

- A fraction describes the division of a whole into equal parts, and it can be interpreted in more than one way depending on the whole to be divided.
- The inverse relationship between multiplication and division can be used to divide with fractions.
- Convert among different-sized standard measurement units within a given measurement system.
- Relationships between measurement units of the same length can be expressed as an equation (i.e. $1 \text{ ft} = 12 \text{ in.}$). Relationships exist that enable you to convert between units of length by multiplying or dividing.

fractions with unlike denominators?

- What visual models are useful in adding and subtracting fractions?
- What are the procedures for estimating and finding products and quotients of fractions and mixed numbers?
- What methods can be used to solve real world problems involving multiplication of fractions?
- How can we use fraction models to divide unit fractions by whole numbers?
- How can we use fraction models to divide whole numbers by unit fractions?
- How can we use real-world situations to divide whole numbers and fractions?
- Why is it important to use visual models when multiplying fractions by mixed numbers?
- How do tiling unit squares help us in finding the area of a rectangle with fractional side lengths?
- How can we use fraction models to divide unit fractions by whole numbers?
- How can we use fraction models to divide whole numbers by unit fractions?
- How can we use real-world situations to divide whole

		numbers and fractions? • What tools can be employed to convert units of standard measurement to solve multi-step problems? • What visual models are most useful to show multiplication and/or division of fractions? • Why does using estimation help us to determine reasonableness when solving word problems involving fractions? • How can we recognize the connection between fractions and division when solving word problems? • What are the customary measurement units and how are they related? • What are the metric measurement units and how are they related?
Content	Vocabulary	Skills/Performance Expectations <i>Students will be able to....</i> • when adding or subtracting fractions, replacing given fractions with equivalent fraction produces an equivalent sum or difference of fractions with

		like denominators • add and subtract fractions with unlike denominators, including mixed numbers, by replacing given fractions with equivalent fraction • solve word problems involving addition and subtraction of fractions including those with unlike denominators referring to the same whole • benchmark fractions and number sense can be used in estimating and assessing the reasonableness of answers to word problems involving addition and subtraction of fractions • Interpret a fraction as division of the numerator by the denominator using visual fraction models or equations • solve word problems involving division of whole numbers
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		resulting in a fraction or mixed number quotient • apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction • interpret the product $(a/b) \times q$ as a part of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ ** • interpret the product of a fraction and a fraction as $(a/b) \times (c/d) = ac/bd$ ** • tile a rectangle using the appropriate fractional unit square in order to find the area of a rectangle that has fractional side lengths • show that the area found by tiling would be the same as multiplying the side lengths • multiply fractional side lengths to find areas of rectangles • represent fraction products as rectangular areas
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- | | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • interpret multiplication as scaling (resizing) by comparing the size of a product to the size of one factor without performing the multiplication • explain why multiplying a given number by a fraction greater than one results in a product greater than one and why multiplying a given number by a fraction less than one results in a product smaller than the given number • multiplying a fraction a/b by n/n ($a/b = (n \times a)/(n \times b)$) has the same effect as multiplying a/b by 1 and creates an equivalent fraction • real world problems involving multiplication of fractions and mixed numbers • compute and interpret the quotients of a unit fraction by a non-zero whole number • compute and interpret the quotients of a non-zero |
|--|--|---|

		whole number by a unit fraction • solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions
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Stage 2: Assessment Evidence

Assessments

 [5th- Math Assessments](#)

Stage 3: Learning Plan

Resources

[5th Math Tasks 5.NF](#)

[Mathstones - Grade 5 Tasks](#)

[Student Handouts](#)

[Visual Videos & Tasks](#)

[teaching resources](#)

[Correlation to Bridges](#)

Suggested Learning Activities

- Ready Mathematics Program
- IXL
- Manipulatives and collections of materials
- Tasks involving collaboration and problem-solving amongst fractional representations and their parts
- Fraction practice tasks and activities
- Climate Change
Example: To examine the impact climate change has on agriculture, students may solve word problems about the reduced yields of staple crops and their distribution that involve division of whole numbers and lead to answers in the form of fractions.
- Climate Change
Example: To examine the impact

	climate change has on agriculture, students may solve real-world problems about the reduced yields of staple crops and their distribution that involve division of unit fractions by non-zero whole numbers and/or division of whole numbers by unit fractions. • BrainPop (Fraction games) • * Additional Resources by Standard • Amistad Activity: 6.1.2.CivicsCM.3: Connect to Amistad Law fraction review Students use fraction review sheets to apply understanding of the skill while learning facts about famous African Americans throughout history.
Multi-Language Learner Accommodations 5th Math- Options for Differentiation	504 Accommodations
Special Ed Accommodations	
At-risk Accommodations 5th Math- Options for Differentiation	Gifted and Talented Accommodations 5th Math- Options for Differentiation
Stage 4: Reflection	
Teacher Reflections	



Unit Planner: OCC 4- Measurement (25 Days) Math Grade 5

Tuesday, July 29, 2025, 5:58PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 5 /
Mathematics / Math Grade 5 / Week 1

Last Updated: Monday, October 14, 2024 by
Theresa Eagan

OCC 4- Measurement (25 Days)

Deus, Mike; Eagan, Theresa; Meroney, Jamie; Mille, Christine

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 4: 25 days

Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become skilled at problem solving. Standards-based mathematics instruction starts with basic material and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for algebra, resting on the foundation built in the early grades.

During the school year the fifth grade teachers will provide effective mathematics instruction with a balanced instructional program. The instruction will include the whole group, centers/stations, both independent and or teacher lead, as well as technology and student pairing of learned concepts. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become skilled at problem solving.

The curriculum is aligned to the NJSL for Mathematics. Activities outlined in this curriculum infuse the Standards for Mathematical Practice. The curriculum is aligned to the NJSLS for Mathematics. Activities outlined in this curriculum infuse the Standards for Mathematical Practice. In Grade 5, instruction focuses broadly on three critical areas:

- (1) developing accuracy and efficiency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);
- (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing accuracy and efficiency with whole number and decimal operations; and
- (3) developing understanding of volume.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

SL.PE.5.1. NJ: 2023 SLS: English Language Arts

SL.PE.5.1. NJ: Grade 5

SL.PE.5.1. Speaking and Listening Domain**SL.PE.5.1. Speaking and Listening**

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

NJ: 2020 SLS: Science**NJ: Grade 5****3-5 ETS1 Engineering Design**

Students who demonstrate understanding can:

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. 

NJ: 2023 SLS: Mathematics**NJ: Grade 5****Measurement****5.M.A. Convert like measurement units within a given measurement system**

5.M.A.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

5.M.B. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

5.M.B.2. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

5.M.B.3. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.

5.M.B.4. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

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Computer Science & Design Thinking**NJ: 2020 SLS: Computer Science & Design Thinking****NJ: End of Grade 5****8.1 Computer Science: Data & Analysis**

Data can be organized, displayed, and presented to highlight relationships.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Career Readiness, Life Literacies, Key Skills**NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills****NJ: End of Grade 5****9.1 Personal Financial Literacy: Planning and Budgeting**

Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 🤖

8.2 Design Thinking: Engineering Design

Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 🤖

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 🤖

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9.4 Life Literacies and Key Skills: Creativity and Innovation

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4 Life Literacies and Key Skills: Information and Media Literacy

Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

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Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates

Additional & Supplementary

Performance Tasks/Use of Technology:

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Google Slide
- SMART Board activities
- Google Forms quizzes
- Peardeck slides
- Webquests
- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- YouTube videos
- Flipgrid activities
- Spreaker recording
- www.aaamath.com
- www.aplusmath.com

ELA Companion Standards (6th-12th Only)

- <https://illuminations.nctm.org/>
- <https://www.freckle.com/>
- <https://happynumbers.com/>
- <https://www.prodigygame.com/>
- <http://www.abcya.com/>

~KNOWLEDGE~

Enduring Understandings

- Solve problems using measurements
- Identify customary and metric measurement benchmarks
- Compare customary units of length, weight, and liquid volume
- Compare metric units of length, mass, and liquid volume
- Compare units of time
- Solve problems involving elapsed time and start/finish time
- Practice with mixed measurements
- The volume of some objects can be found by breaking apart the object into other objects for which the volume of each can be found.
- The formula of $V = l \times w \times h$ can be used to find the volume of a rectangular prism.

Essential Questions

- How can we convert different-sized standard measurement units (i.e., cm. to m.?)
- How are length, weight, and volume the same/different?
- When might you use length/weight/volume to measure an object?
- Which type of tool would you use to measure (customary and metric)?
- Compare how many cups it takes to fill a larger object. Are there any patterns?
- How does knowing the smaller units of a larger measurement tool help you solve a problem?
- What tool is the best tool to measure ...?
- Is there a relationship between gallons and quarts, etc...?
- Why is it important to know how much time has passed?
- How does multiplication and division help you determine units of time?
- How can we measure volume using unit cubes?

Content

Vocabulary

Skills/Performance Expectations

Students will be able to..

- Convert among different-sized standard measurement units within a given measurement system.
- Use conversions in solving multi-step, real-world problems.
- A cube with side length 1 unit is called a "unit cube", has "one cubic unit" of volume, and can be used to measure volume.
- A solid figure which can be packed without gaps or overlaps using (n) unit cubes has a volume of n cubic units.
- Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and non-standard units.

		- Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths. - Represent volumes as the product of three whole numbers. - Recognize and relate volume to multiplication and addition and apply this relationship when solving real world and mathematical problems. - recognize volume as additive and find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
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Stage 2: Assessment Evidence

Assessments

5th- Math Assessments

Stage 3: Learning Plan

Resources

[Illustrative Math Tasks 5.MD](#)

[Math Milestones - Grade 5 Tasks](#)

[Grade 5 Student Handouts](#)

[Math Is Visual videos & Tasks](#)

[K-5math teaching resources](#)

[Correlation to Bridges](#)

Suggested Learning Activities

Suggested Activities/Resources:

- Manipulatives and collections of materials
- Tasks involving collaboration and problem-solving amongst peers; utilizing measurement explorations and tools
- Measurement tasks and activities
- [BrainPop \(Measurement and Data games\)](#)
- * [Additional Resources by Standard](#)**

As appropriate:

- VB-Mapp
- ABLIS

Multi-Language Learner Accommodations

5th Math- Options for Differentiation

504 Accommodations

Special Ed Accommodations

At-risk Accommodations

5th Math- Options for Differentiation

Gifted and Talented Accommodations

5th Math- Options for Differentiation

Stage 4: Reflection

Teacher Reflections



Unit Planner: OCC 6- Geometry (20 Days) Math Grade 5

Tuesday, July 29, 2025, 5:58PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 5 /
Mathematics / Math Grade 5 / Week 1

Last Updated: Monday, October 14, 2024 by
Theresa Eagan

OCC 6- Geometry (20 Days)

Deus, Mike; Eagan, Theresa; Meroney, Jamie; Mille, Christine

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 6: 20 days

Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become skilled at problem solving. Standards-based mathematics instruction starts with basic material and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for algebra, resting on the foundation built in the early grades.

During the school year the fifth grade teachers will provide effective mathematics instruction with a balanced instructional program. The instruction will include the whole group, centers/stations, both independent and or teacher lead, as well as technology and student pairing of learned concepts. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become skilled at problem solving.

The curriculum is aligned to the NJSL for Mathematics. Activities outlined in this curriculum infuse the Standards for Mathematical Practice. The curriculum is aligned to the NJSLs for Mathematics. Activities outlined in this curriculum infuse the Standards for Mathematical Practice. In Grade 5, instruction focuses broadly on three critical areas:

- (1) developing accuracy and efficiency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);
- (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing accuracy and efficiency with whole number and decimal operations; and
- (3) developing understanding of volume.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

SL.PE.5.1. NJ: 2023 SLS: English Language Arts

SL.PE.5.1. NJ: Grade 5**SL.PE.5.1. Speaking and Listening Domain****SL.PE.5.1. Speaking and Listening**

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

NJ: 2020 SLS: Science**NJ: Grade 5****3-5 ETS1 Engineering Design**

Students who demonstrate understanding can:

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. 🧠

NJ: 2023 SLS: Mathematics**NJ: Grade 5****Geometry****5.G.A. Graph points on the coordinate plane to solve real-world and mathematical problems**

5.G.A.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.G.A.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. 🧠

5.G.B. Classify two-dimensional figures into categories based on their properties

5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.

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Computer Science & Design Thinking**NJ: 2020 SLS: Computer Science & Design Thinking****NJ: End of Grade 5****8.1 Computer Science: Data & Analysis**

Data can be organized, displayed, and presented to highlight relationships.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 🧠

8.2 Design Thinking: Engineering Design

Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.

Career Readiness, Life Literacies, Key Skills**NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills****NJ: End of Grade 5****9.1 Personal Financial Literacy: Planning and Budgeting**

Saving money can impact an individual's ability to address emergencies and accomplish their short- and long-term goals.

9.1.5.PB.2: Describe choices consumers have

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 🐼

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 🐼

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with money (e.g., save, spend, donate).

9.4 Life Literacies and Key Skills: Creativity and Innovation

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4 Life Literacies and Key Skills: Information and Media Literacy

Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

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Interdisciplinary Instruction

NJ Mandates

NJ Mandates

All Grades

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates Mandates

LGBT and Disabilities
Law: N.J.S.A. 18A:35-4.35
A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Additional & Supplementary

Performance Tasks/Use of Technology:

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Google Slide
- SMART Board activities
- Google Forms quizzes
- Peardeck slides
- Webquests
- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- YouTube videos
- Flipgrid activities
- Spreker recording
- www.aaamath.com
- www.aplusmath.com
- <https://illuminations.nctm.org/>
- <http://www.abcya.com/>
- <https://www.prodigygame.com/>(adaptive to their needs)
- www.xtramath.org/(adaptive to their needs)

<https://www.freckle.com/>(adaptive to their needs)

ELA Companion Standards (6th-12th Only)

Varied Levels of Text:

- Marilyn Burns Math Library List

http://teacher.scholastic.com/reading/bestpractices/pdfs/mbmath_TitleList.pdf

- [EPIC](#)
- [Readworks](#)

~KNOWLEDGE~

Enduring Understandings

- A line graph is a visual way to show two sets of related information on a coordinate grid. Lines on a coordinate grid are marked at a consistent interval.
- Two intersecting number lines can be used to identify the location of points on a plane. Ordered pairs tell the distance a point is from the origin on the X and Y axis.
- Two dimensional figures have more than one name when they can be classified in more than one way. Two-dimensional figures can be organized in a hierarchy to show their relationship to one another.
- Two- and three-dimensional objects with or without curved surfaces can be described, classified, and analyzed by their attributes.
- Plane shapes have many properties that make them different from one another. Polygons can be described and classified by their sides and angles.

Essential Questions

- How can we use a coordinate system to graph ordered pairs?
- How can we represent and interpret real-world problems through graphing points on a coordinate plane?
- Why is it necessary to generate numerical patterns using rules to form ordered pairs and exhibit how to graph on a coordinate plane?
- Why is it important to classify two-dimensional shapes based on given attributes?
- How can we classify two-dimensional figures to determine its hierarchy?
- How can we use a line plot with a set of fractional measurements to solve real world problems?
- Why is it important to understand the standard algorithm in order to fluently multiply multi-digit numbers?
- How can polygons, triangles, and quadrilaterals be

		described, classified and named?
Content	Vocabulary	Skills/Performance Expectations
		• A coordinate system is defined by a pair of perpendicular lines called axes with the intersection of the lines, the origin, occurring at 0 on each line. • A given point in the coordinate plane is located using an ordered pair of numbers called coordinates. • The first number in an ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis. • The names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). • Represent real world and mathematical problems by graphing points in the first quadrant of the

		coordinate plane. • Interpret coordinate values of points in the context of the real world and mathematical problems • Recognize the attributes belonging to a category of two-dimensional figures also belong to all subcategories. • Classify two-dimensional figures in a hierarchy based on properties.
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Stage 2: Assessment Evidence

Assessments

 [5th- Math Assessments](#)

Stage 3: Learning Plan

Resources

[Illustrative Math Tasks 5.G](#)

[Math Milestones - Grade 5 Tasks](#)

[Grade 5 Student Handouts](#)

[Math Is Visual videos & Tasks](#)

[K-5math teaching resources](#)

[Correlation to Bridges](#)

Suggested Learning Activities

- Manipulatives and collections of materials
- Tasks involving collaboration and problem-solving amongst peers; utilizing Geometry explorations
- Geoboard tasks and activities (create, identify, define)
- Shape "Hunt" inside and outside of the classroom
- [BrainPop \(Geometry games\)](#)
- [LGBTQ Activity 6.1.2.CivicsCM.3 sorting quadrilaterals by similar attributes](#) : Students will open with a think- pair-share to

	group classmates by similar attributes to understand that although we are different, we all share something the same. Connect this idea to identify and sorting quadrilaterals As appropriate: • VB-Mapp • ABLLS
Multi-Language Learner Accommodations  5th Math- Options for Differentiation	504 Accommodations
Special Ed Accommodations	
At-risk Accommodations  5th Math- Options for Differentiation	Gifted and Talented Accommodations  5th Math- Options for Differentiation
Stage 4: Reflection	
Teacher Reflections	



Grade 5 Scope & Sequence

Revised for 2020–21

NOTE: Unit 8 has been removed from this Scope & Sequence, but may still be taught if there is instructional time.

Module with sessions that can be skipped
Strongly recommend moving this unit to the end of the year

Module with sessions that can be skipped
Strongly recommend moving this unit to the end of the year

KEY

Mod. 1

Mod. 2

Mod. 3

Mod. 4

Mod. 5

Mod. 6

Mod. 7

Mod. 8

Mod. 9

Mod. 10

Mod. 11

Mod. 12

Mod. 13

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Mod. 89

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Unit Planner: OCC 1 Getting Along with Others ELA Grade 2

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 2 / English
Language Arts / ELA Grade 2 / Week 1 - Week 6

Last Updated: Monday, October 14, 2024 by Emily Streeter

OCC 1 Getting Along with Others

Carey, Sarah; Kekesi, Jana; Lynch, Caitlin; Nicholl, Theresa

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Introduction

The teacher will establish a literature-rich climate during the school year by utilizing Reading and Writing curricula, focusing on the Science of Reading. In word recognition; decoding, phonological awareness, and sight word recognition are weaved with language comprehension; vocabulary, background knowledge, language, literature, and verbal reasoning to foster Reading and Writing NJ Standards. In Reading, teachers will use complex, authentic texts to engage students in opportunities to practice close reading strategies across various genres and formats. Using a consistent Read, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons are scaffolded to build students' confidence as they develop important critical thinking and analytical skills. They are engaged by a variety of real-world source texts, from literature and poetry to blogs and news articles. Ready Writing interweaves the writing with grade-level science and social studies themes to develop thoughtful, analytical writers. Through teacher-led instruction that fosters independence, students engage actively with source texts, learning to research for evidence and acquiring writing strategies and tips to help students become fluent, fluid writers.

Reading and writing should be integrated to include elements of grammar and reading, phonics, mechanics, traits of writing, and the writing process. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

Unit 1

As students read each week for close reading of the text they will ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of the main topic and key details in a text. Throughout the unit, students write informational/explanatory texts to examine a topic and convey ideas and information. Students will write to introduce a topic, use facts and definitions to develop points, provide a concluding statement or section, revise, edit, then publish and share. Students will review short vowels, beginning and ending digraphs, as well as beginning and ending blends. Students will practice using nouns, including plural, collective, and reflexive pronouns in this unit.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 2

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

The actions of individuals and government affect decisions made for the common good.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

Civic Mindedness

Certain character traits can help individuals become productive members of their community.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1 U.S. History: America in the World: Geography, People, and the Environment

Human Population Patterns

Physical and human characteristics affect where people live (settle).

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). 🗺️

6.1 U.S. History: America in the World: History, Culture, and Perspectives

Continuity and Change

Historical timelines put events in chronological order to help people understand the past.

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

6.3 Active Citizenship in the 21st Century: Civics, Government, and Human Rights

Participation and Deliberation

When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. 🗣️

6.3 Active Citizenship in the 21st Century: Geography, People, and the Environment

Global Interconnections

Global interconnections occur between human and physical systems across different regions of the world.

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. 🌍

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. 🌱

NJ: 2023 SLS: English Language Arts

NJ: Grade 2

Language Domain

Foundational Skills: Reading Language Phonics and Word Recognition

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.2.3.A. Know spelling-sound correspondences for common vowel teams.

L.RF.2.3.B. Decode regularly spelled two-syllable words with long vowels.

L.RF.2.3.C. Decode words with common prefixes and suffixes.

L.RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.

L.RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.

L.RF.2.3.F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

L.RF.2.3.G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.2.4.A. Read grade-level text with purpose and understanding.

L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

L.WF.2.1.A. Write legibly and with sufficient fluency to support composition.

L.WF.2.1.B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

- i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
- ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.2.A. Regular, single-syllable words that include:

- i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
- ii. Complex consonant blends (scr, str, squ).
- iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
- iv. Vowel-r combinations (turn, star, third, four/for).
- v. Contractions (we'll; I'm; they've; don't).
- vi. Homophones (bear, bare; past, passed).
- vii. Plurals and possessives (its, it's).

L.WF.2.2.B. Regular two- and three-syllable words that:

- i. Combine closed, open, vowel team, vowel -r and CVC syllables (compete; robot; violet; understand).
- ii. Are compounds comprising familiar parts (houseboat; yellowtail).
- iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

L.WF.2.2.C. Words with suffixes that require:

- i. consonant doubling (penning, slimmed).
- ii. dropping silent-e (smiled, paving).

L.WF.2.2.D. Most often used words in English:

- i. Irregular words (against, many, enough, does).
- ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.WF.2.3.B. Capitalize holidays, product names and geographic names.

L.WF.2.3.C. Supply adjectives in noun phrases to make them more precise or engaging.

L.WF.2.3.D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3.E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

L.WF.2.3.F. Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.3.G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.VL.2.2. 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.

L.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.VL.2.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.VL.2.2.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

Reading

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 🐼

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing Domain

Writing

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. 🐼

W.IW.2.2.A. Introduce a topic clearly.

W.IW.2.2.B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.2.2.C. Provide a conclusion.

Speaking and Listening Domain

Speaking and Listening

SL.ES.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.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

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Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 2

9.2 Career Awareness, Exploration, Preparation, and Training

Different types of jobs require different knowledge and skills.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills: Digital Citizenship

Young people can have a positive impact on the natural world in the fight against climate change.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g.,

6.3.2.CivicsPD.1). 🐼

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).



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Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates

NJ Mandates

All Grades

NJ Mandates Mandates

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

[Holocaust Law Mandate Gr. 2 Unit 1.pdf](#)

Additional & Supplementary

Core Instructional and Supplemental Materials and Resources:

Student Books

Teaching Resource Book

Language Handbook

Sound Phonics Cards

High-Frequency Word Wall

Tutorials to Show Sounds

Graphic Organizers

Technology resources :

Jr.brainpop.com

[Scholastic News](#)

ELA Companion Standards (6th-12th Only)

You can also use third-party vendor websites such as:

Commonlit, Kahoot, ReadWorks, Epic Books

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Can also use a third-party vendor website such as ReadWorks leveled passages with questions.

Supplemental Texts for Students Approaching Grade-Level Expectations

- Can also use a third-party vendor website such as Epic Books.

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled Text
- District approved Novels

~KNOWLEDGE~

Enduring Understandings

- Students will effectively learn to read and write with phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Students will be able to use an object or reflect on a story to write ideas.
- Identify unit vocabulary
- Informational/Explanatory texts provide facts about people, places, or things. Writers explain what something is, how something happened, or how something works.
- Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.

Essential Questions

- What is something that you can do to show others that you care?
 - How do you feel when someone helps you to solve a problem?
- What are beginning and ending digraphs and blends?
- What are plurals, compound words, closed syllables, inflectional endings, and possessives?
- How do I identify common, proper, plural, and collective nouns?
- How does learning the main topic and key details of a text help me to understand what I read?
- What is informational writing?
- What is my purpose for writing an informational text?

- What does the word, ideas mean in writing?

Content

Vocabulary

Skills/Performance Expectations

Students will be able to...

- Practice short vowels to create words with 80% accuracy.
- Use beginning and ending digraphs including; ch, sh, th, wh, -sh, -th, -ch, -tch, and -ng to create words with 80% accuracy.
- Practice beginning and ending blends including; l, r, s, -sk, -st, -nt, -nd, and -mp to create words with 80% accuracy.
- Practice plurals; -s, compound words, closed syllables, inflectional endings: -ed, -ing, -s, -es, and possessives; singular and plural.
- Identify nouns including; common, proper, plural, collective, pronouns, verbs, and adjectives in reading and writing with 80% accuracy.
- Demonstrate that they can write ideas from a story they hear or read in a sentence or more.
- Demonstrate they can use a story, object or guide to write ideas about it in several sentences.
- Engage in collaborative discussions with a partner or whole group.
- Use capitalization and punctuation to form sentences, use NJDOE rubric for conventions.
- Identify unit vocabulary
- Ask and answer questions to find text features for better understanding of text, use a graphic organizer to note text features, like a timeline.
- Use expression, intonation and phrasing of fluency of text with 80% accuracy. Write

informational/explanatory texts about a topic, using facts and definitions, provide conclusions, revise and edit with 80% accuracy using a rubric.

Stage 2: Assessment Evidence

Assessments

[Unit 1 Gr 2 Assessments.pdf](#)

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word Banks
- Readworks selected level passages(3rd party vendor)
- Epic Books (3rd party vendor)
- BrainpopJr.

Resources for students **approaching** grade level expectations:

- Sound Wall/Sound Cards
- Magnet Letters
- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writing checklist
- EZ-readers
- White Boards
- BrainpopJr.

Resources for students **exceeding** grade level expectations:

- District Approved and Selected Novels
- Story Map Graphic Organizer
- Text Evidence Graphic Organizer
- Compare and Contrast the Point of View from two sources
- Scholastic News with printed Skill Sheets
- Brainpop

Suggested Learning Activities

Writing Skills: Writing Ideas

Writing Lesson - Ideas

Lesson: I can define the word 'ideas.' Read Wilfred Gordon McDonald Partridge.

I Do: Post an 'ideas' poster somewhere in the room so students can easily see it. Have everything on the poster covered except for the word 'ideas.' Explain that over the next month, we are going to be learning new vocabulary based on the traits of writing. Today's new word will be 'ideas.' Ask students to guess the meaning of the word and write down their answers. Teacher brings a collection of treasures from home (pick the things because of the person that gave them to you, the place you got them, or the time you got them or they were given to you). Go through each object and explain the story as to why it is special. Tell the students that the story behind each special object is the source of good ideas for writing. Explain that students will bring their special objects to school tomorrow to write about.
*Send a note home to parents that explains the activity

We Do: Review unknown vocabulary from the story before having students listen to the story. Listen to Wilfred Gordon McDonald Partridge.

They Do: Write about 3 of the things about Wilfred's treasures and why they are important to him.

Social Studies Lesson:

What if Kids Ruled the World, written by: Linda Bailey

I Do: Place questions on the Smartboard one at a time: What if kids ruled the world? What if kids got to make all the decisions? Would this be a good thing, or not?

Why? How would you do things differently if there were no adults to tell you what to do? Listen or read *What if Kids Ruled the World*, written by, Linda Bailey

We Do: Students will work in small groups and answer the above questions. Then using the book find examples of why it would be a good or bad idea for kids to make the rules.

They Do: Students will be given a starting prompt; If I ruled the world, I would.....

Students will write their responses using the because, but, so extended sentence response. Then they will share with their partner and discuss how to be accepting of one another's ideas.

Write Informational/Explanatory Text

Throughout the unit, students write informational/explanatory texts. They will write about two resources that the Powhatan people used. Students will introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

*Adapted from this Lesson: Unit 1 - Writing to Inform

Step 1 - Learn about informational writing. Read mentor texts, *Special Clothes for a Special Day*, *My Dad Lives History*, *Nature's Resources*, and *The First Americans*

Step 2 - Unpack the lesson Assignment

Step 3 - Read/Gather Evidence

Step 4 - Think it Through (plan)

Step 5 - Draft - introduction/body/conclusion

Step 6 - Revise

Step 7 - Edit

Step 8 - Publish/Collaborate/Share

***Mandate: Holocaust and genocide:** (N.J.S.A.18A:35-28) Read; *I Love Saturdays y Domingos* by: Alma Flor Aba

	I Do: Ask students about their visits to their grandparents' homes or other relatives' homes. Students will share with partners. Then invite a few to share their experiences with the class. We Do: Read - <i>I Love Saturdays y Domingos</i> Students will take notes and write details as they listen to the story. They Do: Students work with a partner and discuss how this story makes them think about their family. Do they speak different languages? Who do they visit? Invite students to share their answers.
Multi-Language Learner Accommodations • Work toward longer passages as skills in English increase • Use visuals • Introduce key vocabulary before lesson • Provide peer tutoring • Use a strong student as a "buddy" (does not necessarily have to speak the primary language) • Allow electronic translator • Reword and repeat directions • Clarification of directions • Word banks • Provide outlines, study guides • Use graphic organizers • Reduce multiple choice answers to two • Pre teach vocabulary Notes • Visuals • Gesturing • Use of Realia And Manipulatives • Simplified Language / Teacher Talk / Thinking Aloud • Graphic Organizers (several types) • Frequently Check For Understanding • Personal Word Walls / Word Rings • Sound Walls • Introducing Key Vocabulary Before Lesson • Total Physical Response (tpr) Activities • Cloze Activities • Teacher Modeling • Pattern Sentences (speaking And/or Writing) • Choral Chanting • Small Group Instruction / Cooperative Learning	504 Accommodations • Follow All 504 Modifications • Provide Picture Instructions • Small Group Instruction- • Allow Extra Time To Complete Assignments Or Tests • Allowing For Additional Wait Time For Student Responses During Conversations • Flexible Seating • Chunk Assignments • Sound Wall • Positive Reinforcement • Provide Fidget Tools

- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Special Ed Accommodations

- Model Assignments
- Provide Brain Breaks where students can take a walk to regroup.
- Chunk Assignments
- Use Visuals
- Sound Wall
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Provide Peer Tutoring
- Use A Strong Student As A "buddy" (does Not Necessarily Have To Speak The Primary Language)
- Choral Reading
- Chants, Songs that are embedded in Wonders on-line resources.
- Assign A Picture Or Movement To Vocabulary Words
- Small Group Instruction-
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- Flexible Grouping
- Allow Answers To Be Given Orally Or Dictated
- Have Students Repeat What Was Said
- Scribe for students who are unable to write
- Technology Resources

At-risk Accommodations

- Homework
- Leveled Reading
- Supplemental Assignments
- Provide extra help sessions
- Provide peer tutors

Notes

- Provide Peer Tutoring
- Use A Strong Student As A "buddy"
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group

Gifted and Talented Accommodations

- Increase depth of learning
- Pace of instruction may be accelerated
- Extend scope of topic
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

• One On One Instruction • Provide Immediate Praise And Feedback • Provide High-Interest Topics • Create A Nurturing Environment • Sound Wall • Provide Visuals • Be Flexible With Assignments And Time Frames • Provided Needed Academic Resources	Notes • Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy • Do Not Always Be Explicit, Allow For Discovery • Use Centers And Group Students According To Ability Or Interest • Propose Interest-based Extension Activities • Use Leveled Texts And Offer An Advanced Reader Reading List • Use Varied Modes Of Pre-assessment And Assessment • Create An Enhanced Set Of Introductory Activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles) • Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum • Organize And Offer Flexible Small Group Learning Activities • Provide Whole Group Enrichment Explorations • Teach Cognitive And Methodological Skills • Use Center, Stations, Or Contracts • Organize Integrated Problem-solving Simulations • Debrief Students • Propose Interest-based Extension Activities Equipment Needed • Ask Higher Order Thinking Questions Using • Discovery Learning Instead Of Explicit Learning • Use Centers And Group Students According To Ability Or Interest
Stage 4: Reflection Teacher Reflections	



Unit Planner: OCC 2 Making Art ELA Grade 2

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 2 / English
Language Arts / ELA Grade 2 / Week 7 - Week 12

Last Updated: Thursday, July 18,
2024 by Sarah Carey

OCC 2 Making Art

Carey, Sarah; Kekesi, Jana; Lynch, Caitlin; Nicholl, Theresa

- Unit Planner
- Lesson Planner

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 2: As students read each week for close reading of the text they will focus on key ideas and demonstrate understanding of a text. In this unit, students will begin to write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear sequences. Students will review final e, soft /c/, and /g/, as well as three-letter beginning blends. Students will practice using verbs, adjectives, adverbs, complete sentences as well as simple and compound sentences in this unit.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 2

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

The actions of individuals and government affect decisions made for the common good.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

Civic Mindedness

Certain character traits can help individuals become productive members of their community.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1 U.S. History: America in the World: Geography, People, and the Environment

Human Population Patterns

Physical and human characteristics affect where people live (settle).

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). 🌍

NJ: 2023 SLS: English Language Arts

NJ: Grade 2

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.2.3.A. Know spelling-sound correspondences for common vowel teams.

L.RF.2.3.B. Decode regularly spelled two-syllable words with long vowels.

L.RF.2.3.C. Decode words with common prefixes and suffixes.

L.RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.

L.RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.

L.RF.2.3.F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

L.RF.2.3.G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.2.4.A. Read grade-level text with purpose and understanding.

L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

L.WF.2.1.A. Write legibly and with sufficient fluency to support composition.

L.WF.2.1.B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.2.A. Regular, single-syllable words that include:

- i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
- ii. Complex consonant blends (scr, str, squ).
- iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
- iv. Vowel-r combinations (turn, star, third, four/for).
- v. Contractions (we'll; I'm; they've; don't).
- vi. Homophones (bear, bare; past, passed).
- vii. Plurals and possessives (its, it's).

L.WF.2.2.B. Regular two- and three-syllable words that:

- i. Combine closed, open, vowel team, vowel -r and CVC syllables (compete; robot; violet; understand).
- ii. Are compounds comprising familiar parts (houseboat; yellowtail).
- iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

L.WF.2.2.C. Words with suffixes that require:

- i. consonant doubling (penning, slimmed).
- ii. dropping silent-e (smiled, paving).

L.WF.2.2.D. Most often used words in English:

- i. Irregular words (against, many, enough, does).
- ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.WF.2.3.B. Capitalize holidays, product names and geographic names.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.KL.2.1.B. Compare formal and informal uses of English.

L.VL.2.2. 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.

L.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.VL.2.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.VL.2.2.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

Reading

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 🐼

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing Domain

Writing

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.NW.2.3.A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

W.NW.2.3.B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

W.NW.2.3.C. Use transitional words to manage the sequence of events.

W.NW.2.3.D. Use concrete words and phrases and sensory details to convey experience and events.

W.NW.2.3.E. Provide a conclusion or sense of closure related to the narrated experiences or events.

Speaking and Listening Domain

Speaking and Listening

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 2

9.2 Career Awareness, Exploration, Preparation, and Training

Different types of jobs require different knowledge and skills.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

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9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills: Digital Citizenship

Young people can have a positive impact on the natural world in the fight against climate change.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g.,

6.3.2.CivicsPD.1). 

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).



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Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates

NJ Mandates

All Grades

NJ Mandates Mandates

Diversity and Inclusion: Requires school districts to include instruction on diversity and inclusion as part of implementation of New Jersey Student Learning Standards.

[Diversity & Inclusion Mandate Gr. 2 Unit 2.pdf](#)

Additional & Supplementary

Core Instructional and Supplemental Materials and Resources:

Student Books

Teaching Resource Book

Language Handbook

Sound Phonics Cards

High-Frequency Word Wall

ELA Companion Standards (6th-12th Only)

Tutorials to Show Sounds

Graphic Organizers

Technology resources :

Jr.brainpop.com

[Scholastic News](#)

You can also use third-party vendor websites such as:

Commonlit, Kahoot, ReadWorks, and Epic Books

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Can also use a third-party vendor website such as ReadWorks leveled passages with questions.

Supplemental Texts for Students Approaching Grade-Level Expectations

- Decodable Texts
- Can also use a third-party vendor website such as Epic Books.

Supplemental Texts for Students Exceeding Grade Level Expectations

- District approved Novels
- You can also use third-party vendor websites such as Commonlit.org.

~KNOWLEDGE~

Enduring Understandings

- Readers develop a better understanding when they ask and answer questions about key details, find the main topic, and make

Essential Questions

- Where do you see art?
 - Do you like to create art?
 - What is an artist?

connections between historical events and scientific ideas in a text. • Ask and answer questions about what I read. • Find the main topic of a text. • Find the focus of a paragraph. • Tell how one event in history leads to others. • Find ways that science ideas go together. • Follow the steps and directions. • Begin using organization to write. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Understand there are many types of arts and styles of art. • Identify unit vocabulary		• How can stories teach lessons about life? • How does learning the main topic and key details of a text help me to understand what I read? • What is narrative writing? • What does organization mean?
Content	Vocabulary	Skills/Performance Expectations Students will be able to... • Read long vowels with the final e including; a_e, e_e, i_e, o_e, and u_e, to create words with 80% accuracy. • Use final e including; a_e, e_e, i_e, o_e, and u_e, to create words with 80% accuracy. • Practice soft c and soft g to create words with 80% accuracy. • Use beginning three-blends including; str, spl, spr, scr, shr, and /thr/ to create words with 80% accuracy. • Practice long a: /a/, /ai/, /ay/, /ea/, /eigh/, and /ey/ with 80% accuracy. • Practice long e: /e/, /ee/, /y/, /ea/, /ie/, and /ey/ with 80% accuracy. • Identify verbs including past tense of irregular verbs in reading and writing with 80% accuracy. • Identify adjectives and adverbs in reading and writing with 80% accuracy. • Use complete sentences, including simple and compound in writing with 80% accuracy.

		• Demonstrate understanding of key details by identifying at least two key details from the text and writing it within a graphic organizer with 80% accuracy. • Write narrative stories with a beginning, middle and ending, providing a closure with 80% accuracy using a provided rubric. • Engage in collaborative discussions with a partner or whole group. • Identify a beginning, middle, and end of a story in reading and in writing. • Identify and understand unit vocabulary. • Read about artists and then answer questions about them using texts. • Use capitalization and punctuation to form sentences, use NJDOE rubric for conventions. • Use expression, intonation and phrasing of fluency of text with 80% accuracy.
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Stage 2: Assessment Evidence

Assessments

[Unit 2 Gr 2 Assessments.pdf](#)

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word Banks
- Sound Cards
- Writing Organization Poster
- Readworks selected level passages(3rd party vendor)
- Epic Books (3rd party vendor)
- BrainpopJr.

Resources for students **approaching** grade level expectations:

- Sound Wall/Sound Cards
- Magnet Letters

Suggested Learning Activities

Writing Skills: Organization

Lesson: I can define and use the word 'organization' in my writing. Read, *Listen to a Roller Coaster*, by: Marla Frazee.

I Do: Post 'organization' poster somewhere in the room so students can easily see. Have everything on the poster covered except for the word 'organization.' Explain that over the next month, we are going to be learning new vocabulary in writing. Today's new word will be 'organization.' Ask students to guess the meaning of the word and write down their answer. Teacher will show an outline of how stories are organized; they include a beginning, middle, and ending.

- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writing checklist
- White Boards
- Brainpop Jr.

Resources for students **exceeding** grade level expectations:

- District Approved and Selected Novels
- Story Map Graphic Organizer
- Text Evidence Graphic Organizer
- Scholastic News with printed Skill Sheets
- Brainpop

We Do: Review unknown vocabulary from the story before having students listen to the story. Listen to Roller Coaster, written by: Marla Frazee.

They Do: Students will have a graphic organizer with three actions; beginning, middle, and ending. Students will rewatch the video and write each part in a few words as they video plays. Students will share their organizers with their group, then each group will share with the class and complete a class graphic organizer of the story, successfully identifying the beginning, middle, and ending.

Finding the Main Topic Lesson:

Read: Today we will read an article. Learning how to figure out the main topic of text and how it helps to understand what the text is about.

First, we will read to understand, then we will read again to find the main topic and key details in the article.

When students are finished reading, ask questions to check for understanding.

Explore: Tell students that they will need to take a closer look at which details tell more about the main topic.

Think: Explain that the two-column chart will help them to organize their thinking. The teacher should model how to find the key details from the first paragraph. Then have partners complete the chart.

- Circulate and provide assistance as needed.
- Encourage volunteers to share their completed charts.
- Make certain that students understand that key details need to support the main topic.

Talk:

- Have partners discuss the main topic of the article.
- Ask volunteers to share their ideas.

Write: Quick write - Have students write a response to the following prompt: How do the key details help to explain the main topic?

Wrap Up: Invite students to share how they figured out the main topic of the article by identifying key details in each paragraph and how doing that helped them better understand the topic.

Assessment: Informal assessment of students' writing

Social Studies Lesson: The Art Lesson, by: Tomie dePaola

I Do: Ask students questions including; What art supplies do you enjoy using, what art words do you know, what do you enjoy making? Allow students to share their answers with partners/groups, then discuss aloud.

We Do: Review vocabulary from the story *The Art Lesson*, students will use dictionaries, draw pictures and write definitions for the following words: collected, photograph, property, and monitor. We will watch the video *The Art Lesson*, by Tomie dePaola together.

They Do: Students will answer the following question about Tomie from the video. Why was Tomie upset about his art lesson?

Extension: What is your favorite way to create art? Then draw the picture on the place provided.

Write a Narrative Paragraph:

Over the course of Unit 2, students write a narrative paragraph to tell a story of how Helen Keller learned her first word of sign language. Students will recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings. Use temporal words to signal event order and provide a sense of closure.

Step 1 - Learn about Narrative Writing. Read mentor texts, *The Plant Doctor*, *Seeing Differently*, *Helen Keller: A Picture Story*, and *Overcoming Challenges*

Step 2 - Unpack lesson Assignment

Step 3 - Read/Gather Evidence

	Step 4 - Think it Through (plan) Step 5 - Draft - Beginning/Middle/End Step 6 - Revise Step 7 - Edit Step 8 - Publish/Collaborate/Share *Mandate: Highlight and promote diversity and inclusion (Diversity and inclusion law) N.J.S.A. 18A: 35-4.36a) Read <i>The Ugly Duckling</i> I do: Discuss with students the following ideas: understand the many different influences that help to form families; age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, each of us is unique and special. We Do: As the teacher reads <i>The Ugly Duckling</i>, students will write notes while thinking about the following ideas: Look at photos and illustrations of ducks and swans to see their similarities. Think about the pain caused by name-calling and ridicule. They Do: Students will discuss the following questions with their partners. Then the class will share their answers. Why did the Ugly Duckling go to the farmhouse? Describe his treatment there. Why did the Ugly Duckling have trouble making friends? How could friends help him?
Multi-Language Learner Accommodations • Work toward longer passages as skills in English increase • Use visuals • Introduce key vocabulary before lesson • Provide peer tutoring • Use a strong student as a "buddy" (does not necessarily have to speak the primary language) • Allow electronic translator	504 Accommodations • Follow All 504 Modifications • Provide Picture Instructions • Small Group Instruction- • Allow Extra Time To Complete Assignments Or Tests • Allowing For Additional Wait Time For Student Responses During Conversations

- Reword and repeat directions
- Clarification of directions
- Word banks
- Provide outlines, study guides
- Use graphic organizers
- Reduce multiple choice answers to two
- Pre teach vocabulary

- Flexible Seating
- Chunk Assignments
- Sound Wall
- Positive Reinforcement
- Provide Fidget Tools

Notes

- Visuals
- Gesturing
- Use of Realia And Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (several types)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Walls
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Special Ed Accommodations

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Flexible Seating
- Chunk Assignments
- Sound Wall
- Positive Reinforcement
- Provide Fidget Tools

At-risk Accommodations

- Homework

Gifted and Talented Accommodations

- Increase depth of learning

- Leveled Reading
- Supplemental Assignments
- Provide extra help sessions
- Provide peer tutors

Notes

- Provide Peer Tutoring
- Use A Strong Student As A "buddy"
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Provide Immediate Praise And Feedback
- Provide High-Interest Topics
- Create A Nurturing Environment
- Sound Wall
- Provide Visuals
- Be Flexible With Assignments And Time Frames
- Provided Needed Academic Resources

- Pace of instruction may be accelerated
- Extend scope of topic
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Notes

- Encourage Upper-Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Create An Enhanced Set Of Introductory Activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles)
- Provide Options, Alternatives, And Choices To Differentiate And Broaden The Curriculum
- Organize And Offer Flexible Small Group Learning Activities
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Organize Integrated Problem-solving Simulations
- Debrief Students
- Propose Interest-based Extension Activities Equipment Needed
- Ask Higher Order Thinking Questions Using
- Discovery Learning Instead Of Explicit Learning
- Use Centers And Group Students According To Ability Or Interest

Stage 4: Reflection

Teacher Reflections



Unit Planner: OCC 3 What's That Habitat? ELA Grade 2

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 2 / English
Language Arts / ELA Grade 2 / Week 13 - Week 18

Last Updated: Thursday, July 18,
2024 by Sarah Carey

OCC 3 What's That Habitat?

Carey, Sarah; Kekesi, Jana; Lynch, Caitlin; Nicholl, Theresa

- Unit Planner
- Lesson Planner

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 3: As students read each week for close reading of the text they will demonstrate understanding of craft and structure in informational text. They will identify how to use clues to understand the meaning of words through parts of the text as well as why the author wrote it. Over the course students will write opinion pieces on topics or texts, supporting a point of view with reasons. Students will review final e, silent letters, and r-Controlled vowels. Students will practice using capitalization in holidays, product names, and geographic names, punctuate greetings and closings in letters, use contractions, and practice spelling patterns in this unit.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 2

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

The actions of individuals and government affect decisions made for the common good.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

Civic Mindedness

Certain character traits can help individuals become productive members of their community.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1 U.S. History: America in the World: Geography, People, and the Environment

Human Population Patterns

Physical and human characteristics affect where people live (settle).

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). 🐾

NJ: 2023 SLS: English Language Arts

NJ: Grade 2

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- L.RF.2.3.A. Know spelling-sound correspondences for common vowel teams.
- L.RF.2.3.B. Decode regularly spelled two-syllable words with long vowels.
- L.RF.2.3.C. Decode words with common prefixes and suffixes.
- L.RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.
- L.RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.
- L.RF.2.3.F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.3.G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.2.4.A. Read grade-level text with purpose and understanding.
- L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language Sound-Letter Basics

- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.1.A. Write legibly and with sufficient fluency to support composition.
- L.WF.2.1.B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
- L.WF.2.2.A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- L.WF.2.2.B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVC syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- L.WF.2.2.C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).
- L.WF.2.2.D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.WF.2.3.B. Capitalize holidays, product names and geographic names.

L.WF.2.3.C. Supply adjectives in noun phrases to make them more precise or engaging.

L.WF.2.3.D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3.E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

L.WF.2.3.F. Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.3.G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.KL.2.1.B. Compare formal and informal uses of English.

L.VL.2.2. 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.

L.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.VL.2.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.VL.2.2.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

Reading

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 🧐

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing Domain

Writing

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

W.AW.2.1.A. Introduce an opinion.

W.AW.2.1.B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.AW.2.1.C. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

W.WP.2.4.A. Identify audience and purpose before writing.

W.WP.2.4.B. Participate in self-evaluation of written work.

W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

Speaking and Listening

SL.PE.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.PE.2.1.A. Follow agreed-upon norms 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.PE.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. 

SL.PE.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion. 

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

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Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 2

9.2 Career Awareness, Exploration, Preparation, and Training

Different types of jobs require different knowledge and skills.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills: Digital Citizenship

Young people can have a positive impact on the natural world in the fight against climate change.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g.,

6.3.2.CivicsPD.1). 

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).



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Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates

NJ Mandates

All Grades

NJ Mandates

Mandates

Climate Change: The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change.

[Climate Change Mandate Gr. 2 Unit 3.pdf](#)

Additional & Supplementary

Core Instructional and Supplemental Materials and Resources:

Student Books

Teaching Resource Book

Language Handbook

Sound Phonics Cards

High-Frequency Word Wall

Tutorials to Show Sounds

Graphic Organizers

Technology resources :

Jr.brainpop.com

[Scholastic News](#)

You can also use third-party vendor websites such as:

Commonlit, Kahoot, ReadWorks, Epic Books

ELA Companion Standards (6th-12th Only)

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Can also use a third-party vendor website such as ReadWorks leveled passages with questions.

Supplemental Texts for Students Approaching Grade-Level Expectations

- Can also use a third-party vendor website such as Epic Books.

Supplemental Texts for Students Exceeding Grade Level Expectations

- District approved Novels
- You can also use third-party vendor websites such as Commonlit.org and other reading passages.

~KNOWLEDGE~

Enduring Understandings

- When reading different stories a reader can ask questions about what the characters say and do. Learn how some stories can teach lessons about life.
- Retell stories in your own words.
- Ask and answer questions about a story.
- Tell what happens in a story in my own words.
- Describe the lesson the story characters learn.
- Tell how characters deal with their problems.
- When writing, use appropriate conventions.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.

Essential Questions

- What is a habitat?
- What type of habitat do fish live in?
- How do you think habitats help animals survive?
- How do readers use strategies to comprehend various texts?
- What are the conventions in the Writing Traits 6+1?
- What is opinion writing?

Content

Vocabulary

Skills/Performance Expectations

Students will be able to...

- Practice long i: /i/, /y/, /igh/, and /ey/ with 80% accuracy.
- Practice long o: /O/, /oa/, /ow/, and /oe/ with 80% accuracy.

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Practice long u: /u_e/, /ue/, /ew/, and /u/ with 80% accuracy. • Practice silent letters: wr, kn, gn, mb, and sc to create words with 80% accuracy. • Use r-Controlled vowels /ar/ to create words with 80% accuracy. • Use the conventions in the Writing Traits including ending marks, capitalization of proper nouns, and greetings and closings in letters with 80% accuracy. • Practice contractions in reading and writing with 80% accuracy. • Use possessive nouns in reading and writing with 80% accuracy. • Use general spelling patterns when writing words with 80% accuracy. • Understand meanings of unknown words by using context clues in a text with 80% accuracy. • Write opinion pieces on topics or texts, supporting a point of view with reasons, revise and edit with 80% accuracy using provided rubric. • Engage in collaborative discussions with a partner or whole group. • Use expression, intonation and phrasing of fluency of text with 80% accuracy. • Resources for on-grade students: <ul style="list-style-type: none"> ○ Graphic organizer with sentence stems ○ Partners ○ Anchor Charts ○ Word Banks ○ Readworks selected level passages(3rd party vendor) ○ Epic Books (3rd party vendor) ○ BrainpopJr. • Resources for students approaching grade level expectations: |
|--|--|---|

		○ Sound Wall/Sound Cards ○ Magnet Letters ○ Graphic organizer partially filled out by teacher ○ Highlighters for close reading strategies ○ Writing checklist ○ White Boards ○ BrainpopJr. ● Resources for students exceeding grade level expectations: ○ District Approved and Selected Novels ○ Story Map Graphic Organizer ○ Text Evidence Graphic Organizer ○ Compare and Contrast the Point of View from two sources ○ Scholastic News with printed Skill Sheets ○ Brainpop
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Stage 2: Assessment Evidence

Assessments

[Unit 3 Gr 2 Assessments.pdf](#)

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word Banks
- Readworks selected level passages(3rd party vendor)
- Epic Books (3rd party vendor)
- BrainpopJr.

Resources for students **approaching** grade level expectations:

- Sound Wall/Sound Cards
- Magnet Letters
- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writing checklist
- White Boards

Suggested Learning Activities

Writing Skills: Conventions Lesson

Conventions Lesson: I can define and use the word 'conventions' in my writing. I can practice using symbols to correct errors in a sentence.

I Do: Post the 'conventions' poster somewhere in the room so students can easily see it. Have everything on the poster covered except for the word 'conventions.' Explain that over the next month, we are going to be learning new vocabulary based on the traits of writing. Today's new word will be 'conventions.' Ask students to guess the meaning of the word and write down their answers. The teacher will show students editing symbols and discuss the use of each one.

We Do: Students will be given a copy of the following paragraph and asked to find all the errors in it, using the editing marks.

On monday, I saw rabits hop and lok for food to

- BrainpopJr.

Resources for students **exceeding** grade level expectations:

- District Approved and Selected Novels
- Story Map Graphic Organizer
- Text Evidence Graphic Organizer
- Compare and Contrast the Point of View from two sources
- Scholastic News with printed Skill Sheets
- Brainpop

eat. jimmy saw a snake slips past as it hunts for mouses.

Check students' work and go over it to be sure they found the corrections.

They Do: Students will write independently about an animal that they have seen in a habit. After 10 minutes ask students to use a checklist/rubric to self-assess their writing. They will then exchange their papers with other students, then use editing symbols to check for any errors. Allow students time to meet back with their partner and go over.

Science Lesson: Students will be able to identify and describe the different habitats that animals live in.

I Do: Introduce the lesson by asking students to think about what kinds of things animals might need to survive. Then write "What Animals Need" on the board. Encourage students to think about similarities between people and animals. Prompt students as needed by asking: Where do animals (e.g. dog/cat) like to rest? What do animals eat? Do animals need anything to stay safe from predators?

We Do: Instruct students to Think-Pair-Share. Have students sit knee to knee with a partner. Allow a minute of silent think time to consider each prompt. At your signal, students should take turns sharing a response to each prompt.

Call the class back together, and invite a few volunteers to share their thinking with the whole group. Record student ideas under the heading "What Animals Need." Explain that animals all live in something called a habitat, which is what we call the most ideal or natural home of that animal.

They Do: Choose an animal and write a few sentences using facts from the story to write about that animal's habitat. Then draw a picture of it.

***Climate Change:** read, *The Lorax*

I Do: Discuss how changes in our environment have affected our climate.

We Do: Read *The Lorax*

Students will take notes as they listen to the story. They should list different ways the environment changes throughout the story.

They Do: Students work with a partner to compare their notes from the story. Then they will list things they can do to help our environment.

Review answers together.

Writing an Opinion Paragraph:

Over the course of Unit 3, students write an opinion piece about an unusual home they would like to visit in which they introduce a topic or book they are writing about and state an opinion. Then, they supply reasons that support their opinion, using linking words to connect their opinion and reasons, finally, they will write to provide a concluding statement or section.

Step 1 - Learn about Opinion Writing. Read mentor texts, *Too Warm for an Igloo*, *Unusual Homes*, and *What's Inside?*

Step 2 - Unpack the lesson Assignment

Step 3 - Read/Gather Evidence

Step 4 - Think it Through (opinion with supporting reasons)

Step 5 - Draft - Beginning/Middle/End

Step 6 - Revise

Step 7 - Edit

Step 8 - Publish/Collaborate/Share

Ask and Answer Questions about Stories:

Students ask and answer specific questions such as who, what, when, where, why, and how to demonstrate their understanding of key details in a story.

Read: Today we will read an adventure story and ask and answer questions about key details in the story. First, we will read to understand then, we will read again to find the main topic and key details in the article.

When students are finished reading, ask questions to check for understanding.

Explore: Read aloud the essential question to set the purpose for the second read. Tell students that they will need to take a closer look at the details in the text and illustration to ask and answer questions. Have students read the text.

Think: Explain to students that you will reread the story and ask questions about story elements. Direct students' attention to the chart. Explain that it will help them to organize questions and answers about the story's details. Use the Think Aloud to guide your modeling. Encourage students to work with a partner to continue rereading the story and underline key details. Then have partners work together to complete the chart.

- Circulate and provide assistance as needed.
- Encourage volunteers to share their completed charts.
- Guide students to see each question should be about the characters, setting, and events in the story and each answer should be found using key details in the text.

Talk: Read aloud the Talk Prompt

- Have students underline another key detail in the story. Students will ask partners the question and discuss the answers.
- Ask volunteers to share their ideas.

Write: Quick write - Have students write a response about the story.

Wrap Up: Have students recall the Learning Target. Have them tell how knowing how to ask and answer questions helped them to understand the story.

Assessment: informal assessment on students' writing responses

Multi-Language Learner Accommodations

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Allow electronic translator
- Reword and repeat directions
- Clarification of directions
- Word banks
- Provide outlines, study guides
- Use graphic organizers
- Reduce multiple choice answers to two
- Pre teach vocabulary

Notes

- Visuals
- Gesturing
- Use Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (several types)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Walls
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

504 Accommodations

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Flexible Seating
- Chunk Assignments
- Sound Wall
- Positive Reinforcement
- Provide Fidget Tools

Special Ed Accommodations

- Model Assignments
- Provide Brain Breaks where students can take a walk to regroup.
- Chunk Assignments

- Use Visuals
- Sound Wall
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Provide Peer Tutoring
- Use A Strong Student As A “buddy” (does Not Necessarily Have To Speak The Primary Language)
- Choral Reading
- Chants, Songs that are embedded in Wonders on-line resources.
- Assign A Picture Or Movement To Vocabulary Words
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- Flexible Grouping
- Allow Answers To Be Given Orally Or Dictated
- Have Students Repeat What Was Said
- Scribe for students who are unable to write
- Technology Resources
- Third party website such as Goalpost

At-risk Accommodations

- Homework
- Leveled Reading
- Supplemental Assignments
- Provide extra help sessions
- Provide peer tutors

Notes

- Provide Peer Tutoring
- Use A Strong Student As A “buddy”
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Create A Nurturing Environment
- Sound Wall
- Provide Visuals
- Be Flexible With Assignments And Time Frames
- Provided Needed Academic Resources

Gifted and Talented Accommodations

- Increase depth of learning
- Pace of instruction may be accelerated
- Extend scope of topic
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Notes

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Create An Enhanced Set Of Introductory Activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles)
- Provide Options, Alternatives, And Choices To Differentiate And Broaden The Curriculum

- | | |
|--|---|
| | <ul style="list-style-type: none">• Organize And Offer Flexible Small Group Learning Activities• Provide Whole Group Enrichment Explorations• Teach Cognitive And Methodological Skills• Use Center, Stations, Or Contracts• Organize Integrated Problem-solving Simulations• Debrief Students• Propose Interest-based Extension Activities <p>Equipment Needed</p> <ul style="list-style-type: none">• Ask Higher Order Thinking Questions Using• Discovery Learning Instead Of Explicit Learning• Use Centers And Group Students According To Ability Or Interest |
|--|---|

Stage 4: Reflection	
Teacher Reflections	