

Young Shakespeare's Book Club

Language Arts

Grade 2

Students will be exposed to a variety of high-quality, fun, and interesting children’s literature to enhance their reading comprehension and critical thinking skills. The children will participate in writing, art, and dramatic activities to extend what they learn from their reading and discussion of stories, folktales and chapter books.

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

Course: Young Shakespeare’s Book Club

Marking Period or Trimester: One Trimester

Pacing: 8 weeks

NJSLS

Anchor Standards

Reading - NJLSA.R1, NJLSA.R10

Strand 1: Reading - Key Ideas and Details RL.2.1, RL.2.2; Range of Reading and Level of Text Complexity RL.2.10

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Weeks 1-2	Making predictions helps the reader to think deeply about a story.	How does making a prediction affect the reader?	Predictions help the reader to make logical inferences.
Weeks 3-4	Books share important features.	What are some important features books have?	Readers can learn about books beyond their contents.
Weeks 5-6	Writers use characters and events to help readers understand a theme.	How does a reader figure out the author’s message?	Readers think about story events to understand the author’s message.
Weeks 7-8	Writers use words to help readers visualize ideas when they write poems.	How does an author tell a story through a poem?	Poems are a form of storytelling.

Evidence of Learning

Students will read fluently, produce written responses and participate in discussions. Students will summarize, create a descriptive poem, present work to a partner and to the group.

Activities

Read, discuss and summarize stories. Make predictions. Respond to books. Draw new book cover. Identify parts and aspects of a book. Take picture walks through books. Make personal connections with texts. Recall details from books. Use guide words in a dictionary to find key story vocabulary. Identify characteristics of folktales. Create an original ending for a traditional folktale. Identify the author's message. Write a descriptive poem, with a quatrain pattern.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading and tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ ● NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports ● NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

