

Easthampton Public Schools
English Language Arts – Grade 2 Unit Plan – Unit 2

Unit 2: Good Citizenship	
Duration: October – mid-November (5-6 weeks)	
<i>Essential Questions:</i> English Language Arts: <ul style="list-style-type: none">• How do you figure out the main idea of a story/text?• Why and how do we read informational text?• Why and how do readers talk about what they have read?• How do the words that writers choose make their opinions more persuasive?• How can readers determine the traits of characters through inferential thinking? Social Studies: <ul style="list-style-type: none">• What are the roles and responsibilities of good citizens?• Why do we have rules and laws?• Who are some people that you know or have read about (fictional characters or real people) who are examples of good citizens?	
<i>Enduring Understandings:</i> English Language Arts: <ul style="list-style-type: none">• The main idea can be determined by thinking about what the story or text is “all about.”• Readers read nonfiction in order to gain information about a topic.• Discussing text with peers and teachers deepens our understandings.• Writers choose strong, descriptive words (adjectives) to convey their opinions and persuade their audience.• Readers can infer a character’s traits by thinking about what the character does, says, and thinks. Social Studies: <ul style="list-style-type: none">• Good citizens follow the rules, are responsible, honest, respectful, fair, take care of each other and the Earth, and want to learn.• Rules and laws provide order, security, and safety.	
Knowledge: <i>Students will know...</i> English Language Arts: <ul style="list-style-type: none">• Some writers write for the purpose of conveying an opinion and/or persuading their audience.	Skills: <i>Students will be skilled at...</i> English Language Arts: <ul style="list-style-type: none">• Determining the main idea and key details of a nonfiction text.• Determining the traits of characters in stories and nonfiction texts.

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<ul style="list-style-type: none"> • Many nonfiction texts are written with a main idea and key details that give more information about the main idea. • Phrases that are commonly used in opinion writing. • How to use quotation marks appropriately in writing. <p>Social Studies:</p> <ul style="list-style-type: none"> • The qualities of good citizens. • The purposes of rules and laws. 	<ul style="list-style-type: none"> • Writing down facts while listening or reading. • Writing an opinion statement about a topic and supporting it with at least three details. • Identifying dialogue in stories. • Focusing writing on a topic and revising and editing with guidance and support from the teacher. • Reading grade-appropriate irregularly spelled words. • Using known spelling patterns to write new words. • Reading two-syllable words with long vowels. • Reading words with common prefixes and suffixes. • Distinguishing long and short vowels when reading regularly spelled one-syllable words. • Generating antonyms for a given set of words. • Forming past-tense verbs. <p>Social Studies:</p> <ul style="list-style-type: none"> • Identifying real people or fictional characters whom are examples of good citizens.
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<p>STANDARDS:</p> <p>ELA</p> <p>Reading Literature RL2.1 & RL2.10</p> <p>RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL 2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.MA. 2.8.A. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.</p> <p>Reading Informational Text RI2.1 & RI2.10</p> <p>RI2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>

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RI2.8: Describe how reasons support specific points the author makes in a text.

Writing

W2.3, W2.5, & W2.8

W2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Foundational Skills

***RF2.3, RF2.4**

Speaking and Listening

***SL2.1, SL2.2, SL2.3, SL2.4, SL6**

Language

***L2.6**

L2.2d: Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

Social Studies

Civics and Government

2.6C Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).

2.7C Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).

Reading (Read Aloud)

3-5 short texts

Reading (Guided Reading)

1 extended text

Examples:

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<p>Literature: <i>A Day's Work</i>, Eve Bunting <i>Just a Dream</i>, Chris Van Allsburg <i>Jamaica's Find</i>, Juanita Havill <i>The Teddy Bear</i>, David McPhail <i>Wilfrid Gordon McDonald Partridge</i>, Mem Fox <i>The Paperboy</i>, Dav Pilkey <i>Chester's Way</i>, Kevin Henkes <i>Matthew and Tilly</i>, Rebecca C. Jones <i>One Green Apple</i>, Eve Bunting <i>A Chair For My Mother</i>, Vera B. Williams</p> <p>Informational Text: <i>I Am a Good Citizen</i>, Mary Elizabeth Salzmann <i>Every Human Has Rights</i> (National Geographic) <i>The Story of Ruby Bridges</i>, Robert Coles <i>Wilma Unlimited</i>, Kathleen Krull <i>Roberto Clemente: Pride of the Pittsburgh Pirates</i>, Jonah Winter <i>Rachel Carson: Preserving a Sense of Wonder</i>, Joseph Bruchac <i>John Muir: America's Naturalist</i>, Thomas Locker</p>		<p><i>At Jacob's House</i> (L) <i>Barack Obama</i> (K) <i>George Washington Carver</i> (L) <i>Playing It Safe</i> (K) <i>Joey's Stop Sign</i> (L) <i>Riding With Rosa Parks</i> (J) <i>Safe Biking With Dad</i> (J)</p>	
<p>Writing Routine writing</p>	<p>Writing 4-6 Analyses</p>	<p>Research Project 1 Research project</p>	<p>Narrative 1-2 Narratives</p>
<p>Examples: Writer's Notebook</p>	<p>Examples: Reader's Response</p>	<p>Taking care of a pet is a big responsibility. Good citizens make responsible decisions about getting</p>	<p>After reading/listening to texts on responsibility, write a personal narrative about a time when you</p>

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		pets. Are cats good pets? Include facts about cats to support your opinion.	were a responsible community member. Provide details to describe actions, thoughts, and feelings.
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Ideas for Opinion Writing:

Day 1

Tell children that so far this year they've done a lot of writing and that most of the writing they've done is called narrative writing.

