

## Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

### GRADE 2– Module 8: Time to Grow

#### 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

In this module, children will learn about the growth of plants and what they need to thrive. The texts in this module encourage children to be curious as they investigate plant life. Children will learn about plants and how they grow. Plants are living things, just as people and animals are. Children will also explore the things that plants need to survive like air, water, and sunlight. After reading the module's texts, children should have a greater appreciation for plants and how they grow.

Essential Question: What do plants need to live and grow?

#### 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.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

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



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RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

### Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 8</b> <b>Week 1:</b> <b>Experiment with What a Plant Needs to Grow</b>	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><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Identify features of a photo essay.</li> <li>Discuss how authors use print features and graphics to help readers understand the text</li> <li>Identify features of informational text.</li> <li>Connect a text to personal experiences, other texts, and the world.</li> <li>Recognize cause-and-effect organizational patterns.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Selection Quiz:               <ul style="list-style-type: none"> <li>Experiment with What a Plant Needs to Grow</li> </ul> </li> <li>Weekly Assessment               <ul style="list-style-type: none"> <li>Comprehension: Text Features; Text Organization</li> </ul> </li> </ul>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>myeBook: The Growth of a Sunflower</li> <li>Read Aloud: From Seed to Pine Tree: Following the Life Cycle</li> <li>myeBook: Experiment with What a Plant Needs to Grow</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Whole-Class Presentation:HMH ClasscraftEssential Session</li> <li>HMH Anchor Charts</li> <li>HMH Reading Graphic Organizers</li> <li>Teaching Pal Book</li> <li>Instructional Cards Kit</li> <li>Knowledge Maps</li> <li>BookStix</li> <li>Know It, Show It Books</li> <li>Articulation Videos</li> </ul> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Read for Understanding</li> <li>Turn and Talk</li> <li>Collaborative Discussion</li> <li>Close Reading</li> </ul>



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<b>Module 8</b> <b>Week 1:</b>  <b>Experiment with What a Plant Needs to Grow</b>	<b>Small Group/Differentiation – Materials – Small Group/Differentiation</b> <ul style="list-style-type: none"> <li>○ Tabletop Mini Lessons: Reading</li> <li>○ Take and Teach Lessons: HMH Readers</li> <li>○ Read and Respond Journal</li> <li>○ HMH Readers/Take &amp; Teach Lessons</li> <li>○ Designated ELD Lessons</li> <li>○ Foundational Skills and Word Study Studio</li> <li>○ Waggle</li> </ul> <b>Small Group/Differentiation – Activities</b> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Plants and Places Book.</li> </ul>		
<b>Module 8</b> <b>Week 2:</b>  <b>Jack and the Beanstalk/ Jackie and the Beanstalk</b>	<p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.</p> <p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Identify features of a fairy tale.</li> <li>● Retell texts in ways that maintain meaning and logical order.</li> <li>● Identify and explain figurative language.</li> <li>● Make connections to experiences, texts, and society.</li> <li>● Describe and analyze internal and external character traits.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quizzes: <ul style="list-style-type: none"> <li>○ Jack and the Beanstalk;</li> <li>○ Jackie and the Beanstalk</li> </ul> </li> <li>● Weekly Assessment</li> </ul>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>○ myeBook: Jack and the Beanstalk</li> <li>○ Read Aloud: Berry Song</li> <li>○ myeBook: Jackie and the Beanstalk</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation: HMH Classcraft Essential Session</li> <li>○ HMH Anchor Charts</li> <li>○ HMH Reading Graphic Organizers</li> <li>○ Teaching Pal Book</li> <li>○ Instructional Cards Kit</li> <li>○ Knowledge Maps</li> <li>○ BookStix</li> <li>○ Know It, Show It Books</li> <li>○ Articulation Videos</li> </ul> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>○ Think-Pair-Share</li> </ul>



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		<ul style="list-style-type: none"> <li>● Comprehension: Characters; Figurative Language</li> </ul>	<ul style="list-style-type: none"> <li>○ Read for Understanding</li> <li>○ Turn and Talk</li> <li>○ Collaborative Discussion</li> <li>○ Close Reading</li> </ul>
<b>Module 8</b> <b>Week 2:</b>  <b>Jack and the Beanstalk/ Jackie and the Beanstalk</b>	<p><b>Small Group/Differentiation – Materials – Small Group/Differentiation</b></p> <ul style="list-style-type: none"> <li>○ Tabletop Mini Lessons: Reading</li> <li>○ Take and Teach Lessons: HMH Readers</li> <li>○ Read and Respond Journal</li> <li>○ HMH Readers/ Take &amp; Teach Lessons</li> <li>○ Designated ELD Lessons</li> <li>○ Foundational Skills and Word Study Studio</li> <li>○ Waggle</li> </ul> <p><b>Small Group/Differentiation – Activities</b></p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Plants and Places Book.</li> </ul>		
<b>Module 8</b> <b>Week 3:</b>  <b>Don't Touch Me!/ George Washington Carver: The Wizard of Tuskegee</b>	<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.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Identify features of informational texts.</li> <li>● Synthesize information in a text.</li> <li>● Recognize cause-and-effect organizational patterns.</li> <li>● Identify features of a video.</li> <li>● Recognize cause-and-effect organizational patterns.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>○ myeBook: Don't Touch Me!</li> <li>○ Read Aloud: The Patchwork Garden</li> <li>○ myeBook: George Washington Carver: The Wizard of Tuskegee</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation: HMH Classcraft Essential Session</li> <li>○ HMH Anchor Charts</li> <li>○ HMH Reading Graphic Organizers</li> <li>○ Teaching Pal Book</li> <li>○ Instructional Cards Kit</li> <li>○ Knowledge Maps</li> <li>○ BookStix</li> </ul>



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		<ul style="list-style-type: none"> <li>● Selection Quiz: <ul style="list-style-type: none"> <li>○ Don't Touch Me!</li> </ul> </li> <li>● Module Assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ Know It, Show It Books</li> <li>○ Articulation Videos</li> </ul> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>○ Think-Pair-Share</li> <li>○ Read for Understanding</li> <li>○ Turn and Talk</li> <li>○ Collaborative Discussion</li> <li>○ Close Reading</li> </ul>
<b>Module 8</b> <b>Week 3:</b>  <b>Don't Touch Me! George Washington Carver: The Wizard of Tuskegee</b>	<p><b>Small Group/Differentiation – Materials – Small Group/Differentiation</b></p> <ul style="list-style-type: none"> <li>○ Tabletop Mini Lessons: Reading</li> <li>○ Take and Teach Lessons: HMH Readers</li> <li>○ Read and Respond Journal</li> <li>○ HMH Readers/Take &amp; Teach Lessons</li> <li>○ Designated ELD Lessons</li> <li>○ Foundational Skills and Word Study Studio</li> <li>○ Waggle</li> </ul> <p><b>Small Group/Differentiation – Activities</b></p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Plants and Places Book.</li> </ul>		

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

ELA Enduring Understanding Statements