

Grade 2 Unit 3 Creative Ideas

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **January 27-April 6**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Reading:

read a fable and a poem

state the lesson

sequence of events

setting

character comparison/analysis (alike & different)

state text evidence to support answer

identify speaker in poems are the same as the author

Guided Reading:

- By the end of Unit 3 students should be reading at Fountas & Pinnell level L 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: (Foundations)

Unit 10

- Double vowel syllable type

- Sounds of ai and ay
- Use of spelling option procedure for /a/ sound
- Combining all types of syllables
- Homephones
- Trick Words: great, country, away, America, school, thought

Unit 11

- Sounds of ee, ea, and ey
- Use of spelling option procedures for /e/ sound
- Trick Words: whose, won, son, breakfast, head, ready

Unit 12

- Sounds of oi and oy
- Spelling generalizations of /oi/ sound
- Trick words: favorite, early, ocean

Unit 13

- The long o sound of oa, oe, and ow
- Use of spelling option procedure of /o/ sound
- Review suffix endings
- Trick words: Monday, Tuesday, cousin, lose, tomorrow, beautiful

Unit 14

- The /ou/sound of ou and ow
- Flexibility in sound choices for reading
- Spelling generalizations of /ou/ sound
- Trick words: Wednesday, Thursday, Saturday, bought, brought, piece

Language:

contractions

capitalization - proper nouns

verb tenses and correct usage

Writing Workshop:

Lab Reports and Science Books: Informational

- Bend II Writing to Teach Others about Our Discoveries
- Bend III Writing about Forces and Motion in Information Books

Writing About Reading: Opinion

- Bend I Letter Writing: A Glorious Tradition

Cross-Curricular Connections:

Students will create New Years Resolution Goals

Students will learn how Dr. Martin Luther King Jr. created a better world

Students will express ways they care for others through their creative ideas

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.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.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic

	or subject area.
LA.2.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.2.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.2.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.2.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.2.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.2.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
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.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
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.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.2.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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 of the text.

Narrative stories tell what happens to characters using describing sentences in time order.

Analyzing characters means you think about ways they are alike and different and find evidence in the text to prove your point.

A fable is a type of story that has a lesson that the characters learn by the end of the story.

A poem uses describing phrases, not sentences to convey meaning to the reader.

Essential/Guiding Questions

How can we learn a lesson from a fable?

What does a poem create in your mind?

Why do we compare characters in different stories?

Content - Students will know...

Vocabulary: fable, speaker, author, point of view, compare/contrast, sequence, lesson, poem

poem structure

contraction parts

difference between a story and a fable

Skills - Students will be skilled at...

- describing and comparing characters
- recognizing characters and setting in stories
- writing how characters feel
- using text evidence to prove their point
- breaking and building contractions

Stage 2: Assessment Evidence

Performance Task(s)

Students will choose a nonfiction biography book and or short story and complete a character map about them citing evidence from the text that supports their opinions about the character.

Other Evidence

Unit 3 Assessment

Quizzes and Tests

Fountas & Pinnell

MAP subtests

End of Unit Foundations Dictation

Stage 3: Learning Plan

Learning Opportunities/Strategies

Essential Question: How can we learn a lesson from what we have read?

Hook: Use a famous fable as a read aloud to introduce the new theme. Discuss lesson learned from the fable.

Mini lessons for foundational skills and comprehension skills.

Activities: Differentiated Guided Reading Groups using leveled readers, writing conferences for editing and revising

Small group center activities for foundational skills, comprehension, and science and social studies concepts.

Infuse technology and manipulatives as often as possible.

Partner read with microphones, retell what they read to each other, practice asking tiered questions (text to text) (text to self) (text to world) - provide sample questions on cards for students to ask each other.

Written responses to comprehension questions on graphic organizers in complete sentences.

Sticky notes for thoughts & comments while reading and editing.

Word wall words for high frequency sight words as well as academic vocabulary.

Cooperative Learning activities/Think Pair Share/QARs/Book Talks

Closure: Exit tickets, conference slips, checklists, rubrics, self evaluations

Modifications/Differentiation:

Use F&P data to drive instruction

ELL books

My Sidewalks

Small group instruction

Variety of learning tools (manipulatives, centers, computer activity)

Extra time

R&E sessions

Extention projects (Resolutions, MLK report, Valentine essay)

Resources

Lucy Calkins: Lab Reports and Science Books

Lucy Calkins: Writing About Reading

Foundations Level 2

Scott Foresman 2008 Reading Street

- Pearl and Wagner (F), Robots at Home (I); Dear Juno (F), Signs and Symbols (I); Anansi Goes Fishing (Folktale), Spiders (poem); Rosa and Blanca (F), The Crow and the Pitcher (fable); Weed is a Flower (I), What's Made From Corn? (website)

Time For Kids and Scholastic News

Supplemental Chapter Books from school library and book closet

Brain Pop, Jr.

National Geographic website for kids

Fluency probes

Waltke's Web

Reading Eggs

Unit Reflections & Teacher Notes
