

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 2– Module 2: Look Around and Explore

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

When children hear the word explore, they may think about traveling great distances to faraway lands. However, children do not have to go far to explore. Stepping outside to observe the plants and animals in nature can provide opportunities for exploration. Exploration can also take place inside a good book!

In this module, children will listen to and read texts that inspire them to look at the details in the world around them to learn new things.

Essential Question: How does exploring help us understand the world around us?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

L.VL.2.2. 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.

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RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 2 Week 1: Many Kinds of Matter	<p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p> <p>RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</p> <p>L.VL.2.2. 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.</p> <p>RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about various kinds of matter by understanding the different states of matter, as they read ● Identify features of informational text. ● Identify and discuss the author's purpose for writing. ● Identify features of informational text. ● Make inferences using evidence from the text. ● Use context to determine the meaning of unfamiliar words. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz: <ul style="list-style-type: none"> ○ Many Kinds of Matter ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Author's Purpose; Content-Area Words 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myeBook: What's the Matter? ○ Read Aloud: The Important Book ○ MyeBook: Many Kinds of Matter <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft Essential Session ○ HMH Anchor Charts ○ HMH Reading Graphic Organizers ○ Teaching Pal Book ○ Instructional Cards Kit ○ Knowledge Maps ○ BookStix ○ Know It, Show It Books ○ Articulation Videos <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading

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		<ul style="list-style-type: none"> ○ Generative Vocabulary: Suffixes –er, –est ○ Vocabulary Strategy: Synonyms 	
Module 2 Week 1: Many Kinds of Matter	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Tabletop Mini Lessons: Reading ○ Take and Teach Lessons: HMH Readers ○ Read and Respond Journal ○ HMH Readers/Take & Teach Lessons ○ Designated ELD Lessons ○ Foundational Skills and Word Study Studio ○ Waggle <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: An Important Book of Matter. 		
Module 2 Week 2: The Great Fuzz Frenzy/ Water Rolls, Water Rises	<p>RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Identify features of a fantasy. ● Make connections to personal experiences, society, and other texts. ● Make connections between text and visuals to guide understanding ● Identify elements of poetry. ● Use words in a text to create mental images. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz: 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myeBook: The Great Fuzz Frenzy ○ Read Aloud: It's Only Stanley ○ MyeBook Water Rolls, Water Rises <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft Essential Session ○ HMH Anchor Charts ○ HMH Reading Graphic Organizers ○ Teaching Pal Book ○ Instructional Cards Kit ○ Knowledge Maps ○ BookStix ○ Know It, Show It Books ○ Articulation Videos

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		<ul style="list-style-type: none"> ○ The Great Fuzz Frenzy; ○ Water Rolls, Water Rises ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Connect Text and Visuals, Elements of Poetry 	Activities: <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading
Module 2 Week 2: The Great Fuzz Frenzy/ Water Rolls, Water Rises	Small Group/Differentiation – Materials – Small Group/Differentiation <ul style="list-style-type: none"> ○ Tabletop Mini Lessons: Reading ○ Take and Teach Lessons:HMH Readers ○ Read and Respond Journal ○ HMH Readers/Take & Teach Lessons ○ Designated ELD Lessons ○ Foundational Skills and Word Study Studio ○ Waggle Small Group/Differentiation – Activities <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: An Important Book of Matter.. 		
Module 2 Week 3: The Puddle Puzzle/ Looking at Art	RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.	Obj. We are learning to: <ul style="list-style-type: none"> ● Discuss elements of a drama. ● Ask and answer questions about a text. ● Identify features of fine art. ● Make connections between text and visuals to guide understanding. Suggested Formative Assessment(s): <ul style="list-style-type: none"> ● Selection Quiz: 	Texts <ul style="list-style-type: none"> ○ myeBook:The Puddle Puzzle ○ Read Aloud:If You Find a Rock ○ MyeBook Looking at Art Materials <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH ClasscraftEssential Session ○ HMH Anchor Charts ○ HMH Reading Graphic Organizers ○ Teaching Pal Book ○ Instructional Cards Kit

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	<p>L.VL.2.2. 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.</p> <p>RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<ul style="list-style-type: none"> ○ The Puddle Puzzle ● Module Assessment 	<ul style="list-style-type: none"> ○ Knowledge Maps ○ BookStix ○ Know It, Show It Books ○ Articulation Videos <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading
<p>Module 2</p> <p>Week 3:</p> <p>The Puddle Puzzle/ Looking at Art</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Tabletop Mini Lessons: Reading ○ Take and Teach Lessons:HMH Readers ○ Read and Respond Journal ○ HMH Readers/Take & Teach Lessons ○ Designated ELD Lessons ○ Foundational Skills and Word Study Studio ○ Waggle <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: An Important Book of Matter. 		

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements