Grade 2 Reading

Content Area: **Language Arts**
Course(s):   **Reading, Lang Arts**
Time Period:
Length: **School Year**
Status: **Published**

Introduction of Course

Sayreville's philosophy for language arts includes a balanced literacy approach to ensure that students are given opportunities to grow as both a reader and a writer.
Through the use of a Daily 5 workshop model and curricular materials from Fountas and Pinnell's Classroom (herein referred to as FPC), students will be exposed to various genres, strategies, and activities that will allow them to develop their abilities at their own pace. Minimal time is spent in a whole group setting and students are provided with daily, sustained time to read and write independently, while also having the necessary support from their teacher and peers. In addition, the Writers' Workshop units tie into their fields of study allowing for cross curricular cohesion.

The Daily 5 model contains the following three components:

Mini-Lesson (10-15 minutes) Choose 3 mini-lessons per day between phonics, spelling & word study and reading.

- FPC Interactive Read Aloud (IRA)
- FPC Phonics, Spelling & Word Study lesson (PSW): Each of the concepts/lessons in the Scope & Sequence must be covered during the given trimester. Teachers may choose the order of lessons and the length of time needed for concepts. Classroom teachers will determine the weeks that each sight word is taught.

- Skill or strategy driven lessons derived from the Mini Lesson Book or Model Curriculum. This same skill/strategy will be applied in students' reading. Mini- lessons may also include shared reading or read aloud to help model the skill with authentic literature.

- Teachers may choose the order of reading mini lesson lessons and IRAs within each unit.

Independent or Collaborative work (20-minute intervals) While the teacher is working with a guided reading group, the remaining students are working independently or collaboratively at one of five suggested stations

. • Read to Self- Students are reading independently and practicing the skill/strategy that was presented during the mini lesson.

All students should have book bags with at least 5 books: 3 books at their independent level and 2 choice books.

- Word Work- Students are independently working on their unit words from FPC phonics and using them in meaningful contexts.

- Work on Writing- Students are developing writing conventions and skills presented in Writer's Workshop lessons.

- Respond to Literature – Writing activities are given that allow students to respond to a previously read text from Guided Reading or the Interactive Read Aloud.

- Listen to Reading- Students are given the opportunity to listen to texts specific to their reading level to build fluency and vocabulary as well as demonstrate comprehension.

- Read to Someone-Students are working with partners on their reading fluency and comprehension. Students are practicing

  the skill/strategy presented during mini lesson. This should be used sparingly as part of Listen to Reading.

Guided Reading Lessons: Teacher led, targeted instruction in small group setting.

- FPC Guided Reading Materials and Lessons. Scholastic bookroom titles may also be used.
- Meet with groups based on students' **instructional BAS** level, no more than 5 students in a group, for 15 to 20 minutes.

Assessment: The use of various formative assessments is encouraged to provide an ongoing method of determining the current level of understanding the students have of the material presented.

- 2nd grade students are assessed twice a year using a universal screener and administered the BAS assessments in December and at the end of the school year (May/June).
- Reading record assessments should be administered between BAS to promote student growth throughout the year.
- Cold Read Assessments found on LinkIt!
- BAS On Grade Level Projections (Instructional level):
    Trimester 1-Level K
    Trimester 2-Level L
    Trimester 3-Level M

In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- The Writer's Workshop curriculum should be completed in the order of the scope and sequence. • Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom. Every student should have 20 minutes of reading at night. Logs and/or reading responses should be used.

- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put into terms that are relevant to them.

- Instruction should be differentiated to allow students the best opportunity to learn.

Unit 1: Learning Together and Becoming Readers

Content Area: **Language Arts**
Course(s): **Reading, Lang. Arts**
Time Period:
Length: **4 weeks**
Status: **Published**

Summary of the Unit

All the books in this text set are about the importance of friendship and caring for the members of our families. These stories talk about how to be a good friend and family member, and that sometimes people need to make sacrifices. Throughout this unit, students will work on their foundational skills of reading behaviors and the proper procedures for the classroom literacy block. They will begin to examine rhyming texts, discuss story elements and practice retelling a story to their teacher, as well as classmates. Teachers can refer to the management lessons found in The Reading Minilessons Book for additional launching lessons.

Enduring Understandings

- Every member of the classroom community feels included, safe, and respected.
- Every member of the school community has something to contribute.
- People in a family take care of each other.
- There are different kinds of families, and people in families are different from each other.
- Friends support and care about each other.
- Your friends have qualities that you appreciate.

Essential Questions

- What are some ways that you contribute to your school community?
- What does it mean to be a good friend?
- What is important about being a family?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Literacy Screener, BAS, Running Records, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Making Connections
- Making Predictions
- Identify and Describe Story Elements (characters/setting)
- Retell a story (beginning, middle, end)

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading, Shared Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Shared Reading

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC IRA Text Set including:

-*The Importance of Friendship*

-*Caring for Each Other: Family*

FPC Shared Reading including:

- *Fur, Feathers and More*

- *Paws and Claws*

- *Inside a Cow*

Optional Related Read Alouds (can be used in between FPC texts):

- *The Invisible Boy*

- *My Mouth is a Volcano*
- *Giraffes Can't Dance*
- *The Man Between Two Towers*

Readers Theatre

storiestogrowby.org/readers-theater-play-scripts

UNIT PLAN

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
		Interactive Read Aloud	
<u>Discuss how stories relate to our lives</u> IRA: 1 mini lesson per book	-Discuss why Sophie's parents do not want Wendell back using examples from the text. -Explain the problem Sophie has with Wendell -Interpret the lesson the characters learn -Discuss when and how the problem is solved. -Identify how characters change	**<u>A Weekend With Wendell</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** *Shared/Interactive Writing* *Independent Response to Reading* **<u>Horrace Morris but Mostly Dolores</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text*	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

		Respond to the Text- *Shared/Interactive Writing* *Independent Response to Reading*	
	-Discuss that realistic fiction texts have settings from many different places throughout the world.	**First Come the Zebra** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing *Independent Response to Reading*	
	-Discuss the theme of loss and friendship -Predict what the old woman might do based on text evidence	**The Old Woman Who Named Things** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

		Independent Response to Reading	
	-Use illustrations to understand how characters are feeling and how those feelings change	**Pecan Pie Baby** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text*	
	-Tell the problem and solution Gia faces.	*-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing *Independent Response to Reading*	
	-Interpret the message of the story -Discuss text to self-connections to the events and characters.	**Super Completely and Totally the Messiest** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing *Independent Response to Reading*	

	-Compare the characters and events from Big Red Lollipop to one's own life.	**Super Completely and Totally the Messiest** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing *Independent Response to Reading*	
	-Discuss the relationships between characters using text evidence to support thinking.		
	-Make connections to one's own life. -Discuss the relationships between characters using text evidence to support thinking.	**Two Mrs. Gibsons** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing *Independent Response to Reading*	
	-Discuss the relationships between characters using text evidence to support thinking.	**The Wednesday Surprise** Utilize the IRA folder to complete the following steps:	

	-Interpret the message of the story.	*-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing *Independent Response to Reading*	

Mini Lessons				

Daily 5 Launch	-Learn procedures for independent reading, including the use of the classroom library or individual book boxes or bags. -Learn how to pick a good fit book. -Illustrate the importance of picking a good fit book -Discuss expectations for accountable talk. -Discuss expectations for accountable talk.	Mini Lesson: "I Chart" Read to self Mini Lesson: "I-PICK" Mini Lesson: Discuss two ways to read a book. Create anchor chart with students to show the ways to read a book. "3 ways to read a book" 1.Reading Words 2.Reading Pictures Mini Lesson: Discuss the last way to read a book. Discuss expectations for accountable talk. Create anchor chart with students to show the ways to read a book.	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion /anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

		"3 ways to read a book"	
		1.Reading Words	
		2.Reading Pictures	
		3.Introduce and model the third: Retell Familiar Text.	
	-Illustrate the importance of picking a good fit book.	<u>Mini Lesson:</u> Teacher will model the "Good Fit Shoes Lesson" (found on pages 31-32 of *The Daily 5* book) to illustrate the importance of picking a good fit book as well as illustrating that everyone's good fit book is different.	
	-Learn expectations for independent reading time	<u>Mini Lesson:</u> Teacher will use interactive modeling to show the right way and wrong way to read to self.	
	-Identify the appropriate times to interrupt small group instruction.	<u>Mini Lesson:</u> Teacher will create an anchor chart to illustrate the appropriate times to interrupt small group instruction. Teacher will introduce visual small group reminder (crown, boa, light etc..)	

	-Demonstrate expectations for listening during whole or small group instruction.	Mini Lesson: MGT.U1.RML1 • Mini lesson • Have a try • Summarize and apply • Share	
	-Identify a smart spot for reading.	Mini Lesson: Different people concentrate best in different environments. Choosing a reading spot is very important -Jennifer Serravallo reading strategies book 2.1	
	-Learn how to transition from one activity to another in the classroom.	Mini Lesson: MGT.U2.RML1 • Mini lesson • Have a try • Summarize and apply • Share	
	-Discuss the student and teacher expectations for word work	Mini Lesson: "I-Chart" Word Work	
	-Learn how to handle materials and supplies	Mini Lesson: Teacher will model correct and incorrect ways to use word work materials. *This is a generative lesson and	

		should be repeated until all Word Work activities have been introduced, modeled, and practiced	
	-Learn how to manage voice levels.	<u>Mini Lesson:</u> MGT.U1.RML2 • Mini lesson • Have a try • Summarize and apply • Share	
	-Learn how to handle materials and supplies	<u>Mini Lesson:</u> MGT.U2.RML2 • Mini lesson • Have a try • Summarize and apply • Share •	
	-Learn to keep books and materials organized for independent work time	<u>Mini Lesson:</u> MGT.U2.RML3 • Mini lesson • Have a try • Summarize and apply • Share	
	-Identify student and teacher expectations during work on writing	<u>Mini Lesson:</u> -**I-Chart**: Work on Writing -Write student responses to student and teacher behaviors. -Model correct/incorrect writing behaviors.	

	-Identify various tools used during work on writing.	<u>Mini Lesson:</u> Work on writing tools. Teacher will introduce the tools to be used during work on writing (Google Classroom, Writer's Workshop folders, etc.) *This is a generative lesson and should be repeated until My Reading Academy has been introduced, modeled, and practiced.	
	-Learn that sometimes people abandon books after a good try	<u>Mini Lesson:</u> MGT.U2.RML8 • Mini lesson • Have a try • Summarize and apply • Share	
	-Discuss that our words can affect others.	<u>Mini Lesson:</u> Anchor Chart Discuss with students that the words they use must always be appropriate in vocabulary and meaning.	
	-Learn how to follow directions and transition from one activity to the next.	<u>Mini Lesson:</u> MGT.U3.RML5 • Mini lesson • Have a try • Summarize and apply • Share	

	-List the student and teacher responsibilities during listening to reading.	Mini Lesson: **I-Chart Listen to Reading** Teacher will discuss and list teacher and student expectations for listen to reading.	
	-Develop guidelines for turn and talk based on experiences talking about books.	Mini Lesson: LA.U1.RML1 • Mini lesson • Have a try • Summarize and apply • Share	
	- Demonstrate the proper use of My Reading Academy during Centers	Mini Lesson: Teacher will use interactive modeling to show how to log into My Reading Academy, as well as model the correct and incorrect ways to listen to a story. *This is a generative lesson and should be repeated until My Reading Academy has been introduced, modeled, and practiced.	

Shared Reading

Discuss how living things are alike in many ways and also different from each other. 2 Days	-Notice and talk about how texts are alike and different. -Develop awareness that information in provided in different formats and places on the page, labels,	**Fur, Feathers, and More** Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

	map, side bars, diagram. -See SR card for additional goals for this lesson.	-Discuss the Text -Revisit the Text **Respond to the Text-** Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities -**Climate Change Example:** Students may ask and answer questions of an expert speaker on animals in the local environment to clarify comprehension, gather additional information, or deepen their understanding of topics or issues.	
Discuss how animals have similar parts that they use to so many different things. 2 Days	-Synthesize new content related to familiar topics that may be new. -Search for information in illustrations and print features (e.g., diagram, heading, side bar). -See SR card for additional goals for this lesson.	**<u>Paws and Claws</u>** Utilize the SR folder to complete the following steps: *-Introduce the Text* *-First Reading - Read to the children.* *-Second Reading - Read with the children* *-Discuss the Text* *-Revisit the Text* *Respond to the Text-* *Shared/Interactive Writing* *Independent Response to Reading* *Use SR card for alternative activities*	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

Discuss how different animals have different ways of eating to get the energy they need. 2 Days	Tell facts or a sequence of events. Provide an oral summary of a nonfiction text. -See SR card for additional goals for this lesson.	**Inside a Cow** Utilize the SR folder to complete the following steps: -*Introduce the Text* -*First Reading - Read to the children.* -*Second Reading - Read with the children* -*Discuss the Text* -*Revisit the Text* ***Respond to the Text-*** *Shared/Interactive Writing* *Independent Response to Reading* *Use SR card for alternative activities*	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

ELA.L.RF.2.4.A	Read grade-level text with purpose and understanding.
ELA.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.
ELA.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).
ELA.RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
ELA.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.
ELA.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.
ELA.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.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
ELA.SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate for IEP/504 and LIEP

English Language Learners- Provide picture cards with relevant vocabulary such as school, bus, friend, family, teacher, oral sentence frames to help children respond etc.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family. Have each child do a show and tell with the objects they brought in.

Gifted Students- Make a two-column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other hand, tell why they are important. Write to a pen pal in another city, state, or country. Learn family history. Interview a family member about their history.

Cross Curricular/21st Century Connections

9.2 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
• 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
• 6.1.2.CivicsPI.6: Explain what government is and its function.

• 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
• 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 2: Exploring Stories From Personal Memories

Content Area: **Language Arts**
Course(s): **Reading, Lang. Arts**
Time Period:
Length: **5 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will notice the author's point of view. Students are beginning to learn behaviors and procedures that support the reading process and the literacy block. This unit will build on those behaviors and begin to introduce written responses to reading in a developmentally appropriate way. Students will begin to understand the structure of the plot of a story, as well as compare and contrast fiction and nonfiction books throughout these text sets. The books in these sets will help children think about what it means to belong in a place as well as understanding that authors sometimes write from their memories. Using these texts, students will make inferences about characters and settings. Some of the books will also help the students connect specific meanings of a given text to their own lives.

Enduring Understandings

- You feel you belong to a place when you understand the culture.
- You feel you belong in a place when you have something to contribute.
- People's past influences their future.
- Important memories can be a resource for ideas.
- Writers use a repertoire of strategies that enable them to vary form and style, to write for different purposes, audiences, and contexts.

Essential Questions

- What does it mean to fit in or belong someplace?
- Why is it important for people to write memory stories?
- How does an author or illustrator make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Literacy Screener, BAS, Running Records, Reading records, Cold read assessments.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Shared Reading

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-Finding your way in a new place

-Memory stories

-Author Study: Tomi dePaola-Writing from life

FPC Shared Reading including:

- *Night of the Ghost Crabs*

- *The Amazing Seahorse*

- *The Perfect Beak*

Readers Theatre

storiestogrowby.org/readers-theater-play-scrips

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
		Interactive Read Alouds	
Recognize that stories come from memories **IRA** **1 Mini Lesson per book**	-Recognize how the setting reflects diverse places, languages, and cultures -Refer to important information and details and use as evidence in discussion to support statements.	**Grandfather Counts Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing **Have a Good Day Café Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

	-Refer to important information and details and use as evidence in discussion to support statements.	**Home At Last Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Interpret the significance of events in the plot	**Roses For Gita Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Use information from illustrations to support discussions	**Mango, Abuela, and Me Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text*	

		-Discuss the Text ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Question Cynthia Rylant's attitude towards living in the mountains	**When I was Young in the Mountains Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Question to create deeper understanding of Big Mama's.	**Big Mamas Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	

	-Discuss the character's feelings and motivations seen through their thoughts, dialogue, and behavior.	**<u>Aunt Flossie's Hat Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Understand that Elizabeth Fitzgerald Howard is telling about something that happened in her life		
	-Use details from illustrations to support discussion	**<u>I Love Saturdays y Domingos Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Identify the organization of <u>I Love Saturdays y Domingos</u>		
	-Identify and discuss important and interesting information	**<u>The Rainbow Tulip Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text*	

	-Use details from illustrations to support discussion -Infer Pat Mora's attitude toward feeling different	*-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Infer Tomi and other character's intentions, feelings, and motivations. -Infer Tomi's character traits from the story	**<u>The Art Lesson Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Discuss the significance of events in the plot. -Infer Tomi's intentions, feelings, and motivations	**<u>Nana Upstairs Nana Downstairs Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	

	-Infer and discuss Strega Nona and Big Anthony's character traits based on dialogue and action -Predict what will happen next.	**Strega Nona Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing Independent Writing	
	-Recall important details about the Egyptian setting as shown in the illustrations -Discuss opinions about the story and support with evidence	**Bill and Pete Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing Independent Writing	
	-Infer and discuss Bill and Pete's character traits based on dialogue and action	**Bill and Pete Go Down the Nile Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text*	

	-Predict what will happen next.	-*Discuss the Text* **Respond to the Text-** Shared/Interactive Writing Independent Writing	
		Mini Lessons	
Thinking and talking about books 3 Mini Lessons	-Identify title, title page, author and illustrator in a book	Mini Lesson: LA.U1.RML 5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
	-Express thinking about a text and support one's thinking with text evidence.	Mini Lesson: LA.U1.RML 2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Identify the importance of using think marks when reading -List appropriate types of think marks	Mini Lesson: LA.U1.RML4 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
Understanding Plot	-Recognize a simple plot with	Mini Lesson: LA.U22.RML1	

4 Mini Lessons	problem and solution		-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal.
		• *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
	-Define what the climax of a story is	Mini Lesson: Teacher will create an anchor chart to show the relation between the plot of a story and a roller coaster. The teacher will model using the roller coaster to support retelling of the plot. Lesson 5.4 in Jennifer Serravallo's reading strategies book.	
	-Discuss how a story leads up to and changes after the climax	Mini Lesson: LA.U22.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Identify that stories have a beginning, a series of events, a problem,	Mini Lesson: LA.U22.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply*	

	climax, and solution.	• *Share*	
<u>Monitoring Searching and Self Correcting</u> 2 Mini Lessons	-Use information from meaning, syntax, and visual information to solve unknown words. -Identify the speaker of dialogue	<u>Mini Lesson:</u> SAS.U1.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share* <u>Mini Lesson:</u> SAS.U1.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
<u>Understanding character's feelings, motivations, and intentions</u> 5 Mini Lessons	-Discuss character's feelings and motivations using their thoughts, dialogue and behavior as evidence. -Infer character's feelings through thoughts	<u>Mini Lesson:</u> LA.U23.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share* <u>Mini Lesson:</u> LA.U23.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

