cues Near Unknown Words

For Grammar/Writing

- Fill in the Blank or Multiple Choice Grammar Questions
- Provide Definitions of Grammatical Concept
- Submit Answers in Outline Form Rather than Sentence/Paragraph Form
- Allow Students to Type Answers Rather than Write Answers
- Slant Board

- Raised Line Paper

ELL Modifications: Utilize Wonders English Learner Workspace

Application of SIOP teaching strategies put in place including a slower pace of verbal instruction, various representations of directions, repetition of difficult content sentences and vocabulary, visual and digital display as well as explanation of domain specific and academic vocabulary. Verbal communication of not only concept but also language goals. Written and verbal examples given of these goals. Concepts evaluated for age level as well as cultural appropriateness based on the student's background

- interactive activities
- interactive texts
- on line leveled readers
- small group instruction
- workstation cards
- writer's workshops

Interdisciplinary Connections

Science: Unit 1: Plant and Animal Survival

Wonders Unit 2 - Weeks 1 & 3

Connections - Animal Habitats - Adaptation - Diversity of Life

- *A Visit to the Desert*: Desert Habitat and Adaptations

- *Sled Dogs Run*: Arctic Habitat Life

- *A Prairie Guard Dog*: Grasslands Habitat; Animal Survival and Cooperation; Predators/Prey; Animal Homes

- *Turtle, Turtle! Watch Out*: Survival; Predators/Prey

Wonders Unit 2 Week 4

Connections - Animal Adaptations - Diversity of Life - Life Cycle

Wonders Unit 2 (Wrap Up)

- Discuss and compare the animal habitats and diversity embedded within all stories

Social Studies

- Wonders Unit 2.1 - Landforms including: Desert landscapes, Snow-scapes
- Wonders Unit 2.2 - Cultural Diversity: Common Story, Different cultural adaptations of a similar story
 - * Discuss cultural diversity depicted through story illustrations (i.e. kimonos in *Wolf! Wolf!*)

| | |
|----------------|---|
| SCI.2-LS4-1 | Make observations of plants and animals to compare the diversity of life in different habitats. |
| SOC.6.1.4.A.14 | Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. |
| SOC.6.1.4.B.4 | Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. |

Unit Resources

- Interactive Read-Aloud Cards
- Leveled Readers
- Literature Anthology
- Reading/Writing Workshop Text
- Retelling Cards
- Teacher Edition
- Vocabulary Photo Cards
- Workstation Activity Cards
- Writer's Workspace
- Your Turn Practice Books