Jan. Feb. Library Gr. 2

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

Unit Overview

Students will learn about the Caldecott awards and meet the entries so as to predict the winner.

Enduring Understandings

Great books are rewarded the Caldecott and these winners are great reading choices.

Essential Questions

What is taken into consideration when rewarding the Caldecott award?

Instructional Strategies & Learning Activities

lesson - Caldecott Award
what makes a book a Caldecott winner
examples of winners of the Caldecott Award
read a book - each class will be a different one
explain The Mock Caldecott voting we will be doing over the next 4 weeks to see if we can guess which book will win the Caldecott Award

Caldecott Medal
Mock Caldecott Award
look at and evaluate three of the best books
books - Read and evaluate 3 of the best books from the year

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Mock Caldecott Award
look at and evaluate three of the best books
books - read and evaluate three of the best books from the year

Mock Caldecott
look at and evaluate three of the best books
books -read and evaluate three of the best books from the year

Caldecott Medal
Mock Caldecott Award
look at and evaluate three of the best books from 2018
books - Dreamers
Everything you need for a treehouse
Alma and how she got her name
Blue

Caldecott Medal
Mock Caldecott Award
look at and evaluate three of the best books
Books - Blue
Stuff of Stars
A big mooncake for little star
VOTE!

Natl Poetry Month wrap up
book - Spot the Plot - book of poetry riddles
learn about acrostic poems
video
create acrostic poem about the library
brainstorm and write

Integration of Career Readiness, Life Literacies and Key Skills

Students will discuss and vote together on the books that are up for the Caldecott award.

Students will learn about the career of professional authors.

9.1.2.CAP	Career Awareness and Planning
9.4.2.CI	Creativity and Innovation
	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.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).

Technology and Design Integration

Students will inteact with the lesson through the Smartboard.

Interdisciplinary Connections

The variety of texts reviewed have many social studies and science connections.

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:

Students will be offered book choices 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 plans will be accommodated.

Benchmark Assesments

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 records 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:

Teacher observations

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 made assessments.

Instructional Materials

See Instructional materials listed above.

Standards

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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.