

Second Grade	Quarter 4: Meaning-Based Curriculum Map-EL	Module 4
<p>Introduction</p>		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including the instructional shifts.</p>		
<p>How to Use the Curriculum Maps</p>		
<p>The curriculum maps are meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between skills-based and meaning-based competencies, which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should integrate practice of both competencies, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Map. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. <p>For additional information, visit the specified grade’s K-3 Journeys Foundational Skills Scope & Sequence.</p>		

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Guidance for the ELA Block

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades K-2 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:

- **Building Foundational Literacy Skills (minimum 60 minutes daily)** – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts.
- **Working with High-Quality Texts (60 minutes daily EL lessons)** – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit.
- **A Volume of Reading (as much as possible)** – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation.

These recommendations align to the [TDOE recommendations](#) for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive **a total of 150 minutes** of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) and Foundational Literacy instruction (60-90 minutes-please see [Suggested Foundational Skills Block Framework](#) document for guidance on how to structure your foundational literacy time).

Guidance for Meaning-Based Instruction: Structure of an EL Module

Across all K-5 classrooms, students experience four modules over the course of a school year. In K-2, Module 1 is a bit shorter (six weeks rather than eight), so teachers have time to do the other important work of getting classroom routines and culture in place, which often takes more time and deliberate attention for primary-aged students. Each module has a consistent structure of three units, each of which includes one formal assessment. Each unit progresses in a standard sequence. Unit 1 students read, discuss, dramatize, draw and write so that they acquire strong and specific content and background knowledge about the topic. Unit 2 extends the reading, research and writing on the topic. Finally, Unit 3 includes the performance task: an extended, supported writing task or presentation where students need to successfully bring together what they have learned about the topic of study.



3 Dimensions of Student Work: Principles that underlie the curriculum:

- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.

These three dimensions are the aspirational outcomes for the entire K-5 EL curriculum. Achievement is more than mastery of knowledge and skills or students' scores on a test. Habits of character and high-quality work are also taught and prized.



SCS Instructional Framework

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

ESSA

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

ESL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level. Additionally, the State has provided the document [Teaching Literacy in Tennessee: English Learner Companion](#) which is meant to provide practical guidance for teaching English Learners.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow guidance document.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussing, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL.

Reading Resource Tool Kit: Meaning-based Instruction	
The Tennessee State ELA Standards and Crosswalk	
<p>The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html</p>	<p>Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.</p>
<p>Crosswalk https://drive.google.com/file/d/1IiDUT0yJ0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing</p>	<p>This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.</p>
Scaffolds in the EL Curriculum	
<p>Digging Deeper on Differentiation Strategies https://bit.ly/2KUvKpp</p>	<p>This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.</p>
<p>Scaffolding Options for ELA https://drive.google.com/file/d/1OchJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing</p>	<p>This table provides scaffolding options regarding the various instructional components found in EL.</p>
<p>Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--Iz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing</p>	<p>This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.</p>
Read-Alouds/Close Reading	
<p>Scaffolding Options for Close Reading/Read-aloud https://drive.google.com/drive/folders/1aSLedzaNRe2xT-B9cNbOpMX_xou3TApW?usp=sharing</p>	<p>This article focuses on the importance of read alouds and close reads. It also offers suggestions for scaffolds to support students in engaging with complex text.</p>
<p>Vocabulary Development During the Read aloud http://www.readingrockets.org/article/vocabulary-development-during-read-alouds-primary-practices</p>	<p>This article provides information regarding how read-alouds help develop students reading ability especially as it regards vocabulary development.</p>
<p>Close Read-Aloud in the Primary Grades, Part 1: First Read, Focus Question, and Interactive Analysis https://vimeo.com/213202773</p>	<p>This is the first video in a two-part series that features a primary class engaging in a close read aloud.</p>

<p>Close Read-Aloud in the Primary Grades, Part 2: Deeper Analysis and Culminating Task https://vimeo.com/213193741</p>	<p>This is the second video in a two-part series that features a primary grade class engaging in a close read-aloud whereby the teacher is guiding her students through a carefully crafted sequence of text dependent questions that engages all learners.</p>
<p>Behind the Practice: Close Read-Aloud in the Primary Grades https://vimeo.com/213180590</p>	<p>This is a behind the practice video of the teacher giving us a window into her purposeful planning and delivery of a Close Read-Aloud.</p>
<p>Student Engagement: EL Protocols</p>	
<p>EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing</p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p>Classroom Protocols in Action: Science Talk https://vimeo.com/169909161</p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p>Social Emotional Learning in EL</p>	
<p>EL Character Framework https://characterframework.ededucation.org/</p>	<p>Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p>Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning</p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p>Social Emotional Learning: FAQ https://casel.org/faqs/</p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p>Additional EL Resources</p>	
<p>The moDEL Detroit Project: https://www.detroitk12.org/Page/9721</p>	<p>The moDEL Detroit Project provides both planning and delivery resources to teachers that are implementing the EL Education curriculum. This includes PowerPoints for every lesson in grades K-8. These resources were developed in conjunction with various literacy experts. However, SCS teachers that choose to use the presentations should review them before use to ensure the information highlights the lesson’s priorities identified for their students. <i>Please note, once downloaded the PowerPoints can be revised to meet your needs.</i></p>
<p>ESL Support (Please copy and paste the link below into your search browser to access.) https://bit.ly/2KZGjqQ</p>	<p>This resource provided by the ESL Department includes scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207.</p>
<p>EL Third Party Links – Updated Technology Links https://curriculum.ededucation.org/content/third-party-links</p>	<p>In the module lessons, teachers and students are occasionally prompted to access web resources. Many of these resources are third party links and may undergo changes. Teachers may access the EL Education Third Party Links webpage for instructional guidance, updates, and suggestions for these altered web resources and technology links.</p>

Note: To access the resource click the link. If the link does not open when clicked, copy and paste the link into the browser of your Internet search engine.

Module Overview: Second Grade Module 4- *The Secret World Pollination*

In this module, students continue to build on their knowledge of pollinators from Module 3 as they deepen their literacy skills and build citizenship. Specifically, students explore the module guiding questions: “Why should people help pollinators to survive? How can I take action to help pollinators?”

In Unit 1, students explore folktales and fables in which pollinators are the central characters. They engage in a close read-aloud, focused read-alouds, and independent reading and learn to determine the central message of the folktales and fables they read. They then learn to compare and contrast two versions of the same fable. As they analyze each text, students also consider habits of character that help the fictional characters contribute to a better world by responding to challenges. Students are supported in their comprehension with the Role-Play protocol, text- dependent questions, and note-taking.

In Unit 2, students continue their study of pollinators by reading and writing opinion pieces. Specifically, students learn about the challenges facing bats and butterflies. In the first part of the unit, students read two opinion texts, *A Place for Bats* and “Bats’ Roosts in Danger!” Building on the research skills students learned in Module 3, the class records class notes about these dangers. In the second part of the unit, students read about the dangers facing butterflies and continue to hone their research skills by recording class notes. Students draft an opinion piece about why butterflies are important to plants and animals, using reasons collected on the class notes to support their opinion.

