

Understanding by Design: Mountain Home School District

Designer Name(s): 2nd Grade Team
Subject Area: ELA
Unit Title/Focus: Unit 1 - Kindness
Estimated Amount of Instructional Time: 6 weeks

Date: 6/4/14
Grade Level(s): 2nd

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS Reading for Literature

- RL.2.2 Recount stories and determine their central message, lesson or moral.
- RL.2.3 Describe how characters respond to major events and challenges.
- RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem or song.
- RL.2.6 Acknowledge differences in point of view of characters.
- RL.2.7 Explain how images contribute to and clarify text.
- RL.2.8 Describe how reasons support points in the text.

CCSS Reading Foundational Skills

- RF.2.3 Apply phonics and word analysis skills to decode words
- RF.2.3a Distinguish long and short vowels when reading one syllable words.
- RF.2.3c Decode two-syllable words with long vowels.
- RF.2.3f Recognize and read irregularly spelled words.
- RF.2.4a Read on level text with purpose and understanding.
- RF.2.4b Read on level text with accuracy, appropriate rate and expression.

CCSS Writing

- W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events or short sequence of events include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide closure
- W.2.5 Revising and editing with support from peers and adults
- W.2.7 Participate in shared writing projects
- W.2.8 Recall information from experiences or gather information from provided sources to answer

Enduring Understandings: *(what are the big ideas, what are the specific understandings desired)*

Students will understand that...

People can be kind to others in many different ways.
You can be kind to animals and the earth.
Giving and receiving kindness is important.
Being kind helps you make and keep friends.

Essential Questions: *(what questions will foster inquiry, understanding, and transfer of learning)*

How can you help make the world a kinder place?
Why should we be kind to others?
In what ways can we show kindness?
Why is being kind to our earth important?
Is it better to give kindness or to receive it?
How does being kind to other make you feel?
Can animals be kind to one another?
In what ways do you think animals can show kindness?
How can being kind help you make friends?
Should kindness be determined by outward appearances?

Big Idea(s)

How can you show kindness to others?

What Students will know: (what knowledge will they acquire)

Green Band:

- What fluent reading sounds like
- Short vowel spelling patterns
- Silent e spelling patterns
- Consonant spelling patterns
- Digraph spelling patterns
- R-controlled vowel spelling patterns
- Final syllable // spelling patterns
- Wr makes the /r/ sound
- Ph makes the /f/ sound
- High Frequency words: *ate, gave, find, kind, made, white, both, cold, hold, open, buys, goes, another, many, because, does, people, write, together*

Red Band:

- What fluent reading sounds like
- Investigations begin with a question
- How to collect information
- Conjectures must be confirmed or revised
- Elements of a discussion
- How to discuss the sequence of events
- The differences between fantasy & reality
- Conclusions may be drawn
- Reasonable conclusions are based on evidence
- Texts can share a common theme
- Dialogue is when characters speak
- Main ideas are supported with details
- Elements of investigations
- Elements of fables.
- Elements of fairy tales
- Elements of fantasies.
- Elements of fictional text
- Sequence words
- Asking questions can help to understand text
- When to ask for clarification on confusing information.
- Listening carefully will help to choose correct answers.
- How to make predictions
- Summaries include the main ideas
- Characteristics of a good listener
- Listen and discuss a story that is read aloud.
- Connections can be made text-text, text-self, text-world.

What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)

Green Band:

- Build fluency
- Read words with Short vowel spelling patterns
- Read words with Silent e spelling patterns
- Read words with Consonant spelling patterns
- Read words with Digraph spelling patterns
- Read words with R-controlled vowel spelling patterns
- Read words with Final syllable // spelling patterns
- Read words spelled with wr
- Read words spelling with ph
- Read and spell high frequency words
- Read Decodable Story with spelling patterns and high frequency words

Red Band:

