

Habits of Mind and Comprehension Strategies: Curriculum Guide

Natasha Hart

Hamline University

Spring 2018

Description

This project is a supplemental curriculum with a culmination of Habits of Mind (Costa & Kallick, 2008), growth mindsets (Myers, Wang, Black, Bugescu, & Hoefft, 2016) and elements of connectivism (Bell, 2011). Comprehension strategies and Minnesota State Standards for these strategies are the main focus of the curriculum, along with some references and overlap with language or writing standards. The matrix was developed using a combination of all elements and is meant to be a resource for elementary teachers wanting to incorporate these strategies within their language arts curriculum.

The growth mindset strategies (Myers, Wang, Black, Bugescu, & Hoefft, 2016) can be taught prior to the Habits of Mind (Costa & Kallick, 2008) and then reviewed as each comprehension strategy and Habit of Mind (Costa & Kallick, 2008) is taught. The growth mindset curriculum is planned based on concepts from Class Dojo (2018), a website and app that is designed for classroom management as well as a motivational tool. Videos and lessons for the growth mindset concepts are located on the website (Class Dojo, 2018). Students can make the connections between difficulties in the classroom and frustration with concepts like mistakes are magical, the brain is like a muscle, and the power of yet (Class Dojo, 2017). Mistakes are magical covers the frustration students tend to have in making mistakes and explains how mistakes transform into learning. The brain is like a muscle shows how the mind must be challenged or exercised in order to become stronger. The power of yet shows students how not understanding a concept does not mean they can't learn it, they just do not have it yet (Class Dojo 2017). These concepts can help the students have the correct mindset that lead the way to being able to embrace the Habits of Mind (Costa & Kallick, 2008), which in turn will enhance

their comprehension strategies. The Habits of Mind (Costa & Kallick, 2008) are sixteen strategies that my was the focus for my comprehension strategies when contemplating developing a matrix.

The Habits of Mind (Costa & Kallick, 2008) as used in this curriculum design are intended to be taught within the timeframe each comprehension strategy is being taught. The research question focused on here is: *What are ways to communicate to other teachers the connections between the 16 Habits of Mind and second grade language arts standards?* It should be noted that Habits of the Mind (Costa & Kallick, 2008) and comprehension strategies will overlap, but specific strategies can be focused on singularly and reviewed. The project would take place over the course of several months during the reading instruction. Time would be devoted to mastering the strategies and incorporating the learning activities specific to each habit. Pretests are for teachers to assess the level of needs of students in these areas. Most Habits of Mind (Costa & Kallick, 2008) are linked with the strategy for the literature and informational text standards. Links to writing or language standards are also included where applicable. Once the strategies are taught and mastered, they can be referred to throughout the year.

The ability to process all sources of information by combining information and sorting through information in technology is called connectivism (Bell, 2011). With an increase in students reading in a digital format, strategies within comprehension and ways students access this information is acquired in an dissimilar way than in previous generations. Connectivism (Bell, 2011) is associated with different ways of learning, and the aim of including technology

and digital text and how explicit teaching strategies for comprehension are needed in the project, was to assist in developing digital citizenship skills that support students' comprehension.

The target is second grade classrooms, but the elements could be continued on into the upper elementary grades. The intended audience is elementary teachers, particularly second grade teachers, who teach English language arts using common core standards. The students have varying comprehension abilities. The population also has a higher than average number of students qualifying for special education services. Among the students, some may fall in the gifted range, but are not identified or serviced outside the regular classroom setting. Habits of Mind (Costa & Kallick, 2008) can further critical thinking for gifted students, but are adaptable to students of all achievement levels. The staff would include regular classroom teachers along with special education staff, interventionists, and specialists. The focus for the Habits of Mind (Costa & Kallick, 2008) would be during the English Language Arts block, but specialists could incorporate elements during their specialist times.

Stage 1 - Desired Results

Habit/Comprehension Strategy: Persistence/(Main Idea/Central Message)

Established Goal(s):

- The student will identify the intrinsic need to succeed in understanding the meaning in text. (Persistence)
- I can determine the central message, main idea, lesson, or moral of the story. (Main Idea/Central Message)(2.1.2.2)Literature (2.1.3.3)Informational Text

Understanding(s):

Students will understand that . . .

- persisting in a text can mean searching for meaning and can lead to a more comprehensive understanding of the text

Essential Question(s):

- Why do I need to continue to search for meaning throughout a text?
- How can I search for the main idea or central message in a text that is explicitly or not explicitly stated?

Knowledge

Students will know . . .

- central message, main idea, lesson and moral of a story

Skill

Students will be able to . . .