	-Discuss how character's actions help to understand feelings	<u>Mini Lesson:</u> LA.U23.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Discuss what the character says and does influences what they want	<u>Mini Lesson:</u> LA.U23.RML4 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Predict what a character will do next based on what they already know about them.	<u>Mini Lesson:</u> LA.U23.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
<u>Understanding Fiction and Non-fiction genres</u> 4 Mini Lessons	Examine that fiction books are made up stories	<u>Mini Lesson:</u> LA.U6.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading

	-Discuss there are different types of fiction books	Mini Lesson: LA.U6.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	- Graphic Organizers - Exit Tickets
	-Explain the characteristics of non-fiction as a genre	Mini Lesson: LA.U6.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Discuss there are different types of non-fiction books.	Mini Lesson: LA.U6.RML4 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
Author Study 1 Mini Lesson	-Identify that an author's work is recognizable across multiple books.	Mini Lesson: LA.U3.RML 1 Tomi dePaola • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

Shared Reading			
Discuss how living things have skills and behaviors that help them survive. 2 Days	Infer important ideas about ghost crabs from reading a narrative nonfiction text. Use some academic language to talk about book and print features: side bar, diagram, illustration. See SR card for additional goals for this lesson	<u>Night of the Ghost Crabs</u> Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
Discuss how all living things are unique. 2 Days	Synthesize new content related to familiar topics and topics that may be new: animals, seahorses. Make predictions based on understanding text structure. See SR card for additional goals for this lesson.	<u>The Amazing Seahorse</u> Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

		Use SR card for alternative activities	
Discuss how living things have body parts that help them survive. 2 Days	Infer important ideas about birds from reading a nonfiction text. Notice and talk about how the writer uses descriptive words.	The Perfect Beak Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

ELA.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).
ELA.RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
ELA.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.
ELA.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.
ELA.RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
ELA.SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
ELA.SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary into oral sentence frames to help children respond etc. Role play. Invite children to talk about a time they did not belong, and role play different scenarios. Use graphic organizer to talk about the memories at the heart of the stories in the set.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Role play. Invite children to talk about a time they did not belong, and role play different scenarios. Use graphic organizer to talk about the memories at the heart of the stories in the set.

Gifted Students- Research student's own culture and discuss how that has impacted their family's life. Write a story from the point of view of a family member. Take a trip around the world. Have children chose a country, and gather information about that country, including foods, traditions, clothing, language and holidays. Storyboard a meaningful event using StoryBoard That!

Cross Curricular/21st Century Connections

9.2 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 3: Exploring the World Around You

Content Area: **Language Arts**
Course(s): **Reading, Lang. Arts**
Time Period:
Length: **5 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to recognize the differences between fiction and nonfiction, as well as the differences between different types of nonfiction. They will also examine the author's purpose for writing. The students will be introduced to using a reader's notebook when reading independently. Students will practice identifying opinions of books as well as supporting their opinions with text evidence.

Enduring Understandings

- There is an organization and order to the natural world, and insects are part of them.
- Insects are a useful and meaningful part of everyday life.
- People write for many different purposes.

Essential Questions

- Why is it important to learn about the animals in our world?
- What's the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), LAL Benchmark, BAS, Running Records, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Shared Reading

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*Exploring the Natural World: Insects*

-*Exploring Narrative Nonfiction Texts*

-*Seymour Simon: A Scientific Eye*

FPC Shared Reading including:

- *Bug Bites*

-*Eaglets in the Nest*

-*Busy Beavers*

Readers Theatre

storiestogrowby.org/readers-theater-play-scrips

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Interactive Read Aloud			
Discuss new information learned from non-fiction **IRA** 1 mini lesson per book	-Infer Dilly's character traits based on thoughts and actions -Use details from the illustrations to support understanding.	**The Bugliest Bug Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading
	-Tell important information about bug eating animals -Identify content that reflects understanding of the physical world -Analyze the author's use of playful poetic language. -Infer the message of the story -Discuss how the author uses literal and figurative language.	**Bugs for Lunch Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing **When Lightning Comes in a Jar Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing	- Graphic Organizers - Exit Tickets

	Independent writing	
-Identify the author's use of poetic language. -State new information about the saguaro cactus.	**Cactus Hotel Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
-Recall the important events in the text in temporal sequence. -Discuss the author's use of interesting language.	**A Log's Life Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
-Tell the important information about salmon. -Understand the author's use of poetic language.	**Salmon Stream Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	

	-Identify and discuss important and interesting information about eels -Discuss the author's use of poetic language.	**Think of an Eel Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
	-Use background knowledge of animals to understand the topic of frogs -Identify and discuss important and interesting information about frogs	**Frogs Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
	-Use background knowledge of animals to understand the topic of dolphins -Identify and discuss important and interesting information about dolphins	**Dolphins Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	

	-Use background knowledge of animals to understand the topic of penguins	**Penguins Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
	-Identify and discuss important and interesting information about penguins		
	-Use background knowledge of animals to understand the topic of dogs	**Dogs Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
	-Identify and discuss important and interesting information about dogs		
	-Use background knowledge of animals to understand the topic of cats	**Cats Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
	-Identify and discuss important and interesting information about cats		
Mini Lessons			
Studying Narrative Nonfiction 1 Mini Lesson	-Define narrative nonfiction and understand it works across all examples	Mini Lesson: LA.U12.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal.

	-Identify content that reflects understanding of the physical world -Analyze the author's use of playful poetic language.	• *Share*	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
<u>Introducing A Reader's Notebook</u> 2 Mini Lessons	-Identify and record the title and author of each book read independently. -Identify and record the genre of a book that was read.	Mini Lesson: WAR.U1. RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share* Mini Lesson: WAR.U1.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
<u>Thinking About Where Stories Take Place</u> 3 Mini Lessons	-Infer where a story takes place based on the pictures and words -Identify that settings are distant in time and place	Mini Lesson: LA.U21.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share* Mini Lesson: LA.U21.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

	-Understand the setting of a story and infer why it is important	Mini Lesson: LA.U21.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
Expressing Opinions About Books 5 Mini Lessons	-Propose an opinion of a book and support it with evidence	Mini Lesson: LA.U2.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
	-Propose an opinion of an author and support it with evidence	Mini Lesson: LA.U21.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Express opinions about how a character acts and relates to ones own life	Mini Lesson: LA.U21.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Express opinions about whether a character seems real	Mini Lesson: LA.U21.RML4 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Express opinions about whether a problem seems real	Mini Lesson: LA.U21.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
Author's Study 1 Mini Lesson	-Identify that an author's work is recognizable	Mini Lesson: LA.U3.RML 1 Seymour Simon	-Use *Assess Learning* to identify behaviors that

across multiple books.		• *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
Shared Reading			
Discuss how animals have body parts that help them survive. 2 Days	Infer a simple theme: wonders of nature. Notice and talk about how repetition affects appreciation and enjoyment of the book. See SR card for additional goals for this lesson	Big Bites Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
Discuss how animal parents care for their young until they are big enough to care for themselves.	Tell facts and a sequence of events after reading a nonfiction text with others. Shift attention from one part of a page layout to	Eaglets in Nest Utilize the SR folder to complete the following steps: -Introduce the Text	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

2 Days	another to gather information, See SR card for additional goals for this lesson	-First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities	
Discuss how living things take care of their babies. 2 Days	Search for information in illustrations and in books and print features in a nonfiction text. Synthesize new content related to familiar topics and topics that may be known. See SR card for additional goals for this lesson	Busy Beavers Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

ELA.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).
ELA.RL.IT.2.3	Describe how characters in a story respond to major events and challenges usi key details within a text.

ELA.RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
ELA.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.
ELA.RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
ELA.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.
ELA.RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
ELA.SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Observe insects in a natural setting. Draw and label an insect's body and label its anatomy. Use technology to learn more. Guide students on the internet search for insects.

Special Education- Break story into pieces, stopping to act out what characters are doing. Observe insects in a natural setting. Draw and label an insect's body and label its anatomy. Use technology to learn more. Guide students on the internet search for insects.

Gifted Students- Students can research a new animal and create a display of new information learned. Observe insects in a natural setting. Draw and label an insect's body and label its anatomy. Use technology to learn more. Guide students on the internet search for insects. Make connections about how insects are helpful to the natural world as well as to humans.

Cross Curricular/21st Century Connections

9.2 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

LS4.D: Biodiversity and Humans
▪There are many different kinds of living things in any area, and they exist in different places on

Land and in water. (2-LS4-1)

Unit 4: Beauty in the World Around Us

Content Area: **Language Arts**
Course(s):   **Reading, Lang. Arts**
Time Period:
Length: **3 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to learn about the beauty found in the world. They will become engaged through thought-provoking questions about finding the beauty in the details, as well as the beauty of giving to others. The students will learn how to use the illustrations to learn more about the story. Students will practice writing independently in a reader's notebook to show their understanding of books read.

