

Module 3

Enduring Understanding: We can learn from both good and bad choices.

Core Instruction

In all lessons:

- Plan with lesson plan guidance from the [Comprehensive Literacy Framework](#)
- Foundational Skills: Plan your Phonics lesson following your program's prescribed scope and sequence. As you plan, identify one skill that you are teaching in your phonics lessons. Find ways to apply skills and targeted sounds throughout the reading and writing lessons.

Formative Assessments:

All tasks in service of the Authentic Performance Task by building skill or content.

Teachers should implement short check-ins throughout the module.

Module 3.1

Pacing: 1 day

Standards:

RL.2.3, RL.2.4
SL.2.1, SL.2.4
L.2.6

Suggested Texts and Materials:

- [Kindness is Cooler, Mrs. Ruler by Margery Cuyler](#)
- [Acts of Kindness Worksheet](#)
- [Our Class Kindness Jamboard](#)

Goals:

- Consider how the students in the text *Kindness is Cooler, Mrs. Ruler* responds to the challenges that they encounter in the text.
- Engage in accountable talk in order to form an understanding of how rules *can* create a kind and safe environment.
- Create a class kindness board using sticky notes to place on a shared board (physical or virtual jamboard)
- Discuss if acts of kindness and rules are the same thing.
- Collaborate with classmates (in person learning or in virtual breakout rooms) in order to choose 3 kindness rules to elaborate on “why” these acts of kindness are important. Students can use either paper or the SLSO to complete this worksheet

Formative Assessments:

- Students will write a paragraph explaining how the characters in the text respond to the challenges they face.
- Students will complete an ‘acts of kindness’ classboard using a sticky or collaborate on a jamboard.
- Using a chart, students will choose three acts

ELD Focus:

ELD-SI.K-3.Explain: Share initial thinking with others; offer ideas and suggestions; and act on feedback to revise understandings of how or why something works through descriptive phrases to give a detailed explanation about the relationship between acts of kindness and rules.

Background knowledge:

- Provide background information of why we need rules in the classroom, who should create the rules, and what would happen if we did not have rules or if the rules were broken.

Vocabulary:

Identify vocabulary based on selected text.

- Pre teach: rhyming words, exaggeration
- Define while reading: *grumpy, scowl, deeds, abuelo, abuelita, community*

Sentence Comprehension: TBD**Engaging with Texts:**

Watch the video and/or read the text with the class. The teacher should pause the story to ask students about the definition of vocabulary words and the importance of showing acts of kindness in order to be safe and keep others safe. *(Example: Do you think it was a good idea to keep the students inside to talk to them? Why or Why not? When David said, "I just couldn't get into it," what did he mean when he said that? What does that tell you about his character trait? How do you think the other students feel because he didn't try to do a good deed? How were David's friends able to help him out? How did the class learn to work together to achieve a task?)*

- Share the purpose:
 - Think about all the good deeds we can do that show acts of kindness. Think about all the ways we can work together to help one another out.
- Read the text by...
 - watch the video of the text and/or read the book (teacher would have to be provided with a copy of the book and students can watch the video). Provide a copy of the video in their classroom stream as a reference.
 - While students read, call their attention to the ways that the characters respond to the challenges that they face.
- Practice and apply skills; Students will:
 - Discuss how the characters in the book responded the challenges they faced
 - Create their own "good deeds/acts of kindness" board in person or virtually (teacher's discretion).
 - Explain why certain acts of kindness are important.

of kindness and explain why they are important.

Supports for ELs:

- Identify, model, and display cognates from students' home languages that relate to kindness to assist with classboard activity.
- Use collaborative dialogues to develop the importance of acts of kindness (e.g., model how to start the task, and encourage them to continue adding through prompting)

SPED**Accommodation/Differentiation:**

- Instruct students in the use of **outlining** what they intend to write in a paragraph explaining how the characters in the text respond to the challenges they face. Assist students to outline the topic sentence, concluding sentence, and five supporting sentences.
- Allow for the use of Google Docs or Google Slides to construct the written composition.
- Encourage the use of spell checker, grammar

checker, and word prediction.

Discourse:

- Students will use discourse in order to discuss the importance of acts of kindness. Think/Pair/Share: *Can acts of kindness be also considered "rules?"*
 - Once students have worked together in pairs, they will join in on a classroom discussion to make a class decision.
 - Students will learn how to agree or disagree with one another, add onto what someone has said, ask questions to the author or to classmates, and provide detailed explanations of their opinions.

ELD Instruction:

- **Heavy Support:** Make a word and picture bank (and/or videos) of various acts of kindness and discuss them and how they relate to rules. Use key sentence frames to support the use of academic language structures based on 3 different acts of kindness (e.g., (act of kindness) can be considered a rule because it _____.; or (act of kindness) can *not* be considered a rule because it _____.)
- **Moderate/Light Support:** Use key sentence frames to support the use of academic language structures based on 3 different acts of kindness (e.g., (act of kindness) can be considered a rule because it _____.; or (act of kindness) can *not* be considered a rule because it _____.)