- Explain why persisting is necessary to comprehension
- define central message, main idea, lesson and moral of a story means

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessments:

- Report Writing
- Feelings during a project survey
- Identification of main idea and supporting details in reading a passage

Other Evidence:

Pre Assessment:

Give students a survey on how the student reads for meaning asking:

If a story seems too hard to understand, what do you do? Make a list.

What would make you give up on understanding a text?

Formative Assessment: As part of the Monster At the End of this Book lesson, have students answer questions as the story unfolds.

Stage 3 - Learning Plan

Learning Activities:

Lesson:

Monster at the End of This Book by Jon Stone

Students will need access to the Monster at the end of this book app and/or Another Monster at the end of this book app. This could also be read and displayed on a smart board. Ask the students:

What would have happened if you didn't finish the book? Why was it important to finish the book?

Was there a time when you didn't want to continue? Why didn't Grover want you to continue?

Students should be making the connection between persistence and finding answers.

Stage 1 - Desired Results

Habit/Comprehension Strategy: Managing Impulsivity (Fix Up Strategies)

Established Goal(s):

- The student will monitor their reading to look for clues that they are losing meaning or jumping to conclusions with their thinking.
- I can determine or clarify the meaning of words and phrases using a variety of strategies. (2.10.4.4)

Understanding(s):

Students will understand that . . .

- They need to monitor their reading to look for clues that they are losing meaning or jumping to conclusions with their thinking.
- I can determine or clarify the meaning of words and phrases using a variety of strategies. (2.10.4.4)

Essential Question(s):

- Why is important not to jump to conclusions while reading?
- How can I use strategies to help me figure out a text when I am having trouble with a word or understanding what is being said?

Knowledge

Students will know . . .

- they must use all information in the text to help them understand the overall message

Skill

Students will be able to . . .

- use fix up strategies to use while reading

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessment: Have the student fill out a graphic organizer identifying the fix up strategies they used and how managing impulsivity allowed them to think of the strategy.

Other Evidence:

Pre Assessment: Have students list strategies they use when they are having trouble understanding a text.

Formative Assessment:

As the students are reading independently, have students write the strategy they used and page number on a post it note.

Stage 3 - Learning Plan

Learning Activities:

Lesson: Give the students bookmarks with 10 fix up strategies

<https://cdn.thisreadingmama.com/wp-content/uploads/2014/10/Fix-Up-Reading-Comprehension-Strategies.pdf>

Discuss each one of the strategies and relate it to managing impulsivity.

Stage 1 - Desired Results

Habit/Comprehension Strategy: Listening to Others with Understanding and Empathy (Making Connections)

Established Goal(s):

- I can analyze how individuals, events, and ideas develop within a text. (2.1.3.3) (Analyzing Narratives Proficiency Scale)
- I can interpret how words and phrases shape meaning or tone. (2.1.4.4)

Understanding(s):

Students will understand that . . .

- showing empathy when reading a text to make a personal connection to the character.
- words and phrases help to shape the meaning or tone in a text

Essential Question(s):

- How can understanding how a character feel help me to better understand the story?

Knowledge

Students will know . . .

- taking the perspective of the character can help them to better comprehend the story
- Making a connection to a text is using already gained knowledge or experiences to understand more clearly

Skill

Students will be able to . . .

- Understand a character's perspective
- Make connections to the text to increase comprehension

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessment: Use a social story at the following website (a different one than used for the pretest) and have the student identify the emotions of each character in the story.

<https://sites.google.com/a/wautoma.k12.wi.us/character-education/stories-about-empathy>

Other Evidence:

Pre Assessment: Use a social story at the following website and have the student identify the emotions of each character in the story.

<https://sites.google.com/a/wautoma.k12.wi.us/character-education/stories-about-empathy>

Formative Assessment: After reading “Those Shoes” have students design shoes using the drawing option on the SeeSaw app. Students will design a shoe that represents them, and write emotions that they have felt on the shoe.

Stage 3 - Learning Plan

Learning Activities:

Lesson: Read the book “Those Shoes” written by Maribeth Boelts, illustrated By Norah Z. Jones, or watch video as narrated By Brett Stolz <https://www.youtube.com/watch?v=WYNH4HR5cPI>

Pre-Reading Questions: Have you ever wanted something someone else had? How did that make you feel?

During Reading Questions: How would you feel if you saw those shoes in the thrift store? Why do you think he chose to wear shoes that weren't the right size?

Post Reading Questions: What do you think you would say to someone who made fun of another friend's clothes? Is having a cool pair of shoes important to you?