- Build Fluency
- Choose an investigation question.
- Collect information for unit investigations.
- Confirm or revise conjectures.
- Discuss the selection.
- Discuss the sequence of events of a story.
- Distinguish between reality and fantasy.
- Draw conclusions about the selection.
- Draw reasonable conclusions based on information in the selection.
- Explain how the selection fits in with the theme Kindness.
- Generate questions for unit investigations.
- Identify dialogue in a story
- Identify main ideas and details.
- Identify needs and make plans for unit investigations.
- Identify story genre: fable, fairy tale, fantasy or fictional text
- Sequence a story
- Ask questions when confused by information.
- Clarify confusing information.
- Listen carefully to help find answers
- Make predictions
- Summarize information
- Listen and discuss a story that is read aloud.
- Make conjectures for investigation questions.
- Make connections to the information in the text.
- Present inquiry findings.

- Directions must be listened to carefully
- Prior knowledge can be linked to new information
- Rereading a selection can help to understand
- Author's write stories to persuade, inform or entertain
- Orientation of capital and lowercase letters
- Strategies to understand new vocabulary words
- Graphic organizers may be used to organize ideas
- Illustrations can be used to understand text
- Elements of a Venn Diagram
- Vocabulary: *care, share, feelings, kind, precious, litter, glows, dawn, engines, witness, shoemaker, leather, finest, elves, flash, snoozing, furious, repay, raged, gnaw, escalator, palace, yanked, dashing, fasten*

Blue Band:

- Long vowel spellings patterns
- /n/, /r/, /f/, spelling patterns
- Personal narratives tell about self.
- Story maps may be used to create fairy tales
- Listening has a purpose.
- Verbs tell the action; linking verbs describe the action
- Journal entries include ideas
- Pictures can serve as evidence
- How to brainstorm
- Alphabetical order goes from A-Z.
- Elements of an action tale.
- Elements of a fairy tale.
- It is important to choose specific words.
- Characteristics of a good observer
- Events may be sequenced
- Elements of a good speaker
- Newspapers and magazines may be used for research purposes.
- Subjects and predicates complete a sentence
- The first letter in every sentence should be capitalized
- Common nouns are general, proper nouns are specific
- Process of revision and editing
- Process of publishing
- When & how to use a dictionary and a glossary.
- Meaning may be used to help with spelling
- Proofreading may be used to help with spelling
- Visualization may be used to help with spelling
- Elements of a paragraph

- Publish journal entries.
- Read and discuss a story
- Relate prior knowledge to the unit theme Kindness.
- Reread selection to ensure understanding
- Reread a story to determine author's purpose.
- Write the letters of the alphabet
- Make personal connections to the selection.
- Use context clues, apposition, and word structure to learn the selection vocabulary words.
- Use a graphic organizer to brainstorm ideas for writing.
- Use illustration to help clarify information.
- Use a Venn diagram to compare and contrast two stories/characters

Blue Band:

- Choose a topic for a personal narrative.
- Discuss the purpose of listening.
- Discuss topics for personal narratives.
- Distinguish helping verbs from linking verbs.
- Draft sentences about acts of kindness.
- Generate ideas for a journal entry.
- Use pictures as evidence
- Brainstorm writing ideas.
- Put words in alphabetical order.
- Spell words with the /n/, /r/, and /f/ sounds
- Choose specific words
- Carefully observe
- Put events in sequence.
- Speak clearly when addressing a group.
- Spell words with long vowel sounds
- Use newspapers and magazines for research purposes.
- Use subjects and predicates when writing complete sentences
- Make eye contact when speaking with others.
- Make a list.
- Capitalize the first letter in every sentences.
- Follow directions.
- Make observations
- Recognize and use subject and predicates.
- Draft, Revise, Edit & Publish action tales.
- Draft, Revise, Edit & Publish fairy tales
- Draft, Revise, Edit & Publish paragraphs.
- Draft, Revise, Edit & Publish personal narratives.
- Recognize clear, simple, and correct directions,
- Recognize common and proper nouns.
- Recognize action verbs
- Use a dictionary and a glossary.
- Use the Meaning Strategy for the spelling words.
- Use the Proofreading Strategy for spelling
- Use the Visualization Strategy with the spelling words.
- Write a paragraph.
- Write a response to a story.