Introduce "Three Kinds of Writing Chart" and read the definition of narrative writing.

Tell students that writers sometimes write about their opinions. Sometimes they even try to use their opinions and some facts to back up their opinions to persuade or convince someone.

Briefly review the difference between fact and opinion. Write 3 factual statements and 3 opinion statements for children to read and determine which ones are facts and which are opinions.

Tell children that you're going to read them a story called *I Wanna Iguana*. In the story, a boy and his mother write letters back and forth to each other. In the little boy's letters, he tells his mom his opinion about something and gives reasons to support his opinion. Tell children that their purpose for listening is to identify the boy's opinion and the reasons he gives to support it.

After reading, use Opinion Graphic Organizer to chart the boy's opinion and the reasons he gives his mom to let him have an iguana.

Day 2

Review opinion writing. Discuss some things people would have opinions about (stores, restaurants, movies, etc.).

Ask children if they have any opinions about which pets are good ones.

Distribute copies of the book, What Pet Should You Get? and read it aloud to the class as they follow along. After reading each page, have children mark the text by underlining the opinion statement, and numbering the supporting

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details/reasons.

Day 3

Refer to the book the class read yesterday, What Pet Should You Get?

Ask children if there are any pets that weren't discussed in this book. (cats, snakes, hamsters, etc.)

Tell children that they are going to have a chance to write their opinions about having cats as pets.

Ask some children if they have any opinions about whether a cat is a good pet or not.

Tell children that they will be able to use their own experiences with cats and information from informational texts about cats to support their opinions.

Remind children that in What Pet Should You Get?, the opinions in favor of having certain pets were called pros and the opinions against having certain pets were called cons.

Tell children that you are going to read them some information about cats and that they will take notes on the pros and cons of having cats as pets.

Distribute pro & con note sheets and read aloud selected sections from any/all of the following texts:

Cats, by Louise Spilsbury

Cats, by Anita Ganeri

Cats, by Anna Milbourne

My Pet Cat, by Susan Ring

Day 4

Tell children that today they will decide whether they will write about the pros of having a cat as a pet or the cons.

Model using the pro & con note sheet to make a decision and plan for writing using the Opinion Graphic Organizer.

Have children use their own pro & con note sheets to plan their writing.

Day 5

Model using the Opinion Graphic Organizer completed on Day 4 to write a draft piece of opinion writing.

Children draft their own opinion writing.

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Day 6

Tell students that writers add voice to their writing to make their opinions more persuasive. One way to add voice to writing is to choose words and phrases that are strong, usually descriptive adjectives and opinion phrases.

Introduce the following Opinion Sentence Starters:

- I prefer...
- I think...
- I feel...
- I know...
- I believe...
- In my opinion...
- The best/worst thing about _____, is...
- Everyone should...
- _____ is better than _____ because...
- If you like _____, then you will love _____.
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Reread pages 8 – 13 of *What Pet Should You Get?* as a class to identify some of the opinion phrases used in this text to add voice to opinion writing.

Model using some of these sentence starters to add voice to your own model opinion writing.

Children revise their writing using some opinion sentence starters.

Day 7:

Review the Opinion Sentence Starters introduced the previous day. Introduce/review adjectives. Tell children that in addition to opinion phrases, writers also often use strong adjectives to make their writing persuasive.

Reread “What Pet Should I Get?” – Lizards as Pets (cons) & Fish as Pets (pros). Discuss how the adjectives used in these sections of text make the opinions more persuasive.

Generate a class list of adjectives.

Model revising your model opinion piece to include strong adjectives.

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Day 8:

Model steps of peer revision:

1. One person reads their writing, the other listens.
2. The listener gives the reader 2 Stars & A Wish (2 stars = 2 things you like about the writing and 1 thing you wish the writer would change) and asks clarifying questions.
3. Partners repeat steps 1 & 2, switching roles.
4. Both partners revise their writing as needed.

Children work with a peer to revise their writing.

Ideas for Character Traits & Citizenship:

Review definitions of fiction and nonfiction.

Review the important elements of fiction (characters, setting, plot).

Introduce the important elements of nonfiction (main idea, supporting details).

Model determining the main idea and supporting details with the book *I Am a Good Citizen*.

Think aloud about how the main idea is usually introduced at the beginning of a book or text and the details are given afterward.

Model completing a graphic organizer to record the main ideas and details of the book.

Review the traits of good citizens:

- follow the rules
- responsible and honest
- take care of each other and the Earth
- respectful and fair

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- want to learn

Ask the children if they want to add anything else to list of if they think we're missing something.

Tell the children that today we're going to think about what it means to follow the rules at home, in school, and in our country.

Brainstorm some examples of following the rules at home, in school, in our country.

Introduce "Turn and Talk" procedures.

Children "turn and talk" with a partner about what they are going to write.

Children choose 1 place to write about what following the rules looks like: home, school, our country.

Read Aloud: *Jamaica's Find*

What rule did Jamaica break?

Why did Jamaica give the hat to the man at the park house, but not the dog?

Why do you think that Jamaica changes her mind and decides to bring the dog back to the park house?

How do you think Jamaica feels when she realizes that the dog belongs to Kristen?

Read Aloud: *Miss Rumphius*

Discuss different ways to take care of our Earth.

Discuss how Miss Rumphius takes care of the Earth in the story.