Stage 1 - Desired Results

Habit/Comprehension Strategy: Thinking Flexibly(Point of View)

Established Goal(s):

- The student will understand how viewing a text from multiple perspectives will help in comprehending the text.
- I can assess how point of view or purpose shapes the content and style of a text. (2.1.6.6) (Literature) (Analyzing Point of View Proficiency Scale)

Understanding(s):

Students will understand that . . .

- understanding situations and events from multiple perspectives is essential to understanding text deeper
- texts show different points of view
- Authors can write for different purposes

Essential Question(s):

How can seeing a story from another character’s point of view help me to understand the story better?

Why do authors write different types of text for us to read?

Knowledge

Students will know . . .

- the importance of understanding situations and events from multiple perspectives
- Examples of different points of view
- What are the different purposes that authors write for

Skill

Students will be able to . . .

- determine the importance of understanding situations and events from multiple perspectives
- Understand differing points of view
Identify author’s purpose

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessment: Students will use the app Comics Head to create a comic with a pencil. Have students create a comic strip with thought bubbles for the pencil.

Other Evidence:

Pre Assessment: Present two examples of texts with differing points of view. Have students identify what point of view the author is using in the text.

Formative Assessment: Have students decide what a pencil would be thinking if they were a pencil. Students should describe thoughts as though they were in the mind of the pencil.

Stage 3 - Learning Plan

Learning Activities:**Lesson:**

Ask students if they can predict what a character is thinking? What do you think a teacher is thinking when she has every student turn in an excellent paper? How did you know this is what she was thinking?

Read the book *The Great Fuzz Frenzy* by Janet Stevens and Susan Stevens Crummel or watch as read aloud here: <https://www.youtube.com/watch?v=gEE-zprksj4>

After Reading ask students if they could imagine what the tennis ball in the story is thinking? Have students decide what a pencil would be thinking if they were a pencil.

“Bill the pencil uses his feet to peel out on the paper and erase mistakes. Bill needs to get haircuts to make sure that he doesn't rip holes in papers” (Education.com, 2018).

(lesson adapted from education.com)

Habit/Comprehension Strategy: Metacognition (Analyzing characters and events in a text)

Established Goal(s): The student will make the connection that thinking about their thinking is a strategy will help them to process information and understand stories.
I can analyze how individuals, events, and ideas develop within a text. (Analyzing Characters)

<p>Understanding(s): <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> ● metacognition can help comprehension ● Characters change and develop throughout a text ● Events and ideas influence a text 	<p>Essential Question(s): How can the information I learn about each character help me to understand how the story develops? Why should I think about my thinking processes as I go when reading a text?</p>
--	---

<p>Knowledge <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ● How metacognition helps to process and aid in comprehension ● how characters develop ● how events or ideas evolve in a text 	<p>Skill <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> ● Explain character development ● Explain importance of event and ideas in a text
--	---

Stage 2 - Assessment Evidence

<p style="text-align: center;">Performance Task(s):</p> <p>Summative Assessment: Have students create a story that has an object that symbolizes something other than what it really is. Students should show how a character changes within the story and evidence of character traits should be included. Publish stories on the SeeSaw app.</p>	<p style="text-align: center;">Other Evidence:</p> <p>Pre Assessment: Have student list questions they ask themselves as they are reading. What are some examples of ways you think when you are reading? Read a short passage and have the students list traits of the character to determine if they understand what a trait is.</p> <p>Formative Assessment: Have the students think of a book that has a character that changes a lot during a story. How and why did the character change in the story? What told you that? (look for them to answer with text evidence like events that happened, what the character does, how the character acts, and what the character may be thinking) Have students fill out a character map.</p>
--	---

Stage 3 - Learning Plan

Learning Activities:

Lesson:Read the book *The Wretched Stone* by Chris Van Allsburg. Have the students give traits of the crew at the beginning of the book. As you are reading have the students notice how the crew changes and their thinking changes.

What motivated the captain and crew to bring the mysterious rock aboard the ship? What evidence from the text show the crews' behavior changing in the middle of the story? Why does the captain decide to hide the rock?(Adapted from education.com)

Stage 1 - Desired Results

Habit/Comprehension Strategy: Striving for Accuracy (Text Features, Vocabulary, Fluency/Accuracy)

Established Goal(s):

- The student will understand that being accurate in reading and writing helps them to better comprehend a story and communicate clearly with others.
- I can explain how pictures, diagrams, or graphics contribute to and clarify a text. (2.2.7.7)
- I can use acquire and use accurately words and phrases when reading, writing, speaking, and listening. (2.10.6.6)

