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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:**Unit 4 Character Study |
| **Grade Level:**2 |
| **Duration:**Trimester 2 |
| **Description:**In this character-based unit, students will be introduced to new genres, as well as provide an opportunity for drama and fluency work, critical thinking, and richer conversations about books. Students will enter the world of talking animals, heroes, fairies, princesses, and embody these characters as they read. They will be introduced to literary language and complex vocabulary. They will compare and contrast lessons that the stories convey. |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Retell
* Identify character traits
* Inferring
* Envisioning
* Empathizing
* Analyzing
* Compare and contrast
* Retelling
* Using text evidence
* Thinking across books

**Understandings:** * Readers identify the characters and their traits in a story.
* Readers infer.
* Readers envision characters in their minds.
* Readers empathize with characters.
* Readers analyze for further understanding.
* Readers compare and contrast characters in stories.
* Readers retell what the characters do in a story.
* Readers use text evidence to learn more about characters.
* Readers think across books.
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| **Student Learning Objectives** |
| *New Jersey Student Learning Standards & Practices*[RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) Know and apply grade-level phonics and word analysis skills in decoding words.* [RF.2.3.A](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) Distinguish long and short vowels when reading regularly spelled one-syllable words.
* [RF.2.3.B](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/) Know spelling-sound correspondences for additional common vowel teams.
* [RF.2.3.C](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) Decode regularly spelled two-syllable words with long vowels.
* [RF.2.3.D](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) Decode words with common prefixes and suffixes.
* [RF.2.3.E](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) Identify words with inconsistent but common spelling-sound correspondences.
* [RF.2.3.F](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) Recognize and read grade-appropriate irregularly spelled words.
* [RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) Read with sufficient accuracy and fluency to support comprehension.
* [RF.2.4.A](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) Read grade-level text with purpose and understanding.
* [RF.2.4.B](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
* [RF.2.4.C](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
* 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.

* [RL.2.2](http://www.corestandards.org/ELA-Literacy/RL/2/2/) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

* [RL.2.3](http://www.corestandards.org/ELA-Literacy/RL/2/3/) Describe how characters in a story respond to major events and challenges.
* 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.
* RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
* 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.

* [RL.2.7](http://www.corestandards.org/ELA-Literacy/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.
* [SL.2.1](http://www.corestandards.org/ELA-Literacy/SL/2/1/) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
* [SL.2.1.A](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

* [W.2.3](http://www.corestandards.org/ELA-Literacy/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.

* [SL.2.1](http://www.corestandards.org/ELA-Literacy/SL/2/1/) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
* [SL.2.1.A](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
* [SL.2.1.B](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others' talk in conversations by linking their comments to the remarks of others.
* [SL.2.2](http://www.corestandards.org/ELA-Literacy/SL/2/2/) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
* [SL.2.3](http://www.corestandards.org/ELA-Literacy/SL/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.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
* 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

*Social Studies:** 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
* 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. Asian American/Pacific Islanders
* 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness Practices * Act as a responsible and contributing citizen and employee
* Demonstrate creativity and innovation
* Work productively in teams while using cultural global competence.

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness

**Computer Science: Computing Systems*** 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally

**Computer Science: Interaction of Technology and Humans*** 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

**Life Literacies and Key Skills: Technology Literacy*** 9.4.2.TL.2: Create a document using a word processing application.

**Life Literacies and Key Skills: Global and Cultural Awareness*** 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.

**Life Literacies and Key Skills: Critical Thinking and Problem Solving*** 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
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| **Essential Questions** |
| * What is a character?
* How do readers retell?
* What can we learn from our characters?
* How do readers grow ideas about characters in their books?
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| **Student Learning Objectives** |
| ***Students will …*** * + Identify the characters and their traits in a story
	+ Make inferences when reading
	+ Envision characters in their minds
	+ Empathize with characters
	+ Analyze for further understanding
	+ Compare and contrast characters in stories
	+ Develop theories about their characters
	+ Retell what the characters do in a story
	+ Use text evidence to learn more about characters
	+ Think across books, comparing to other books they have read
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| **Suggested Activities**  |
| ***The following activities can be incorporated into the daily lessons:**** **Readers define a character.**

- Discuss favorite characters from stories they have read. (If… Then… Curriculum, pg. 52) * **Readers identify characters.**

- Name all characters in a story while reading, naming main characters and supporting characters.* **Readers browse the character book basket.**

- Model how readers choose just right characters to study with their reading partners and characters that they would like to get to know.* **Reading partners make a plan for their reading by thinking about which books they will read and in what order.**

**-** Make a list of books they want to read to keep in their book baggies to keep track of their books read* **Readers get to know the main characters by thinking about their physical characteristics.**

