

Common Core Catholic Identity Initiative ELA Unit Plan Template

ELA UNIT PLAN	
Title/Theme	Cultures Around the world
Grade/Subject	Second grade/ reading
Length of Unit/Timeframe	4 weeks
Description	This four week unit will study cultures of people from around the world. Students will first look at demographics of the world's people then compare and contrast various cultures while creating a new perspective of cultures other than their own.
Overview	Students will begin with <u>If the World Were a Village</u> (read by the teacher). The students will examine the demographics of the world and then use a world map to graph out the world's population by continents. Then the students will start to examine cultures from around the world and take notes by reading <u>Throw Your Tooth on the Roof</u> , <u>What the World Eats</u> , <u>It's Back to School We Go</u> , <u>Friends Around the World</u> and information from the website <i>Time for Kids</i> . They will compare and contrast 2 cultures of their choice. To demonstrate their knowledge of another culture, they will write a letter to themselves describing the culture and a cultural tradition they have chosen. Students will then look at other cultures through a different perspective by reading <u>Angel Child</u> , <u>Dragon Child</u> , <u>How My Parents Learned to Eat</u> , the poems "" <i>We're All in the Telephone Book</i> " and " <i>The Kids in Schools With Me</i> ". Students will also connect the moral in these stories and poems to the story of the Good Samaritan from the Bible. They will answer the question "Who is my neighbor?"
THE BIG PICTURE	
Essential Question: 1. How are cultures alike and different? 2. How does the author develop the main idea using specific details? 3. Who is my neighbor?	
Catholic Identity Elements: The Good Samaritan parable from the Bible Luke10:25-37	
<p>Common Core Standards:</p> <p>RL 1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL 3 Describe how characters in a story respond to major events and challenges.</p> <p>RL 4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Key Objectives Linked to the Standards:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. After being read the book, <i>If the World Were a Village: A Book About the World's People</i>, students will be able to list and locate the continents of the world, explore the differences of resources in various countries, and use data to create graphs and answer questions based on the data. (W8, Math 2.MD.10) 2. Define vocabulary words and give examples using graphic organizers. (RI4, L4, L6) 3. Students read or listen to non-fiction books and on-line resources about cultures and traditions around the

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<p>RL 6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL 10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p> <p>RI 1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI 2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI 4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI 6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI 9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI 10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>FS 1 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>FS 2 Read with sufficient accuracy and fluency to support comprehension</p> <p>W 2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to</p>	<p>world. Students will answer questions about key details in a text and use textual evidence to support answers. (RI 1, RI 6, RI 9, RI 10, FS1, FS2)</p> <p>4. Develop oral skills through think-pair-share and class discussions about the main topic of texts or specific paragraphs. (RI2, SL 1, SL2, SL3, SL6, L1)</p> <p>5. Compare/contrast 2 cultures. Write a paragraph on how the cultures are the same and different. (W2, W4, W5, W10, L1, L2, L5, L6)</p> <p>6. Students read or listen to fiction books about cultures, traditions, and how characters respond to challenges. Students will answer questions about key details in the text. (RL1, RL3, RL6, RL 7, RL10, FS1, FS2)</p> <p>7. Students read poems and identify beats, rhyme and repeated lines and explain how these words/phrases give meaning to the poem. (RL4)</p> <p>8. Students discuss with peers and whole class how the stories and poems illustrate why it is important to have an appreciation for other cultures. (SL1, SL2, SL3, SL6, L1).</p> <p>9. Answer questions about literature using details from the text to support answers. (W2, W4, W8, W10, L1, L2)</p> <p>10. Students read and discuss the parable of The Good Samaritan and answer the question "Who is our neighbor?". (Scripture: read and retell the parables, (RL1, RL3, SL1, SL2, SL6, W2, W10)</p> <p>11. Students will read stories about saints from various countries around the world. (RI1, RL3, SL1, L1)</p> <p>12. Pretend to be a child from another culture and write a letter to yourself describing a day in your life (include 3 aspects) and a tradition practiced in your culture. (W2, W4, W5, W10, L1, L2, L5, L6)</p>
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<p>develop points, and provide a concluding statement or section.</p> <p>W 4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W 5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W 8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>SL 1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL 2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL 3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL 6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
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<p>L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L 5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	
<p>Summative Assessment(s):</p> <p>1. Paragraph based on EQ: Use a top hat graphic organizer to compare and contrast 2 different cultures. Then write a paragraph on how the two cultures are the same and different.</p> <p>2. Letter: Write a letter to yourself and pretend you are a person from another culture. Describe that culture including 3 different aspects (ex. clothing, food, day to day activities) and include 1 tradition practiced in that culture (holiday, lost tooth, first day of school). Include a picture to clarify an aspect of that culture or a tradition.</p> <p>3. Main idea/detail: Using a graphic organizer you will find the main idea of assigned paragraphs/pages and list the details that support that main idea.</p>	
UNIT READINGS AND VOCABULARY	
Anchor Text and Author	If the World Were a Village: A Book About the World’s People by David Smith
Fiction Text (s)	<p>How My Parents Learned to Eat by Ina Friedman</p> <p>Angel Child, Dragon Child by Michele Maria Surat</p> <p>We’re All in the Telephone Book by Langston Hughes</p> <p>The Kids in School With Me by Langston hughes</p> <p>Parable of The Good Samaritan www.ctnba.org</p>

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Non-Fiction Text (s)	<p>Throw Your Tooth on the Roof: Tooth Traditions Around the World by Selby Beeler</p> <p>What the World Eats by Faith D’Aluisio</p> <p>Friends Around the World by Bea Silverberg (Raz Kids Level K)</p> <p><i>Time For Kids: Around the World: Students can read about a day in the life of a child from that country and view landmarks.</i> http://www.timeforkids.com/around-the-world</p> <p><i>Saints:</i> http://www.catholic.org/saints & http://www.ainglkiss.com/saints</p> <p><i>Short video: Students can watch a video of the book <u>If the World Were a Village</u> being read to them with animation.</i> https://www.youtube.com/watch?v=QrcOdLYBIw0</p>
Essential Unit Vocabulary	<p><i>Thematic: Culture, tradition, appreciation</i></p> <p><i>Catholic Identity: Samaritan, neighbor</i></p> <p><i>Literary Terms: character, setting, plot, problem, solution</i></p> <p><i>** There will be more vocabulary words once I have the books in front of me</i></p>
INSTRUCTIONAL ACTIVITIES	
<input type="checkbox"/> Catholic Identity 10, 11 <input type="checkbox"/> Reading 1, 3, 5, 7, 10, 11 <input type="checkbox"/> Writing 1, 3, 4, 8, 9, 12 <input type="checkbox"/> Speaking/Listening 1, 5, 6, 7, 8, 10, 11	<input type="checkbox"/> Language 2, 3, 5, 6, 7, 8, 10, 11 <input type="checkbox"/> Vocabulary 2 <input type="checkbox"/> Viewing 3 <input type="checkbox"/> Critical Thinking 1, 2, 3, 4, 5, 6, 7, 8, 9, 12

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1. **Read and discuss If the World Were a Village:** Students will listen to teacher read If the World Were a Village: A Book About the World's People and watch the video at [Http://www.youtube.com/watch?v+QrcOdLYBlw0](http://www.youtube.com/watch?v+QrcOdLYBlw0) . Students will then discuss in pairs information that most affected them. Then they will color code a map of the continents. They will be given graph paper and will graph the number of people from each continent and will choose between graphing languages spoken or religions practiced. Students will answer questions based on the data. (1)
2. **Vocabulary:** Students will define words culture and tradition using the dictionary, in their own words and examples. (2)
3. **Read non-fiction books:** Students will read or be read non-fiction books Throw Your Tooth on the Roof: Tooth Traditions Around the World, What the World Eats, Friends Around the World. They will also read about a day in the life of people from around the world on <http://www.timeforkids.com/around-the-world> . Students will answer questions about the text and use textual evidence to support the answers. Students will identify the main purpose of the text and specific paragraphs through think-pair-share. (3, 4)
4. **Writing based on EQ:** Students will choose 2 cultures to compare and contrast using a top hat organizer. Then students will write a paragraph on how the 2 cultures are the same and different. (5)
5. **Read fiction stories:** Students will read or listen to How My Parents Learned to Eat and Angel Child, Dragon Child and will discuss and will identify setting and plot and answer questions of who, what, when, where, why and how. (6)
6. **Character Study:** Students will do a character study on the main character from Angel Child, Dragon Child. They will examine what the character was like at the beginning and at the end and will explain how the characters respond to challenges. (6)
7. **Read and discuss poems:** Students will read poems "We're All in the Telephone Book" by and "The Kids in School With Me". Students will identify beat, rhyme and repeated lines. They will identify the central message of the poems. (7)
8. **Quick write:** Students will discuss EQ #3 with peers and whole class. They will do a quick write using evidence from the fiction books and poems to support their answer to "Is it important to have an appreciation for other cultures?" (8)
9. **Response to Literature:** Students will use details from the text to support answers to questions about the literature. (9)
10. **Catholic Identity:** Students read and discuss the parable of The Good Samaritan and answer the question "Who is our neighbor?" (10)
11. **Stories of saints:** Students will read stories of saints from various countries around the world. How did they view others as their neighbors? (11)
12. **Writing a letter (EQ 2):** Students write a letter to themselves. They imagine being a child from another culture and will discuss aspects of the culture and at least one tradition practiced in that culture. (12)

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Instructional Resources

- * *The Bible*
- * *Time For Kids: Around the World: Students can read about a day in the life of a child from that country and view landmarks.* <http://www.timeforkids.com/around-the-world>
- * *CTN: Bible Stories Read the parable of The Good Samaritan*
- * *Students can watch a video of the book If the World Were a Village being read to them with animation.*
<https://www.youtube.com/watch?v=QrcOdLYBIw0>
- *<http://www.catholic.org/saints>
- *<http://www.ainglkiss.com/saints>

Cross Curricular Link(s)

Religion: Students read the parable of the Good Samaritan and discuss who out neighbor is. Connect that to people of other cultures from around the world. Students will also read short biographies of saints from around the world.

Math: Students will create graphs of the number of people from each continent and will answer questions based on that data.

Social Studies: students will list the continents and where they are located.