In Unit 3, students apply their knowledge about plants and pollinators to help one important pollinator: butterflies. Building on knowledge from Modules 3–4, students read about how planting wildflowers helps butterflies. For their performance task, students are invited to take action by creating a wildflower seed packet to then give a visitor at the Celebration of Learning. This performance task includes a high-quality colored pencil drawing of a butterfly and a short opinion piece about why it is important to help butterflies (W.2.1, W.2.2, W.2.5, W.2.6, W.2.7, W.2.8). In this unit, students engage in a routine of oral and written reflection and share a formal reflection on their work and learning throughout Module 4 in small groups at the end of the unit. As a culmination of the work of Module 4, students write letters inviting community and family members to a Celebration of Learning, where they share their reflections and give their seed packets to a guest.

Guiding Questions and Big Ideas

Why should people help pollinators to survive?

- Researchers gather evidence before forming an opinion. }
- We can help pollinators so we can continue to have the fruits, flowers, and vegetables we enjoy. }

How can I take action to help pollinators?

- We can take action to affect the lives of pollinators. }
- Taking action on research-based opinions can contribute to a better world. }

The 4 T’s

Topic Providing for Pollinators	Task Opinion writing, scientific illustrations
Targets (CCSS explicitly taught and assessed): W.2.1, W.2.2, W.2.5, W.2.6, W.2.7, W.2.8	Texts <i>A Place for Bats; A Place for Butterflies; Hey, Little Ant; The Ant and the Grasshopper; The Little Hummingbird; The Lizard and the Sun</i>

Task should align to

- Topic
- Targets
- Texts



Second Grade Module 4: *Providing for Pollinators* Unit 1: Curriculum Guidance

Habits of Character: Work to Become Ethical People **Social-Emotional Learning Focus**

Central to EL Education curriculum is a focus on “habits of character” and *social-emotional learning*. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to contribute to a better world** by taking care of shared spaces. Throughout Unit 1, students reflect on the actions taken by story characters to make their worlds a better place as students reflect on the unit guiding question. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Unit Assessment: Using Strategies to Read Informational Text

This assessment focuses on students’ comprehension of literary text. It centers on **CCSS ELA RL.2.1, RL.2.2, RL.2.3, RL.2.6, RL.2.9, SL.2.2, and SL.2.5** and has three parts. In Part I, students hear an excerpt of *The Ant and the Grasshopper* read aloud and answer questions about this fable (SL.2.2, RL.2.1). Students then reread the fable on their own, complete a graphic organizer describing its story elements, and write a paragraph describing the its central message (RL.2.1, RL.2.2, RL.2.3, RL.2.6). In Part II, students use a copy of “Bunnyyarl the Flies and Wurrunnannah the Bees” to compare and contrast two versions of the same story by completing a T-chart and short response question (RL.2.9). In Part III, students create a video book in which they read aloud a page of the story “Bunnyyarl the Flies and Wurrunnannah the Bees.” The audio portion of this recording is used to measure progress toward SL.2.5.

Required Unit Trade Book (s): *The Little Hummingbird, The Lizard and the Sun, The Ants and the Grasshopper, Bunnyyarl and the Flies and Wurrunnannah the Bees, The Ant and the Grasshopper*

Suggested Pacing: This unit is approximately 2.5 weeks or 12 sessions of instruction.

Noteworthy: This unit’s assessment centers on the standards highlighted below in green. To access the EL lesson online, click on the Lesson # highlighted in blue.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>RL.2.1, RL.2.2, SL.2.2,L.2.4, L.2.4b</p> <p>TN Standards 2.RL.KID.1, 2.RL.KID.2, 2.SL.CC.2, 2.FL.VA.7a, 2.FL.VA.7a.ii</p>	<p>Engaging the Learner: “The Bear and the Bee”</p> <p>1. Opening A. Engaging the Learner: “The Bear and the Bee” (10 minutes)</p> <p>2. Work Time A. Sort: Story Elements and Central Messagein “TheBear andtheBee” (25 minutes) B. Language Dive: Central Message of “The Bear and the Bee” (20 minutes)</p> <p>3. Closing and Assessment</p>	<ul style="list-style-type: none"> I can recount “The BearandtheBee” using the story elements. (RL.2.1, SL.2.2) I can determine the central message of “The Bear and theBee” basedon how the characters respond to the problem/challenge. (RL.2.2) 	<ul style="list-style-type: none"> Listen to student conversations during the sort to determine comprehension of story elements. 	<ul style="list-style-type: none"> Unit 1 Guiding Question anchor chart

<p>Lesson 2</p> <p>RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, SL.2.2, L.2.4, L.2.4b</p> <p>TN Standards 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.4, 2.RL.CS.6, 2.SL.CC.2, 2.FL.VA.7a, 2.FL.VA.7a.ii</p>	<p>A Introducing the Unit 1 Guiding Question (5 minutes)</p> <p>Close Read-aloud, Session 1: <i>The Little Hummingbird</i></p> <p>1. Opening A. Song and Movement: We Do What We Can (10 minutes))</p> <p>2. Work Time A. Close Read-aloud, Session 1: <i>The Little Hummingbird</i> (40 minutes)</p> <p>3. Closing and Assessment A. Oral Recounting: <i>The Little Hummingbird</i> (10 minutes)</p>	<ul style="list-style-type: none"> I can recount the story <i>The Little Hummingbird</i> using the story elements. (RL.2.1, RL.2.2, RL.2.3, RL.2.6, SL.2.2) 	<ul style="list-style-type: none"> Reading Literature Checklist (see Assessment Overview and Resources) Observe as students engage in the Role-Play protocol and notice if they are demonstrating understanding of the story elements by observing the choices they make to act out <i>The Little Hummingbird</i> 	<ul style="list-style-type: none"> “We Do What We Can” song Close Readers Do These Things anchor chart Fluency anchor chart Role-Play Protocol anchor chart Story Elements and Central Message Class Notes: <i>The Little Hummingbird</i>
<p>Lesson 3</p> <p>RL.2.1, RL.2.2, RL.2.3, RL.2.4, W.2.2, SL.2.2</p> <p>TN Standards 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.4, 2.W.TTP.2, 2.SL.CC.2</p>	<p>Writing about Literature: The Central Message in <i>The Little Hummingbird</i>?</p> <p>1. Opening A. Song and Movement: We Do What We Can (10 minutes))</p> <p>2. Work Time A. Close Read-aloud, Session 2: <i>The Little Hummingbird</i>, Pages 11–16 (20 minutes) B. Close Read-aloud, Culminating Task: <i>The Little Hummingbird</i> (25 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning: Working to Contribute to a Better World (5 minutes)</p>	<ul style="list-style-type: none"> I can determine the central message of <i>The Little Hummingbird</i> based on how the characters respond to the problem/ challenge. (RL.2.1, RL.2.2, RL.2.3) I can write a paragraph recounting <i>The Little Hummingbird</i> and its central message. (RL.2.2, SL.2.2, W.2.2) 	<ul style="list-style-type: none"> Reading Literature Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> “We Do What We Can” song Story Elements and Central Message Class Notes: <i>The Little Hummingbird</i> Unit 1 Guiding Question anchor chart
<p>Lesson 4</p> <p>RL.2.1, RL.2.2, RL.2.3, RL.2.4, SL.2.2, L.2.4b, L.2.5, L.2.5a</p> <p>TN Standards 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3,</p>	<p>Determining Story Elements and Central Message: <i>The Lizard and the Sun</i></p> <p>1. Opening A. Making Observations: Plant Drawings (10 minutes))</p> <p>2. Work Time A. Reading Aloud: <i>The Lizard and the Sun</i> (25 minutes) B. Role-Play Protocol: <i>The Lizard and the Sun</i> (20 minutes)</p>	<ul style="list-style-type: none"> I can recount the story <i>The Lizard and the Sun</i> by using story elements from the text. (RL.2.1, RL.2.2, SL.2.2) I can determine the central message of <i>The Lizard and the Sun</i> based on how the characters respond to the problem/challenge. (RL.2.1, RL.2.2, RL.2.3, RL.2.6) 	<ul style="list-style-type: none"> Language Checklist (see Assessment Overview and Resources) Observe as students engage in the Role-Play protocol and notice if they are demonstrating understanding of the story elements by observing the choices they make to act out <i>The Lizard and the Sun</i>. 	<ul style="list-style-type: none"> “We Do What We Can” song Prefix anchor chart Fluency anchor chart Role-Play Protocol anchor chart Story Elements and Central Message Class Notes: <i>The Lizard and the Sun</i>

<p>2.RL.CS.4, 2.W.TTP.2, 2.SL.CC.2, 2.FL.VA.7a.ii, 2.FL.VA.7b, 2.FL.VA.7b.i</p>	<p>3. Closing and Assessment A. Reflecting on Learning (10 minutes))</p>			
<p><u>Lesson 5</u></p> <p>RL.2.1, RL.2.2, RL.2.3, RL.2.4, W.2.2, SL.2.2, L.2.4, L.2.4b</p> <p>TN Standards 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.4, 2.W.TTP.2, 2.SL.CC.2, 2.FL.VA.7a.ii, 2.FL.VA.7b, 2.FL.VA.7b.i</p>	<p>Writing about Literature: The Central Message in <i>The Lizard and the Sun</i></p> <p>1. Opening A. Song and Movement: “We Do What We Can” (5 minutes)</p> <p>2. Work Time A. Oral Recounting: <i>The Lizard and the Sun</i> (20 minutes) B. Independent Writing: Story Elements and Central Message of <i>The Lizard and the Sun</i> (25 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning: Working to Contribute to a Better World (5 minutes)</p>	<ul style="list-style-type: none"> I can recount the story <i>The Lizard and the Sun</i> using the story elements. (RL.2.1, RL.2.2, SL.2.2) I can write a paragraph describing the central message from <i>The Lizard and the Sun</i>. (RL.2.2, SL.2.2, W.2.2) 	<ul style="list-style-type: none"> Reading Literature Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> “We Do What We Can” song Unit 1 Guiding Question anchor chart Story Elements and Central Message Class Notes: <i>The Lizard and the Sun</i>
<p><u>Lesson 6</u></p> <p>RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, SL.2.2, SL.2.5, L.2.4, L.2.4b, L.2.5, L.2.5a</p> <p>TN Standards 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.4, 2.W.TTP.2, 2.SL.CC.2, 2.FL.VA.7a.ii, 2.FL.VA.7b, 2.FL.VA.7b.i, 2.FL.VA.7b, 2.FL.VA.7b.i</p>	<p>Determining Story Elements and Central Message: “The Ants and the Grasshopper”</p> <p>1. Opening A. Poem and Movement: “Plants around the World” (10 minutes)</p> <p>2. Work Time A. Reading Aloud: “The Ants and the Grasshopper” (10 minutes) B. Role-Play Protocol: “The Ants and the Grasshopper” (20 minutes) C. Engaging the Artist: Watercoloring Technique (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning: Working to Contribute to a Better World (5 minutes)</p>	<ul style="list-style-type: none"> I can recount the fable “The Ants and the Grasshopper” using the story elements. (RL.2.1, RL.2.2, SL.2.2) I can determine the central message of “The Ants and the Grasshopper” based on how the characters respond to the problem/ challenge. (RL.2.1, RL.2.2, RL.2.3, RL.2.6) 	<ul style="list-style-type: none"> Language Checklist (see Assessment Overview and Resources) Observe as students engage in the Role-Play protocol and notice if they are demonstrating understanding of the story elements by observing the choices they make to act out “The Ants and the Grasshopper.” 	<ul style="list-style-type: none"> “We Do What We Can” song Fluency anchor chart Role-Play Protocol anchor chart Story Elements and Central Message Class Notes: “The Ants and the Grasshopper” Watercoloring Tips anchor chart Unit 1 Guiding Question anchor chart
<p><u>Lesson 7</u></p> <p>RL.2.1, RL.2.2, RL.2.3, RL.2.4,</p>	<p>Writing about Literature: The Central Message in “The Ants and the Grasshopper”</p> <p>1. Opening A. Entrance Ticket: “We Do What We</p>	<ul style="list-style-type: none"> I can recount the fable “The Ants and the Grasshopper” using the story elements. (RL.2.1, RL.2.2, SL.2.2) I can write a paragraph describing the central message from “The Ants and the Grasshopper.” 	<ul style="list-style-type: none"> Entrance Ticket: “We Do What We Can” 	<ul style="list-style-type: none"> “We Do What We Can” song Watercoloring Tips anchor chart

<p>W.2.2, SL.2.2, SL.2.5, L.2.4, L.2.4b</p> <p>TN Standards 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.4, 2.W.TTP.2, 2.SL.CC.2, 2.FL.VA.7a.ii, 2.FL.VA.7b, 2.FL.VA.7b.i</p>	<p>Can" (10 minutes)</p> <p>2. Work Time</p> <p>A. Oral Recounting: "The Ants and the Grasshopper" (10 minutes)</p> <p>B. Independent Writing: Story Elements and the Central Message of "The Ants and the Grasshopper" (15 minutes)</p> <p>C. Engaging the Artist: Painting Scenes from "The Ants and the Grasshopper" (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Sharing Our Artwork: Similarities and Differences (5 minute)</p>	<p>(RL.2.2, SL.2.2, W.2.2)</p>		
<p><u>Lesson 8</u></p> <p>RL.2.1, RL.2.2, RL.2.3, RL.2.6, SL.2.2, SL.2.5</p> <p>TN Standards 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.4, 2.W.TTP.2, 2.SL.CC.2, 2.SL.PKI.5</p>	<p>Determining Story Elements and Central Message: "Bunnyarl the Flies and Wurrunnannah the Bees"</p> <p>1. Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Partner Reading: "Bunnyarl the Flies and Wurrunnannah the Bees" (15 minutes)</p> <p>B. Role-Play Protocol: "Bunnyarl the Flies and Wurrunnannah the Bees" (15 minutes)</p> <p>C. Engaging the Artist: Painting Scenes from "Bunnyarl the Flies and Wurrunnannah the Bees" (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Sharing Our Artwork: Similarities and Differences (5 minute)</p>	<ul style="list-style-type: none"> I can recount the folktale "Bunnyarl the Flies and Wurrunnannah the Bees" using the story elements. (RL.2.1, RL.2.2, SL.2.2) I can determine the central message of "Bunnyarl the Flies and Wurrunnannah the Bees" based on how the characters respond to the problem/challenge. (RL.2.1, RL.2.2, RL.2.3, RL.2.6) 	<ul style="list-style-type: none"> Observe as students engage in the Role-Play protocol and notice if they are demonstrating understanding of the story elements by observing the choices they make to act out "Bunnyarl the Flies and Wurrunnannah the Bees." 	<ul style="list-style-type: none"> Fluency anchor chart Role-Play Protocol anchor chart Story Elements and Central Message Class Notes: "Bunnyarl the Flies and Wurrunnannah the Bees" Watercoloring Tips anchor chart
<p><u>Lesson 9</u></p> <p>RL.2.1, RL.2.2, RL.2.3, W.2.2, SL.2.2, SL.2.5</p>	<p>Writing about Literature: The Central Message in "Bunnyarl the Flies and Wurrunnannah the Bees"</p> <p>1. Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> I can recount the fable "Bunnyarl the Flies and Wurrunnannah the Bees" using the story elements. (RL.2.1, RL.2.2, SL.2.2) I can write a paragraph describing the central message from "Bunnyarl the Flies and Wurrunnannah the Bees." (RL.2.2, SL.2.2, W.2.2) 	<ul style="list-style-type: none"> Speaking and Listening Checklist (see Assessment Overview and Resources) Reading Literature Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> Watercoloring Tips anchor chart

<p>TN Standards 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.4, 2.W.TTP.2, 2.SL.CC.2, 2.SL.PKI.5</p>	<p>A. Oral Recounting: “Bunnyarl the Flies and Wurrunnannah the Bees” (15 minutes) B. Independent Writing: Story Elements and the Central Message of “Bunnyarl the Flies and Wurrunnannah the Bees” (15 minutes) C. Engaging the Artist: Painting a Scene from “Bunnyarl the Flies and Wurrunnannah the Bees” (20 minutes) 3. Closing and Assessment A. Sharing and Reflecting on Artwork (5 minutes)</p>			
<p><u>Lesson 10</u> RL.2.2, RL.2.6, RL.2.9, SL.2.2 TN Standards 2.RL.KID.2, 2.RL.CS.6, 2.RL.IKI.9, 2.SL.CC.2</p>	<p>Reading, Speaking, and Listening: Comparing and Contrasting “The Ants and the Grasshopper” and the “Bunnyarl the Flies and Wurrunnannah the Bees” 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Comparing and Contrasting Story Elements: “The Ants and the Grasshopper” and “Bunnyarl the Flies and Wurrunnannah the Bees” (15 minutes) B. Language Dive: “The Ants and the Grasshopper” (20 minutes) C. Independent Writing: Compare and Contrast T-Chart (15 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can compare and contrast story elements from “The Ants and the Grasshopper” and “Bunnyarl the Flies and Wurrunnannah the Bees.” • I can compare and contrast two versions of the same story using a sentence frame from “The Ants and the Grasshopper.” 	<ul style="list-style-type: none"> • Observe as students compare and contrast the two fables and notice if they are demonstrating understanding of the story elements. 	<ul style="list-style-type: none"> • Questions We Can Ask during a Language Dive anchor chart • Chunk Chart: “The Ants and the Grasshopper” • Unit 1 Guiding Question anchor chart
<p><u>Lesson 11</u> RL.2.1, RL.2.2, RL.2.3, RL.2.6,</p>	<p>Unit 1 Assessment, Parts I and III: Recounting the Story and Determining the Central Message and Creating Videobooks 1. Opening</p>	<ul style="list-style-type: none"> • I can recount story elements from <i>The Ant and the Grasshopper</i>. (RL.2.1, RL.2.2, SL.2.2) • I can write a paragraph describing the central message of <i>The Ant and the Grasshopper</i>. (RL.2.2, 	<ul style="list-style-type: none"> • Unit 1 Assessment, Part I (see Assessment Overview and Materials) • Speaking and Listening Checklist (see Assessment Overview and Materials) 	<ul style="list-style-type: none"> • Strategies to Answer Selected Response Questions anchor chart • Revising and Editing Checklist anchor chart • Fluency anchor chart • “We Do What We Can” song

<p>W.2.2, SL.2.2, SL.2.5</p> <p>TN Standards 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.6, 2.W.TTP.2, 2.SL.CC.2, 2.SL.PKI.5</p>	<p>A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Unit 1 Assessment, Part I: Responding to a Read-aloud and Recounting and Determining the Central Message in a Story (35 minutes) B. Unit 1 Assessment, Part III: Creating a Videobook (15 minutes)</p> <p>3. Closing and Assessment A. Song and Movement: "We Do What We Can" (5 minutes)</p>	<p>W.2.2)</p> <ul style="list-style-type: none"> I can fluently read aloud a page of "Bunnyyarl the Flies and Wurrunnannah the Bees" for a videobook. (RL.2.6, SL.2.5) 		
<p>Lesson 12</p> <p>RL.2.6, RL.2.9, SL.2.5</p> <p>TN Standards 2.RL.CS.6, 2.RL.IKI.9, 2.SL.PKI.5</p>	<p>Unit 1 Assessment, Parts II and III: Comparing and Contrasting Two Versions of a Story and Creating Videobooks</p> <p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Unit 1 Assessment, Part II: Comparing and Contrasting Two Versions of a Story (20 minutes) B. Unit 1 Assessment, Part III: Creating a Videobook (20 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (15 minutes)</p>	<ul style="list-style-type: none"> I can compare and contrast the stories <i>The Ant and the Grasshopper</i> and "Bunnyyarl the Flies and Wurrunnannah the Bees." (RL.2.9) I can fluently read aloud a page of "Bunnyyarl the Flies and Wurrunnannah the Bees" for a videobook. (RL.2.6, SL.2.5) 	<ul style="list-style-type: none"> Unit 1 Assessment, Part II (see Assessment Overview and Materials) Speaking and Listening Checklist (see Assessment Overview and Materials) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Unit 1 Guiding Question anchor chart Back-to-Back and Face-to-Face Protocol anchor chart



Second Grade Module 4: *Providing for Pollinators* Unit 2: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

Central to EL Education curriculum is a focus on “habits of character” and *social-emotional learning*. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to contribute to a better world**. Throughout Unit 2, students practice recognizing their own strengths and how they can learn from the strengths of others. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Unit Assessment: Reading and Writing Opinions

This assessment focuses on students’ reading comprehension and informational writing skills. It centers on **CCSS ELA RI.2.1, RI.2.2, RI.2.8, RI.2.9, and W.2.1** and has two parts. In Part I, students read the text “Help Protect Butterflies!” and answer selected response and fill-in-the-blank questions (RI.2.1, RI.2.2, RI.2.8). Then, using both this text and *A Place for Butterflies*, students compare the points in two texts (RI.2.9). In Part II, students draft a written piece stating their opinion about how butterflies and people can live together. In this piece, students include two reasons supporting their opinion, as well as an introduction and conclusion (W.2.1). In order to chunk the task for students, this writing takes places in four “sessions” across three lessons.

Assessment Checklists: Throughout this unit, teachers use Reading Informational Text Checklist to gather data on students’ reading comprehension, specifically progress toward RI.2.1, RI.2.2, RI.2.4, RI.2.8, RI.2.9; the Language Checklist to gather data on students’ progress toward L.2.1.b, L.2.5b, and L.2.6; and the Opinion Writing Checklist to gather data on students’ progress toward W.2.1 and W.2.5.

Required Unit Trade Book(s): *What is Pollination?*

Suggested Pacing: This unit is approximately 2 weeks or 10 sessions of instruction.

Noteworthy: This unit’s assessment centers on the standards highlighted below in green. To access the EL lesson online, click on the Lesson # highlighted in blue.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>RI.2.1, RI.2.1, RI.2.2, RI.2.8, SL.2.1, SL.2.1a</p> <p>TN Standards</p> <p>2.RI.KID.1, 2.RI.KID.1, 2.RI.KID.2, 2.RI.KI.8, 2.SL.CC.1</p>	<p>Introducing Opinions and Reasons: Pollinators and the Dangers They Face</p> <p>1. Opening A. Introducing the Unit 2 Guiding Questions (5 minutes)</p> <p>2. Work Time A. Research Reading: <i>A Place for Bats</i> (20 minutes) B. Exploring Opinions: <i>Hey, Little Ant</i></p>	<ul style="list-style-type: none"> I can begin to determine the author’s opinion in <i>A Place for Bats</i> by listening to sections read aloud. (RI.2.1, RI.2.2, RI.2.8) I can discuss my opinion and reasons to support it with my classmates (SL.2.1a, SL.2.6) 	<ul style="list-style-type: none"> Listen to student conversations to determine the author’s opinion in the text <i>A Place for Bats</i> Speaking and Listening Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> Unit 2 Guiding Questions anchor chart Opinions and Reasons T-chart

	(30 minutes) 3. Closing and Assessment A. Building Vocabulary: Plants and Pollinators Word Wall (5 minutes)			
<p>Lesson 2</p> <p>RI.2.1, RI.2.2, RI.2.4, RI.2.8</p> <p>TN Standards</p> <p>2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.IKI.8</p>	<p>Research and Note-taking: <i>A Place for Bats</i></p> <p>1. Opening A. Vote with Your Feet Protocol: Reviewing Learning Targets and Opinions (10 minutes)</p> <p>2. Work Time A. Reading Aloud to Take Notes: Dangers That Bats Face (20 minutes) B. Reading Aloud to Take Notes: Reasons Bats Are Important (20 minutes)</p> <p>3. Closing and Assessment A. Habits of Character: Working to Contribute to a Better World (10 minutes)</p>	<ul style="list-style-type: none"> I can write notes about the dangers bats face after reading sections of <i>A Place for Bats</i>. (RI.2.1, RI.2.2, RI.2.4) 	<ul style="list-style-type: none"> Reading Informational Text Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> Vote with Your Feet Protocol anchor chart Dangers That Bats Face and Reasons Bats Are Important: Class Notes Working to Contribute to a Better World anchor chart
<p>Lesson 3</p> <p>RI.2.1, RI.2.2, RI.2.4, RI.2.8</p> <p>TN Standards</p> <p>2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.IKI.8</p>	<p>Research Reading: Danger That Bats Face</p> <p>1. Opening A. Reviewing Learning Targets and Opinions (10 minutes)</p> <p>2. Work Time A. Reading Aloud to Determine the Gist: "Bats' Roosts in Danger!" (20 minutes) B. Partner Reading and Response: "Bats' Roosts in Danger!" (20 minutes)</p> <p>3. Closing and Assessment A. Working to Contribute to a Better World: Our Strengths Help Us Grow (5 minutes)</p>	<ul style="list-style-type: none"> I can describe key points from "Bats' Roosts in Danger!" about the dangers that bats face. (RI.2.1, RI.2.2, RI.2.4) I can identify reasons in the text that support the author's opinion in "Bats' Roosts in Danger!" (RI.2.8) 	<ul style="list-style-type: none"> Reading Informational Text Checklist (see Assessment Overview and Resources) Review student work in Protecting Pollinators research notebook 	<ul style="list-style-type: none"> Vote with Your Feet Protocol anchor chart Dangers That Bats Face and Reasons Bats Are Important: Class Notes Working to Contribute to a Better World anchor chart
<p>Lesson 4</p> <p>RI.2.8, RI.2.9, W.2.1, L.2.1b</p> <p>TN Standards</p> <p>2.RI.IKI.8, 2.RI.IKI.9, 2.W.TTP.1, 2.FL.SC.6</p>	<p>Comparing Two Texts and Shared Writing: Why People Should Protect Bats</p> <p>1. Opening A. Engaging the Learner: "The Butterfly Garden" (10 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> I can compare and contrast <i>A Place for Bats</i> with "Bats' Roosts in Danger!" (RI.2.9) I can plan the introduction and focus statement for a shared opinion piece about why people should work to protect bats (W.2.1) 	<ul style="list-style-type: none"> Reading Informational Text Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> "The Butterfly Garden" Comparing Two Texts about Bats anchor chart Dangers That Bats Face and Reasons Bats Are Important: Class Notes Shared Opinion Writing: "People Should Protect Bats" Vote with Your Feet Protocol anchor chart

	<p>A. Comparing and Contrasting Texts on the Same Topic: Bats (20 minutes)</p> <p>B. Shared Writing: Planning an Opinion Piece about Why People Should Protect Bats (10 minutes)</p> <p>C. Shared Writing: Introduction and Focus Statement (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Vote with Your Feet Protocol: Comparing Two Texts (5 minutes)</p>			
<p><u>Lesson 5</u></p> <p>RI.2.1, RI.2.2, RI.2.4, RI.2.8, W.2.1</p> <p>TN Standards</p> <p>2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.IKI.8, 2.W.TTP.1</p>	<p>Shared Writing: Why People Should Protect Bats and Research Reading: Butterflies</p> <p>1. Opening</p> <p>A. Engaging the Learner: “The Butterfly Garden” (10 minutes)</p> <p>2. Work Time</p> <p>A. Shared Writing: Reasons and a Conclusion (25 minutes)</p> <p>B. Partner Reading and Response: <i>A Place for Butterflies</i> (20 minutes)</p> <p>3. Closing</p> <p>A. Vote with Your Feet Protocol: Working to Contribute to a Better World (5 minutes)</p>	<ul style="list-style-type: none"> I can write reasons to support the opinion that people should protect bats. (W.2.1) I can begin to determine the author’s opinion in <i>A Place for Butterflies</i> by listening to sections read aloud. (RI.2.1, RI.2.2, RI.2.8) 	<ul style="list-style-type: none"> Reading Informational Text Checklist (see Assessment Overview and Resources) Student response page in Protecting Pollinators research notebook 	<ul style="list-style-type: none"> “The Butterfly Garden” Shared Opinion Writing: “People Should Protect Bats” Dangers That Bats Face and Reasons Bats Are Important: Class Notes Unit 2 Guiding Question anchor chart
<p><u>Lesson 6</u></p> <p>RI.2.1, RI.2.2, RI.2.4, RI.2.8, RI.2.9</p> <p>TN Standards</p> <p>2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.IKI.8, 2.RI.IKI.9</p>	<p>Unit 2 Assessment, Part I: Reading an Opinion and Partner Reading: “Help Protect Butterflies!”</p> <p>1. Opening</p> <p>A. Preparing for Unit 2 Assessment, Part I: Butterfly Breaths (2 minutes)</p> <p>2. Work Time</p> <p>A. Unit 2 Assessment, Part I: Reading an Opinion (35 minutes)</p> <p>B. Movement, Partner Reading, and Note-taking: “Help Protect Butterflies!” (20 minutes)</p> <p>3. Closing and Assessment</p>	<ul style="list-style-type: none"> I can respond to questions about key details from “Help Protect Butterflies!” (RI.2.4, RI.2.8) I can write notes about dangers butterflies face after reading “Help Protect Butterflies!” (RI.2.1, RI.2.2) 	<ul style="list-style-type: none"> Unit 2 Assessment, Part I: Reading an Opinion (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> Comparing Two Texts about Bats anchor chart Dangers That Butterflies Face and Reasons Butterflies Are Important: Class Notes