Enduring Understandings

- Beauty can be found in even the most unexpected places.
- You can appreciate your world in a new way.
- Someone may need something more than you do.
- Knowing you have helped someone can make you feel good too.

Essential Questions

- What does it mean to find beauty in the world around you?
- Why is it important to be generous to others?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, BAS, Running Records, Reading Records, Cold Read assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Shared Reading

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*Finding Beauty in the World Around You*

-*The Pleasure of Giving*

FPC Shared Reading including:

-*Weather Watch*

-*Raindrop's Journey*

Readers Theatre

storiestogrowby.org/readers-theater-play-scrips

Unit Plan

Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
		Interactive Read Alouds	
<u>Inferring messages from stories</u> **IRA** I Mini Lesson per book	-Infer the messages in the Last Stop on Market Street -Identify how the boy changes and infer reasons based on the plot	**<u>Last Stop on Market Street Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing Independent Writing	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
	-Infer the messages in Something Beautiful -Identify how the girl changes and infer reasons based on the plot	**<u>Something Beautiful Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing Independent Writing	
	-Infer the messages in The Gardner.	**<u>The Gardner Read Aloud:</u>** Utilize the IRA folder to complete the following steps:	

	-Discuss what characters are feeling from their expressions and actions. -Understand settings that are distant in time and place	*-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing Independent Writing	
	-Infer the messages in Jamaica Louise James. -Discuss what characters are feeling from their expressions and actions.	<u>**Jamaica Louise James Read Aloud:**</u> Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing Independent Writing	
	-Infer the messages in Wanda's Roses. -Discuss what characters are feeling from their expressions and actions.	<u>**Wanda's Roses Read Aloud:**</u> Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing Independent Writing	

	-Infer the message about giving and gratitude.

-Identify how Sam changes and understand why from events in the plot.

-Discuss what characters are feeling from their expressions and actions. | **Sam and the Lucky Money Read Aloud:**

Utilize the IRA folder to complete the following steps:

-Introduce the Text

-Read the Text

-Discuss the Text

Respond to the Text-

Shared/Interactive Writing

Independent Writing | |
| | -Infer the message about giving and gratitude.

-Discuss the significance of events in the plot | **The Birthday Swap Read Aloud:**

Utilize the IRA folder to complete the following steps:

-Introduce the Text

-Read the Text

-Discuss the Text

Respond to the Text-

Shared/Interactive Writing

Independent writing | |
| | -Infer the message about giving and gratitude and wants vs. needs

-Discuss the significance of events in the plot | **Those Shoes Read Aloud:**

Utilize the IRA folder to complete the following steps:

-Introduce the Text

-Read the Text

-Discuss the Text

Respond to the Text- | |

		Shared/Interactive Writing Independent writing	
	-Recall important details about the Tanzanian setting. -Infer messages about saving and helping	**My Rows and Piles of Coins Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	

Mini Lessons				
Using A Reader's Notebook 2 Mini Lessons	-Create a list of books to recommend to others -Express an opinion in the form of a book recommendation	Mini Lesson: WAR.U2.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share* Mini Lesson: WAR.U2.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
Studying Illustrations In Books 5 Mini Lessons	-State information from the pictures in fiction books.	Mini Lesson: LA.U26.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal.

	-Identify characters' feelings based on their expressions or gestures.	Mini Lesson: LA.U26.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
	-Identify the small details in pictures and how they reveal information about a character.	Mini Lesson: LA.U26.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Discuss how the tone of a book is created by the illustrator's choice of colors.	Mini Lesson: LA.U26.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Discuss how an illustrator shows the passage of time through illustrations.	Mini Lesson: LA.U26.RML6 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	

Shared Reading		
Discuss how clouds can help us predict the weather. 2 Days	Tell facts and a sequence of events after reading the text. Notice the underlying structural pattern (chronological sequence) of the text.	Weather Watch: Rita's Journal Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children.	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

	See SR card for additional goals for this lesson.	-Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities	
Discuss how all the water on Earth moves in an endless cycle. 2 Days	Tell facts in a sequence of events. Notice the underlying structural patterns in the non fiction text: circular patters, cycle. See SR card for additional goals for this lesson.	A Raindrop's Journey Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities -	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

ELA.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).
ELA.RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
ELA.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.
ELA.RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

ELA.W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
ELA.SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ELA.SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Take a walk around the school building and have students notice places they find beautiful, and other places that are not so beautiful. Brainstorms to add beauty to those places. Create a giving tree. Every time a student shows generosity, have them add a leaf to the tree. Explain that giving does not mean giving away things.

Special Education- Break story into pieces, stopping to act out what characters are doing. Take a walk around the school building and have students notice places they find beautiful, and other places that are not so beautiful. Brainstorm ways to add beauty to those places. Create a giving tree. Every time a student shows generosity, have them add a leaf to the tree. Explain that giving does not mean giving away things.

Gifted Students- Have students discuss ways to find beauty in the world around them. Have students present their ideas to the class. Take a walk around the school building and have students notice places they find beautiful, and other places that are not so beautiful. Brainstorm ways to add beauty to those places. Create a giving tree. Every time a student shows generosity, have them add a leaf to the tree. Explain that giving does not mean giving away things. Talk about people the children know who have made a difference in their community. Have children interview that person about the ways they give to their community.

Readers Theatre

storiestogrowby.org/readers-theater scrips

Cross Curricular/21st Century Connections

9.2 21ˢᵗCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

LS4.D: Biodiversity and Humans
▪There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 5: Exploring Folktales and Animal Stories

Content Area: **Language Arts**
Course(s):   **Reading, Lang. Arts**
Time Period:
Length: **5 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to understand the characteristics of folktales. They will learn that a folktale is an oral tradition passed down by generation. They will retell stories by summarizing the important differences between characters, such as how they look, dress, eat, or celebrate. Students will also examine character traits and how to support those traits with textual evidence.

Enduring Understandings

- Folktales show the things that different cultures have in common
- People write for many different purposes
- Understanding different cultures helps us to understand the world around us
- You can learn valuable lessons from folktales.

Essential Questions

- Why are folktales important to people?
- How does an author make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 2 Benchmark, BAS, Running Records, Reading Records, cold read assessment

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading, Shared Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Shared Reading

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-Exploring Trickster Tales

-Exploring Different Cultures: Folktales

-Jan Brett: Creating Imaginary Worlds

FPC Shared Reading including:

- Amazing Nests

-Stone Soup

-The Boy Who Cried Wolf

-Bigger or Smaller

Readers Theatre

storiestogrowby.org/readers-theater-play-scrips

Unit Plan

Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
		Interactive Read Alouds	
<u>IRA-Discuss animal stories and folktales</u> 1 Mini Lesson per book	-Discuss a plot with multiple events -Use evidence from the text to support predictions	**<u>Tops and Bottoms Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	-Use *Assess Learning to* identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
	-Use evidence from the text to support statements about the wisdom gained by Zomo -Compare Zomo the Rabbit to Tops and Bottoms based on the idea of trickery.	<u>Zomo The Rabbit Read Aloud:</u> Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	-Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

	-Understand the concept of an origin tale	**Jabuti the Tortoise Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
	-Discuss a plot with multiple events or episodes	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Writing	
	-Compare trickster tales.	**The Turtle and the Monkey Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
	-Discuss the recurring theme of trickery	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Writing	
	-Discuss and recall the important events in sequence.	**Borreguita and the Coyote Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Question to deeper understand the story.	*-Read the Text*	
		-Discuss the Text	
		Respond to the Text-	

		Shared/Interactive Writing	
		Independent Writing	
	-Discuss important ideas relevant to one's own world.	**<u>The Empty Pot Read Aloud:</u>**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Formulate a prediction of what will happen next when Ping's seed does not grow.	*-Read the Text*	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Writing	
	-Interpret the relationship between brown squirrel and bear as revealed through dialogue and behavior.	**<u>How Chipmunk Got His Stripes Read Aloud:</u>**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Writing	
	-Recall important information about the setting long ago in Eastern Europe.	**<u>The Treasure Read Aloud:</u>**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	

	-Tell a summary of the text.	*-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Recognize and understand that fiction texts may have different settings that reflect a wide range of diverse places, languages, and cultures. -Compare to other folktales read aloud.	**<u>Nine -In-One Grr! Grr! Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Understand that the lesson can be applied to one's own life. -Notice how the illustrations go together with the text in a meaningful way.	**<u>Why the Sky is Far Away Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	

	-Interpret the lesson in the story	**<u>Berlioz the Bear Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Express opinions about characters in the story.		
	-Interpret the lesson in the story.	**<u>Town Mouse Country Mouse Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Recognize how Jan Brett creates humor with her words and illustrations.		
	-Understand the characteristics of fantasy.	**<u>Comet's Nine Lives Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Propose what will happen next.		

	-Interpret Honeyguide's and Badger's traits based on though, dialogue, and behavior. -Interpret the lesson in the story.	**Honey...Honey...Lion! Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing Independent Writing	
**Mini Lessons**			
Writing About Fiction Books 3 Mini Lessons	-Use a diagram to show the important parts of a story in sequence. -Draw and label the setting of a story. -Use a story map to show important information in a story.	Mini Lesson: WAR.U4. RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share* Mini Lesson: WAR.U4.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share* Mini Lesson: WAR.U4.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning to* identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
Noticing Text Features 3 Mini Lessons	-Understand and use the front flap and back cover of a book.	Mini Lesson: LA.U11.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply*	-Use *Assess Learning*to identify behaviors that demonstrate meeting of the goal.