<p>Understanding(s): <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> ● accuracy is important in understanding a text and communicating through writing 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● Why is it important to figure out the meaning of words when reading? ● What strategies can I use to figure out a word I do not understand? ● How can text features help me to understand information? ● Why is it beneficial to use specific words when writing?
--	--

<p>Knowledge <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ● how to use text features to get information ● using strategies to figure out meaning of words will help to clarify a text 	<p>Skill <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> ● use text features to get information ● use strategies to figure out meaning of words
--	---

Stage 2 - Assessment Evidence

<p style="text-align: center;">Performance Task(s):</p> <p>Summative Assessment: Students will use context clues to figure out the meaning of words in sentences and choose words to create descriptive sentences. Using text features students will answer a series of questions using the information given.</p>	<p style="text-align: center;">Other Evidence:</p> <p>Pre Assessment: Give students an exercise with sentences containing a difficult word they need to use context clues to figure out. Have a passage with text features that the student needs to use to figure out the answers to the questions.</p> <p>Formative Assessment: Students will use the Kahoot app to figure out context clues. Use this quiz: https://play.kahoot.it/#/k/f8506e5c-00e0-4614-a6dc-a1b32ee8341c</p>
--	---

Stage 3 - Learning Plan

Learning Activities:

Lesson 1:

Give examples of sentences using the wrong word. Ask students why it is important to be accurate when reading or writing.

Rhythm walks-Find a short poem or passage to use for students at their reading level. Write on large sentence strips. Model walking fluidly to show smoothness in reading and point out how accuracy of the words you read. Rhyming poems work well for this.

Lesson 2: The Power of Mistakes (Class Dojo 2018)

Have each student write down a mistake they have made on a piece of paper (lost a friend's toy, told a secret, knocked over a lamp). Teacher could also model by writing their own mistake. Students should not put their name on the paper. Everyone crumples the paper and throws them in a pile somewhere.

Each student chooses a random piece of paper. The students go around in a circle reading the mistakes they picked up. If any are repeated the students can stand together.

Questions for reflection: What did you notice about mistakes in this activity? How do you feel about mistakes now? How can we remember to reflect on mistakes so we grow? (Class Dojo 2018).

Stage 1 - Desired Results

Habit/Comprehension Strategy: Questioning and Posing Problems (Asking and Answering Questions)

Established Goal(s):

- The student will make a connection between asking critical thinking questions to themselves as they read with an increase in comprehension.
- I can ask and answer questions using who, where, when , why, and how to demonstrate an understanding of key details in a text. (2.2.1.1)

<p>Understanding(s): <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> ● Asking questions is a way to process ideas in the text 	<p>Essential Question(s):</p> <p>Why should I ask myself questions while I am reading? What types of questions help me to think deeper about a text?</p>
---	---

<p>Knowledge <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ● how to ask questions using the 5 W’s and 1 H ● why asking themselves questions while reading can help with text comprehension 	<p>Skill <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> ● Generate questions using the 5 W’s and 1 H
--	--

Stage 2 - Assessment Evidence

<p style="text-align: center;">Performance Task(s):</p> <p>Summative Assessment: Use the article “The History of Books” from the online news app newsela.com to have students generate five questions about the text using the 5 W’s and 1 H (Appendix). https://newsela.com/read/elem-hist-books/id/3943</p> <p style="text-align: center;">5</p>	<p style="text-align: center;">Other Evidence:</p> <p>Pre Assessment: Have students generate 5 W’s and 1 H questions from their individual leveled text.</p> <p>Formative Assessment: (As part of the lesson) Read the story “More Than Anything Else” by Marie Bradby, fictionalized story about the life of young Booker T. Washington, which lends itself well to asking and answering questions or posing problems. Have students write down questions on the five W’s and one H graphic organizer that they think of as they are listening. Look for differing levels of questioning.</p>
---	---

Stage 3 - Learning Plan

Learning Activities:

Lesson: (Flipped lesson) On their own before the group lesson, assign students to do the “Who, What, When, Where, and Why” module on flocabulary. It consists of a song, vocabulary, read and respond, a short quiz and an area to create. <https://www.flocabulary.com/>

Review briefly the five W’s and one H. Read the story “More Than Anything Else” by Marie Bradby, have students write down questions on the five W’s and one H graphic organizer (Appendix) that they think of as they are listening. Look for differing levels of questioning.

Stage 1 - Desired Results

Habit/Comprehension Strategy: Applying Past Knowledge to New Situations (Making Connections)

Established Goal(s):

- The student will be able to use past learning experiences to new situations as read about in a text.
- I can identify connections between words and their uses. (2.10.5.5)
- I can recall from experiences or gather information from different sources to answer questions. (2.6.8.8)

Understanding(s):

Students will understand that . . .