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| Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand) | |
| <p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p><i>Inquiry</i></p> <p><i>Analyzing the Selection</i></p> | <p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Spelling Tests</p> <p>Lesson Tests</p> <p>Benchmark</p> <p>Idaho Reading Indicator</p> <p>AIMs Web Probes</p> |
| Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you: | |

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| <p><i>Learning Activities:</i></p> <p><u>Lesson 1 – Because of You</u></p> <p><u>Day 1:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Read Aloud: <i>Boxes for Katie</i> Inquiry Process Writing: Introduction to the Writing Process Spelling</p> <p><u>Day 2:</u> Daily Oral Practice Phonics and Fluency Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendations Comprehension Strategies Writing: Introduction to the Writing Process Spelling Grammar, Usage and Mechanic</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author and Illustrator Theme Connections Writing: Introduction to the Writing Process Spelling Study Skills Grammar, Usage and Mechanics</p> <p><u>Day 4:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Comprehension Skills Checking Comprehension Supporting the Reading Fluency Social Studies Inquiry Inquiry Process Writing: Introduction to the Writing Process Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Introduction to the Writing Process Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p> | <p><u>Lesson 2 – For the Love of Our Earth</u></p> <p><u>Day 1:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing in a Journal Spelling</p> <p><u>Day 2:</u> Daily Oral Practice Phonics and Fluency Discussing the Selection Comprehension Strategies Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Writing a Journal Entry Spelling Grammar, Usage and Mechanic</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Skills Reading with a Writer's Eye Supporting the Reading Fluency Inquiry Writing: Writing a Journal Entry Spelling Study Skills Grammar, Usage and Mechanics</p> <p><u>Day 4:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Comprehension Skills Checking Comprehension Social Studies Inquiry Inquiry Process Writing: Writing a Journal Entry Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Writing a Journal Entry Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p> | <p><u>Lesson 3 – The Elves and the Shoemaker</u></p> <p><u>Day 1: Unit 1</u> Daily Oral Practice Phonics and Fluency Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing a Fairy Tale Spelling</p> <p><u>Day 2:</u> Daily Oral Practice Phonics and Fluency Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Writing a Fairy Tale Spelling Grammar, Usage and Mechanic</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Skills Reading with a Writer's Eye Supporting the Reading Fluency Inquiry Writing: Writing a Fairy Tale Spelling Study Skills Grammar, Usage and Mechanics</p> <p><u>Day 4:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Comprehension Skills Checking Comprehension Social Studies Inquiry Inquiry Process Writing: Writing a Fairy Tale Spelling Study Skills 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Comprehension Strategies Inquiry Process Writing: Writing a Personal Narrative Spelling</p> <p><u>Day 2:</u> Daily Oral Practice Phonics and Fluency Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Writing a Personal Narrative Spelling Grammar, Usage and Mechanic</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Skills Reading with a Writer's Eye Supporting the Reading Inquiry Writing: Writing a Personal Narrative Spelling Study Skills Grammar, Usage and Mechanics</p> <p><u>Day 4:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Comprehension Skills Checking Comprehension Inquiry Process Writing: Writing a Personal Narrative Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's 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W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

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| <input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one): |
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| Assessment Tasks that Provide Evidence for Claims including DOK | <input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one): <input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one): <input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one): |
| Achievement Level Descriptors | ALD #1: ALD #2: ALD #3: ALD #4: (circle one): |
| Materials/Resources | SRA Imagine It! Unit 1 – Kindness, Teacher’s Manual Getting Started Student Reader Student Reader 2-1 Skills Practice 1 Decodable Stories 1- 17 Lesson Assessments Benchmark Assessment Trade Book, <i>Boxes for Katje</i> English Learner Support Guide Reteach Intervention Guide Challenge Activities Language Arts Handbook Concept and Question Book Listening Library CDs |

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