	<p>A. Feedback and Celebration (3 minutes)</p>			
<p>Lesson 7</p> <p>RI.2.1, RI.2.2, RI.2.4, RI.2.8, L.2.5, L.2.5b, L.2.6</p> <p>TN Standards</p> <p>2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.IKI.8, 2.FL.VA.7b, 2.FL.VA.7c</p>	<p>Finding Reasons to Support an Opinion: <i>A Place for Butterflies</i></p> <p>1. Opening A. Shades of Meaning: “The Butterfly Garden” (10 minutes)</p> <p>2. Work Time A. Research Reading and Note-taking: <i>A Place for Butterflies</i> (20 minutes) B. Language Dive and Reading Aloud to Take Notes: Reasons Butterflies Are Important (25 minutes)</p> <p>3. Closing and Assessment A. Pinky Partners Protocol: Working to Contribute to a Better World (5 minutes)</p>	<ul style="list-style-type: none"> I can write relevant notes about the dangers that butterflies face. (RI.2.1, RI.2.2, RI.2.4) I can write relevant notes about reasons why it is important to protect butterflies. (RI.2.1, RI.2.2, RI.2.4, RI.2.8) 	<ul style="list-style-type: none"> Reading Informational Text Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> “The Butterfly Garden” Shades of Meaning anchor chart Dangers That Butterflies Face and Reasons Butterflies Are Important: Class Notes Votewith Your Feet Protocol anchor chart Working to Contribute to a Better World anchor chart
<p>Lesson 8</p> <p>RI.2.2, RI.2.8, W.2.1, L.2.1, L.2.1b, L.2.5, L.2.5b</p> <p>TN Standards</p> <p>2.RI.KID.2, 2.RI.IKI.8, 2.W.TTP.1, 2.FL.SC.6, 2.FL.SC.6b, 2.FL.VA.7b, 2.FL.VA.7b.ii</p>	<p>Unit 2 Assessment, Part II: Drafting an Introduction and Opinion</p> <p>1. Opening A. Shades of Meaning: “The Butterfly Garden” (10 minutes)</p> <p>2. Work Time A. Unit 2 Assessment Part II, Session 1: Drafting an Introduction (20 minutes) B. Unit 2 Assessment Part II, Session 2: Drafting an Opinion (20 minutes)</p> <p>3. Closing and Assessment A. Musical Mingle Protocol: Working to Contribute to a Better World (10 minutes)</p>	<ul style="list-style-type: none"> I can write an introduction for my opinion piece that describes the dangers butterflies face. (W.2.1) I can write a focus statement for my opinion piece that states an opinion about why people should protect butterflies. (W.2.1) 	<ul style="list-style-type: none"> Opinion Writing Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> “The Butterfly Garden” Shades of Meaning anchor chart Shared Opinion Writing: “People Should Protect Bats” Dangers That Butterflies Face and Reasons Butterflies Are Important: Class Notes Working to Contribute to a Better World anchor chart Musical Mingle anchor chart
<p>Lesson 9</p> <p>RI.2.2, RI.2.8, W.2.1, L.2.1, L.2.1b, L.2.5, L.2.5b</p> <p>TN Standards</p> <p>2.RI.KID.2, 2.RI.IKI.8,</p>	<p>Unit 2 Assessment, Part II: Drafting Supporting Details</p> <p>1. Opening A. Entrance Ticket: “The Butterfly Garden” (10 minutes)</p> <p>2. Work Time A. Unit 2 Assessment Part II, Session 3: Drafting Supporting</p>	<ul style="list-style-type: none"> I can demonstrate an understanding of irregular nouns and shades of meaning of closely related words. (L.2.1b, L.2.5b) I can write reasons to support the opinion that people should protect butterflies. (W.2.1) 	<ul style="list-style-type: none"> Opinion Writing Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> “The Butterfly Garden” Shared Opinion Writing: “People Should Protect Bats” Dangers That Butterflies Face and Reasons Butterflies Are Important: Class Notes Working to Contribute to a Better World anchor chart Musical Mingle anchor chart

<p>2.W.TTP.1, 2.FL.SC.6, 2.FL.SC.6b, 2.FL.VA.7b, 2.FL.VA.7b.ii</p>	<p>Details (40 minutes) 3. Closing and Assessment A. Musical Mingle Protocol: Working to Contribute to a Better World (10 minutes)</p>			
<p><u>Lesson 10</u></p> <p>RI.2.2, RI.2.8, W.2.1, W.2.5, L.2.5, L.2.5b</p> <p><u>TN Standards</u></p> <p>2.RI.KID.2, 2.RI.IKI.8, 2.W.TTP.1, 2.W.RPBK.8, 2.FL.VA.7b, 2.FL.VA.7b.ii</p>	<p>Unit 2 Assessment, Part II: Drafting a Conclusion and Revising Opinion Piece</p> <p>1. Opening A. Poem and Movement: "The Butterfly Garden" (5 minutes)</p> <p>2. Work Time A. Unit 2 Assessment Part II, Session 4: Drafting a Conclusion (20 minutes) B. Revising Our Opinion Writing: Adding Linking Words (10 minutes) C. Revising Our Opinion Writing: Adding Words with Shades of Meaning (15 minutes)</p> <p>3. Closing and Assessment A. Sharing Our Work: Opinion Writing (10 minutes)</p>	<ul style="list-style-type: none"> I can write a conclusion for my opinion piece for why people should protect butterflies. (W.2.1) I can revise my opinion piece to include linking words and phrases. (W.2.5) 	<ul style="list-style-type: none"> Opinion Writing Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> "The Butterfly Garden" Shared Opinion Writing: "People Should Protect Bats" Shades of Meaning anchor chart
<p><u>Lesson 11</u></p> <p>SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c</p> <p><u>TN Standards</u></p> <p>2.SL.CC.1a-c</p>	<p>Collaborative Conversations: Unit 2 Guiding Questions</p> <p>1. Opening A. Poem and Movement: "The Butterfly Garden" (5 minutes)</p> <p>2. Work Time A. Preparing for Collaborative Conversation: Rereading Student Notes (20 minutes) B. Collaborative Conversation Protocol: Discussing Unit 2 Guiding Questions (20 minutes) C. Think-Pair-Share: Reflecting on the Collaborative Conversation Protocol (5 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> I can discuss the challenges pollinators face and why we should protect/ help them with my classmates (SL.2.1, SL.2.1a, S.2.1b, SL.2.1c) 	<ul style="list-style-type: none"> Speaking and Listening Checklist (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> "The Butterfly Garden" Unit 2 Guiding Questions anchor chart Collaborative Conversations Protocol anchor chart "We Do What We Can" song