		• *Share*	-Observation through discussion / anecdotal notes
	-Understand the purpose of a book's dedication page.	Mini Lesson: LA.U11.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Respond to Reading independent and shared writing activities
	-Understand an author page gives information about an author.	Mini Lesson: LA.U11.RML6 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
Studying Trickster Tales 5 Mini Lessons	-Understand the characteristics of trickster tales.	Mini Lesson: LA.U19.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning to* identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes
	-Create a definition of what a trickster tale is.	Mini Lesson: LA.U19.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Respond to Reading independent and shared writing activities
	-Understand the main character of a trickster tale outsmarts other characters.	Mini Lesson: LA.U19.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Reading conference notes from guided reading - Graphic Organizers

	-Understand the same types of characters occur over and over in trickster tales.	Mini Lesson: LA.U19.RML4 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	- Exit Tickets
	-Interpret the lesson in trickster tales.	Mini Lesson: LA.U19.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
Understanding Character Traits 6 Mini Lessons	-Identify the difference between internal and external traits.	The teacher will create an anchor chart illustrating the difference between external and internal traits.	-Use *Assess Learning to* identify behaviors that demonstrate meeting of the goal.
	-Identify character's physical characteristics.	Mini Lesson: LA.U24.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Observation through discussion / anecdotal notes
	-Interpret character's traits as revealed through their inner thoughts.	Mini Lesson: LA.U24.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Respond to Reading independent and shared writing activities
	-Interpret character's traits as revealed through their dialogue.	Mini Lesson: LA.U24.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
	-Interpret character's traits as revealed through their behavior.	Mini Lesson: LA.U24.RML4 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	

	-Interpret character's traits through what other characters say or think about them.	Mini Lesson: LA.U24.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
Writing About Characters 2 Mini Lessons	-Use a web to describe characters. -Compare and contrast characters.	Mini Lesson: WAR.U4.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share* Mini Lesson: WAR.U4.RML6 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning to* identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

Shared Reading			
Discuss how nests are safe places. 2 Days	Infer the writer's purpose and message and theme. Compare and contrast information from a text.	Amazing Nests Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

		-Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	
Discuss how plants and animals come in all sizes. 2 Days	Notice the underlying question - and - answer structural pattern. Infer information about the size of living creatures. See SR card for additional goals for this lesson	<u>Bigger or Smaller</u> Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
Discuss how Tom is a poor but clever man. 2 Days	Infer the reasons for characters' actions and feelings in a story or play. Talk about the writer's purpose in telling a story and what messages to readers the story might contain. See SR card for additional goals for this lesson	<u>Stone Soup</u> Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

Discuss how it is always better to always tell the truth. 2 Days	Tell what happens in a fable. Infer a lesson from reading a simple version of a traditional tale in chorus or in parts with others. See SR card for additional goals for this lesson	The Boy Who Cried Wolf Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

ELA.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).
ELA.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.
ELA.RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
ELA.SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
ELA.SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
ELA.SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Students with Disabilties, ML, Academically at Risk and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Share cultures. Have students bring in a few items that represent their own family's culture. Children can share with the class and discuss why these items are important.

Special Education- Break story into pieces, stopping to act out what the characters are doing. Share cultures. Have students bring in a few items that represent their own family's culture. Children can share with the class and discuss why these items are important.

Gifted Students- Students can create their own trickster tale using Storybird. Create a "cultural passport" to log all the countries they encounter when reading folktales. Explore other cultures. Have children examine and describe how the illustrations in each folktale are different and how that can relate to each culture. Children can choose to learn more about one of the cultures and create their own illustration of some aspects of that culture.

Cross Curricular/21st Century Connections

9.2 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Unit 6: Learning a Lesson From Humorous Characters

Content Area: **Language Arts**
Course(s): **Reading, Lang. Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will further their understanding that lessons can be learned from the characters we meet in stories. Characters have something to teach us even when they are humorous. They will begin to understand how characters change throughout a story. Students will begin to summarize the stories they have read, as well as begin to use non-fiction text features.

Enduring Understandings

- Humor can be used to entertain.
- People write for many different purposes
- Authors and illustrators make choices about the characters they create.

Essential Questions

- What makes books funny?
- How does an author or illustrator make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester Benchmark, BAS, Running Records, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Resources:

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Shared Reading

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-Humorous Characters

-Helen Lester: Learning a Lesson

FPC Shared Reading Set including:

-*Rain Forest Surprises*

-*Surprises on a Coral Reef*

-*The Blind Men and the Elephant: A Tale from India*

Chart paper and drawing materials

Readers Notebook

storiestogrowby.org/readers-theater-play-scrips

Unit Plan

Topic/ Selection	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
Interactive Read Alouds			
Interpreting lessons from humorous characters **1 Mini Lesson Per IRA**	-Understand a simple plot with problem and solution. -Identify when the problem is solved. - Understand a simple plot with problem and solution. -Identify when the problem is solved. -Make connections among texts that have the same author, illustrator, setting, and characters.	**Tacky the Penguin Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* *Respond to the Text-* Shared/Interactive Writing **Three Cheers for Tacky Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers

	- Understand a simple plot with problem and solution. -Identify when the problem is solved. -Make connections among texts that have the same author, illustrator, setting, and characters.	**Edward the Emu Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	- Exit Tickets
	- Understand a simple plot with problem and solution. -Identify when the problem is solved. -Make connections among texts that have the same author, illustrator, setting, and characters.	**Edwina the Emu Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	- Understand a simple plot with problem and solution. -Identify when the problem is solved. -Express opinions about the characters in the story and support with evidence	**Miss Nelson is Missing Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	- Understand a simple plot with problem and solution. -Identify when the problem is solved. -Express opinions about the characters in the story and support with evidence.	**<u>Miss Nelson is Back Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Interpret the significance of events in a plot. -Identify how Wodney's character changes and infer reasons from events in the plot.	**<u>Hooway for Wodney Wat Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Interpret the lesson in Listen Buddy. -Gain new information from text and illustrations. -Identify the dedication.	**<u>Listen Buddy Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Interpret the lesson Gruntly learns. -Identify Gruntly's change and infer why from events in the plot.	**<u>All for Me and None for All Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Understand the events of the story could not happen in real life. -Tell the important events from the story	**<u>Princess Penelope's Parrot Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Understand that this is a true story about Helen Lester's life that she wrote. -Discuss Helen Lester's purpose for writing. -Interpret the importance of Helen Lester's accomplishments	**<u>Author: A True Story Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
Mini Lessons			

Thinking about character change. 3 Mini Lessons	-Recognize characters can have multiple dimensions.	Mini Lesson: LA.U25.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* -	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes
	-Identify when a character learns a lesson and how the lesson relates to one's own life.	Mini Lesson: LA.U25.RML3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading independent and shared writing activities -Reading
	-Identify character change and infer reasons from events of the plot.	Mini Lesson: LA.U25.RML4 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	conference notes from guided reading - Graphic Organizers - Exit Tickets
Writing about fiction books in a reader's notebook 1 Mini Lesson	-Write about when characters change or learn a lesson.	Mini Lesson: WAR.U4.RML7 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and

			shared writing activities
			-Reading conference notes from guided reading
			- Graphic Organizers
<u>Summarizing</u> 6 Mini Lessons	-Tell the important events of a text in sequence.	<u>Mini Lesson:</u> SAS.U4.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal.
	-Tell the most important ideas in a informational text.	<u>Mini Lesson:</u> SAS.U4.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* <u>*Repeat these lessons as necessary with additional texts*</u> -	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading
	-Summarize fiction texts using sentence starters.	Summarizing with somebody, wanted, but, so, then. Reading strategy 5.16 in Jennifer Serravallo reading strategies book.	- Graphic Organizers
<u>Using Text Features</u> 4 Mini Lessons	-Discuss that readers need to synthesize new	Teachers will use a mentor text (such as A Log's Life) to explain that when a reader sees a visual, they need to stop	-Use *Assess Learning to* identify behaviors that

	information from visuals.	and think: What new info am I learning and why is it important? *Jennifer Serravallo strategy 10.9* - <u>Mini Lesson: LA.U17.RML1</u>	demonstrate meeting of the goal. -Observation through discussion / anecdotal notes
	-Understand the purpose of headings as an organizational tool.	- *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* <u>Mini Lesson: LA.U17.RML2</u>	-Respond to Reading independent and shared writing activities
	-Understand the purpose of the table of contents as an organizational tool.	- *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Reading conference notes from guided reading
	-Identify when authors include information in a sidebar.	<u>Mini Lesson: LA.U17.RML3</u> - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Graphic Organizers
Shared Reading			
Discuss how there is great variety in the natural world. 2 Days	Notice and discuss important information in this text. Reread sections of the text to remember interesting facts to include an interactive writing.	<u>Rain Forest Surprises</u> Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

	See SR card for additional goals for this lesson	-Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	
Discuss how there is a great variety in the natural world. 2 Days	Notice and talk about the important information in this text. Discuss facts about a coral reef and how the reef is formed after reading this nonfiction text with others. See SR card for additional goals for this lesson	Surprises on a Coral Reef Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
Discuss how everyone sees things differently. 2 Days	Infer a "lesson" from reading a simple version of a traditional tale in chorus or in parts with others. Notice how aspects of a text such as interesting characters and repetition affect appreciation or enjoyment. See SR card for additional goals for this lesson	The Blind Man and the Elephant: A Tale From India Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

ELA.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).
ELA.RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
ELA.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.
ELA.RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Children can draw their own humorous characters and describe their facial expressions and movements and how that makes it humorous.

