

## PROHUMAN CURRICULUM - GRADE 2

### OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

## UNIT 5: COURAGE

### LESSON 2: LEARNING COURAGE FROM A NONFICTION TEXT

#### SUMMARY:

The Prohuman Grade 2 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

Unit 5, Lesson 2, “Learning Courage from a Nonfiction Text,” reinforces the vocabulary word courage. Students will learn an example of courage from a nonfiction text. Students will also have the opportunity to practice their reading comprehension skills by reading independently and hearing a reading from the teacher. Finally, students will create their own sentences that demonstrate their reading comprehension.

**SUGGESTED TIME:** 20 minutes

**RELATED SUBJECT:** English Language Arts

**LEARNING OUTCOMES:**

- Practice reading aloud to a partner to support reading comprehension
- Compose sentences that demonstrate comprehension of the word courage
- Demonstrate understanding of standard English sentence structure and grammar
- Practice reading and conversation skills by sharing sentences with classmates

**REQUIRED MATERIALS:**

- Book: [I Am Ruby Bridges](#) by Ruby Bridges and/or
- Video: [Read aloud of I Am Ruby Bridges](#) by [Miss Alivia Reads](#) (~7 min)
- Prohuman Grade 2 Unit 5 Worksheet 2: Learning Courage from a Nonfiction Text

**VOCABULARY:**

**Courage:** I do what I think is right even when I am afraid.

**ELA COMMON CORE STANDARDS MET**

CCSS.ELA-LITERACY.RI.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.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.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	✓
CCSS.ELA-LITERACY.RI.2.6	Identify the main purpose of a text, including what	✓

	the author wants to answer, explain, or describe.	
CCSS.ELA-LITERACY.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	✓
CCSS.ELA-LITERACY.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓
CCSS.ELA-LITERACY.RF.2.3.A	Distinguish long and short vowels when reading regularly spelled one-syllable words.	✓
CCSS.ELA-LITERACY.RF.2.3.C	Decode regularly spelled two-syllable words with long vowels.	✓
CCSS.ELA-LITERACY.RF.2.3.D	Decode words with common prefixes and suffixes.	✓
CCSS.ELA-LITERACY.RF.2.3.E	Identify words with inconsistent but common spelling-sound correspondences.	✓
CCSS.ELA-LITERACY.RF.2.3.F	Recognize and read grade-appropriate irregularly spelled words.	✓
CCSS.ELA-LITERACY.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	✓
CCSS.ELA-LITERACY.RF.2.4.A	Read grade-level text with purpose and understanding.	✓
CCSS.ELA-LITERACY.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	✓
CCSS.ELA-LITERACY.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	✓

CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓
CCSS.ELA-LITERACY.SL.2.1.A	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓
CCSS.ELA-LITERACY.SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.	✓
CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓
CCSS.ELA-LITERACY.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓
CCSS.ELA-LITERACY.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓
CCSS.ELA-LITERACY.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓
CCSS.ELA-LITERACY.L.2.4	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.	✓
CCSS.ELA-LITERACY.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	✓

## CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A	Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓
Moral Character B	Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓
Civic Character A	Know, understand, and practice the character strengths of fairness, respect, volunteering and contributing to the common good	✓
Civic Character B	Apply and demonstrate the character strengths of fairness, respect, volunteering and contributing to the common good	✓
Civic Character B1	Demonstrate the ability to share, take turns and follow rules (of a game, at home or school)	✓
Civic Character B2	Demonstrate the ability to be respectful, courteous and polite	✓
Self-Awareness A2	Identify personal strengths (e.g., honesty, curiosity, listening)	✓
Social-Awareness A3	Demonstrate the ability to listen carefully and intentionally to others	✓
Social-Awareness A6	Be able to tell stories and listen to stories told by others	✓
Interpersonal/ Relationship Skills 1	Initiate and engage in conversation and social interactions with classmates, peers, and adults	✓

Interpersonal/ Relationship Skills 7	Play games and appropriately participate in small group classroom activities	✓
Responsible and Ethical Decision-Making 1	Describe a rule or principle that everyone should strive to live by (e.g., be kind, be honest, try your best)	✓

## LESSON PROCEDURE

Today we will continue to learn about courage.

- 1.) Without providing any information, show students the [image in this NY Post article about Ruby Bridges](#).
- 2.) Ask the students what they see in this photograph.
- 3.) Ask the students what they wonder about in this photograph.
- 4.) Explain that this is a photo of Ruby Bridges. Today we will be learning her story in her own words.
- 5.) Read the book [I Am Ruby Bridges](#) by Ruby Bridges and/or
- 6.) Play the video: [Read aloud of I Am Ruby Bridges](#) by [Miss Alivia Reads](#) (~7 min)
- 7.) Ask students how Ruby showed courage.
- 8.) Have students answer the questions on the worksheet.
- 9.) Have students take turns sharing their sentences with a partner and reading aloud.

## **GRADE 2 UNIT 5 WORKSHEET 2: LEARNING COURAGE FROM A NONFICTION TEXT**

**Courage:** I do what I think is right even when I am afraid.

### **ACTIVITY:**

**Write 1 sentence that explains how Ruby showed courage:**

**How do you think Ruby's courage made a difference for other kids?**

**What is one way that you can show courage?**