Second Grade Module 4: *Providing for Pollinators* Unit 3: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

Central to EL Education curriculum is a focus on “habits of character” and *social-emotional learning*. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students continue **working to contribute to a better world**. Throughout Unit 3, students work to apply their learning to help their community by creating and distributing wildflower seed packets that support butterfly growth and survival. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Unit Assessment: Presentation and Reflection on Habits of Character, Work, and Learning

This assessment centers on **CCSS ELA SL.2.1a, SL.2.1b, and SL.2.6** and tasks students with participating in a small group presentation and discussion in which each student shares the three work products they created in Module 4, as well as a reflection focused on their work and learning. In the reflection, students describe how they have shown habits of character in the class- room, as well as what they are proud of, what they learned, and what they found challenging in the work. After each person shares, group members respond with comments about the presenter’s work and reflection. Data for this assessment also can be gathered as ongoing assessment throughout the unit, as students reflect and share in the Closing of each lesson.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students’ progress toward SL.2.1a, SL.2.1b, and SL.2.6. The Reading Informational Text Checklist is also used to gather data on students’ progress toward RI.2.3, and the Language Checklist is used to gather data on students’ progress toward L.2.1c, L.2.2a, L.2.2b, L.2.2e, and L.2.3a.

Required Unit Trade Book (s): *A Place for Butterflies*

Suggested Pacing: This unit is approximately 2-2.5 weeks or 10-13 sessions of instruction.

Noteworthy: This unit’s assessment centers on the standards highlighted below in **green**. To access the EL lesson online, click on the Lesson # highlighted in **blue**.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p><u>Lesson 1</u></p> <p>RI.2.1, SL.2.1, SL.2.1a, SL.2.1c</p> <p>TN Standards 2.RI.KID.1, 2.SL.CC.1</p>	<p>Engaging the Learner: Taking Action to Help Butterflies</p> <p>1. Opening A. Launching the Unit: Amanda’s Letter (10 minutes)</p> <p>2. Work Time A. Reading for Information: Actions</p>	<ul style="list-style-type: none"> I can describe actions people can take to help butterflies, based on information from <i>A Place for Butterflies</i>. (RI.2.1, SL.2.1a, SL.2.1c) I can describe the parts of our wildflower seed packet. (SL.2.1a, SL.2.1c) 	<ul style="list-style-type: none"> Listen to student conversations to ensure their understanding of each part of the model wildflower seed packet. 	<ul style="list-style-type: none"> Unit 3 Guiding Questions anchor chart Dangers Butterflies Face and Reasons Butterflies are Important: Class Notes How People Can Help Butterflies anchor chart Working to Contribute to a Better World anchor chart

	<p>thatHelp Butterflies (20 minutes)</p> <p>B. Analyzing a Model: Seed Packets (20 minutes)</p> <p>3. Closing and Assessment A. Habits of Character: Contributing to the Community (10 minutes)</p>			Pinky Partners anchor chart
<p><u>Lesson 2</u></p> <p>W.2.1, W.2.8, SL.2.1, SL.2.1a, SL.2.1b, SL.2.6</p> <p>TN Standards 2.W.TTP.1, 2.W.RPBK.8, 2.SL.CC.1, 2.SI.PKI.6</p>	<p>Launching the Performance Task: Seed Packet Writing and Butterfly Drawing</p> <p>1. Opening A. Reviewing the Performance Task and Learning Targets (5 minutes)</p> <p>2. Work Time A. Performance Task Writing: Wildflower Seed Packet Writing Piece (30 minutes) B. Scientific Drawing: First Draft of Butterfly Drawing (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Unit 3 Guiding Question (5 minutes)</p>	<ul style="list-style-type: none"> I can write reasons to support the opinion that people should plant wildflower seeds to help butterflies. (W.2.1, W.2.8) I can analyze a model and discuss implications for drafting my artwork. (SL.2.1a, SL.2.1b) I can share a reflection on my learning with others. (W.2.8, SL.2.1a, SL.2.6) 	<ul style="list-style-type: none"> Review copies of the Wildflower Seed Packet Writing piece to ensure they include two supporting reasons and the call to action. (W.2.1, W.2.8) Listen for students to reflect on the first guiding question during the closing. (SL.2.1a, SL.2.1b, SL.2.6) 	<ul style="list-style-type: none"> Dangers that Butterflies Face and Reasons Butterflies are Important: Class Notes Unit 3 Guiding Questions anchor chart Working to Contribute to a Better World anchor chart
<p><u>Lesson 3</u></p> <p>W.2.8, SL.2.1, SL.2.1a, SL.2.1b, SL.2.3, SL.2.3a, SL.2.6, L.2.1c, L.2.2, L.2.2b</p> <p>TN Standards 2.W.RPBK.8, 2.SL.CC.1, 2.SL.CC.3, 2.SL.PKI.6, 2.FL.SC.6, 2.FL.SC.6h, 2.FL.SC.6i</p>	<p>Reflection, Critique and Revision: Butterfly Drawings</p> <p>1. Opening A. Commas in Greetings and Closings: Amanda’s Letter (5 minutes)</p> <p>2. Work Time A. Introducing Reflection on Unit 3 Work and Learning (25 minutes) B. Critique and Revision: Scientific Drawings of Butterflies (25 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning Targets (5 minutes)</p>	<ul style="list-style-type: none"> I can write and share a reflection on my learning with others. (W.2.8, L.2.1c, SL.2.1, SL.2.6) I can share kind, helpful, and specific feedback to help my classmate improve their work. (SL.2.1a, SL.2.1b, SL.2.6) 	<ul style="list-style-type: none"> Observe for students’ ability to reflect and cite evidence from their work. 	<ul style="list-style-type: none"> Unit 3 Guiding Questions anchor chart Wildflower Seed Packet criteria checklist Scientific Drawing anchor chart What Does Peer Feedback Look and Sound Like? anchor chart Peer Feedback Protocol anchor chart
<p><u>Lesson 4</u></p> <p>W.2.8, SL.2.1, SL.2.1a, SL.2.1b, SL.2.6, L.2.1c, L.2.2, L.2.2a</p>	<p>Shared Writing and Art: Wildflower Seed Planting Instructions and Butterfly Drawings</p> <p>1. Opening A. Toys and Play Word Wall (5</p>	<ul style="list-style-type: none"> I can contribute to shared writing of instructions to plant wildflower seeds. (W.2.8, SL.2.1a, SL.2.1b) I can analyze a model and discuss implications for drafting realistic patterns in my butterfly drawing. 	<ul style="list-style-type: none"> Speaking and Listening checklist (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> What Does Peer Feedback Look and Sound Like? anchor chart

<p>TN Standards 2.W.RPBK.8, 2.SL.CC.1, 2.SL.PKI.6, 2.FL.SC.6, 2.FL.SC.6h, 2.FL.SC.6i</p>	<p>minutes) 2. Work Time A. Close Read-aloud Session 3: <i>Llama Llama Time to Share</i> (20 minutes) B. Developing Language: Play and Exploration with Dramatic Toys (25 minutes) 3. Closing and Assessment A. Reflecting on our Learning (5 minutes) B. Shared Writing: Ways We Take Care Brainstorm Chart (5 minutes)</p>	<p>(SL.2.1b) • I can write and share a reflection on my learning with others. (W.2.8, SL.2.1, SL.2.6, L.2.1c)</p>		
<p>Lesson 5-7</p> <p>W.2.6, SL.2.1a, SL.2.1b, SL.2.1c, L.2.2, L.2.2a, L.2.2e</p> <p>TN Standards 2.W.2.W.PDW.6, 2.SL.CC.1, 2.SL.CC.3, 2.SL.PKI.6, 2.FL.SC.6, 2.FL.SC.6h, 2.FL.SC.6i,</p>	<p>Art and Technology: Butterfly Drawings and Publishing Wildflower Seed Packet Writing Pieces (includes two optional flex days)</p> <p>1. Opening A. Review Learning Targets (5 minutes) 2. Work Time A. Wildflower Drawing and Word Processing, Round I (25 minutes) B. Wildflower Drawing and Word Processing, Round II (25 minutes) 3. Closing A. Reflecting on Habits of Character: Working to Contribute to a Better World (5 minutes)</p>	<p>• I can analyze a model and discuss implications for adding realistic colors to my butterfly drawing. (SL.2.1b) • I can edit my wildflower seed packet writing piece and type it using a digital tool. (W.2.6, L.2.2)</p>	<p>• Observe for students ability to analyze models and discuss implications for their work. (SL.2.1b)</p>	<p>• Scientific Drawing anchor chart • Unit 3 Guiding Questions anchor chart • Working to Contribute to a Better World anchor chart</p>
<p>Lesson 8</p> <p>RI.2.3, W.2.8, SL.2.1, SL.2.2, SL.2.6, L.2.1c</p> <p>TN Standards 2.RI.KID.3, 2.W.RPBK.8, 2.SL.CC.1, 2.SL.CC.2, 2.SL.PKI.6 2.FL.SC.6c</p>	<p>Preparing for Celebration of Learning, Part I: Seed Packet Assembly and Reflection</p> <p>1. Opening A. Engaging the Writer: Body of Celebration of Learning Welcome Letter (10 minutes) 2. Work Time A. Packaging: Seed Packets (30 minutes) B. Reflections on Work and Learning, Part I (20 minutes) 3. Closing and Assessment A. Reflecting on Character: Working to Contribute to a Better World</p>	<p>• I can assemble my wildflower seed packet. (RI.2.3, SL.2.2) • I can write and share a reflection on my learning with others. (W.2.8, SL.2.1, SL.2.6, L.2.1c)</p>	<p>• Speaking and Listening checklist (see Assessment Overview and Resources).</p>	<p>• Working to Contribute to a Better World anchor chart</p>

<p><u>Lesson 9</u></p> <p>W.2.8, SL.2.1, SL.2.1a, SL.2.6, L.2.1c, L.2.2a, L.2.2b</p> <p>TN Standards 2.W.RPBK.8, 2.SL.CC.1, 2.SL.CC.2, 2.SL.PKI.6 2.FL.SC.6c, 2.FL.SC.6h, 2.FL.SC.6i</p>	<p>Preparing for Celebration of Learning, Part II: Reviewing Module 4 Work Products</p> <p>1. Opening A. Engaging the Writer: Greeting and Closing of Celebration of Learning Welcome Letter (10 minutes)</p> <p>2. Work Time A. Revisiting Module 4 Work Products (20 minutes) B. Reflection on Work and Learning, Part II (25 minute)</p> <p>3. Closing and Assessment A. Reflecting on Character: Working to Contribute to a Better World (5 minutes)</p>	<ul style="list-style-type: none"> I can write a greeting and closing for the Celebration of Learning Welcome Letter. (L.2.2a, L.2.2b) I can write and share a reflection on my learning with others. (W.2.8, SL.2.1, SL.2.6, L.2.1c) 	<ul style="list-style-type: none"> Speaking and Listening checklist (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Unit 3 Guiding Questions anchor chart
<p><u>Lesson 10</u></p> <p>W.2.8, SL.2.1, SL.2.1a, SL.2.6, L.2.1c</p> <p>TN Standards 2.W.RPBK.8, 2.SL.CC.1, 2.SL.PKI.6 2.FL.SC.6c</p>	<p>Preparing for Celebration of Learning, Part III: Reflecting on Module 4 Work and Learning</p> <p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Reflection on Work and Learning, Part III (20 minutes) B. Song and Movement: “The Pollinator Pokey” (10 minutes) C. Reflection on Work and Learning, Part III, cont. (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Character: Working to Contribute to a Better World (5 minutes)</p>	<ul style="list-style-type: none"> I can write and share a reflection on my learning with others. (W.2.8, SL.2.1, SL.2.6, L.2.1c) 	<ul style="list-style-type: none"> Speaking and Listening checklist (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Unit 3 Guiding Questions anchor chart
<p><u>Lesson 11</u></p> <p>SL.2.1a, SL.2.1b, SL.2.6</p> <p>TN Standards 2.SL.CC.1, 2.SL.PKI.6</p>	<p>Unit 3 Assessment: Presentation and Reflection on Work and Learning</p> <p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Student Modeling: Sharing Reflection on Work and Learning and Responding with</p>	<ul style="list-style-type: none"> I can share my reflection on my work and learning with my classmates. (SL.2.1a, SL.2.6) I can listen to a classmate’s reflection and then respond with a kind, specific comment. (SL.2.1a, SL.2.1b, SL.2.6) 	<ul style="list-style-type: none"> Speaking and Listening checklist (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> What Does Peer Feedback Look and Sound Like? anchor chart

	<p>Comments (10 minutes) B. Unit 3 Assessment: Sharing Reflections on Habits of Character, Work and Learning (30 minutes) 3. Closing and Assessment A. Song and Movement: "The Pollinator Pokey" (10 minutes)</p>			
<p>Lesson 12-13 SL.2.1a, SL.2.1b, SL.2.6 TN Standards 2.SL.CC.1, 2.SL.PK1.6</p>	<p>End of Module Celebration of Learning (includes optional Flex day) 1. Opening A. Welcoming School and Family Members to the Celebration of Learning (10 minutes) 2. Work Time A. Sharing Our Reflections on Work and Learning (30 minutes) B. Song and Movement: "The Pollinator Pokey" (10 minutes) 3. Closing and Assessment A. End of Module Celebration (10 minutes)</p>	<ul style="list-style-type: none"> • I can share my reflection on my work and learning with my classmates. (SL.2.1a, SL.2.6) • I can listen to a classmate's reflection and then respond with a kind, specific comment. (SL.2.1a, SL.2.1b, SL.2.6) 	<ul style="list-style-type: none"> • Speaking and Listening checklist (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> • What Does Peer Feedback Look and Sound Like? anchor chart • Working to Contribute to a Better World anchor chart • Unit 3 Guiding Questions anchor chart

*To peruse the details of this module and other second grade modules access the following web address- <http://curriculum.ededucation.org/curriculum/ela/grade-2>