SPED Accommodation/Differentiation

- Use a Direct Instruction vocabulary routine to pre-teach selected vocabulary words. [Click here to see a vocabulary direct instruction routine](#)
- Provide guided notes for students to record the way the characters respond to challenges they face.
- Deepen comprehension by asking students to connect facing and overcoming challenges in their own lives through discussion.

Module 3.2

Pacing: 2 days

Standards:

- RI.2.3
- RI.2.4
- SL.2.1
- SL.2.4
- L.2.6

Suggested Texts and Materials:

Project Play at Swanson School by Bruce McLachlan

- [Jamboard](#)

- [Project Play Video](#)
- [Project Play Read - Teacher's Copy](#)
- [Project Play Reading- Student Copy](#) [Version #2 Re-written]
- [Project Play Formative Assessment](#)
- [Think-Pair-Share](#)
- Original Copy (Reference) [Project Play at Swanson School](#) (pages 4-8)

Goals:

- Describe the connection between a school's lack of rules for play and the outcome on children's play and learning.
- Contrast how two school environments, with same age children, have different experiences.
- Compare and understand that being kind to another person doesn't always mean it is a rule or that a rule is attached. Classroom accountable talk comparing which written Acts of Kindness on our class board are important and if they are truly 'rules' that need to be written for us to know and understand.
- Collaborate with classmates when analyzing if they feel children should have rules to be 'safe' or if students should be allowed to create their own space and discover 'unspoken rules' they need to make sure no one gets hurt.

ELD Focus:

ELD-SI.K-3.Argue: Support own opinions with reasons; Defend change in one's own thinking; and Revise one's own opinions based on new information through noun groups to add description about what something is like

Background knowledge:

- Understand the background knowledge of why rules are enforced in schools to keep children safe.
- Discover how there is a school in New Zealand (use a map to show where New Zealand is in the world) who decided to not have rules and allow children the freedom to create their own play environment.

Vocabulary:

Identify vocabulary based on selected text.

Example from *Project Play at Swanson School*

- Pre-teach: risk, problem solving, consequences, motivated, engaged

Formative Assessments:

- Class will collaborate using a jamboard comparing an organized playground to an unconventional, child made playground.
- Students will be able to communicate what students are able to do at the Swanson School and how it has an effect on the outcome of children's play and learning.

Supports for ELs:

- Invite students to use their home language.
- Use prompting or sentence frames to assist (e.g., Since there are no rules during Swanson School recess, the effect on children's play is _____).

- Define while reading: *hands off, hands on, contraption, encouraging, transported, exclude, chaotic, 'wrapping them up in cotton wool'*

Sentence Comprehension: TBD

Engaging with Texts:

Watch the video and/or read the text with the class. The teacher should pause the story to ask students about the definition of vocabulary words and embrace indulging conversations that respond to rather students agree or disagree with the text. (*Example: What do you think is the difference between a hands-off and a hands-on parent? Has anyone here ever been "rewarded" with being allowed to play? What would you do if you were given this environment to play? Do you agree or disagree that playtime is educational? Have you ever done something that got you into trouble because you were bored?*)

- Share the purpose:
 - Think about how creating a space where students learn from their mistakes because they are allowed to suffer the consequences.
- Read the text by...
 - watching the video of the text and/or reading the story. Provide a copy of the video and text in their classroom stream as a reference.
- Practice and apply skills; Students will:
 - Make a decision on which environment they feel the most comfortable (a hands off environment vs. a hands on environment).
 - Analyze and explain the benefits of having "free play."

Discourse:

- Students will use discourse in order to discuss if they would prefer having recess time with zero rules where kids have gotten hurt vs. having recess with certain rules where less kids can get hurt.
- Think/Pair/Share:
 - Students can split up in groups based on their belief. They should pair up with someone who thinks the way they do (or the teacher can put them on teams)
 - Students will work together with their partner to argue:
 - Why a school should definitely have rules on the playground.
 - vs.
 - Why a school does not need to have rules on the playground.

SPED

Accommodation/Differentiation:

- Use sentence starters/frames to use for writing in the jamboard
- Reinforce sound-grapheme correspondence when students ask how to spell a word (e.g. direct students to tap out the sounds in the words and identify the corresponding graphemes)

ELD Instruction:

- **Heavy Support:** Create an anchor chart with the class that details no rules on the playground vs rules on the playground. When given the choice, show the video of the text and periodically stop at points that provide information for, or against, rules to add on the anchor chart. When completed, students will use this information to make their own decision.
- **Moderate/Light Support:** Use a graphic organizer to assist in comprehension of the material, as well as coming to a personal decision (e.g., use a T-Chart to list information about rules on one side, and no rules on the other. Use this information to aid them to reach a decision of preference).

SPED Accommodation/Differentiation

- Use a Direct Instruction vocabulary routine to pre-teach selected vocabulary words. [Click here to see a vocabulary direct instruction routine](#)
- During group discussions, model what it looks and sounds like to engage an idea/thought that someone has shared during the group discussion when it is your turn to speak and then to elaborate on the discussion.
- Prompt students to **engage** what previous speakers have said during the discussion when it is their time to speak and to **elaborate** on what has been said.

Module 3.3

Pacing: 5 days (approx.)

Standards:

- W.2.3
- W.2.7
- SL.2.1
- SL.2.4
- L.2.6
- W.2.5

Suggested Texts and Materials:

Review, Reteach, Performance Task #3

- [Project Play Video](#)
- [Project Play Read - Teacher's Copy](#)

- [Project Play Reading- Student Copy](#) [Version #2 Re-written]
- [Project Play Formative Assessment](#)
- [Think-Pair-Share](#)
- Original Copy (Reference) [Project Play at Swanson School](#) (pages 4-8)

Goals:

- Write a story about a time that someone learned to do or not do something even when there wasn't a rule.

ELD Focus:

ELD-LA.2-3.Narrate.Expressive: Construct language arts narratives that develop story with time and event sequences, complication, resolution, or ending through factual statements without evaluative language to describe thoughts and actions of characters

Background knowledge:

- Review the elements of narrative writing with students:
- Write comprehensive meaningful sentences related to the text
- Create "See, Think Wonder" Charts/Boards utilizing conceptual development immersion

Vocabulary: *Based on formative assessment, review and reteach using selected text.*

Sentence Comprehension: Creating collaborative "Mental Mind Movies" from teacher selected stories and comprising sentences with students and then in the "I do, We do, You do format." Student choice for sentence structure.

Engaging with Texts:

- Share the purpose:
 - Think, Share, Wonder activity with images of peril (not too intense) and tranquility to illustrate the comparison/contrast of a safe state of being versus an environment of unrest. These can be nature based so as to remain neutral. For example, an image of an erupting volcano or a tornado paired with a serene looking seascape or peaceful meadow...
- Read the text by...
 - Engage in a second read of "Project Play" via partner/small group reading either with the text alone or accompanied by audio version
 - Utilizing the chunking strategy of "text rendering." In text rendering, students read the text independently and then select a: sentence from the text, a phrase (two or more

Formative Assessments:

Based on formative assessment, review and reteach as needed.

- Authentic performance task # 3: Write a story about a time that someone learned to do or not do something even when there wasn't a rule.

Supports for ELs:

- Allow the use of home language with responses for students to use all of their linguistic repertoire to participate.
- Use word/picture banks to increase comprehension of academic vocabulary (e.g., display a word box of related vocabulary; illustrations from the text can be used to elicit responses)

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Accommodation/Differentiation:

- Provide kinesthetic learning opportunities as well as musical and hands on art related tasks connected to the story in order to

words but NOT a complete sentence,) from the text, a single word from the text and then their own meaningful or connecting word from their own frame of reference and then share these snippets in turn. This allows each student to take ownership and have a voice without needing to read the entire text “round robin” style.

- Practice and apply skills; Students will:
 - Mark text by either using virtual “stickies” or physical Post-it Notes. Marking text is a metacognitive strategy where students notate a word, sentence or phrase of text with notations of symbols such as: smiley faces, sad faces, lightbulbs, question marks, exclamation points etc...
- After reading, prepare students to write their story:
 - Brainstorm ideas for their story:
 - lessons that the characters might learn
 - the sequence of events that will be included in their stories
 - how they will describe the words, thoughts, and actions of their characters
 - Draft stories
 - Edit their stories based on feedback from peers and teachers
 - Publish a final version of their story

Discourse:

Students may engage in collaborative Accountable Talk with Sentence Starters as an assistant.

These Sentence Starters will include (but are NOT limited to:)

*I agree with you because...

*I disagree with you because...

*What you said makes me wonder...

*I can connect with what you said because...

*I have a text to self connection...

*I have a text to text connection...

*I have a text to world connection...

*What you said makes me uncomfortable because...

*What you said makes me happy because...

Sentence Starters may be posted for students to reference and/or they may be available as hand held prompts for the activity. If post covid protocol allows, they may be adhered to desks or inside notebooks.

ELD Instruction:

- Review ELD focus areas as needed based on content retaught/reviewed

differentiate for variant learning styles and accommodate the spectrum of learning capabilities.

SPED Accommodation/Differentiation
Based on formative assessment review SPED
Accommodations/Differentiation and reteach