Jan. Amis. Gr.2: Winter Writing Projects

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

Unit Overview

This unit was created to supplement the Fundamentals Writing Program with projects that diversify the students' writing experience and complement the season in which they are written. The projects will help students understand the writing process for different types of prose. The books in the study will help students read closely, think about the seasonal aspects of the theme and expand their writing repertoire. The texts span multiple genres, styles, structures, and themes. The topics will allow students to connect to seasons, holidays and themselves as they grow and explore their writing abilities.

Enduring Understandings

Personal narratives, posters, letters and poems are a form of writing that allows the writer to tell stories from thier own lives and express a point of view. They help the writer tell the readers about who they are and what they know and feel.

Essential Questions

How do authors' tell their stories through personal narratives, poetry, letters and poems and what process and techniques do they use to create successful narrative writing?

Instructional Strategies & Learning Activities

Winter Acrostic Poem
The Winter Acrostic Poem introduces the concept and technique of drafting an acrostic poem to the class. Uses "Fall" as a preview to the instruction.

Rationale: Students will share information about their favorite aspects of the season using adjectives and seasonal words. The poem allows students to explore their feelings and express them in a way that will enhance their writing in the personal narrative that is a part of the school's writing program.

Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2,
SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

How To Build A Snowpal
The How To Build A Snowpal project uses a graphic organizer to allow the student to convey story sequencing as it applies to

building a snowman. Uses "The Biggest, Best Snowman Ever!" as an introduction to the project.

Rationale: Students will share information about a common experience to practice sequencing in writing. This will inform their work on their personal narratives relative to the school's writing program.

Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2,
SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Holiday Traditions

The Holiday Traditions project uses writing prompts to allow the student to convey information about their families celebrate the winter holidays. Uses various books about Hannukah, Christmas, Kwaanza to give the students information about traditions other than their own and to inform their future writing and global outlook.

Rationale: Students will share information about themselves as a way of sharing information about their lives. This will inform their work on their personal narrative relative to the school's writing program.

Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2,
SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

New Year's Resolutions

The New Year's Resolutions project introduces the concept of a New Year's resolution and goal setting. It uses a graphic organizer to help the students focus on goals for home, school and themselves. This will complement the school's writing program which focuses on experience writing in the form of a personal narrative.

Rationale: Students will share information about their goals for the new year as a way to explore their experiences and self-reflection in writing.

Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2,
SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

I Have A Dream

The I Have A Dream project uses writing prompts to allow the student to convey their dreams for the future after learning about Martin Luther King Jr.'s dream for our country. Uses "Martin's Big Words" as an introduction to the project.

Rationale: Students will share information about what they would like to see for our country and their future. This will inform their work on their personal narrative relative to the school's writing program.

Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2,
SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Groundhog Has A Say!

Groundhog Has A Say! reinforces the lessons the students learned about expressing a character's point of view in writing. Uses "Groundhog Has A Say!" as a preview to instruction.

Rationale: Students will an essay expressing the groundhog's feelings as he emerges from his burrow on Groundhog's Day. The exercise allows them to express an opinion from another point of view and to practice with they learned about using quotation marks as a part of the school's writing program.

Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2,
SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about the career of Martin Luther King.

9.1.2.CAP	Career Awareness and Planning
9.4.2.CI	Creativity and Innovation
	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).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
CRP.K-12.CRP6	Demonstrate creativity and innovation.

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.

Interdisciplinary Connections

Through the mentor texts, and personal choice text, students will make interdisciplinary connections during the writing process.

SCI.K-2.5.4.2.F.1	Observe and document daily weather conditions and discuss how the weather influences your activities for the day.
SCI.K-2.5.4.2.F.a	Current weather conditions include air movement, clouds, and precipitation. Weather conditions affect our daily lives.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group 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.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.

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:

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate.

Leveled classroom library for research.

Modifications & Accommodations

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

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 modifications will be followed

RTI support in writing

conferencing,

re-teaching mini-lessons

extended writing time/opportunities

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:

Discussion

Teacher conferences

worksheets

Anecdotal records

Student drafts

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:

Student Self-Reflection
uses a self-reflection questionnaire.
Rationale: Students are more engaged learners when they are actively involved in the evaluation process. Teaching students to reflect on their own growth as writers and the effectiveness of the strategies they use will help them set goals for their future as independent writers.

Final writing pieces

Teacher made assessments

Instructional Materials

Mentor texts as listed above

Leveled texts to be used as additional resources to differentiate instruction

leveled resources for research into topics of interest

Links and videos (Schoolwide and teacher chosen)

Smartboard applications

document camera

Standards

LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, 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.2.7	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.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).