 - Create a chart with lists of adjectives to describe physical traits.* **Readers get to know their characters by thinking about their internal characteristics.**

- Create a picture of a character and place internal characteristics inside the picture* **Readers get to know their characters.**

- Model how readers pay attention to what characters say, do, think, and feel. (If… Then… Curriculum, pg. 53) * **Readers make inferences about their characters**

- Demonstrate how readers study characters’ facial expressions in illustrations. (If… Then… Curriculum, pg. 54) * **Readers talk about characters with their reading partners.**

- Demonstrate ways how reading partners talk about characters together. (If… Then… Curriculum, pg. 55) * **Readers notice dialogue tags.**

- Model how readers think about dialogue tags to help think about what the character sounds like. (Bigger Books Mean Amping up Reading Power, pg. 41)* **Readers become their characters**

Act out familiar scenes in previously read stories to make the character come to life, use proper voice, tone, and expression. (If… Then… Curriculum, pg. 57) * **Readers think about the problems and troubles that their characters encounter.**

- Model how readers pay attention to the problems or troubles their characters face. * **Readers think about whether their characters are like or unlike themselves.**

-Make a Venn-diagram to compare characters with self. (Bigger Books Mean Amping up Reading Power, pg. 41)* **Readers wonder whether or not they would be friends with their characters.**

- Discuss why or why not their character would be a good friend.* **Readers pay attention to the ending of the book to learn more about their characters.**

- Model how readers think about how the characters feel at the end of the book. (If… Then… Curriculum, pg. 55) * **Readers grow their partner talk.**

 **-** Model questions partners can ask each other. (Bigger Books Mean Amping up Reading Power, pg. 67)* **Readers use post-its to hold onto their stories as they read.**

**-** Model how readers use post its to retell their books. (Bigger Books Mean Amping up Reading Power, pg. 70)* **Readers think across books to get to know their characters.**

- Model how readers compare characters across books to grow their thinking.* **Celebrate and share all the ways readers study characters.**

***Strategies for Differentiated Instruction:*****English Language Learner (ELL):*** Provide students with any necessary print strategies and sight words.
* Teach into the characters’ facial expressions as well as their eyes. (Elephant and Piggie books are helpful mentor texts to support this strategy.)

**Special Education**:* Provide students with any necessary print strategies and sight words.
* Teach into the characters’ facial expressions as well as their eyes.

(Elephant and Piggie books are helpful mentor texts to support this strategy.)* Work in smaller groups to review previously learned skills

**At-risk:*** Provide students with any necessary print strategies and sight words.
* Continue small group work with students to practice fluency and reinforce comprehension skills.
* Practice basic beginning, middle, and end retells.
* Teach into the characters’ facial expressions as well as their eyes. (Elephant and Piggie books are helpful mentor texts to support this strategy.)
* Think about how the picture helps you understand the story better.

**G & T:*** During the character study, provide students who are above-level with the appropriate books and activities that can challenge their thinking.
* Students should think about the tone of the character and how they are saying their words in the story.
* Teach into inferring and interpretation.
* Students can create a T-chart with one side being an event that took place and the other side about what the character learned.
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| **Materials** |
| **Materials:** * Bigger Books Mean Amping Up Reading Power
* If… Then… Curriculum
* Leveled library
* Book Bags / boxes
* Just right character books
* Chart paper
* Markers
* Anchor chart post- its
* Flexible seating options
* Smart Board activities
* Raz Kids / Storia
* CD Player for audio books

  **Suggested** **Mentor Texts:** * Frog and Toad, Arnold Lobel
* Houndsley and Catina by James Howe
* Katie Woo Has the Flu by Fran Manushkin
* Mercy Watson to the Rescue by Kate DiCamillo
* Minnie and Moo Go Dancing by Denys Cazet
* We Are Different We Are the Same by Bobbi Kates (Diversity)
* Bee-Bim Bop! By Linda Sue Park and Ho by Baek Lee (Asian American/Pacific Islanders)
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| **Assessments** |
| Formative* Skills checklists
* Teacher observations
* Teacher created tests
* Rubrics
* Read Works Comprehension

 Summative* Teacher’s College Independent Reading Level Assessment (IRLA) as needed
* Teacher’s College High Frequency Words Assessment
* Fundations Unit Assessment
* Fluency assessments
* District created interdisciplinary assessments
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| **Modifications** |
| **English Language Learners*** + Charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need, guided reading groups)
	+ Pre-teach vocabulary
	+ Retell parts of your favorite story by pictures, written responses, or both
	+ Provide students with pictures from the story and have them put the pictures in the correct order
	+ Raz Kids / Storia
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Working with partners
* Audio books
* Modeling
* Flexible/preferential seating
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct order
* Raz Kids/ Storia
* Partner reading
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct sequence
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended reading time
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |