

Grade 2 Unit 4 Our Changing World

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **April 7-June 8**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Reading:

read a fable and a recipe

read a nonfiction article

compare the plot of both stories

setting

characters

sequence of events

compare and contrast

state text evidence to support answer

Guided Reading:

- By the end of Unit 4 students should be reading at Fountas & Pinnell levels M/N to meet end of year expectations.
- By the end of 2nd grade students should be reading at Fountas & Pinnell levels M/N to meet end of year expectation.

Foundational Skills Language: (Foundations)

Unit 15

- The /u/ sound of oo, ou, ue, ew
- The /u/ sound of ue
- Use of spelling option procedure for /u/ and /u/ sounds
- Trick words: January, February, July, enough, special, December

Unit 16

- Sound of au and aw
- Spelling generalizations for the /o/ sound
- Trick Words: August laugh, daughter

Unit 17

- Consonant -le syllable type
- Spelling consonant -le words
- Review of all 6 syllable types
- Trick Words: trouble, couple, young

Languague:

Writing Workshop:

Writing About Reading: Opinion

- Bend II: Raising the Level of Our Letter Writing
- Bend III: Writing Nominations and Awarding Favorite Books

Cross-Curricular Connections:

Students will make a historical quilt

Students will learn about the life cycle of animals

Students will learn about the water cycle and weather conditions

Standards & Indicators

LA.2.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.2.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
LA.2.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.2.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.2.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.2.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.2.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.2.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.2.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.2.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.2.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.2.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.2.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
LA.2.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.2.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.2.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.2.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Central Ideas/Enduring Understandings

Strong readers read fluently, with expression, and use various strategies to decode unfamiliar words to make meaning.

Fables tell a story with a lesson.

Good writers use describing words to make their stories richer.

Essential/Guiding Questions

How can we compare a fable to an informational article?

Can you write an explanatory story to tell someone how to make soup?

Content - Students will know...

key vocabulary: fable, recipe, point of view, compare/contrast, text evidence, prefix, suffix, root word, base word, recall details, concluding sentence, central message, text features, and tasks

Skills - Students will be skilled at...

- responding to a narrative story in complete sentences answering: who, what, where, when, why, and how questions
- reading multiple texts that are linked in some way and comparing similarities and differences
- using text features of an informational article
- combining prefixes and root words to make new words
- writing an explanatory story

Stage 2: Assessment Evidence

Performance Task(s)

Students will create their own memory box, autobiography, or quilt square to share with their classmate.

Other Evidence

- Unit 4 Assessment
- quizzes and tests
- F&P
- MAP subtests
- End of Unit Foundations Dictation

Stage 3: Learning Plan

Learning Opportunities/Strategies

Essential Question: How can we use text features to help understand informational text?

Hook: Share a cookbook with recipes and pictures with captions to excite students about upcoming unit.

Complete mini lessons for foundational skills and comprehension skills in small groups.

Activities:

- differentiated guided reading groups using leveled readers
- writing conferences for editing and revising

- small group center activities for foundational skills, comprehension skills, and science and social studies concepts
- infuse technology and manipulatives as often as possible
- partner read, read to self with microphone, ask peer questions about text
- written responses to comprehension questions on graphic organizers
- sticky notes for comments and thoughts while reading
- word wall words for high frequency sight words and academic vocabulary
- cooperative learning activities, think/pair/share, QARs, book talks
- closure: exit tickets, conference slips, checklists, rubrics, self evaluations

Modifications/Differentiation:

- Targeted instruction per F&P
- ELL books
- My Sidewalks
- Small groups
- Extended time
- R&E
- Teacher access
- Extension activities
- VAKT

Resources

Lucy Calkins: Writing About Reading

Foundations Level 2

Scott Foresman 2008 Reading Street

- The Quilt Story (F), Interview; The Life Cycle of a Pumpkin (I), Poetry; Frogs (I), From Egg to Egg (I); I Like Where I Am (F), A New House (email); Helen Keller (I), Wind (I)

Time for Kids

F&P

Leveled readers

Scholastic News

Supplemental Chapter Books from library and book closet

Brain Pop, Jr.

National Geographic website for kids

Waltke's Web

teacher websites

fluency probes

Reading Eggs