- past learning helps with new learning

Essential Question(s):

How can I use what I've learned in the past in new situations?

How can making a personal connection with a text help me to better understand the text?

Knowledge

Students will know . . .

- connections between words can help in understanding a text
- connections to a text can be text-to-text, text-to-world, or text-to-self

Skill

Students will be able to . . .

- make connections between words c
- Identify connections to a text as text-to-text, text-to-world, or text-to-self

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessment: Give students making connections organizer to use with their independent books at their reading levels. Students will use the organizer to make text-to-text connections.

Other Evidence:

Pre Assessment: Show students a picture of a lake with a dock. Have students describe what this image reminds them of and ask if they can make a connection.

Formative Assessment: Students will identify connections made orally with their books in a small guided group setting.

Stage 3 - Learning Plan

Learning Activities:

Lessons: Have student pick a just right book at their reading level to respond to. Using the Today's Meet site (todaysmeet.com) have a written discussion in read time. Teacher should display students answers on a Smartboard to encourage students to engage and make connections with each other. The following prompts can be given:

This part reminds me of...

I felt like...(character) when I....

If that happened to me I would....

This book reminds me of...(another text) because....

I can relate to...(part of text) because one time

(Florida Online Reading, 2004).

Stage 1 - Desired Results

Habit/Comprehension Strategy: Thinking and Communicating with Clarity and Precision (Opinion Writing)

Established Goal(s):

- The student will understand why it is important to use clarity in writing and in their thinking processes.
- I can write an opinion about a topic using valid reasoning and sufficient evidence. (2.6.1.1)

Understanding(s):

Students will understand that . . .

- Clarity in writing can help to convey ideas accurately to others

Essential Question(s):

Why is it important that I can support my claims in an opinion piece with evidence?
Why are listening to differing opinions important for learning?

Knowledge

Students will know . . .

- the definition of opinion, fact, supporting details, evidence

Skill

Students will be able to . . .

- Write their opinion about a topic using valid reasoning and sufficient evidence

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessment: Student will write an opinion piece with supporting evidence to answer the following question: Should second graders have more or less homework?

Other Evidence:

Pre Assessment: Read the following statements aloud and have students write an “O” for opinion and “F” for fact:
The capital of Minnesota is St. Paul.
Chocolate is delicious.
Kids should be able to choose their own clothes.
Water turns to ice when frozen.
Formative Assessment: Students can be assigned article of the day on the website Readworks.org. Have students respond to the article with their opinion.

Stage 3 - Learning Plan

Learning Activities:

Lesson:

Have students work in teams or partners to create a video convincing their audience what is one book every student should read. Students should create the video giving clear reasons and examples from the book that supports their opinion that it is a book every student should read.

Stage 1 - Desired Results

Habit/Comprehension Strategy: Gathering Data Through All Senses (Evaluating Content)

Established Goal(s):

- The student will explore the relationship between sensory observations and evaluating content in a text.
- I can integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words to demonstrate an understanding of characters, setting, and plot. (2.1.7.7) (Analyzing Text Organization and Structure) (Literature)
- I can explain how pictures, diagrams, or graphics contribute to and clarify a text. (2.2.7.7)

<p>Understanding(s): <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> ● Using the five senses and making connections to data increases comprehension 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How does using data and observations increase my understanding of a text? ● How can I use my perception from all five senses to understand a text
<p>Knowledge <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ● Vocabulary such as character, setting, and plot 	<p>Skill <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> ● Identify characters in a text, as well as setting and plot

Stage 2 - Assessment Evidence

<p style="text-align: center;">Performance Task(s):</p> <p>Summative Assessment: Students will read the nonfiction digital form of the book <i>Plants are Living Things</i> by Bobbie Kalman (located on the Epic app). Students will use the text features to answer the “Evaluating Content” assessment</p>	<p style="text-align: center;">Other Evidence:</p> <p>Pre Assessment: Make cards with different text features such as diagram, image, chart, etc. Do not label the cards. Have students match up cards with the correct word.</p> <p>Formative Assessment: Using the story <i>Corduroy</i> by Don Freeman, have students write the beginning, middle, and end on an organizer.</p>
---	---

Stage 3 - Learning Plan

Learning Activities:

Lesson: Read the book Corduroy by Don Freeman, and the Big Hungry Bear. Have students write the beginning, middle, and end in an organizer.

Stage 1 - Desired Results

Habit/Comprehension Strategy: Creating, Imagining and Innovating (Creating Images)

Established Goal(s):

- The student will use imagery to help their understanding of the text.
- I can identify connections between words and their uses. (2.10.5.5)

Understanding(s):

Students will understand that . . .