Special Education- Break story into pieces, stopping to act out activities that the characters are doing. Children can create comic strips and draw the characters and what they do first, next, and last.

Gifted Students- Have students record summaries of their favorite books to share with other students. Role plays funny scenes. Children can work in groups to act out skits that feature humorous characters.

Cross Curricular/21st Century Connections

9.1 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 7- Simple Biographies and Facing Personal Challenges

Content Area: **Language Arts**
Course(s):   **Reading, Lang. Arts**
Time Period:
Length: **5 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to understand the characteristics of Bob Grahams writing that captures everyday moments of childhood. They will learn how his stories are illustrated usually with pen, chalk, and watercolors, and incorporate a comic strip format. They will identify the author's point of view through poetry while comparing and contrasting two texts.

Enduring Understandings

- You can learn about yourself through other people and characters.
- Sometimes you must face challenges in order to help someone else.
- It takes determination to achieve your goals.
- Biographies make you think about your own life.

Essential Questions

- What is a writer's reason for writing a biography?
- Why is it important to face challenges?
- Why is determination important?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester Benchmark, BAS, Running Records, Reading Records, Cold read Assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Resources: Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Shared Reading

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-Simple Biographies

-Facing Challenges

-The importance of Determination

FPC Shared Reading including:

- Watch Out Rabbit!

-Animals with Jobs

-Smokey Bear

-Side by Side: A True Story

Readers Theatre

storiestogrowby.org/readers-theater-play-script

Unit Plan

Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
		Interactive Read Alouds	
1 Mini Lesson per book	-Understand that a biography is the story of a person's life written by someone else.	**Zora Hurston and the Chinaberry Tree Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal.
	-Identify that nonfiction texts may be set in a variety of places and times.	*-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
	-Notice and understand text resources including nonfiction text features.	**Celia Cruz: Queen of Salsa Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text*	-Reading conference notes from guided reading
	-Identify that nonfiction texts may be set in a variety of places and times.	*-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	- Graphic Organizers

	-Notice and understand text resources including nonfiction text features.	**<u>Manfish: A Story of Jacques Cousteau Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	- Exit Tickets
	-Identify that nonfiction texts may be set in a variety of places and times.		
	-Question topics encountered in nonfiction texts. - Notice and understand text resources including nonfiction text features.	**<u>Snowflake Bentley Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	- Question topics encountered in nonfiction texts. - Notice and understand text resources including nonfiction text features.	**<u>The Pot That Juan Built Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Recall details about the examples of courage. -Interpret the story's message.	**Courage Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Discuss how the illustrations and graphics go together with the text to show the movement of the roller coaster ride. -Understand the humor in the words and illustrations.	**Roller Coaster Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Synthesize new ideas and concepts from hearing the story read aloud. -Recall important details about how Mirette and Bellini face challenges.	**Mirette on the High Wire Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Express opinions about Suki's courage and support it with text evidence.	**Suki's Kimono Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Understand simple problems that occur in everyday life.		
	-Recall details of the setting. -Discuss how illustrations and graphics go together in a meaningful way.	**Abuela's Weave Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Interpret the girl's intentions, feelings, and motivations as revealed through thought, dialogue, behavior, and what others think or say about her. -Compare Earrings! To one's own life.	**Earrings! Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Recognize important information and details and use evidence to support statements. -Compare Brontorina to one's own life.	**Brontorina Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	- Recognize important information and details and use evidence to support statements. -Understand that fiction texts may have settings that reflect a wide range of diverse places, cultures, and languages.	**Brave Irene Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Understand Meg Medina's purpose for writing. -Interpret the importance of ideas relevant to their world.	**Tia Iso Wants a Car Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Recognize important information and details and use evidence to support statements. -Identify interesting language used throughout the text.	**Galimoto Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* *Respond to the Text*- Shared/Interactive Writing	
Mini Lessons			

<u>Thinking about the topic in nonfiction</u>
 	
7 mini lessons
	-Understand that in a nonfiction book a writer presents facts about a single topic.
	
	-Identify the main topic and subtopics.
	
	-Interpret the author's attitude toward the topic.
	
	-Interpret the importance of a topic.
		Mini Lesson: LA.U15.RML 1
		
		- *Mini Lesson*
		
		- *Have a Try*
		
		- *Summarize and Apply*
		
		  - *Share*
		
		Mini Lesson: LA.U15.RML 2
		
		- *Mini Lesson*
		
		- *Have a Try*
		
		- *Summarize and Apply*
		
		  - *Share*
		
		Mini Lesson: LA.U15.RML 3
		
		- *Mini Lesson*
		
		- *Have a Try*
		
		- *Summarize and Apply*
		
		  - *Share*
		
		Mini Lesson: LA.U15.RML 4
		
		- *Mini Lesson*
		
		- *Have a Try*
			-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal.
			
			-Observation through discussion / anecdotal notes
			
			-Respond to Reading independent and shared writing activities
			
			-Reading
			
			conference notes from guided reading
			
			- Graphic Organizers
			
			- Exit Tickets

		- *Summarize and Apply* - *Share* -	
	-Compare and contrast information about a topic in one text to information in another.	Mini Lesson: LA.U15.RML 5 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* -	
	-Recall prior knowledge before reading.	Mini Lesson: LA.U15.RML 6 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* -	
	-Identify new information after reading.	Mini Lesson: LA.U15.RML 7 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	
<u>Understand</u> <u>Simple</u> <u>Biography</u> 3 Mini Lessons	-Understand a biography is the story of a person's life.	Mini Lesson: LA.U13.RML 1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* Mini Lesson: LA.U13.RML 2	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes

	-Understand biographies are told in chronological order.	- *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading independent and shared writing activities -Reading
	-Interpret the importance of a subject's accomplishments.	Mini Lesson: LA.U13.RML 3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-conference notes from guided reading - Graphic Organizers - Exit Tickets
Writing about nonfiction in a reader's notebook 3 Mini Lessons	-Tell about prior knowledge and new information.	Mini Lesson: WAR.U5.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes
	-Formulate new questions in response to new information.	Mini Lesson: WAR.U5.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading independent and shared writing activities -Reading
	-Sketch and label to represent information learned from text.	Mini Lesson: WAR.U5.RML3 - *Mini Lesson*	conference notes from guided reading

		- *Have a Try* - *Summarize and Apply* - *Share*	- Graphic Organizers - Exit Tickets
<u>Thinking about the author's message</u> 4 Mini Lessons	-Interpret the author's message in fiction.	<u>Mini Lesson: LA.U7RML1</u> - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal.
	-Interpret the author's message in nonfiction.	<u>Mini Lesson: LA.U7RML2</u> - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
	-Identify that more than one author can have the same universal understanding.	<u>Mini Lesson: LA.U7.RML3</u> - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Reading conference notes from guided reading - Graphic Organizers
	-Identify how illustrations can support the author's message.	<u>Mini Lesson: LA.U7.RML4</u> - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Exit Tickets

Shared Reading			
Discuss how quick thinking can get you out of trouble. 2 Days	Infer a "lesson" from reading a simple version of a traditional tale in chorus or in parts with others. Infer the feelings of characters. See SR card for additional goals for this lesson.	Watch Out, Rabbit! Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
Discuss how we can learn more about animals by reading about how they help people. 2 Days	Understand and learn new content by reading this nonfiction text about animals. Synthesize new content related to familiar animals and animals that may be new. See SR card for additional goals for this lesson.	Animals with Jobs Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
Discuss how it is important to care for our environment	Understand and learn new content by reading a nonfiction text. Express opinions about what is	Smokey Bear Utilize the SR folder to complete the following steps: -Introduce the Text	-Observation through discussion / anecdotal notes -Respond to Reading independent and

and all living creatures. 2 Days	interesting in photographs and illustrations. See SR card for additional goals for this lesson.	-First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	shared writing activities
Discuss how living things sometimes interact in surprising ways. 2 Day	Use academic language to talk about a text. Infer and discuss important ideas from reading a narrative nonfiction text. See SR card for additional goals for this lesson.	Side by Side: A True Story Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text -Respond to the Text Shared/Interactive Writing Independent Response to Reading	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

Standards

ELA.SL.ES.2.3 Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

ELA.RI.IT.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

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

ELA.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.

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

ELA.RL.CT.2.8 Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

ELA.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.

ELA.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

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

ELA.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.

ELA.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.

ELA.SL.PE.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELA.SL.II.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ELA.SL.ES.2.3 Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

ELA.SL.AS.2.6 Produce complete sentences when appropriate to task and situation to provide requested detail or clarification.

ELA.L.VL.2.2.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELA.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.

ELA.L.RF.2.4.A Read grade-level text with purpose and understanding.

ELA.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.

Suggested Modifications for Students with Disabilties, ML, Academically At Risk and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Brainstorm a list of character traits and qualities that they notice from people in the biography set. Students can use arrows to identify what qualities they see in themselves and what they want to become. Students can interview each other about challenges they have faced and what they have learned about themselves.

