Unit 3

Content Area: **Language Arts**
Course(s): **E/LA 2**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- What makes books funny? (Text Set: Humorous Characters)
- How does an author or illustrator make decisions to interest readers? (Text Set:Helen Lester: Learning a Lesson)
- Why is it important to face challenges? (Text Set: Facing Challenges)
- Why is determination important? (Text Set: The Importance of Determination)

Big Ideas

Text Sets:

- Humorous Characters
- Helen Lester: Learning a Lesson
- Facing Challenges
- The Importance of Determination

Mini Lessons:

- LA U19- Studying Trickster Tales
- LA U21- Thinking About Where Stories Take Place
- WAR U4- Writing About Fiction Books in a Reader's Notebook (RML1-RML4)
- LA U11- Noticing Text Resources
- LA U3- Studying Authors and Illustrators
- SAS U3- Maintaining Fluency
- LA U24- Understanding Character Traits
- WAR U4- Writing About Fiction Books in a Reader's Notebook (RML5, RML6)

Core Writing: Opinion

- Opinion Paragraph
- Response Essay process piece
- Fictional Narrative Paragraph
- Descriptive Paragraph
- Fictional Story: shared published piece

Core Reading/ Anchor Texts:

Tacky the Penguin, Three Cheers for Tacky, Edward the Emu, Edwina the Emu, Miss Nelson is Missing!, Miss Nelson Is Back, Hooway for Wodney Wat, Listen Buddy, All for Me and None for All, Princess Penelope's Parrot, Author: A True Story, Courage, Roller Coaster, Mirette on the Highwire, Suki's Kimono,

Abuela’s Weave, Earrings!, Brontorina, Brave Irene, Tia Isa Wants a Car, Galimoto

Cross-Curricular Integration

Integration Area: Health/Science

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2-PS1-3 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water]

Activity:

After reading Brave Irene, discuss perseverance. Give each student an ice cube with a penny frozen inside. Students have to be the first person to get the penny out of the ice cube without putting it in their mouth or hitting it with another object. After the experiment, discuss the following questions:

-How does melting the ice cube compare to reaching your goals?

-Did you feel like quitting? Why do some people quit before reaching their goals?

-Could you have gotten the penny quicker had you broken the rules? Would you feel as good about winning if you didn't follow the rules?

-How do hard work and perseverance help you achieve your goals?

Diversity Integration

Black History Month

Guided reading lessons using biographies to learn about important African American figures.

Disabilities

Why is it important to face challenges?

Just Ask, Sonia Sotomayor

CSDT Technology Integration

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data, including climate change data, in various visual formats.

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

Activity:

Students will use different applications on Classlink to practice typing and using the proper keys on their keyboards. Students will also explore using speech to text features as well as apps that read to you to explore different tools on the computer.

Enduring Understandings

Anchor Standards
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of text.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Literature

RL.2.3 [M] Describe how characters in a story respond to major events and challenges using key details.

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.

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.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Foundational Skills

RF.2.3b Know spelling-sound correspondences for common vowel teams.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4a Read grade-level text with purpose and understanding.

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

Language

L.2.1f 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)

L.2.2b Use commas in greetings and closings of letters.

L.2.2d Generalize learned spelling patterns when writing words (e.g., cage à badge; boy **à** boil.)

L.2.3a Compare formal and informal uses of English.

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell.)

L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional.)

L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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.)

Speaking and Listening

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.

SL.2.1a Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

W.2.1 [M] 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.

W.2.5 [M] With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

Resources

Fountas and Pinnell Classroom

- Guided Reading Grade 2
- Interactive Read Along Grade 2
- Reading Mini-Lessons Grade 2
- Word Study Grade 2