- Creating images in the mind helps to understand text

Essential Question(s):

- Why is it important to create images in my mind when I am reading?
- How can using descriptive words that relate to the five senses help my writing?

Knowledge

Students will know . . .

- Choosing descriptive words when writing is how an author can help the reader to understand their story

Skill

Students will be able to . . .

- Identify words that help to describe and create images in a text

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessment: Students will use descriptive language to describe an autumn day. The student will then create a poster with images of their fall day description. Students will use digital images and the app Poster Maker and Designer.

Other Evidence:

Pre Assessment: Have students list the five senses and a sensory word that is related to each.
Formative Assessment: Have the students draw a picture of the text on pages 7-8 as they create the image in their mind.

Stage 3 - Learning Plan

Learning Activities:

Lesson: Read the book Picture Day Perfection by Dan Santat. As each page is being read, do not show the students the picture. Read the text, then have the students imagine what the image would look like.

Stage 1 - Desired Results

Habit/Comprehension Strategy: Responding with Wonderment and Awe (Creating Images)

Established Goal(s):

- The student will realize the value in showing enthusiasm and creativity when using thinking skills during a text reading.
- I can identify connections between words and their uses. (2.10.5.5)
- I can interpret how words and phrases shape meaning or tone. (2.2.4.4)

<p>Understanding(s): <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> ● The way a person approaches learning will affect the outcome 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● Why should I be excited about reading? How does what the author write paint a picture for me in my mind?
---	---

<p>Knowledge <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ● Word choice in a book can influence the tone and mood of a text 	<p>Skill <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> ● Show a positive attitude towards reading ● Identify mood and tone in a text
---	--

Stage 2 - Assessment Evidence

<p>Performance Task(s): Summative Assessment: Give the students a sheet to fill out thinking of all the better choices for words like good, nice, or fun.</p>	<p>Other Evidence: Pre Assessment: Make cards with words that are positive and negative. Have student do a sort and then further sort into categories like scary, sad, exciting, etc. Formative Assessment: Have students compare names for colors other than basic names like red or green. Have students fill out the sheet coming up with more descriptive words than words like nice or big. (Appendix B)</p>
---	--

Stage 3 - Learning Plan

Learning Activities:

Lesson: Read the book *The Day the Crayons Quit* by Drew Dewart. As you are reading have the students think about how all of the colors work together to create the world and how the world is full of awe and wonderment with all of the colors not just a few.

Stage 1 - Desired Results

Habit/Comprehension Strategy: Taking Responsible Risks (Compare and Contrast)

Established Goal(s):

- I can compare and contrast two or more stories. (2.1.9.9) (Literature) (Compare and contrast proficiency scales)
- I can compare and contrast the most important points presented by two texts on the same topic. (2.2.9.9) (Informational)

Understanding(s):

Students will understand that . . .

Taking responsible risks when reading means thinking about ideas in a different way (to understand compare and contrast)

Essential Question(s):

Why is important to understand how texts are the same or different?

How can the same story be presented in a different version?

Knowledge

Students will know . . .

Texts can tell different version of the same story

Skill

Students will be able to . . .

Define compare and contrast

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessment: Students will fill out a Venn Diagram comparing a Cinderella version to the original story by reading digital text at fairytalez.com. They will have 10 versions to choose from.
<https://fairytalez.com/blog/cinderella-international-versions/>

Other Evidence:

Pre Assessment: Have students make lists to compare two Dr. Seuss books that they have read.
Formative Assessment: Students will choose index cards and place in a Venn Diagram on the floor using hula hoops (The Open Book Website 2018). Cards will have statements such as Marisol McDonald is the main character, friends, illustrations, etc.

Stage 3 - Learning Plan

Learning Activities:

Lesson: Read two Marisol McDonald book by Monica Brown. Students will choose index cards and place in a Venn Diagram on the floor using hula hoops (The Open Book Website 2018). Cards will have statements such as Marisol McDonald is the main character, friends, illustrations, etc.

<http://blog.leeandlow.com/2014/01/20/how-to-compare-and-contrast-with-the-common-core-in-second-grade/>

Stage 1 - Desired Results

Habit/Comprehension Strategy: Finding Humor (Word Usage and Meaning)

Established Goal(s):

- The student will understand that finding humor in a text can be inferential.
- I can identify connections between words and their uses. (2.10.5.5)
- I can interpret how words and phrases shape meaning or tone. (2.2.4.4)

Understanding(s):

Students will understand that . . .

- making connections to the text can make it more meaningful

Essential Question(s):

How can word choice make a text funny?

