

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 2– Module 6: Weather Wise

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

On a cold and rainy day, you might stay inside and sip hot cocoa. When it's warm and sunny, you might ride your bike to the beach!

In this module, children will learn how weather changes from day to day and from season to season. Through texts and collaborative work, children will explore types of weather they may experience quite often, or may never experience—such as blizzards or hurricanes. Children will also learn to notice how the weather affects them and their communities.

Essential Question: How does weather affect us?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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

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.

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.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 6 Week 1: Wild Weather	<p>RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p> <p>RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <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>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify features of informational texts. Discuss the author's use of print and graphic features to help readers locate and gain information. Identify features of narrative nonfiction texts. Make inferences and use evidence to support understanding. Recognize cause-and-effect organizational patterns and explain how these patterns serve the author's purpose. <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: Weather Through the Seasons Read Aloud: Freddy the Frogcaster myeBook: Wild Weather <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

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		<ul style="list-style-type: none"> ○ Wild Weather ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Text Features, Point of View, Make Inferences, Text Organization ○ Vocabulary Strategy: Homophones 	<ul style="list-style-type: none"> ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading
Module 6 Week 1: Wild Weather	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: Extreme Weather Safety 		
Module 6 Week 2: Clouette/Get Ready for Weather	<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.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	Obj. We are learning to: <ul style="list-style-type: none"> ● Identify features of a fantasy. ● Make connections to experiences, texts, and society. ● Identify the third-person narrator and the narrator's point of view. ● Identify features of informational text. ● Evaluate details in a text to determine key ideas. 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myeBook: Clouette ○ Read Aloud: The Story of Snow: The Science of Winter's Wonder ○ myeBook: Get Ready for Weather <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

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	<p>RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</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>	<ul style="list-style-type: none"> • Discuss the author's use of text features to help readers locate and gain information. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quizzes: • Cloudette • Get Ready for Weather • Weekly Assessment <ul style="list-style-type: none"> ◦ Comprehension: Point of View, Text Features 	<ul style="list-style-type: none"> ◦ BookStix ◦ Know It, Show It Books ◦ Articulation Videos <p>Activities:</p> <ul style="list-style-type: none"> ◦ Think-Pair-Share ◦ Read for Understanding ◦ Turn and Talk ◦ Collaborative Discussion ◦ Close Reading
<p>Module 6 Week 2:</p> <p>Cloudette/ Get Ready for Weather</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: Extreme Weather Safety 		

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Module 6 Week 3: Whatever the Weather/ Rain Cloud in a Jar	<p>RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</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>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none">● Identify rhyme scheme and other features of poetry.● Generate questions before, during, and after reading, and use text evidence to support responses.● Explain visual patterns and structures in poetry, and discuss descriptive and figurative language in the text.● Identify features of video.● Recognize cause-and-effect organizational patterns <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Selection Quiz:<ul style="list-style-type: none">○ Whatever the Weather● Module Assessment	<p><u>Texts</u></p> <ul style="list-style-type: none">○ myeBook: Whatever the Weather○ Read Aloud: Fall Leaves○ myeBook: Rain Cloud in a Jar <p><u>Materials</u></p> <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○ 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
Module 6 Week 3: Whatever the Weather/ Rain Cloud in a Jar	<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		

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	Small Group/Differentiation – Activities
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| | <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: Extreme Weather Safety |
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Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements