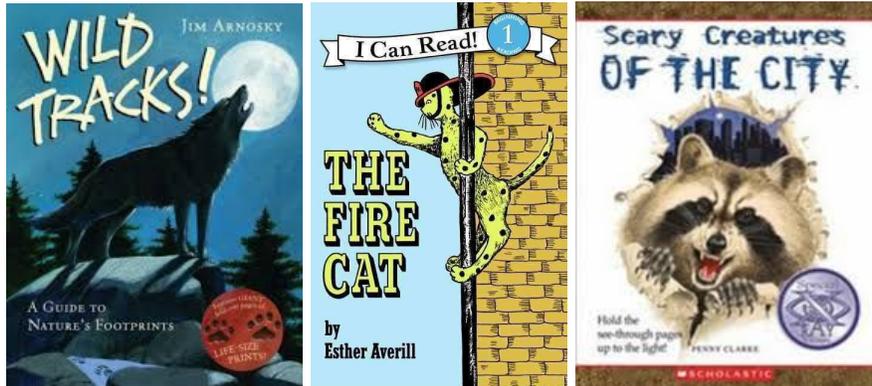


Animals All Around Us

Brain Targeted Teaching and Arts Integration Unit



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2nd grade Literacy: Module 3, January 2018- March 2018

Essential Question:

What makes someone an American hero?

Target 1: Emotional Connection

- Student choice in order of activities (may do/ must do)
- Student choice in response to prompts/ questioning
- Personal connection between teacher and student
- Trust and acceptance between students and between teacher and students
- Use of real world examples that help students build empathy with the content-relating how animals live in their specific habitats, and how being able to find information in the text is important to their own personal lives/ feelings and also those of people around them in the world and their community.
- Positive language that affirms students' correct responses

- Positive language in which students affirm each other when responding academically
- Students owning their own consequences and rewards through self monitoring with Class Dojo
- Class Dojo board always projected so students have a visual of their positive and negative point totals
- Provide opportunities for individual creative expression in art making
- Predictability/routines in the structure of lesson plans

Target 2: Physical Environment

- Entrance of the classroom as the forest in Wild Tracks, students have to step through trees every morning to come into the classroom.
- Clear goals posted: daily learning objectives and overall learning unit goals/ concept map
- Materials are readily available- both art supplies and writing materials
- **Novelty:** change class displays to enrich each unit learning
- Students visually express what they are learning/ have learned
- Relevant master art: photographs of animals and their homes (both in the wild and in cities), prints/ photos of landscapes, paintings/ photos that relate to animals and their habitats
- Students have easy access to projected images
- **Aesthetics of Room:** Visually appealing, Thematic displays, Students work exhibited
- **Grouping:** Desks are grouped for cooperative learning in pods or small clusters
- **Order:** Establish class routines
- **Movement:** Facilitate organized movement
- **Lighting and aromas:** conducive to learning; balance between warm and cool lighting, natural light from windows (if possible), hang pine around the room to welcome animals into our classroom before we begin our learning
- **Music:** Listening to the music from Cats at relevant times, playing sounds and instrumental that mimics a forest/ different animal habitats
- Changing parts of the room to relate specifically to animals both in the city and in

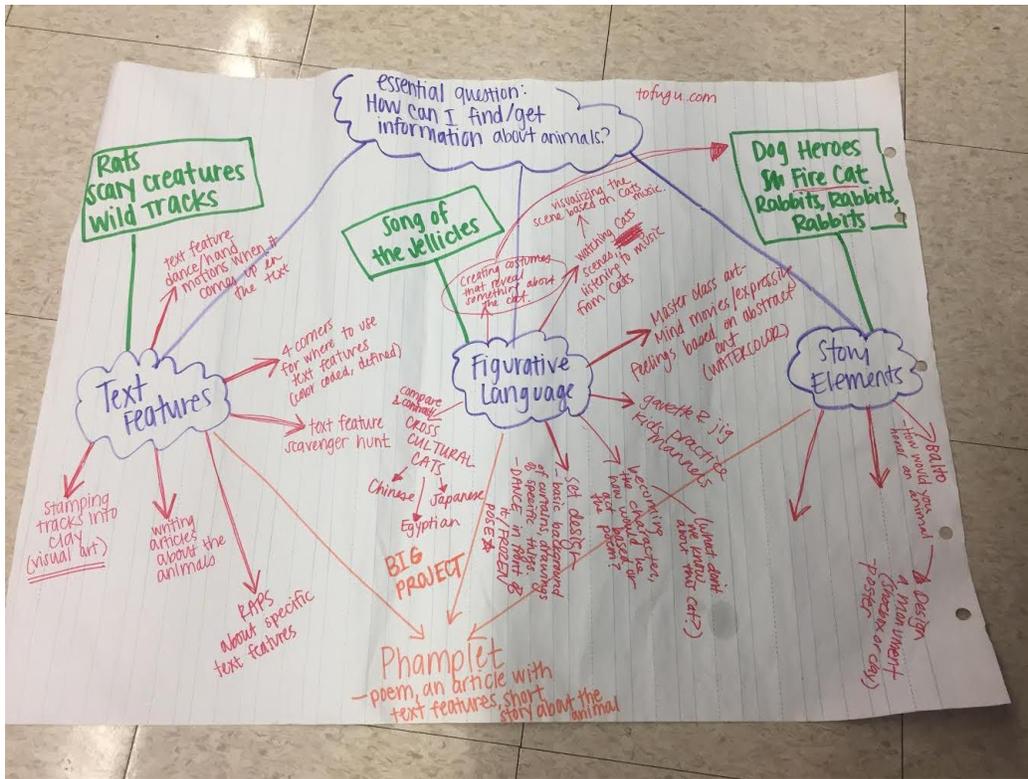
the wild (building specific habitats and then urban settings in the classroom that students can interact with)

- Displaying specific books that relate to the theme in a “featured books” section of the library, which will be redesigned to be the Fire station from Fire Cat
- Writing guiding questions on the board for each day
- See design for classroom below:

Brain Target 3: Concept Maps

1. *Concept Maps:*

- Giving students the teacher created graphic organizer at the beginning of the unit and keeping it in a place they can see it; we color each part of the concept map as we go through so students’ know what we have done already.
- Pictorial representation of concepts and relationships between different texts and how they are both similar/ different (showing this through visual notetaking)



2. **Learning Goals** (Guiding questions will go on the board):

Content Standards:

Primary:

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-LITERACY.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-LITERACY.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

3 *all purple text demonstrates an Arts Integration activity*

Secondary:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

- How can I find information about animals?
 - Students will use **text features** to find information about animals through the text (CCSS.ELA-LITERACY.RI.2.5, CCSS.ELA-LITERACY.RI.2.7)
 - Students will use **poetry/ figurative language** to find information about animals through the text (CCSS.ELA-LITERACY.RL.2.4)
 - Students will use **the story elements** to find information about animals through the text (CCSS.ELA-LITERACY.RL.2.5)

3. Introductory “Big Picture” Activity/ Assessment of Prior Knowledge

- Big Picture activity: Write “How do I find information?” on the board with a circle around it. Then, prompt students to say anything they feel helps them find information in a text or story. Create a web with them to feel out where they are in terms of reading skills.
- As an assessment of prior knowledge: **Students interview each other** (drama) about how we find information in books we read. Student A is the interviewer and B is the interviewee, then they switch.

Brain Target 4: Activities for Teaching Mastery

● Illustrated vocabulary- **illustrating specific vocabulary** that students’ will be using throughout the unit that spans multiple texts (mood, glossary, plot)

● Repeated rehearsals- for **poetry and stories: readers theater** of Jellicle Cats and Fire Cat, each student takes a different character role, for **informational texts**: they **pantomime** what is going on in the story based only on the text features.

4 *all **purple** text demonstrates an Arts Integration activity*

- 4 corners vocabulary for text features/ figurative language and then story elements throughout the room that students' can move to as they see them come up in the stories.
- annotating and using post- it notes to mark where they see story elements, specific text features and figurative language in texts, and what it teaches them about an animal or character.
- RAP/SONG about text features for students to refer back to when they are reading
- Use of real world and relevant examples - [Hanging up photographs of creatures in the city that students take while on a learning walk outside](#), for Jellicle cats we are looking at cross cultural examples of different types of cats in Japan, China, etc.
- Students are following directions- to create [a frozen pose](#) of what the animals in Wild Tracks are doing in the text features (captions), [frozen poses](#) also to act out the poses that the cats make in Jellicle Cats
 - Text feature scavenger hunt (using the actual text to find specific text features and [acting out](#)/ writing what it tells them about an animal)
- Varied and novel learning activities- [stamping tracks from wild tracks into clay](#),
- Student choice in activities - may do and must do options for independent work
- Students using text evidence to answer guiding questions for that specific lesson, students writing summaries of specific parts of texts, filling out graphic organizers based on specific skills
- Meaningful movement integration - Students' [practice the gavette and the jig](#) like the cats do in Jellicle Cats, students make [movements/ hand motions](#) for where each text feature comes up in the text
- Visualization- students [illustrating specific parts of the story](#), [creating portraits](#) of the Fire Cat and other characters, mind movie graphic organizers for figurative language
- Informational reading- students have a section of text that they are working with to read more fluently by the end of working with that text
- Predicting outcomes through writing and drawing in the Fire Cat and Dog Heroes
- Students writing their own drafts of poems, articles, and short stories in preparation for final project combining the three, drafting as journal entries.

Brain Target 5: Activities for Extension and Application of Knowledge

- Analysis and synthesis
- Investigations
- Experiments
- Creative application of content- [designing a monument](#) that demonstrates how

students would honor an animal (design based on story elements from the text that show how Dogs are memorialized), Comic strip of tracking a text feature throughout a story and showing what it teaches you

- Compare and Contrast Classifications
- Metaphors and analogies
- Elaboration through arts integration- learning experiences that promote meaningful connections between and among disciplines
- **Oral production**- Students become the characters from the Fire Cat and from Dog Heroes and use evidence from the text to have them meet other and have them interact based on their character traits.

Target 6: Evaluation of Learning

- Demonstration of understanding performances: Students giving oral presentation about their pamphlets that they have created using i- statements about what they have learned
- Journal responses with **visual note taking** (Students sketch vocabulary words using diagrams, pictures, symbols, and words)
- Text Feature, Story Element graphic organizer
- Feedback that requires students to extend thinking
- Reflection statements or drawings about how they feel about specific lessons
- Feedback that verifies correct responses
- Revising their **pamphlets (visual art)** that they write so that they go through the writing process
 - Giving students meaningful, immediate, relevant feedback throughout their stages of writing
- Allowing students to design the way that the pamphlets look visually to reflect what they have learned in the unit