

Common Core Catholic Identity Initiative ELA Unit Plan Template

ELA UNIT PLAN	
Title/Theme	Friends
Grade/Subject	2/Reading
Length of Unit/Timeframe	4 weeks
Description	This is a 4 week unit where students read several books about what makes a friend. Students will find evidence in books to support their statements about friendship.
Overview	This 4 week unit begins with a reading of <u>The Giving Tree</u> . Students will read several fiction books about friends, including <u>Henry and Mudge</u> , <u>The Best Friend's Club</u> , <u>The Sometimes Friend</u> , and <u>Pluto's New Friend</u> . They will also watch a video called <i>Highschool Teammates Carry On</i> . They will find evidence in the books supporting how the main character is or is not a friend. They will also read the <i>Footsteps</i> poem and <u>You are Special</u> and explain how Jesus is their friend. The students will answer text-based questions for each book. At the end, students will write a want ad for a friend where they specify what characteristics they are looking for and what that characteristic looks like.
THE BIG PICTURE	
Essential Question: <i>What is a friend?</i>	
Catholic Identity Elements: <i>Footsteps</i> poem, <i>You are Special</i> by Max Lucado	
<p>Common Core Standards:</p> <p>RL 1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL 3 Describe how characters in a story respond to major events and challenges.</p> <p>RL 4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL 6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL 10 By the end of the year, read and comprehend</p>	<p>Key Objectives Linked to the Standards:</p> <ol style="list-style-type: none"> 1. Define vocabulary words and give examples using graphic organizers. (L4, L6) 2. Students read or listen to books about friends and watch a video about a special friendship. Students will answer questions about key details in a text and use textual evidence to support answers. (RL1, RL3, RL6, RL7, RL10, FS1, FS2) 3. Develop oral skills through think-pair-share and class discussions about the main topic of texts or specific paragraphs. (SL 1, SL2, SL3, SL6, L1, L6) 4. Students will annotate stories by taking notes on each book, finding evidence for friendship or lack of friendship. (RL1, RL3, RL7, W8) 5. Students read poem and explain how particular words/phrases give meaning to the poem and how this poem reflects friendship. (RL4) 6. Students will read passages from the Bible

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<p>literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p> <p>FS 1 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>FS 2 Read with sufficient accuracy and fluency to support comprehension</p> <p>W 5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W 8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting, or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>SL 1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL 2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL 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.</p> <p>SL 6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<p>referring to friendship and will discuss in small groups and write how the Bible passages reflect friendship. (FS1, FS2, W8, W10, SL1, SL2, SL6, L1, L2, L6)</p> <p>7. Students will write a prayer thanking Jesus for being a friend. (W8, W10, L1, L2, L6)</p> <p>8. Students will write a short response to questions posed after each story. (RL1, RL3, RL7, W8, W10, L1, L2, L6)</p> <p>9. Students will write a want ad for a friend. They will use adjectives to describe the characteristics they are looking for (list at least 4). They will use example from the books they read. (W8, W10, L1, L2, L6)</p>
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<p>speaking.</p> <p>L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L 4 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.</p> <p>L6 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).</p>	
<p>Summative Assessment(s):</p> <p>1. Write a want ad for a friend. What characteristics are you looking for (list at least 4)? What do those characteristics look like? Use examples from the books we read. (Standards addressed: W8, W10, L1, L2, L6)</p>	
<p>UNIT READINGS AND VOCABULARY</p>	
<p>Anchor Text and Author</p>	<p><i>The Giving Tree</i> by <i>Shel Silverstein</i></p>
<p>Fiction Text (s)</p>	<p>Henry and Mudge by Cynthia Ryland The Best Friend’s Club by Elizabeth Winthrop The Sometimes Friend (M) by Heather Lynne Banks Pluto’s New Friends (O) by Carol Shank Poetry- “Finding a Way” Anonymous You are Special by Max Lucado Poetry – Footsteps in the Sand by Mary Stevenson</p>
<p>Non-Fiction Text (s)</p>	<p><i>High School Teammates Carry On</i>, available at: sports.espn.go.com/espn/otl/news/story?id=4371874</p> <p>The Bible</p>
<p>Essential Unit Vocabulary</p>	<p><i>Thematic: friend, compliments, trust, jealous, rely</i> <i>Pluto’s New Friend: dwarf planet</i> <i>Footprints in the Sand: footprints, anguish, sorrow, defeat</i> <i>Scripture verses: command, patient, arrogant</i> <i>Literary: evidence, plot, character</i></p>

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INSTRUCTIONAL ACTIVITIES	
<input type="checkbox"/> Catholic Identity 4, 5, 6 <input type="checkbox"/> Reading 2, 4, 5 , <input type="checkbox"/> Writing 1, 3, 5, 6, 7 <input type="checkbox"/> Speaking/Listening 2, 4, 5,	<input type="checkbox"/> Language 2, 3, 4, 5, 7, <input type="checkbox"/> Vocabulary 8 <input type="checkbox"/> Viewing 1 <input type="checkbox"/> Critical Thinking 1, 2, 3, 4, 5, 7
<ol style="list-style-type: none"> 1. Students will read stories about friendship and watch a video about a special friendship. After each story they will annotate the book by taking notes on if a character is a friend or not a friend. They will list evidence for their opinion. (2, 4) 2. After reading each story, students will participate in think-pair-share activities discussing the main idea or moral of the text, how the main character responded to situations, what we can learn from the text. (3) 3. Students will answer questions about the characters in the stories. Questions include: how did the main character react to a situation, how is a character’s actions demonstrate friendship, what could a character do to be a better friend, etc. (2) 4. Students will read the poem <i>Footsteps in the Sand</i>)and practice retelling the poem in their own words in small groups. Then they will discuss how Jesus is a friend in this poem. Students will discuss what the phrase “The times when you have seen only one set of footprints; is when I carried you,” means. They will also discuss about a time in their life when Jesus was carrying them. (5) 5. Students will be put in groups of 5 and each person in the group will be given a different scripture verse. They will read it, then present to the group explaining how the verse/s reflects friendship. Students will then write a short paragraph explaining how their verse/s and one other verse reflect friendship. (6) 6. Students will write a prayer thanking Jesus for being a friend to them. (7) 7. Students will use examples from the stories they read to write a want ad for a friend. They will list 4 characteristics (adjectives) they are looking for. (8) 8. Students will receive vocabulary words and do CODE activities including visualizing vocabulary (draw pictures), word wall categories, concept maps, defining characteristics, and three’s a crowd. (1) 	
Cross Curricular Link(s)	
<p><i>High School Teammates Carry On</i>, available at: sports.espn.go.com/espn/otl/news/story?id=43718704</p>	
<p><i>Religion: Footsteps – seeing Jesus as their friend who helps them when they are in need</i> <i>Religion: students will read verses from the Bible which reflect friendship.</i></p>	