

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 2– Module 9: Home Sweet Habitat

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

What is that bird in your neighborhood—and why does it live there? In this module, children will learn about the different habitats where animals live. Hot deserts, warm rainforests, and cool, underwater habitats all provide food and shelter for the animals that live there. Through reading a variety of texts and collaborative work, children will explore how the conditions in different habitats help different animals to survive. After reading this module's texts, children should have a greater appreciation for the complexity of animal habitats.

Essential Question: How do living things in a habitat depend on each other?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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.

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

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

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.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

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.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.

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) .

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 9 Week 1: The Long, Long Journey	<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>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Explain features of an opinion essay. • State what the author is trying to persuade the reader to think, and distinguish fact from opinion. • Identify features of informational texts. • Generate questions before, during, and after reading, and use text evidence to support responses. • Recognize organizational patterns and discuss how text structure contributes to author's 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myeBook: The Best Habitat for Me ○ Read Aloud: Nature's Patchwork Quilt: Understanding Habitats ○ myeBook: The Long, Long Journey <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

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	explicitly to the text as the basis for the answers. RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	purpose. Suggested Formative Assessment(s): <ul style="list-style-type: none"> • Selection Quiz: <ul style="list-style-type: none"> ◦ The Long, Long Journey • Weekly Assessment <ul style="list-style-type: none"> ◦ Comprehension: Ideas and Support; Text Organization ◦ Vocabulary Strategy: Context Clues 	Activities: <ul style="list-style-type: none"> ◦ Think-Pair-Share ◦ Read for Understanding ◦ Turn and Talk ◦ Collaborative Discussion ◦ Close Reading
Module 9 Week 1: The Long, Long Journey	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: Investigate Habitats 		
Module 9 Week 2: Sea Otter Pups/ At Home in the Wild	RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text. 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.	Obj. We are learning to: <ul style="list-style-type: none"> • Identify features of informational texts. • Monitor comprehension and make adjustments to clarify understanding. • Discuss how authors use text features to help readers understand information. • Identify features of poetry, including rhyme 	Texts <ul style="list-style-type: none"> ◦ myeBook: Sea Otter Pups ◦ Read Aloud: Kali's Story: An Orphaned Polar Bear Rescue ◦ myeBook: At Home in the Wild Materials <ul style="list-style-type: none"> ◦ Whole-Class Presentation:HMH ClasscraftEssential Session ◦ HMH Anchor Charts ◦ HMH Reading Graphic Organizers ◦ Teaching Pal Book

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	<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.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>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>scheme.</p> <ul style="list-style-type: none"> • Create mental images. • Explain patterns and structures in poetry, and discuss descriptive and figurative language in the text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quizzes: <ul style="list-style-type: none"> ◦ Sea Otter Pups; ◦ At Home in the Wild • Weekly Assessment • Comprehension: Text Features; Elements of Poetry 	<ul style="list-style-type: none"> ◦ 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
<p>Module 9</p> <p>Week 2:</p> <p>Sea Otter Pups/ At Home in the Wild</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: Investigate Habitats. 		

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

<p>Module 9 Week 3:</p> <p>Abuelo and the Three Bears/ Ducklings Jump from Nest</p>	<p>RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</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>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 features of folktales. • Retell and paraphrase texts in ways that maintain meaning and logical order. • Discuss the use of figurative language in a text, including idioms. • Identify features of a video. • Recognize organizational patterns and discuss how the structure contributes to the author's purpose. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quiz: <ul style="list-style-type: none"> ◦ Abuelo and the Three Bears • Module Assessment 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ◦ myeBook: Abuelo and the Three Bears ◦ Read Aloud: Out of the Woods: A True Story of an Unforgettable Event ◦ myeBook: Ducklings Jump from Nest <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
<p>Module 9 Week 3:</p> <p>Abuelo and the Three Bears/ Ducklings Jump from Nest</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 		

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

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| | <ul style="list-style-type: none">○ 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: Investigate Habitats. |
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Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements