Sept. Gr. 2: Unit 4: Fantasy

Content Area: **English**
Course(s):
Time Period: **September**
Length: **Year long**
Status: **Published**

Unit Overview

Students will study characters and fantasy.

Enduring Understandings

Fantasy is a diverse genre, and character development by authors make the stories come alive.

Essential Questions

How do we learn about a person's character?

Appreciation:

• Why do people read? • What do people read? • What are the benefits of reading? • How does reading affect your life?

Reading Strategies:

• How do readers prepare for reading? • What are readers thinking about as they read? • What can a reader do when they don't understand? • What impact does fluency have on comprehension? • Why are strategies important?

Responses to Literature:

• How does reading influence us?• Why do we need to evaluate what we read? Readers develop a deeper understanding through reflection of text. • How do readers reflect and respond? • What connections do readers make? • How might being able to recognize literary features help in appreciating and interpreting literature?

Vocabulary:

• What is the purpose of communication? • Where do words or phrases come from? • How does word choice affect meaning?

Research:

• How is information organized? • Why is information organized in different ways? New information may result in a new idea or a change of stance. • Why do we ask questions?

Effective communication

• How does the audience influence the format of your writing? • How does the purpose influence the format of your writing? Writing Process Writers have a purpose for writing. • Why do we write? • How is your style of writing influenced by purpose? • What is the importance of sharing? Writing is a multi-stage process. • How do we approach writing? • How does each step in the process impact your writing? Writing is a reflective process. • How do we evaluate writing? • How can we use evaluation and reflection to improve our writing? Grammar & Mechanics Written communication and proper grammar mechanics promote fluency of communication. • What is the purpose of applying grammar and mechanics skills?

Spelling:

• Why is it important to use correct spelling? • How can usage of spelling rules and patterns improve written communication? • What are the benefits of using resources to improve your spelling? Handwriting Legibility improves communication. • What role does handwriting play in communication?

Listening: Listening skills are critical for learning and communicating.

• How do you listen? • What impact does listening have? Speaking People communicate through speaking. • How do you speak effectively? • In what ways are ideas communicated orally? Viewing Visual materials enhance understanding. • How do the visual materials send messages? • How do visuals impact our thoughts and actions? • How does one analyze and evaluate visual materials

Instructional Strategies & Learning Activities

Shared Reading	Guided Reading	Phonics work/word study
□ Define the term characters and setting. □ Discuss characters. Examine character traits (inside/outside) and their point of view when telling a story in first person. □ Read tall tales and learn the distinct characteristics of this type of tale. □ Compare and contrast an original fairy tale with one that has been	R.F.2.3,R.F.2.4,R.F.2.4 □ Research the life of a real person □ Read informational texts to answer the questions who, what, when, why, and how. □ Read chapter books in the fantasy genre, paying attention to the varied voices	See Fundations curriculum

re-written in a different setting and from different points of view. □ Read multiple perspectives on a different factual topic. □ Read informational texts to answer the questions who, what, when, why, and how.	• of the characters. □ Determine the author's purpose of a text: entertain or educate/inform □ Continue to self select books that are on student's independent reading level □ Utilize the Guided Reading Checklist and teach to target skills each student needs to gain.	

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Describe the feelings and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4
2	Describe the structure of a story, including a description of the introduction and closing action.	RL.2.5
3	Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.	RL.2.7
4	Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors.	RL.2.9
5	Show comprehension of an event found in an informational text by asking and answering questions about key details such as *who, what, where, when, why* and *how.*	RI.2.1
6	Determine the focus of specific paragraphs within informational text along with the main topic of a text that includes what the author wants to answer, explain, or describe.	RI.2.2; RI.2.6
7	Using informational texts, describe connections between scientific ideas or concepts.	RI.2.3
8	Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject.	RI.2.4; RI.2.5
9	Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.	RI.2.7
10	Describe how reasons support specific points the author makes in a text.	RI.2.8

11	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9
12	Apply vowel pattern pronunciation generalizations to correctly read words with vowel digraphs, vowel diphthongs, and r-controlled vowels.	RF.2.3.b
13	Decode words with common prefixes (e.g., *un-, dis-, re-,* **pre-, mis**) and suffixes (e.g., -ful, -less, -er).	RF.2.3.d
14	Identify grade-appropriate commonly and irregularly spelled words (e.g., *bread, love, would, could, their, there, none, both*).	RF.2.3.e
15	Read grade-appropriate irregularly spelled words.	RF.2.3.f
16	Read grade-level text with purpose and understanding.	RF.2.4.a
17	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4.b
18	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4.c
19	Apply the writing process to develop an informative/explanatory composition that introduces the topic, provides researched facts and definitions to develop specific points, and includes a closing sentence.	W.2.2
20	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences as well as check and correct spellings by using beginning dictionaries or other reference materials.	W.2.5; L.2.1.f; L.2.2.e
21	With guidance and support, work with a group of peers to produce and publish a piece using digital tools (e.g., a wiki).	W.2.6
22	Compose a response to a question based on recalled experiences or information gathered from provided sources.	W.2.8

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

Students will interact with Smartboard, Ipads, Chromebooks and document camera.

Individuals use computing devices to perform a variety of tasks accurately and quickly.
Computing devices interpret and follow the instructions they are given literally.

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Interdisciplinary Connections

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.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.3.4.CS6	Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Challenges and extentions will be provided to students as needed. Supporting and rermedial services will be provided.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations as required.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA and Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Writing on Demand (one a month)

Reading on Demand (one a month)

Guided Reading Checklists

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Writing on Demand (one a month)

Reading on Demand (one a month)

Guided Reading Checklists

Instructional Materials

Additional Optional Resources:

o *Rigby Series of Leveled Readers*

o *The Magic Tree House Series* (Mary Pope Osborne)

o *Horrible Harry Series of Books (*Suzy Kline)

o *Scott Foresman Science Leveled Readers* (non-fiction)

 Poems

o "Harriet Tubman" (Eloise Greenfield) (Read Aloud)

o "Lincoln" (Nancy Byrd Turner) (Read Aloud)

o "Merry-Go-Round" (Langston Hughes) (Read Aloud)

o "Rosa" (Rita Dove) (Read Aloud)

o "Words Like Freedom" (Langston Hughes)

Informational Texts

Nonfiction Books

 Lincoln: A Photobiography (1809-1865) (Russell Freedman) (E) (Read Aloud)

 Martin Luther King, Jr. and the March on Washington (1963) (Frances E. Ruffin and Stephen Marchesi)

 Martin's Big Words: The Life of Dr. Martin Luther King, Jr. (1963) (Doreen Rappaport and Bryan Collier) Book Room

How to Babysit a Grandpa by Jean Reagan

Standards

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.
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.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.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
LA.L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.