

# Unit Title: Communication At Its Best!

## INSTRUCTIONAL UNIT AUTHORS

Center Consolidated School  
District 26JT

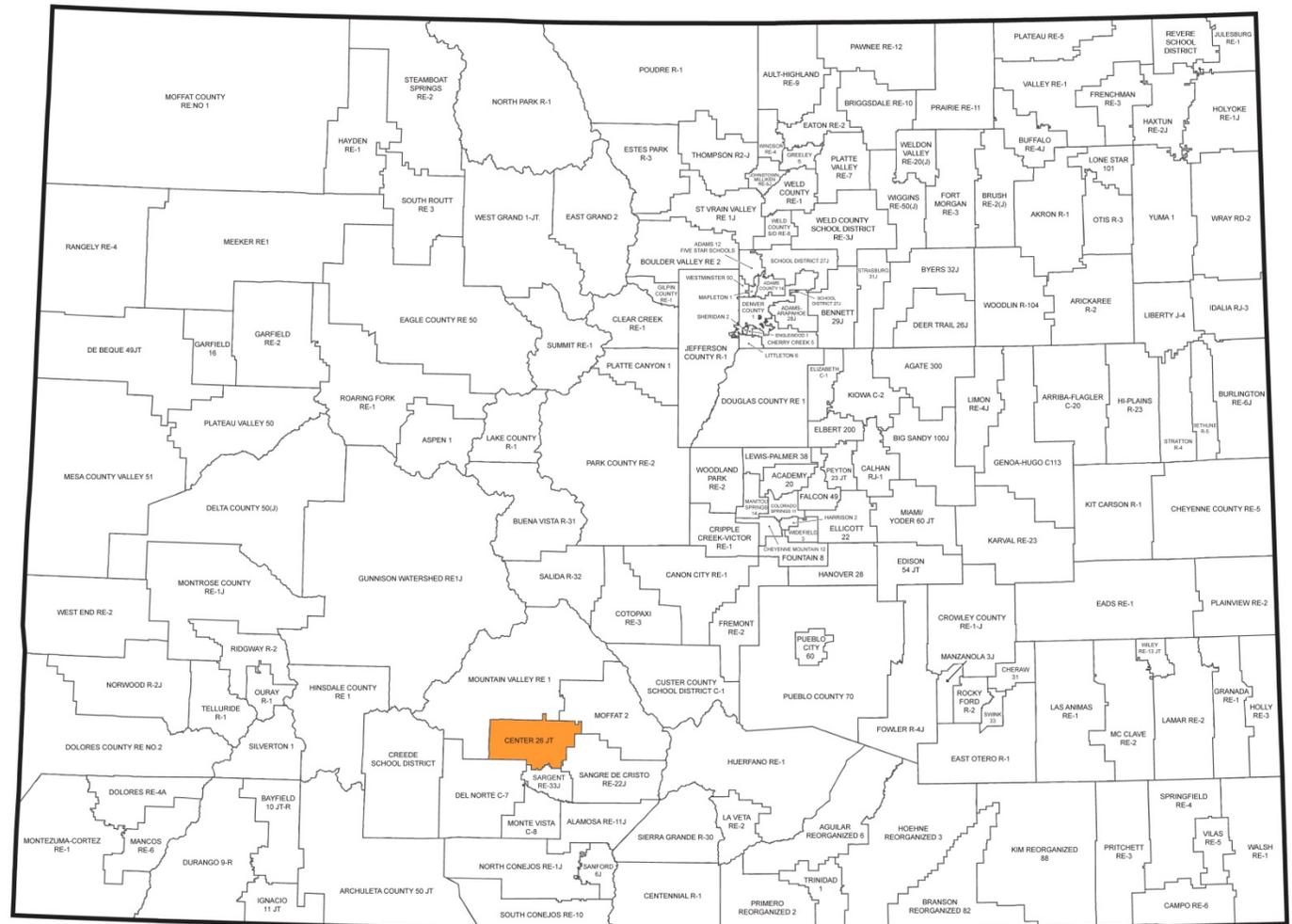
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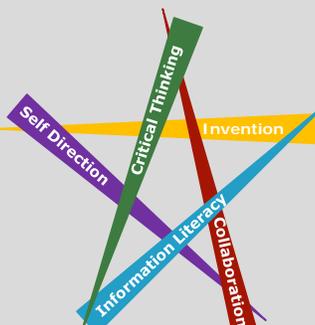


