

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 2– Module 10: Many Cultures, One World

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

The world is more connected today than it has ever been. As a result, children are exposed to a diverse cultural landscape. Understanding and learning from different people and cultures is important in accepting and appreciating this diversity.

In this module, children will read texts about a variety of cultures. They will also explore how their own heritage has contributed to the American culture we all share. After reading the module's texts, children should have a greater appreciation of and interest in the different people and cultures in the world around them.

Essential Question: What can we learn from different people and cultures?

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.

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) .

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

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.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 10 Week 1: Where on Earth Is My Bagel?	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	Obj. We are learning to: <ul style="list-style-type: none"> Identify features of informational texts. Discuss how authors use print and graphic 	<u>Texts</u> <ul style="list-style-type: none"> myeBook: Hello, World! Read Aloud: Trombone Shorty myeBook: Where on Earth Is My Bagel? <u>Materials</u>

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	<p>menus, icons) to locate key facts or information.</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>features to help readers locate information.</p> <ul style="list-style-type: none"> Identify features of realistic fiction. Make inferences and use evidence to support understanding. Determine and explain theme using text evidence <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> Where on Earth Is My Bagel? Weekly Assessment <ul style="list-style-type: none"> Comprehension: Text Features, Theme Vocabulary Strategy: Shades of Meaning 	<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>Activities:</p> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 10</p> <p>Week 1:</p> <p>Where on Earth Is My Bagel?</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: Celebrating Our Traditions Book. 		
<p>Module 2</p> <p>Week 2:</p>	<p>RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify features of narrative nonfiction texts. 	<p>Texts</p> <ul style="list-style-type: none"> myeBook: May Day Around the World Read Aloud: Time for Cranberries

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<p>May Day Around the World/ Goal!</p>	<p>introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</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"> • Make and confirm predictions. • Recognize the central idea in a text and identify supporting evidence. • Identify features of informational text. • Connect a text to personal experiences, other texts, and society. • Recognize the central idea in a text and the supporting evidence <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quizzes: <ul style="list-style-type: none"> ◦ May Day Around the World; ◦ Goal! • Weekly Assessment <ul style="list-style-type: none"> ◦ Comprehension: Central Idea 	<ul style="list-style-type: none"> ◦ myeBook: Goal! <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 2 Week 1:</p> <p>Dear Primo: A Letter to My Cousin</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: Celebrating Our Traditions Book. 		

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Module 10 Week 3: Poems in the Attic/ What's for Lunch Around the World?	<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.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</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>Obj. We are learning to:</p> <ul style="list-style-type: none">● Identify features of poetry.● Make connections to personal experiences, other texts, and society.● Describe and understand the conflict, main events, and resolution of the story.● Identify features of a video.● Discuss the author's purpose for using graphic features in the video <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Selection Quiz:<ul style="list-style-type: none">○ Poems in the Attic● Module Assessment	<p><u>Texts</u></p> <ul style="list-style-type: none">○ myeBook: Poems in the Attic○ Read Aloud: Dreams Around the World○ myeBook: What's for Lunch Around the World? <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 10 Week 3: Poems in the Attic/ What's	<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		

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for Lunch Around the World?	<ul style="list-style-type: none">○ 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: Celebrating Our Traditions Book.
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Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements