Grade 2 Module 2 Unit 2

Canterbury Public Schools

Subject	Reading/Language Arts
Grade Level	2
Module/Unit Title	**Module 2 , Unit 2- LEARNING THROUGH SCIENCE AND STORY: FOSSILS TELL OF EARTH'S CHANGES**
Unit Goals	**READING INFORMATIONAL TEXTS: STUDYING FOSSILS CLOSELY** **Identify** the role of a scientist Pivot from reading narrative nonfiction texts to specific non-fiction texts Look for and find specific information through a close read Write a personal narrative (as if they were a paleontologist) Independent reading Determine the gist and main idea Partner collaboration to read a complex text Use a guiding question identify the purpose for learning
Pacing (# of days/weeks)	12+ Days
Standards	Common Core State Standards RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, W.2.8, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, L.2.1, L.2.1a, L.2.2, L.2.4, L.2.4a, L.2.4c, L.2.6
Content/Conceptual Knowledge (know)	**{Building background knowledge: Developing Schema** **In Unit 2, students delve more deeply into their study of fossils, and specifically focus on the unit guiding question, "What can we learn by studying fossils?" Students pivot from their reading of narrative nonfiction texts in Unit 1, now focusing specifically on nonfiction texts that build their understanding of fossils. Through a combination of close read-alouds, independent reading, hands-on experiences, and authentic writing tasks, students take on the role of paleontologists and learn about the different kinds of fossils, the process of fossilization, and how fossils can teach us about how the earth has changed, as well as the plants and animals that lived long ago.** **In the second part of this unit, students begin to transition from close read-alouds to close reading of complex texts more independently, as they continue to focus on the other guiding question for this unit: "How do readers learn more about a topic from informational texts?" Students begin to learn strategies to tackle complex texts, such as**

	reading to determine the gist of a passage and working with a partner to read a complex text. The Unit 2 Assessment asks students to independently read a passage about fossils and then respond to selected response questions by referring to their own copy of the text, using illustrations, and rereading as needed.} ***What students will know:*** **The role of a paleontologist as a scientist** **The process of writing a paragraph** **Determine the gist of a paragraph** **Collaboration helps to clarify ideas**
Skills (be able to do)	***Language:*** *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Use collective nouns (e.g., *group*). *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *Use sentence-level context as a clue to the meaning of a word or phrase. *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). ***Speaking and Listening:*** *Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) *Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. *Build on others' talk in conversations by linking their comments to the remarks of others. *Ask for clarification and further explanation as needed about the topics and texts under discussion.

	Writing: *Recall information from experiences or gather information from provided sources to answer a question. ***Informational Reading:*** *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. *Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. *Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. *Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. *Identify the main purpose of a text, including what the author wants to answer, explain, or describe. *Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. *Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Essential Questions	***What can we learn by studying fossils?** ***How do readers learn more about a topic from informational texts?**
Enduring Understandings	*Fossils can help us understand what plants and animals lived long ago and how the earth has changed. *Readers use different strategies to learn about a topic from informational text.
Vocabulary	Responsibility, ownership, collaboration, collective noun, observation, evidence, inference, table of contents, chapter title, heading, history, caption, clues, evidence, fossils, excavate, excavator, surrounding, heading, mist, traces, impressions, glossary, fossilization, process, decay, preserved, pressure, hardened, petrified, seeped, surface, order, interact, connect, type, gist, categorize, sap, body, fossils, paleontologist,bones, ancient, layers, buried, sedimentary rock, information, examine, coral, sequoia tree, reflect, revising, editing.

Students have a daily focus statment(s) that guide the learning	• I can use discussion norms to participate in classroom discussions about working with fossils. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c) • I can use text features to learn more about fossils. (RI.2.1, RI.2.4, RI.2.5) • I can discuss evidence from observations of photographs with my group to sort fossils and non fossils. (SL.2.1, SL.2.1a) • I can define a word from a text using different strategies. (RI.2.4, L.2.4, L.2.4a, L.2.4c) • I can make inferences about impressions after discussing observations with my group. (SL.2.1, SL.2.1a) • I can use evidence from the text Fossils to answer questions about fossilization. (RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, L.2.4c) • I can describe the steps of fossilization using pictures and words. (W.2.8) • I can order and describe the steps of fossilization. (W.2.8) • I can use discussion norms to participate in a Science Talk about fossils. (SL.2.1a, SL.2.1b, SL.2.1c) *I can use evidence from the text “Other Types of Fossils” to answer questions about different types of fossils. (RI.2.1, RI.2.2) • I can categorize different types of fossils by discussing my ideas with a partner. (SL.2.1, SL.2.1a, SL.2.1b) • I can write a museum display label about a fossil using information I have learned from the text. (W.2.8) • I can use evidence from the text “Fossils and the Earth Long Ago” to answer questions about how fossils tell us about the Earth long ago. (RI.2.1, RI.2.4, RI.2.5, L.2.4a, L.2.4c) • I can make inferences about animals from long ago by closely examining pictures of fossils. (W.2.8, SL.2.1, SL.2.1a) • I can make inferences about how the Earth has changed by closely examining fossil pictures. (W.2.8, SL.2.1, SL.2.1a, SL.2.1b) *I can participate in a discussion to reflect on my learning from the unit. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c) • I can use evidence to answer questions about the text Digging Up the Past. (RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6)
Common learning experiences	Turn and talk, use music as an engagement strategy, role play, journal, and use the writing process to create a piece of text. Use photographs to identify details
Assessments	• Monitor student use of discussion norms. • Use the Reading Informational Text Checklist to track progress on reading standards. • Use Language Checklist to monitor L standards in Opening. • Check students’ writing for evidence from their reading and the fossilization chart. • Use Fossils Culminating Task Sheet #1 to track student progress on W.2.8. • Use the exit ticket to track student progress on RI standards. • Use the Reading Informational Text Checklist to track student progress during independent reading. • Use the Language Checklist to track student progress on L.2.4a. • Use students’ writing to track progress on W.2.8

	• Use the students' selected response answers to track RI and W.2.8 progress.
Student Resources	Student Workbooks, Anchor Charts (Student Generated/ Created), She Sells Seashells" Song, Learning Target" poem, Photos, Sentence Strips, Exit Tickets, Graphic Organizers, Response Sheets, Vocabulary Word Wall, Paleontologists Notebook Text List: Fossils Tell of Long Ago. Brandenberg, Aliki., Fossils. Squire, Ann O.
Teacher Resources	Teacher Manuals, Module Slides, Anchor Charts, Pacing Guides, Assessment Checklists, and Rubrics **Text List:** Fossils Tell of Long Ago. Brandenberg, Aliki., Fossils. Squire, Ann O.