*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Comprehensive Health/Reading, Writing & Communication	<b>Grade Level</b>	2 <sup>nd</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
Prevention and Risk Management	Explain why bullying is harmful and how to respond appropriately	CH09-GR.2-S.4-GLE.3	
Oral Expression and Listening	Discussions contribute and expand on the ideas of self and others	RWC10-GR.2-S.1-GLE.1	
Reading for All Purposes	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text Fluent reading depends on specific skills and approaches to understanding strategies when reading informational texts	RWC10-GR.2-S.2-GLE.1 RWC10-GR.2-S.2-GLE.2	

**Colorado 21<sup>st</sup> Century Skills**



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

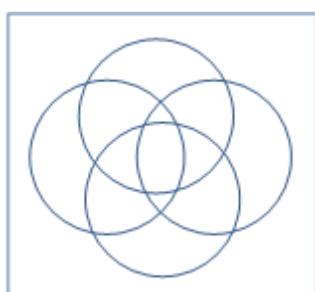
**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

**Integrated Curriculum Design:** This interdisciplinary approach matches basic concepts in Comprehensive Health with other content areas such as Physical Education, Science and Reading, Writing & Communication and Fine arts- forming overlaps in instruction of certain topics in an authentic integrated model.



<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Communication at its Best!	Teacher's Discretion	Teacher's Discretion

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<b>Unit Title</b>	Communication at its Best!		<b>Length of Unit</b>	Teacher's Discretion
<b>Focusing Lens(es)</b>	Perspective	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.2-S.4-GLE.3 RWC10-GR.2-S.1-GLE.1 RWC10-GR.2-S.2-GLE.1 RWC10-GR.2-S.2-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How do people respond to things they feel are unfair?</li> <li>• How do our relationships and background influence our interactions with others?</li> <li>• What does it mean to be fair-minded?</li> <li>• From your perspective, what is the difference between teasing and bullying?</li> <li>• How does the saying, "walk-a-mile in the other person's shoes" apply to teasing and bullying?</li> <li>• If it's just making fun then how can it be harmful?</li> </ul>			
<b>Unit Strands</b>	Prevention and Risk Management, Oral Expression & Listening – Reading for all Purposes – Writing and Composition – Research and Reasoning			
<b>Concepts</b>	Healthy, Relationships, Point of View (Perspective), Responsibility, Acceptance, Well-being, Respect, Safety, Understanding, Empathy, Behaviors, Interactions, Communication, Structure, Cause/Effect, Emotion, Influence, Characteristics, Discussion			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy. (CH09-GR.2-S.4-GLE.3;N.1,RWC10-GR.2-S.1-GLE.2-N.1)	Are the way you speak to family (parents), friends, teachers, and strangers all the same? Explain the differences. (CH09-GR.2-S.4-GLE.3;N.1,RWC10-GR.2-S.1-GLE.2-N.1)	The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy. (CH09-GR.2-S.4-GLE.3;N.1,RWC10-GR.2-S.1-GLE.2-N.1)
Listeners use background knowledge and various questioning strategies to build healthy relationships of respect and empathy toward others. (CH09-GR.2-S.4-GLE.3-EO.c, RWC10-GR.2-S.1-GLE.2-EO.c, RWC10-GR.2-S.1-GLE.2-RA.2, RWC10-GR.2-S.1-GLE.2-N.1)	If you were asked a question, how is an answer found?	Listeners use background knowledge and various questioning strategies to build healthy relationships of respect and empathy toward others. (CH09-GR.2-S.4-GLE.3-EO.c, RWC10-GR.2-S.1-GLE.2-EO.c, RWC10-GR.2-S.1-GLE.2-RA.2, RWC10-GR.2-S.1-GLE.2-N.1)
Precise vocabulary and speaking facilitates strong communication skills resulting in creating respectful and safe environments. (RWC10-GR.2-S.1-GLE.1-EO.a.e.f) and (RWC10-GR.2-S.2-GLE.1-IQ.2) and (RWC10-GR.2-S.2-GLE.1-N.1) and (RWC10-GR.2-S.2-GLE.1-EO.a.i)	Can you answer a question using only your background knowledge? Explain.	Precise vocabulary and speaking facilitates strong communication skills resulting in creating respectful and safe environments. (RWC10-GR.2-S.1-GLE.1-EO.a.e.f) and (RWC10-GR.2-S.2-GLE.1-IQ.2) and (RWC10-GR.2-S.2-GLE.1-N.1) and (RWC10-GR.2-S.2-GLE.1-EO.a.i)
Responsible students can develop and follow rules to	What rules do you think help you learn?	Responsible students can develop and follow rules to

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<p>guide group discussions which creates an attitude of acceptance of self and others (CH09-GR.2-S.4-GLE.3-EO., RWC10-GR.2-S.1-GLE.2-a.i.ii, RWC10-GR.2-S.1-GLE.2.N.1)</p>		<p>guide group discussions which creates an attitude of acceptance of self and others (CH09-GR.2-S.4-GLE.3-EO., RWC10-GR.2-S.1-GLE.2-a.i.ii, RWC10-GR.2-S.1-GLE.2.N.1)</p>
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<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• The difference between teasing and bullying (CH09-GR.2-S.4-GLE.3-EO.c)</li> <li>• The effects of bullying and teasing (CH09-GR.2-S.4-GLE.3-EO.b, c;IQ.2)</li> <li>• Different perspectives of people (CH09-GR.2-S.4-GLE.3-EO.d;IQ.1)</li> <li>• Text that can present diverse perspectives. (RWC10-GR.2-S.2-GLE2.EO.c.ii)</li> <li>• A variety of uses of English in reading and speaking. (RWC10-GR.2-S.2-GLE.1-EO.e)</li> <li>• Organized structures in reading and writing crucial to effective communication. (RWC10-GR.2-S.3-GLE.1.EO.c)</li> <li>• Vocabulary related to the unit. (RWC10-GR.2-S.1-GLE.1.EO.f)</li> <li>• Ways to increase reading fluency. (RWC10-GR.2-S.2-GLE.1.EO.b.ii).</li> </ul>	<ul style="list-style-type: none"> <li>• Intervene and respond appropriately if self or others are being teased or bullied (CH09-GR.2-S.4-GLE.3-EO.d)</li> <li>• Differentiate between bullying and teasing (CH09-GR.2-S.4-GLE.3-EO.c)</li> <li>• Read with sufficient accuracy and fluency to support comprehension. CCSS: RF.2.4 (RWC10-GR.2-S.2-GLE.3-EO.b)</li> <li>• Read grade-level text with purpose and understanding. CCSS: RF.2.4a (RWC10-GR.2-S.2-GLE.3-EO.b.i)</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and expression. CCSS: RF.2.4b (RWC10-GR.2-S.2-GLE.3-EO.b.ii)</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS: RF.2.4c (RWC10-GR.2-S.2-GLE.3-EO.b.iii)</li> <li>• Contribute to knowledge to a small group or class discussion to develop a topic (RWC10-GR.2-S.1-GLE.1-EO.b)</li> <li>• Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups (RWC10-GR.2-S.1-GLE.2-EO.a.i-iii)</li> <li>• Recount or describe key ideas or details from text read aloud or information presented orally or through other media (RWC10-GR.2-S.1-GLE.2.EO.b)</li> <li>• Describe how reasons support specific points he author makes in a text (RWC10-GR.2-S.2-GLE2.EO.c.ii)</li> <li>• Compare formal and informal uses of English (RWC10-GR.2-S.2-GLE.1.EO.e)</li> <li>• Organize ideas using pictures, graphic organizers, or story maps (RWC10-GR.2-S.3-GLE.1.EO.c)</li> <li>• Use text to support an answer. (RWC10-GR.2-S.1-GLE.2-EO.g)</li> </ul>

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<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>It is important to understand when people agree to follow rules that help people feel respected and safe, they can work together and learn a lot about each other.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Identify, Inference, Relationship, Problem-solve, Perspective, Cause &amp; Effect, Fact, Behavior, Characteristic, Background, Fair-minded, Interact, Communicate, Self-monitoring, Slang, Transparent/transparency, Acceptance, Tolerance, Feelings, Health, Well-being, Respect, Safety, Understanding, Active listening, Whole body listening, Passive listening, Polite, Courteous, Considerate</p>
<p><b>Technical Vocabulary:</b></p>	<p>Genre, Schema, Word Choice(s), Mood, Tone, Spelling Patterns Bullying, Teasing, Empathy, Value, High opinion, Esteem, Thoughtfulness, Sympathy, Compassion</p>

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<b>Unit Description:</b>	In this unit, students will develop strategies to build healthy relationships that create respect and empathy toward others. A focus will be on enhancing skills such as positive communication, distinguishing between teasing and bullying, reading grade-level text with purpose and understanding and reading grade-level text orally with accuracy, appropriate rate, and expression. The unit concludes with students sorting qualities of teasing and bullying into a t-chart and creating a storyboard with a bullying scenario and resolution.
<b>Considerations:</b>	This team of teachers represented a rural school in the San Luis Valley. The resources in the unit reflect the interests and relevancy in their community (as such, the resources may not apply to other communities but the Learning Experiences will apply to any 2 <sup>nd</sup> grade student.)
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.
<b>Supporting Generalizations:</b>	Listeners use background knowledge and various questioning strategies to build healthy relationships of respect and empathy toward others.
	Precise vocabulary and speaking facilitates strong communication skills resulting in creating respectful and safe environments.
	Responsible students can develop and follow rules to guide group discussions which creates an attitude of acceptance of self and others

<b>GREEN</b>	<b>Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</b>
<b>BLUE</b>	<b>Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.</b>
<b>PINK</b>	<b>Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.</b>
<b>YELLOW</b>	<b>Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</b>

<b>Performance Assessment:</b> <i>The capstone/summative assessment for this unit.</i>	
<b>Integration Continuum Color:</b> <b>GREEN</b> BLUE PINK YELLOW	
Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a positive peer super hero, you have been asked to sort qualities of teasing and bullying into a t-chart and create a storyboard with a bullying scenario and resolution. Your storyboard may be created as a poster and include pictures and words to describe the scenario and resolution.
<b>Product/Evidence:</b> (Expected product from students)	Students will sort qualities of teasing and bullying into a t-chart and create a storyboard with a bullying scenario and resolution. Concepts and skills that should be considered are bullying, teasing, consequences, communication, acceptance, empathy, schema, and mood.
<b>Differentiation:</b>	Students may work with a partner to develop the story boards and they may include pictures and stem sentences.

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(Multiple modes for student expression)	
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Feelings-</i> by Aliko (Children often have difficulty articulating emotions. That fact is the underpinning for Aliko's catalog of feelings, be they happy, sad, or somewhere in between) (Lexile Level not available)</p> <p><i>Under the Sunday Tree-</i> by Eloise Greenfield (Lexile Level not available)</p>	<p><i>The Complete Grimm's Fairy Tales-</i> by Jacob Grimm, Wilhelm Grimm, Josef Scharl (Lexile Level 1150)</p> <p><i>The Three Little Pigs-</i> by Al Dempster (adapter), Milt Banta (adapter), Golden Books, Walt Disney Company –(Disney Classic) (Lexile Level 580)</p> <p><i>The Little Red Hen-</i> by Diane Muldrow, J.P. Miller (Lexile Level 360)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think like/work like a student advocate to identify negative behaviors toward between peers.	Teacher Resources:	<a href="http://www.teachertube.com/video/cause-and-effect-lesson-20516">http://www.teachertube.com/video/cause-and-effect-lesson-20516</a> (Cause and Effect Curious George video)
			Student Resources:	<a href="http://www.teachertube.com/video/cause-and-effect-lesson-20516">http://www.teachertube.com/video/cause-and-effect-lesson-20516</a> (Cause and Effect Curious George video)
	Skills:	Differentiate between bullying and teasing	Assessment:	Students will provide support for students who is being teased or bullied.
2.	Description:	Think like/ work like a good listener to provide positive body language and active listening skills when communicating with others	Teacher Resources:	<a href="http://teachersland.com/classroom-management-strategies-whole-body-listening/">http://teachersland.com/classroom-management-strategies-whole-body-listening/</a> (Whole Body Listening with poster) <a href="https://www.youtube.com/watch?v=wxai9irrkeQ&amp;index=5&amp;list=PLTsHG6dSc3x6gvseMxI7zfSPiLFVcnxD">https://www.youtube.com/watch?v=wxai9irrkeQ&amp;index=5&amp;list=PLTsHG6dSc3x6gvseMxI7zfSPiLFVcnxD</a> (5 videos on listening skills)
			Student Resources:	<a href="http://teachersland.com/classroom-management-strategies-whole-body-listening/">http://teachersland.com/classroom-management-strategies-whole-body-listening/</a> (Whole Body Listening with poster) <a href="https://www.youtube.com/watch?v=wxai9irrkeQ&amp;index=5&amp;list=PLTsHG6dSc3x6gvseMxI7zfSPiLFVcnxD">https://www.youtube.com/watch?v=wxai9irrkeQ&amp;index=5&amp;list=PLTsHG6dSc3x6gvseMxI7zfSPiLFVcnxD</a> (5 videos on listening skills)
	Skills:	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	Assessment:	Students will demonstrate one positive body language and active listening skill to a peer in a one-on-one conversation each day. (e.g. eye contact, smiling positive feedback, etc.)

