Nov. Dec. Library Gr. 2

Content Area: **Library**
Course(s):
Time Period: **November**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students are introduced to the joy of chapter books.

Enduring Understandings

Chapter Books are books that require you to see pictures in your mind.

Essential Questions

How do we read and enjoy chapter books most fully?

Instructional Strategies & Learning Activities

Chapter books
Tales of a 4th grade nothing
chapters 3 and 4
read and review and discuss

chapter book
book - Tales of a 4th grade nothing
chapter 5
activity - recall the story and draw a picture of what happened

Chapter book
Tales of a 4th grade Nothing
Chapter 6
read and discuss
Thanksgiving Bingo

beginning alphabetizing
activity - alphabetize 6 words
book - Tales of a 4th grade Nothing
read and discuss chapter 8

chapter book
finish read aloud
Tales of a fourth grade nothing
chapters 9 and 10
activity -reflect and write one or two sentences about the ending

Holiday STEM activity
book - Red and Lulu
activity - make a cardinal out of three supplies - red paper, tape and a straw
activity - fly your cardinal to Times Square or the Rockefeller Center Tree
discuss - pros and cons of what makes your bird more aerodynamic

book - The Christmas Eve Tree
and The Santa Trap
Holiday edition of Would You Rather

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.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.

Technology and Design Integration

Students will interact with the lesson on the Smartboard

ED	Engineering Design
	Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
8.2.2.ED.4	Identify constraints and their role in the engineering design process.

Interdisciplinary Connections

Students will use the design process during the STEM activity to design a flying cardinal.

Differentiation

- 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:

Book selection based on interests and reading level skills.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assesments

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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
Additional Benchmarks used in this unit:

Teacher will review list of book choices.

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:

Discussion

Teacher Observations

worksheets

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:

Teacher developed assessments

Instructional Materials

Libary selections

STEM worksheets and cardinal construction materials.

Target boxes.

Standards

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.2.3	Describe how characters in a story respond to major events and challenges using key details.
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.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RL.2.8	(Not applicable to literature)