Special Education- Break story into pieces, stopping to act out what characters are doing. Brainstorm a list of character traits and qualities that they notice from people in the biography set. Students can use arrows to identify what qualities they see in themselves and what they want to become. Students can interview each other about challenges they have faced and what they have learned about themselves.

Gifted Students- Students can create a biography of someone in their life (family member, teacher, coach). Students can write a biography about a person who has made a positive impact in their life. Students can interview the person and include questions from their childhood, school age, and adult life. Students can interview each other about challenges they have faced and what they have learned about themselves.

Cross Curricular/21st Century Connections

9.1 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

Understanding the past helps to make sense of the present.

• 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

Unit 8- Exploring the Natural World Through Nonfiction

Content Area: **Language Arts**
Course(s): **Reading, Lang. Arts**
Time Period:
Length: **3 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to learn about different animals, as well as planet Earth. They will realize that authors write with a purpose and why that is important to the reader. Students will evaluate text features in non-fiction texts, compare and contrast different nonfiction texts, and discuss the organization of non-fiction texts.

Enduring Understandings

- Learning about how the natural world works helps you understand how everything in nature is connected.
- Everyone and everything in nature plays an important role.
- Authors write with a purpose to make reading interesting.

Essential Questions

- How does an author or illustrator make decisions to interest readers?
- Why is it important to learn about the Earth?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 3 Benchmark, BAS, Running Records, Reading Records, Cold Read Assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Resources: Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Shared Reading

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-Gail Gibbons: Exploring the World Through Nonfiction

-Exploring the Natural World: The Earth

Shared Reading Including:

- Surprises on the Savanna

-Jackal and Lion: An African Folktale

Readers Theatre

storiestogrowby.org/readers-theater-play-scrips

Unit Plan

Topic Suggested Timeline	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
		Interactive Read Alouds	
Understanding the natural world around us 1 Mini Lesson per IRA	-Understand Gail Gibbons has a purpose for writing. -Interpret Gail Gibbons' feelings toward the topic.	**Penguins! Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
	-Understand Gail Gibbons has a purpose for writing. -Identify and use nonfiction text features.	**Giant Pandas Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	-Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
	-Identify and use nonfiction text features. -Discuss Gail Gibbons use of interesting language.	**The Honey Makers Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text*	

		Respond to the Text- Shared/Interactive Writing	
	-Identify the procedural structure of the text. -Identify the main topic and subtopics of the text.	**The Moon Book Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Understand some elements of poetry. -Understand the author's purpose in writing about Earth.	**Our Big Home Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Identify how graphics and text are placed to communicate ideas. -Question to deeper understand Earth's movements.	**On Earth Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-*	

		Shared/Interactive Writing	
	-Identify important information and details about rivers.	**River Story Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Recognize the narrative nonfiction structure of the text.		
	-Use and understand the purpose of some nonfiction text features.	**Volcano Rising Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing Climate Change Example: Students may read an informational text on volcanoes and describe how illustrations help them understand what happens during a volcanic eruption.	
	-Tell important information about volcanoes.		
	-Understand the author is presenting facts about a single topic.	**Tiny Creatures: The World of Microbes Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-*	
	-Identify and discuss interesting information about microbes.		

		Shared/Interactive Writing	
		Mini Lessons	
<u>Thinking about the author's purpose</u> 5 Mini Lessons	-Understand that the author writes to entertain.	<u>Mini Lesson: LA.U8.RML1</u> - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* -	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes
	-Understand that the author writes to inform.	<u>Mini Lesson: LA.U8.RML2</u> - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* -	-Respond to Reading independent and shared writing activities -Reading conference notes from guided reading
	-Understand that the author writes to persuade.	<u>Mini Lesson: LA.U8.RML3</u> - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Graphic Organizers - Exit Tickets
	-Discuss different types of texts that are written to entertain, inform, or persuade.	Teacher will create an anchor chart to show the reasons authors write. Within each section of the "pie" list the types of texts that may fall into that category.	
	-Classify the author's purpose.	Using a Scholastic book order form (or other list of book covers), students will sort various books into the author's purpose for writing.	
<u>Noticing how authors organize nonfiction</u>	-Identify an author's use of question-and-answer structure.	<u>Mini Lesson: LA.U14.RML1</u> - *Mini Lesson*	-Use *Assess Learning* to identify behaviors that

5 Mini Lessons		- *Have a Try* - *Summarize and Apply* - *Share*	demonstrate meeting of the goal. -Observation through discussion / anecdotal notes
	-Identify an author's use of chronological structure.	Mini Lesson: LA.U14.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading independent and shared writing activities -Reading conference notes from guided reading
	-Identify the way an author organizes information about a topic in categories.	Mini Lesson: LA.U14.RML3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Graphic Organizers - Exit Tickets
	-Identify an author's use of procedural structure.	Mini Lesson: LA.U14.RML4 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	
	-Understand that a writer can use temporal order.	Mini Lesson: LA.U14.RML5 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	

Learning from graphics 4 Mini Lessons	-Illustrations show information about a topic.	Mini Lesson: LA.U16.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning*to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes
	-Recognize and use labels and captions.	Mini Lesson: LA.U16.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading independent and shared writing activities -Reading conference notes from guided reading
	-Recognize and use maps and legends.	Mini Lesson: LA.U16.RML3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Graphic Organizers - Exit Tickets
	-Recognize and use diagrams.	Mini Lesson: LA.U16.RML4 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	

Shared Reading

Discuss how there is a great variety in the natural world. 2 Days	Understand and learn new content. Shift attention from one part of a page layout to another to gather information.	Surprises on the Savanna Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children.	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

	See SR card for additional goals for this lesson.	-Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	
Discuss how sometimes being clever can keep you out of trouble. 2 Days	Distinguish between story and readers' theater script. Make connections between the body of text and the illustrations. See SR card for additional goals for this lesson.	Jackal and Lion: An African Folktale Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

ELA.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).
ELA.RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
ELA.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.
ELA.RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
ELA.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.
ELA.RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELA.SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Climate Change Activity

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. 🌿
Climate Change Example: Students may read an informational text on volcanoes, such as Volcano Rising, and describe how illustrations help them understand what happens during a volcanic eruption.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Create an "I Know" and and an "I Wonder" chart to identify information they still want to learn. Students can then work with partners to research information they still wonder.

Special Education- Break story into pieces, stopping to discuss topics. Create an "I Know" and and an "I Wonder" chart to identify information they still want to learn. Students can then work with partners to research information they still wonder.

Gifted Students- Students can create a poster with facts learned about a topic beyond the information presented in read alouds. Have students write cause and effect statements that they learned from the books read, or what they already know about the natural world.

Cross Curricular/21st Century Connections

9.1 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
• 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Stability and Change
▪Things may change slowly or rapidly. (2-ESS1-1)

LS4.D: Biodiversity and Humans
▪There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

Unit 9- Living and Working in a Community and Exploring Birds

Content Area: **Language Arts**
Course(s): **Reading, Lang. Arts**
Time Period:
Length: **2 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to understand the importance of communities. Students will continue to explore the natural world, including birds. They will also begin to analyze an author's craft.

Enduring Understandings

- Members of a community can work together to solve a problem
- Every member of the community has something to contribute.
- You can learn more about your world by learning about birds.
- There is great variety among different animals.

Essential Questions

- What makes a community?
- Why is it important to learn about the animals in our world?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 3 Benchmark, BAS, Running Records, Reading Records, Cold Read Assessment

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Resources: Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Shared Reading

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-Living and Working Together: Community

-Understanding the Natural World: Birds

FPC Shared Reading including:

- Monkey and Rabbit: A Tale from Brazil

-Bananas, Bananas: Based on a Philippine Folktale

-Sun, Wind, and Moon: A Tale form India

Readers Theatre

storiestogrowby.org/readers-theater-play-scrips

Unit Plan

Topic/ Selection	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
		Interactive Read Alouds	
<u>Understand the structure of fiction and non-fiction</u> 1 Mini Lesson Per IRA	-Explain and describe people, places, and things in Chinatown. -Interpret character's feelings and motivations based on their thoughts, dialogue, and behavior.	**Chinatown Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
	-Compare text to one's own life. -Recognize settings that reflect a wide range of diverse places, cultures, and languages.	**For You Are a Kenyan Child Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	-Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
	-Compare to known folktales. -Understand author's purpose for writing.	**Stella Louella's Runaway Book Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text*	

		Respond to the Text- Shared/Interactive Writing	
	-Identify the importance of ideas relevant to their world. -Understand the authors' purpose for writing the book.	**Armando and the Blue Tarp School Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Understand a simple plot with problem and solution. -Identify important ideas relevant to their world.	**The Library Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Interpret the importance of the setting to the story. -Use important information and details as evidence in discussions.	**The Barn Owls Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Recognize hybrid texts and identify which parts are fiction and nonfiction. -Identify important information in the story.	**White Owl, Barn Owls Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Discuss new information from both text and illustrations. -Understand that graphics provide information.	**Feathers: Not Just for Flying Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Understand the overall structure of the book. -Synthesize new concepts and ideas.	**Bird Talk Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Understand a simple plot with problem and solution. -Support predictions about what will happen next.	**<u>Rainbow Crow Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
		Mini Lessons	
<u>Analyzing the author's craft</u> 5 Mini Lessons	-Identify the author's choice of interesting words and language.	Mini Lesson: LA.U9.RML 1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes
	-Understand an author's use of figurative language.	Mini Lesson: LA.U9.RML 2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading independent and shared writing activities -Reading conference notes from guided reading
	-Discuss how authors use onomatopoeia.	Mini Lesson: LA.U9.RML 3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Graphic Organizers - Exit Tickets
	-Discuss how authors repeat words or phrases to make a text interesting or to communicate an idea.	Mini Lesson: LA.U9.RML 4 - *Mini Lesson* - *Have a Try* - *Summarize and Apply*	

