

Grade 2 Unit 1 Exploration

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **September 8-November 12**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Reading:

- Develop prosody
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Use information gained from the illustrations and words in a print or digital text demonstrate understanding of its characters, setting or plot.

Guided Reading:

- By the end of Unit 1 students should be reading at Fountas & Pinnell levels J/K 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.

Writing Workshop:

Launching the Writing Workshop

- Collecting Meaningful Entries in the Writer's Notebook
- Writing Sensory Detail
- Choosing, Developing, and Draft and Idea for Publishing

- Revise, Edit, Publish, Reflect, Celebrate

Improving Narrative Writing

- Bend I: Studying the Masters for Inspiration and Ideas

Foundational Skills: Foundations Units 1-4

Unit 1

- Letter-keyword-sound for consonants and vowel
- Concept of consonant digraphs
- Letter-keyword-sound for digraphs
- Concept of consonant blends
- Spelling of /k/ sound
- Closed syllable type

Unit 2

- Bonus letter spelling rule: ff, ll, ss, and sometimes, zz
- Glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk
- Blending and reading words with glued sounds
- Segmenting and spelling words with bonus letters and glued sounds
- ar, er, ir, or, ur
- Trick words: shall, pull, full, both, talk, walk

Unit 3

- Concept of closed syllable exceptions
- Glued Sounds: ild, ind, old, olt, ost
- ai, ay, ea, ee, ey, oi, oy
- Trick words: done, goes, pretty

Unit 4

- Review suffixes: -s, es, -ed, -ing
- Additional sounds of -ed suffix /d/, /t/

- Comparison suffixes: -er, -est
- Spelling procedure for words with suffixes
- Forming plurals
- Forming present and past tense
- Categorizing vowel and consonant suffixes
- oa, oe, ow, out, oo, ue, ew

Speaking and Listening:

- Recount or describe key ideas or details from a text.

Language:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Cross-curricular Connections:

- Explore different types of communities
- Compare the 3 different types of communities: rural, urban, suburban

Standards & Indicators

LA.2.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
TECH.8.1.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.2.2.B	Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.2.C	The design process is a systematic approach to solving problems.

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.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.2.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.2.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.2.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.2.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.2.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
LA.2.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.2.RF.2.4.A	Read grade-level text with purpose and understanding.
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.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.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.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.2.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
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

Effective readers are fluent and apply a variety of strategies and skills to demonstrate understanding of details in text.

Narrative writing includes telling a story with a beginning, middle, and end.

People live in different places.

Essential/Guiding Questions

How do good writers tell a story?

Why is understanding what your reading important?

Content - Students will know...

Key Vocabulary Terms: genre, fiction, nonfiction, informational, author's purpose, main idea, setting, plot, fantasy, realism, expository

Structure of a story (reading and writing)

Short and long vowels

Compound words

Sentence structure

Skills - Students will be skilled at...

- using punctuation and capitalization
- identifying synonyms in context
- discriminate between short and long vowel words
- telling and/or retelling a story
- writing a narrative story

- comparing communities

Stage 2: Assessment Evidence

Performance Task(s)

Students will choose a type of community and present it to the class in differentiated styles.

Other Evidence

Quizzes and Tests

Unit 1 Assessment

Fresh Reads

Fountas and Pinnell

MAP Testing

End of Unit Foundations Dictation

Stage 3: Learning Plan

Learning Opportunities/Strategies

Essential Questions: What can we learn from exploring new places and things? Where would you like to explore? Why?

Hook: In small groups, brainstorm list of places and things they want to explore on dry erase boards. Use poems, songs, charts, big books, smartboard activities with vocabulary to introduce each story/ lesson to motivate readers - set purpose for reading and activate prior knowledge with picture walks and prediction making. State clear objectives for each lesson and sequence of learning outcomes desired....by the end of this unit you will be able to....

Activities:

- Differentiated Guided Reading Groups using leveled readers and Writing Conferences for editing and revising
- Small group center activities for phonics, comprehension, and science/social studies concepts infusing 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 samples on cards for students to ask each other
- Written responses to comprehension questions on graphic organizers in complete sentences
- Use sticky notes to jot thoughts down as they read or as they think of a question they would like to ask about text....or to edit their written work
- Word Wall Words for high frequency sight words as well as academic vocabulary
- Cooperative Learning activities/Think Pair Share/Interviews/QARs/Book Talks/If...Then/etc.
- Whole Class developed Anchor Charts and Close Reading Modeled lessons for reading and writing

Closure: Exit tickets, Reading and Writing conference slips/checklists/peer and individual rubrics/etc. that allow students to self evaluate what they have learned in journals

Modifications/Differentiation:

- all students will be taught on their instructional level using data from F/P assessment
- ELL books will be used and My Sidewalks supplemental magazine
- small groups will be used to target instruction
- various learning tools will be employed (hands on manipulatives, games, centers, computer programs, videos)
- extra time will be provided as needed
- reinforcement activities and review sessions will occur
- special projects will be given for extension activities - community maps, USA maps, comparison charts for

communities, research communities that are similar and different to our community

Resources

Launching the Writing Workshop

Lucy Calkins:Improving Narrative Writing

Foundations Level 2

Scott Foresman 2008 Reading Street materials including My Sidewalks, Guided Reading Leveled Readers and ELL books

- Iris and Walter (F) ; Morning Song (I)
- Exploring Space (I) ; A Trip to Space Camp (I)
- Henry and Mudge (F); Star Pictures in the Sky (I)
- A Walk in the Desert (I); Rain Forests (I)
- The Strongest One (F) ; Anteaters (I)

Time for Kids and Scholastic News - all Informational Texts

Reading Eggs - computer program

Supplemental Chapter Books from school library

Brain Pop Jr.

Smartexchange lessons

ReadThinkWrite lessons

NJ Educator Resource Exchange lessons

Decodeable Readers

Teachers Pay Teachers

Pinterest

Fluency probes

Unit Reflections & Teacher Notes
