

**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: December 1, 2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<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.I.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>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>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>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>Interdisciplinary Connections</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>	<p>Following books relating to math, science &amp; social studies respectively</p> <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>	<p>Following books relating to math, science &amp; social studies respectively</p> <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>	<p>Following books relating to math, science &amp; social studies respectively</p> <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:</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>Summative:</b></p> <ul style="list-style-type: none"> <li>● Graphic Organizers</li> </ul>	<p><b>Formative:</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>Summative:</b></p> <ul style="list-style-type: none"> <li>● Graphic Organizers</li> </ul>	<p><b>Formative:</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>Summative</b></p> <ul style="list-style-type: none"> <li>● Graphic Organizers</li> </ul>	<p><b>Formative:</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>Summative:</b></p> <ul style="list-style-type: none"> <li>● Graphic Organizers</li> </ul>
21st Century Themes and Skills	<p><a href="#">CRP8.</a></p> <p><a href="#">CRP4.</a></p>	<p><a href="#">CRP8.</a></p> <p><a href="#">CRP4.</a></p>	<p><a href="#">CRP8.</a></p> <p><a href="#">CRP4.</a></p>	<p><a href="#">CRP8.</a></p> <p><a href="#">CRP4.</a></p>