		- *Share*	
	-Discuss how an author used descriptive language.	Mini Lesson: LA.U9.RML 5 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	

Shared Reading

Discuss how a home is best if it is just right for the person or animal who lives there. 2 Days	Infer a character's feelings or motivations as preparation for reading in the character's voice. Compare different versions of the same traditional tale. See SR card for additional goals for this lesson	Monkey and Rabbit: A Tale from Brazil Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
Discuss how being clever and planning ahead can have big rewards. 2 Days	Generalize a "lesson" from reading a simple version of a folktale in chorus or in part with others. Recognize some characteristics of fiction. See SR card for additional goals for this lesson	Bananas, Bananas: Based on a Philippine Folktale Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

		Respond to the Text- Shared/Interactive Writing Independent Response to Reading	
Discuss how it's important to think of others and not just yourself. 2 Days	Infer a lesson from reading a simple version of a folktale. Notice the way the writer tells the story in this folktale (repeating episodes and language patterns) and how it affects understanding and enjoyment. See SR card for additional goals for this lesson	<u>Sun, Wind, and Moon: A Tale from India</u> Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

ELA.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).
ELA.RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
ELA.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.
ELA.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.
ELA.RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Children can draw self-portraits and fill the background with words that describe how they make a positive impact in their classroom community. Make a nest. Using pictures from books read, as well as the internet, students can use various art materials to create birds' nests.

Special Education- Break story into pieces, stopping to act out what the characters are doing. Children can draw self-portraits and fill the background with words that describe how they make a positive impact in their classroom community. Make a nest. Using pictures from books read, as well as the internet, students can use various art materials to create birds' nests.

Gifted Students- Encourage students to use some of the descriptive language learned in an original story. Students can work together to choose a school community project to make a positive impact on the school community. Students can create a poster about a different type of bird. They can use the library or internet sources to find information on their birds.

Cross Curricular/21st Century Connections

9.1 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
• 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Unit 10- Exploring Fantasy, Realistic Fiction, and The Animal World

Content Area: **Language Arts**
Course(s): **Reading, Lang. Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to discover the characteristics of fantasy and realistic fiction stories. Students will also take a quick look into the animal world and what it entails. Students will continue to express their opinions about books, as well as begin to look closely at print features.

Enduring Understandings

- Fantasy stories allow you to escape to another time and place.
- Fantasy stories can offer insight into reality.
- Writers use realistic stories to entertain and connect to their reader.
- Writers write for many different purposes.

Essential Questions

- What makes fantasy fun to read?
- What is the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 3 Benchmark, BAS, Running Records, Reading Records, Cold Read Assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Resources: Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Shared Reading

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-Amazing Places: The World of Fantasy

-Exploring Realistic Fiction

-Steve Jenkens: Exploring the Animal World

FPC **Shared Reading including:**

The Tricky Turtle

A Piñata Fiesta

Scout, the Chicken Guard

Reader's Theater:

storiestogrowby.org/readers-theater-play-scrips

Unit Plan

Topic/ Selection	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
		Interactive Read Alouds	
<u>Discussing different genres of texts</u> 1 Mini Lesson Per IRA -	-Interpret the importance of the setting to the fantasy's plot -Discuss the characters' feelings based on their facial expressions.	<u>**Cloudy With a Chance of Meatballs Read Aloud:**</u> Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
	-Support predictions about what will happen next. -Discuss how illustrators create perspective in their illustrations.	<u>**The Secret Shortcut Read Aloud:**</u> Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	-Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

	-Understand themes that are close to their experiences. -Discuss elements of poetry found in The Magic Hat	**The Magic Hat Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Identify the character change and infer reasons from events of the plot. -Interpret the characters' intentions, feelings, and motivations.	**Hey, Al Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Discuss what the characters are feeling based on their facial expressions or gestures. -Interpret the importance of the setting to the plot.	**June 29, 1999 Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Identify how the author uses literary language. -Understand the characteristics of realistic fiction	**Big Moon Tortilla Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Understand the characteristics of realistic fiction and the use of exaggeration. -Interpret the message of the story.	**No Dogs Allowed! Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Discuss the importance of the setting to the plot. -Interpret the characters' intentions, feelings, and motivations.	**Happy Like Soccer Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Discuss the importance of details to the plot. -Identify how Amelia changes and infer reasons for the change.	**Amelia's Road Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Identify and discuss important information. -Question topics in nonfiction texts and actively work to learn more about them.	**Biggest, Fastest, Strongest Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Use information in a variety of graphics. -Identify repeated language patterns.	**I See a Kookaburra! Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Discuss interesting and important information.	**Animal Dads Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Express opinions about Animal Dads.	*-Read the Text*	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Recognize and use information in a variety of graphics.	**Animals In Flight Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Compare and contrast this text with other Steve Jenkins books.	*-Read the Text*	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Identify and discuss interesting and important information.	**Never Smile at a Monkey Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Recognize informational texts with examples of simple argument and persuasion.	*-Read the Text*	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
Mini Lessons			

Understanding Fantasy 3 Mini Lessons	- Understand the defining characteristic of fantasy is that it could not happen in real life.	Mini Lesson: LA.U20.RML 1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes
	-Understand that fantasy often happens in settings that could not exist in the real world.	Mini Lesson: LA.U20.RML 2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading independent and shared writing activities -Reading conference notes from guided reading
	-Understand a common motif of fantasy is magic.	Mini Lesson: LA.U20.RML 3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Graphic Organizers - Exit Tickets
Studying Authors and illustrators 2 Mini Lessons	-Understand an author or illustrator's work is recognized across many books.	Mini Lesson: LA.U3.RML 1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* -	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes
	-Compare different authors' writing and illustrating styles.	Mini Lesson: LA.U3.RML 3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading independent and shared writing activities -Reading conference notes from guided reading

			- Graphic Organizers - Exit Tickets
<u>Studying Realistic Fiction</u> 7 Mini Lessons	-Create a definition of realistic fiction.	<u>Mini Lesson:</u> LA.U18.RML 2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* - <u>Mini Lesson:</u> LA.U18.RML 3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
	-Understand that characters seem real but are always imagined.		
	-Understand that realistic fiction is set in an imaginary place that could exist in real life.	<u>Mini Lesson:</u> LA.U18.RML 4 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	
	-Understand that realistic fiction stories are sometimes set in real places, but the characters and stories are imagined.	<u>Mini Lesson:</u> LA.U18.RML 5 - *Mini Lesson* - *Have a Try* - *Summarize and Apply*	

		- *Share*	
	-Understand that authors create problems that could be real.	Mini Lesson: LA.U18.RML 6 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	
	-Understand that realistic fiction stories end in realistic ways.	Mini Lesson: LA.U18.RML 7 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	
	-Compare texts to their lives and think about the author's message.	Mini Lesson: LA.U18.RML 8 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	
<u>Looking closely at print</u> 3 Mini Lessons	-Notice how the choice of font, size, and color can convey meaning. -Identify the placement of words	Mini Lesson: LA.U10.RML 1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* Mini Lesson: LA.U10.RML 2	-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes

| | on a page in relation to the illustrations. | - *Mini Lesson*

- *Have a Try*

- *Summarize and Apply*

- *Share* | -Respond to Reading independent and shared writing activities

-Reading

conference notes from guided reading |
| | -Discuss how writers use punctuation in interesting ways to communicate meaning. | Mini Lesson: LA.U10.RML 3

- *Mini Lesson*

- *Have a Try*

- *Summarize and Apply*

- *Share* | - Graphic Organizers

- Exit Tickets |

		Shared Reading	
Discuss how good it is to be clever. 2 Days	Use the events of a story to anticipate or make predictions. Infer a "lesson" from reading a simple version of a simple tale. See SR card for additional goals for this lesson.	The Tricky Turtle Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
Discuss how there are many different traditions celebrated around the world. 2 Days.	Recognize when a writer used temporal order to describe a process. Recognize simple procedural language.	A Piñata Fiesta Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children.	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

		-Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	
Discuss how you should trust your instincts. 2 Days	Use the events of the story to predict what will happen next. Describe characters' intentions, feelings, and motivations as revealed through thought, dialogue and behavior. See SR card for additional goals for this lesson	<u>Scout, the Chicken Guard</u> Utilize the SR folder to complete the following steps: -Introduce the Text -First Reading - Read to the children. -Second Reading - Read with the children -Discuss the Text -Revisit the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading	Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

ELA.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).
ELA.RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
ELA.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.
ELA.RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
ELA.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.
ELA.RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELA.SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Create a fantasy world. Children can make a list of sensory details about their setting. Students can then name their fantasy place and draw a picture of it.

Special Education- Break story into pieces, stopping to act out what the characters are doing. Create a fantasy world. Children can make a list of sensory details about their setting. Students can then name their fantasy place and draw a picture of it.

Gifted Students- Encourage students to write a fairy tale using their understanding of the fantasy genre. Use a graphic organizer to list the books read in this set and then list the messages or lessons in each book. Students can discuss how the messages offer an insight into reality

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.