

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 2

Subject: Library (Chila)

Adoption Date: April 1, 2014

Revision Date: April 11, 2022

	MP1	MP2	MP3	MP4
Pacing Guide	<p>1. How can I effectively read, perform and interpret my role in an oral presentation of a story? (3 weeks)</p> <p>2. Why is it important for me to understand the author's purpose? (3 weeks)</p> <p>3. How can I analyze character behaviors, interactions and dialog to reflect the character trait <i>courage</i>? (1 week)</p>	<p>1. When listening to a read aloud, how can I identify the topics and theme (message) of a story?</p> <p>2. How can understanding story sequence (B/M/E) enable me to retell a story? (4 weeks)</p> <p>3. How can I analyze character behaviors, interactions and dialog to reflect the character trait <i>perseverance</i>? (1 week)</p>	<p>1. Why is it important for me to understand character traits? (3 weeks)</p> <p>2. Why is it important to understand effectively use nonfiction text features? (3 weeks)</p> <p>3. How can I analyze character behaviors, interactions and dialog to reflect the character trait <i>integrity</i>? (1 week)</p>	<p>1. Why is it important to know alphabetical order in order to understand library organization? (9 weeks)</p> <p>2. Why is it important to understand the need for organization in the library? (2 weeks)</p> <p>3. How can I analyze character behaviors, interactions and dialog to reflect the character trait <i>citizenship</i>? (1 week)</p>
Instructional Materials	<p><u>Books Kids Will Sit Still For</u> by Judy Freeman</p> <p>Selected picture books</p> <p>Selected multicultural literature</p>	<p><u>Books Kids Will Sit Still For</u> by Judy Freeman</p> <p>Selected picture books</p> <p><u>Meet The Authors and Illustrators/</u></p>	<p><u>Books Kids Will Sit Still For</u> by Judy Freeman</p> <p>Selected picture books</p> <p><u>Teaching About Nonfiction With Picture</u></p>	<p><u>Complete Library Skills</u> (K-2)</p> <p><u>Books Kids Will Sit Still For</u> by Judy Freeman</p> <p>Selected picture books</p>

	<p><u>Reader's Theatre for the Elementary Classroom</u></p> <p>Reader's theatre scripts</p> <p><u>Character Education Activities For Kids</u> by Darlene Mannix Brainpop</p> <p>Discovery Education</p> <p>Smartboard</p>	<p>Kovacs</p> <p>Selected multicultural literature</p> <p><u>Character Education Activities For Kids</u> by Darlene Mannix Brainpop Discovery Education</p> <p>Smartboard</p>	<p><u>Books/Leuenberger</u></p> <p>Selected multicultural literature</p> <p><u>Character Education Activities For Kids</u> by Darlene Mannix Brainpop Discovery Education</p> <p>Smartboard</p>	<p>Selected multicultural literature</p> <p><u>Character Education Activities For Kids</u> by Darlene Mannix</p> <p>Brainpop Discovery Education Smartboard</p>
Activities	<p><b>One:</b> Students will participate in a dramatization of a story using the reader's theatre method</p> <p><b>Two:</b> Students will determine the specific purpose for selected media messages</p> <p><b>Three:</b> Recall story details / discuss character behaviors that illustrate courageous behavior/create character analysis graphic organizer</p>	<p><b>One:</b> Students will determine the author's theme or lesson taught in selected read aloud.</p> <p><b>Two:</b> Students will create story web</p> <p><b>Three:</b> Recall story details / discuss character behaviors that illustrate persevering behavior /create character analysis graphic organizer</p>	<p><b>One:</b> Interactive read aloud activities</p> <p><b>Two:</b> Students will locate specific information using nonfiction text features</p> <p><b>Three:</b> Recall story details / discuss character behaviors that illustrate integrity/create character analysis graphic organizer</p>	<p><b>One:</b> Arrange books/lists of words in alphabetical order</p> <p><b>Two:</b> Locate specific books in the "E" section of the library (Performance assessment)</p> <p><b>Three:</b> Recall story details / discuss character behaviors that illustrate strong citizenship/create character analysis graphic organizer</p>
Standards	<p><b>Activity One:</b> SL.2.4</p> <p><b>Activity Two:</b> RI.2.6</p> <p><b>Activity Three:</b> RL.2.3</p>	<p><b>Activity One:</b> RL.2.2</p> <p><b>Activity Two:</b> RL.2.1; RL.2.7; W.2.8</p> <p><b>Activity Three:</b> RL.2.3</p>	<p><b>Activity One:</b> RL.2.1; RL.2.2; RL.2.3</p> <p><b>Activity Two:</b> R.1.2.5</p> <p><b>Activity Three:</b> RL.2.3</p>	<p><b>Activity One:</b> W.2.5</p> <p><b>Activity Two:</b> W.2.8</p> <p><b>Activity Three:</b> RL.2.3</p>

<p>Accommodations and Modifications</p>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Assign peer buddy, same language or English Speaking</li> <li>• Reduce the amount of work</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Have a designated reader</li> <li>• Assign a peer buddy</li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>• Mentor other students</li> <li>• Ask higher level questions</li> </ul> <p><b>Students with 504 Plans:</b></p> <ul style="list-style-type: none"> <li>• Seat in close proximity to teacher</li> <li>• Allow extra time for completion</li> </ul> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Reword &amp; Display Directions</li> <li>• Follow IEP Modifications</li> </ul>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Assign peer buddy, same language or English Speaking</li> <li>• Reduce the amount of work</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Have a designated reader</li> <li>• Assign a peer buddy</li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>• Mentor other students</li> <li>• Ask higher level questions</li> </ul> <p><b>Students with 504 Plans:</b></p> <ul style="list-style-type: none"> <li>• Seat in close proximity to teacher</li> <li>• Allow extra time for completion</li> </ul> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Reword &amp; Display Directions</li> <li>• Follow IEP Modifications</li> </ul>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Assign peer buddy, same language or English Speaking</li> <li>• Reduce the amount of work</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Have a designated reader</li> <li>• Assign a peer buddy</li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>• Mentor other students</li> <li>• Ask higher level questions</li> </ul> <p><b>Students with 504 Plans:</b></p> <ul style="list-style-type: none"> <li>• Seat in close proximity to teacher</li> <li>• Allow extra time for completion</li> </ul> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Reword &amp; Display Directions</li> <li>• Follow IEP Modifications</li> </ul>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Assign peer buddy, same language or English Speaking</li> <li>• Reduce the amount of work</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Have a designated reader</li> <li>• Assign a peer buddy</li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>• Mentor other students</li> <li>• Ask higher level questions</li> </ul> <p><b>Students with 504 Plans:</b></p> <ul style="list-style-type: none"> <li>• Seat in close proximity to teacher</li> <li>• Allow extra time for completion</li> </ul> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Reword &amp; Display Directions</li> <li>• Follow IEP Modifications</li> </ul>
<p>Interdisciplinary Connections</p>	<p>Following books relating to math, science &amp; social studies respectively</p>	<p>Following books relating to math, science &amp; social studies respectively</p>	<p>Following books relating to math, science &amp; social studies respectively</p>	<p>Following books relating to math, science &amp; social studies respectively</p>

	<ul style="list-style-type: none"> <li>• <u>*Alexander Who Used To Be Rich On Sunday/Viorst</u></li> <li>• <u>*Leaves!Leaves!Leaves!/Wallace</u></li> <li>• <u>A Is For Abigail/Cheney</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>*A Quarter For The Tooth Fairy/Holtzman</u></li> <li>• <u>*Actual Size/Jenkins</u></li> <li>• <u>*Yo!Yes!/Raschka</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>*Stacks of Trouble/Brenner</u></li> <li>• <u>*Animals In Winter/Bancroft</u></li> <li>• <u>*Martin's Big Words/Rappaport</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>*Shark Swimathon/Murphy</u></li> <li>• <u>*Magic School Bus Goes Inside</u></li> <li>• <u>A Hurricane/Cole</u></li> <li>• <u>*Henry's Freedom Box/Levine</u></li> </ul>
Assessments	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Story recall</li> <li>• Book selection</li> <li>• Class Participation</li> <li>• Reader's Theatre performances</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• Teacher Created Assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Story recall</li> <li>• Book selection</li> <li>• Class Participation</li> <li>• Reader's Theatre performances</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• Teacher Created Assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Story recall</li> <li>• Book selection</li> <li>• Class Participation</li> <li>• Graphic Organizer</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• Teacher Created Assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Story recall</li> <li>• Book selection</li> <li>• Class Participation</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• Teacher Created Assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>
21st Century Themes and Skills	<p><a href="#"><u>CRP8.</u></a></p> <p><a href="#"><u>CRP4.</u></a></p>	<p><a href="#"><u>CRP8.</u></a></p> <p><a href="#"><u>CRP4.</u></a></p>	<p><a href="#"><u>CRP8.</u></a></p> <p><a href="#"><u>CRP4.</u></a></p>	<p><a href="#"><u>CRP8.</u></a></p> <p><a href="#"><u>CRP4.</u></a></p>