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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Series Book Clubs Unit 6 | | | | |
| **Grade Level:**2 | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  In this unit, students will become experts on series books, learning about their similarities and differences across texts in a series. Students will study the story elements and pay close attention to the characters and their relationships. Next, students will learn about the author's craft, paying attention to word choice, figurative language, and punctuation that the author uses. Finally, students will find inventive ways to share their books and series books that they love most with others and learn how to debate with peers while sharing and talking about their books. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Retell * Story elements * Thinking across texts * Main idea * Inference * Using text evidence * Prediction * Reading with fluency * Envision   **Understandings:**   * Readers will think across books in a series. * Readers will infer character traits with text evidence. * Readers will study the story elements across books in a series. * Readers will study characters across books in a series. * Readers will practice reading fluently. * Readers will develop strategies to figure out literary language. | | | | |
| **Learning Targets** | | | | |
| *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.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. * 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. Holocaust/Amistad/Pacific Islanders   Career Readiness Practices   * Act as a responsible and contributing citizen and employee * Work productively in teams while using cultural global competence. * Demonstrate creativity and innovation   **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.4: Identify how various tools reduce work and improve daily tasks.   **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 | | |
| **Essential Questions** | | | | |
| * How do books go together in a series? * How do readers study story elements across a series? * How do readers study characters in a series with text evidence? * How do readers retell books in a series? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Study series books in a club. * Think across books in a series. * Study story elements. * Read with the main idea in mind. * Infer character traits with text evidence. * Practice reading with fluency. * Develop strategies to deal with literary language. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Readers learn what series books are.**   **-** Conduct a class inquiry about series books, asking readers, “How do books go together in a series?”   * **Readers read a lot of books in a series and form series clubs.**   **-** Create baskets of series and form just right series clubs (partners reading the same series).   * **Readers collect information about main characters in a series.**   - Model how readers study the star of a series (main character) in a series. (Series Book Clubs, pg. 3)   * **Readers pay attention to how characters respond to problems.**   **-** Demonstrate how readers pay attention to the problems characters face and how they respond to the problem. (Series Book Clubs, pg. 8)   * **Readers notice similarities in their characters across a series.**   - Model how readers look closely for things similar in series books by thinking about what the character always does and how the character usually feels. (Series Book Clubs, pg. 16)   * **Readers grow to understand the characters.**   **-** Model how readers think about what characters say and do. (Series Book Clubs, pg. 22)   * **Readers predict what the characters will do.**   **-** Model how readers know their characters so well that they know what the characters might do next. (Series Book Clubs, pg. 27)   * **Readers think about the relationships between characters in a series.**   **-** Demonstrate how readers learn about characters and their relationships. (Series Book Clubs, pg. 33)   * **Readers retell at the end of each chapter.**   **-** Model how readers retell at the end of each chapter. (Series Book Clubs, pg. 38)   * **Readers think about the setting while reading books in a series.**   - Demonstrate how readers pay attention to the setting and see how the author describes the setting. (Series Book Clubs, pg. 46)   * **Readers change their voices while reading dialogue.**   – Model how readers change their voice for each character while reading dialogue and think about how they are feeling.   * **Readers pay attention to end punctuation while reading to help them read fluently.**   – Model how different kinds of sentences are read differently depending on their end punctuation.   * **Readers figure out unknown vocabulary by paying attention to literary language.**   – Demonstrate how readers pay attention when authors use words in special ways. (Series Book Clubs, pg. 56)   * **Readers think about language and ask themselves, “What does it really mean?”**    + Model how readers envision to help them figure out what unknown words mean. * **Readers think across books in a series.**   **-** Model how readers think across books in a series by thinking about the story elements (character, setting, and plot).   * **Readers use text evidence to compare books in a series.**   – Demonstrate how readers look to see how books in a series are the same and different by using text evidence.   * **Readers celebrate by sharing their favorite series with others.**   – Model how readers write book nominations about their favorite series and share them with others. (Series Book Clubs, pg. 76)  ***Strategies for Differentiated Instruction:***  **English Language Learner (ELL):**   * Provide students with any necessary print strategies and sight words. * Have students discuss basic facts about the books they are reading. * Make partners of three and be sure to pair with a student who speaks proficient English.   **Special Education**:   * Provide students with any necessary print strategies and sight words. * Work in smaller groups to review previously learned skills. * Review sight words. * Retell after a few pages or mid-chapter.   **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. * 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. | | | | |
| **Materials** | | | | |
| **Materials:**   * Series Book Clubs * Leveled library * Series text sets * Book Bags / boxes * Chart paper * Markers * Anchor chart post- its * Flexible seating options * Smart Board activities * Raz Kids / Storia * CD Player for audio books   **Mentor Texts:**   * Mercy Watson by Kate DiCamillo * Days with Frog and Toad by Arnold Lobel * Minnie and Moo Go Dancing by Denys Cazet * Katie Woo Has the Flu by Fran Manushkin * Our Diversity Makes Us Stronger by Elizabeth Cole (Diversity) * A Big Moon Cake for Little Star by Grace Lin (Asian American/Pacific Islanders) | | | | |
| **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 | | | | |
| **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 |
| **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 | | | | |