

# DEVELOPING AUTHORS

WHAT IS THIS BOOK TRYING TO TEACH ME?/ ¿Qué está tratando de enseñarme este libro?

## Unit 1- Shared Reading

### STAGE 1: DESIRED LEARNING

**Essential Question:** What is this book trying to teach me?/¿Qué está tratando de enseñarme este libro?

**Essential Understanding:** Students will understand that we can learn from books by looking at characters, their actions, and the impact that those actions have on others. Students will figure out that authors and illustrators write books to not just tell a story, but to teach us lessons or morals. Students will figure out what authors and illustrators are trying to teach us and compare those lessons and morals across stories. Through retelling, students will describe how a character responds to the events in the story and learns a message central to the story. Students will learn that within their school community they are citizens. As students learn about different lessons they can learn from authors and their characters they will make decisions on how that can impact their roles as citizens within their classroom.

**Looking Back:** This unit continues to build on the work that 1st Grade has done around making books and learning from authors and illustrators. During the first semester of 1st Grade, students work to learn about a particular author/illustrator and there are intentional moves that are made to tell a story. During their second unit, students learn about friendship, personal identities and an awareness of how others are both the same and different as they are. This ties to our unit as we will build upon that friendship with traits such as kindness, empathy, and encouragement.

**Looking Ahead:** By the end of Unit 1, students should have a clear understanding of the different elements included in a fictional story as well as features of non-fiction text. Throughout the unit, students will be exposed to how different characters respond to events happening around them. This first unit begins to set the foundation of empathy, kindness, and believing in yourself for the work that will come in later units through the use of picture books. In Unit 2, we will learn about seeing things from different perspectives. This unit will help us navigate that unit with kindness, respect, and being true to ourselves. We will read several stories and think about how different characters may view the same events. During this upcoming unit, students will take the knowledge they've gained from Unit 1 to think about the role honesty plays in different situations. In Unit 3, students will learn about how our need for different resources are affecting different habitats. Thinking ahead to this unit, students will examine ways in which they can help bring awareness and empathy to help these habitats. During our final unit, students will examine how their actions can influence their world. As students progress in 2nd Grade, they will learn that every action can have an effect, no matter how big or small.

### STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day to day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

**Literacy Board.** Each classroom will have a designated space for the Literacy Board. This board will be the anchor for shared reading as it will house the Essential Question, Unit Vocabulary, Inquiry Questions, Story Vocabulary, and different charts. This board will be built as a class and should not be all put together prior to the unit.



## INQUIRY PLANNER

Inquiry 1: What is a citizen? What is a lesson? / ¿Qué es un ciudadano? ¿Qué es una lección?	4 Sessions
Inquiry 2: How does kindness affect others? How can we show kindness to others/ ¿Cómo afecta la bondad a los demás? ¿Cómo podemos mostrar bondad a los demás?	5 Sessions
Inquiry 3: What does it mean to accept others? / ¿Qué significa aceptar a los demás?	4 Sessions
Inquiry 4: Is a bully always a bully? / ¿Un matón es siempre un matón?	4-5 Sessions
Inquiry 5: What should you do if someone is mean to you online? / ¿Qué es el acoso cibernético O Qué debe hacer si alguien es malo con usted en línea?	4-5 Sessions
Inquiry 6: How can you be true to yourself? / ¿Cómo puedes ser fiel a ti mismo?	4 Sessions
Inquiry 7: Is it easy to believe in yourself? Is it always easy to do the right thing? / ¿Es fácil creer en uno mismo? ¿Es siempre fácil hacer lo correcto?	4 Sessions
Inquiry 8: What can we do when we face a challenge? / ¿Qué podemos hacer cuando nos enfrentamos a un desafío?	4 Sessions
Inquiry 9: How can people in a community make an impact? / ¿Cómo pueden las personas de una comunidad tener un impacto?	4 Sessions
Unit Wrap Up: What have you learned from others? / ¿Qué has aprendido de los demás?	3 Sessions

# Developing Authors

WHAT IS THIS BOOK TRYING TO TEACH ME?/¿Qué está tratando de enseñarme este libro?

## Unit 1- Shared Writing

### STAGE 1: DESIRED LEARNING

**Essential Question:** What is this book trying to teach me?/¿Qué está tratando de enseñarme este libro?

**Essential Writing Tasks:** During this unit, students will revisit Making Books by focusing on author and illustrator moves that are made within the books that are utilized during shared reading. Students will learn to write friendly letters using a greeting, body, closing, and signature which also connect to the convention lessons during this unit. Finally students will work towards learning the structure of a paragraph and have opportunities to practice writing paragraphs.

**Looking Ahead:** During Unit 2 of Shared Writing, students will use the conventions learned in this unit to build narrative stories. During Units 3 and 4 the structure of a paragraph will come into play more when we focus on informational and opinion writing.

**Looking Back:** This first unit of Shared Writing in 2nd Grade reflects back on the work students did in 1st Grade with author and illustrator moves through the use of making books. Conventions will be revisited such as common nouns, action verbs, and types of punctuation.

**Connection to Technology:** During this first unit, students will be creating their own books but then using Book Creator to build on their digital tool box. During this unit, students will use Book Creator to not only record themselves reading their final book but also to create the text digitally. In first grade the students will be learning how to take pictures of their making book and recording themselves reading it.

### STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day-to-day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

Student writing behaviors typically follow that of conventional writing. According to LaRocca and Anderson, students in the conventional writing phase tend to:

- Conventionally spell common words
- Approximate spelling of less common words using letter sounds
- Use spaces between words in sentences
- Use ending punctuation, may be approximated
- Use both uppercase and lowercase letters intentionally

During the exploration, students' work will not be perfect, this shows where each student is as a writer. If and when they go to publish a piece of writing, that individual piece should have fewer errors as it most likely went through an editing process. However, it still may not be perfect if certain phonics patterns have yet to be taught. Students should be held accountable for the phonics skills they have been taught thus far in the year.

You may choose to have students use a notebook to keep track of their writing, use prestapled copy paper as a book or print different pages mentioned in the plans to assist your students with their writing.

## TASK PLANNER

- **Making a Book / *Haciendo un libro*** **14 Sessions**
- **Friendly Letter / *Carta amistosa*** **4 Sessions**
- **Paragraph Writing/ *Escritura de párrafo*** **22 Sessions**