Why are some texts humorous to some people and not others?

Knowledge

Students will know . . .

- ways to search for humor in a text
- word play can be humorous in texts

Skill

Students will be able to . . .

- Identify humor within a text by making inferences and recognizing word play

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessment: Students will perform a humorous reading on video of a self-selected text.

Other Evidence:

Pre Assessment: Present jokes with word play and jokes that require inference. Ask students to identify why these jokes are funny.

Formative Assessment: Have students fill out the chart (Appendix) and record as they read humorous texts the reasons the text is funny.

Stage 3 - Learning Plan

Learning Activities:

Lessons: Teacher should record his or herself reading It's Raining Pigs and Noodles by Jack Prelustsky. As the students listen to the video, stop and ask why certain parts are funny.

Stage 1 - Desired Results

Habit/Comprehension Strategy: Thinking Interdependently (Gathering Information)(Making Inferences)

Established Goal(s):

- The student will understand that learning gained from others can be more powerful than learning alone.
- I can read texts closely to make logical inferences and cite textual evidence. (2.1.1.1)
- I can recall from experiences or gather information from different sources to answer questions. (2.6.8.8)(Writing)

Understanding(s):

Students will understand that . . .

- What it means to provide evidence

Essential Question(s):

- Why is it important to use evidence to support my thinking?
- How can I use my knowledge to improve my writing and voice in writing?

Knowledge

Students will know . . .

- Using experience and knowledge will help to clarify writing
- Collaborating knowledge with others can lead to a better understanding of a text

Skill

Students will be able to . . .

- provide evidence to support ideas in the text

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessment: Students will fill out a making inferences organizer for a self selected just right book citing evidence for the inferences they have made.

Other Evidence:

Pre Assessment: Have students read the Newsela passage “Healthy Competition: Middle-school Chefs Battle with Salads” (Appendix) and cite evidence for their answers to questions provided.
Formative Assessment: Students will fill out the inferences organizer as they solve the Missing Muffins Mystery.
<https://www.teacherspayteachers.com/Store/Cultivating-Lifetime-Learners>

Stage 3 - Learning Plan

Learning Activities:

Lesson: Read the background story for the Missing Muffins mystery. Pass out a clue or two to each student. Students will fill out the graphic organizer (Appendix B) as they go along starting with their own clue. Students will use an online site such as todaysmeet to share clues. Have the clues numbered and have groups share one at a time. Ask questions as the students are going along to further their thinking. As the mystery is solved ask students how learning clues from each other helped their thinking.

Stage 1 - Desired Results

Habit/Comprehension Strategy: Learning Continuously (Reading Independently)

Established Goal(s):

- The student will understand that reading is a lifelong enjoyment.
- The student will think of themselves as a reader who continuously learns.
- I can select, read, and comprehend complex texts independently. (2.2.10.10)

Understanding(s):

Students will understand that . . .

- How to independently select a text

Essential Question(s):

- Why is it important for me to be a reader?
- How can I continue to learning throughout my life?

Knowledge

Students will know . . .

- Why it is important to keep reading for knowledge

Skill

Students will be able to . . .

- Self select a book at their reading level, keeping in mind why it is important to continuously learn

Stage 2 - Assessment Evidence

Performance Task(s):

Summative Assessment: Students will submit a book report of a book of their own choosing that is a just right book. Students will share what they learned and how this book was important in their learning.

Other Evidence:

Pre Assessment: Have students self select books and assess if they are on track with choosing just right books independently.

Formative Assessment: Students will fill out thumbs up post its with book recommendations for their friends. Students will share on the app *Epic* their favorites with classmates as well.

Stage 3 - Learning Plan

Learning Activities:

Lesson: Students will use the app Epic to find books at their reading level. As they find books they will favorite them through the app and share with others. Have students share with the class books that they are enjoying and how the book is increasing their learning.

References

- Class Dojo. (2017, September 30). Class Dojo. Retrieved from: <https://www.classdojo.com/>
- Costa, A. L., & Kallick, B. (2008). *Learning and leading with habits of mind: 16 essential characteristics of success*. Alexandria, VA: ASCD.
- Costa, A. L., & Kallick, B. (2009). *Habits of mind across the curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Eisenburg, J. (2014, January 20). *HOW TO COMPARE AND CONTRAST WITH THE COMMON CORE IN SECOND GRADE*. Retrieved March 17, 2018, from The Open Book:
<http://blog.leeandlow.com/2014/01/20/how-to-compare-and-contrast-with-the-common-core-in-second-grade/>
- Manis, C. (2012). *Free Graphic Organizers*. Retrieved March 20, 2018, from The Daily Teaching Tools: <https://www.dailyteachingtools.com/free-graphic-organizers-w.html>
- [Nana's Story Time]. (2015, July 1) *The Great Fuzz Frenzy* [Video File] Retrieved from <https://www.youtube.com/watch?v=gEE-zprksj4>
- Realizing Illinois. (2013). *Sample Mentor Texts to Teach*. Retrieved March 19, 2018, from Illinois Literacy in Action:
http://www.illinoisliteracyinaction.org/uploads/4/0/7/1/40712613/mentor_texts_for_writing_k-2.pdf
- Smekes Education Solutions, Inc. (2017, April 17). *Identify Synonyms for the Basic Color Words*. Retrieved March 22, 2018, from Smekes Education Solutions, Inc.:
<http://www.smekeseducation.com/Identify-Synonyms-for-the-Basic.html>

Spence, B. (2018). *50+ Books for Modeling Comprehension*. Retrieved April 2, 2018, from This Reading Mama:

<https://thisreadingmama.com/modeling-comprehension-strategies-book-list/>

Tulare County Office of Education. (2016, July). *2nd Grade Reading Standards*. Retrieved March 20, 2018, from Tulare County Office of Education:

https://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_2.pdf

Wiggins, G., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Alexandria, VA: ASCD

Zygouris-Coe, V., & C, G. (2004, September). *Making Connections: Text to Self, Text to Text, Text to World*. Retrieved March 21, 2018, from Florida Online Reading Professional Development:

<https://sites.google.com/a/alaska.edu/diane-kardash/Home/making-connections?tmpl=%2Fsystem%2Fapp%2Ftemplates%2Fprint%2F&showPrintDialog=1>

Appendix: Worksheets and Handouts

Asking and Answering Questions:

Name _____ Date _____ Class Period _____

5 W's and H Web

The graphic organizer is a central circle labeled "Event" with six arrows pointing to surrounding boxes. The boxes are labeled as follows:

- Top: What happened?
- Top-Right: When did it happen?
- Bottom-Right: Where did it take place?
- Bottom: Who was involved?
- Bottom-Left: How did it happen?
- Left: Why was this important or interesting?

There are two newspaper icons: one on the left and one on the right, both with the word "NEWS" on them.

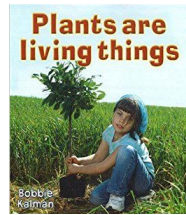
Copyright 2012 by Chad Mann, Teacher-Writer @wars, DailyTeachingTools.com

<https://www.dailyteachingtools.com/free-graphic-organizers-w.html>

Name _____

Evaluating Content Assessment (2.2.7.7) (2.1.7.7)

Plants are Living Things by Bobbie Kalman (search for the book in Epic App)



1. Use the graphic on page 15 to answer the following question:

What is the next part of the seed life cycle after it starts as a single seed?

- A. Leaves grow on the stem
- B. Flowers also grow on the plant
- C. Flowers change into bean pods
- D. New plants grow from seeds

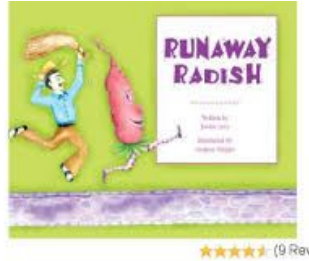
How did you know that it came next in the cycle?

2. Look at the image on page 19 and read the caption. What do the plant's roots take in?

- A. sunshine
- B. water and nutrients
- C. photosynthesis
- D. soil

3. What information did you gather from the diagrams on page 17 that helped you to understand the text?

Runaway Radish by Janet Levy (search for the book in Epic App)



4. Using the illustration as a clue on page 5, what is the meaning of the word throne?

- A. A shoe
- B. To throw something
- C. A radish
- D. A royal chair

5. Look on page 31, what are the mariachis wearing?

- A. Hats
- B. Bowties
- C. Striped socks
- D. Hats and bowties

6. On page 35, the story reads: But the radish didn't stop. It sang, "Places to go, people to see. Out of my way, you can't carve me."

What are character traits of the radish?

- A. Shy and quiet
- B. Sad and lonely
- C. Stubborn and determined
- D. Cooperative and friendly

7. What is the setting on pages 33-35?

- A. The radish's home
- B. A school in Mexico
- C. An outdoor café
- D. By the ocean

8. Read the digital text and look at the illustrations on page 51. How do you know the mariachis are worried?

9. What big event happened towards the end of the plot?

- A. The radish tripped a band of musicians.

- B. The radish decided to change his socks.
- C. Don Pedro took first prize in the contest.
- D. The burro chased the radish.