Prior Knowledge and Experiences
2 <sup>nd</sup> grade students should have an understanding of how to interact with peers and adults in a positive way in order to develop healthy relationships. However, not all 2 <sup>nd</sup>

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graders have had the same life experiences and may still need support in developing skills in communication, acceptance, respect and perspective.

<b>Learning Experience # 1</b>		
<b>The teacher may introduce the concept of fairness so students can distinguish between a fair and unfair situation.</b>		
<b>Integration Continuum Color:</b> GREEN <b>BLUE</b> PINK YELLOW		
<small>Blue: Equal and significant attention is given to techniques, skills or concepts in both disciplines. Authentic experiences and media are used.</small>		
<b>Generalization Connection(s):</b>	The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.	
<b>Teacher Resources:</b>	<a href="https://www.youtube.com/watch?v=4DSkEDwaDcA">https://www.youtube.com/watch?v=4DSkEDwaDcA</a> (Captain Character explains fairness) <a href="https://www.youtube.com/watch?v=KoSUnJgJ7Yw">https://www.youtube.com/watch?v=KoSUnJgJ7Yw</a> ( Its not fair audio text) <a href="http://www.ncyi.org/images/user/DCSSNot%20Fair%20Lesson.pdf">http://www.ncyi.org/images/user/DCSSNot%20Fair%20Lesson.pdf</a> (It's not Fair! Character Education)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=4DSkEDwaDcA">https://www.youtube.com/watch?v=4DSkEDwaDcA</a> (Captain Character explains fairness)	
<b>Assessment:</b>	Students will watch two different video clips and then determine if each situation is fair or unfair by completing a sentence stem. (e.g. Video one is (fair/unfair) because _____.)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide: <ul style="list-style-type: none"> <li>• anchor charts for fair and unfair behaviors</li> <li>• language stems</li> </ul>	Students may: <ul style="list-style-type: none"> <li>• orally complete sentence stem</li> <li>• write in native language</li> <li>• work in pairs</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create a comic strip depicting a fair or unfair situation.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• different perspectives of people</li> <li>• Organizing structures in reading and writing is crucial to effective communication.</li> <li>• Vocabulary related to the unit.</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• contribute to knowledge to a small group or class discussion to develop a topic</li> <li>• participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</li> <li>• organize ideas using pictures, graphic organizers, or story maps</li> </ul>	
<b>Critical Language:</b>	Sympathy, Compassion, Fairness, Empathy, Cooperation, Understanding, Life-skills	

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Learning Experience # 2		
<p><b>The teacher may introduce characteristics of teasing and bullying so students can distinguish between the two.</b></p>		
<p><b>Integration Continuum Color:</b> GREEN BLUE PINK <b>YELLOW</b></p> <p>YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>		
<b>Generalization Connection(s):</b>	The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.	
<b>Teacher Resources:</b>	<a href="http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/domain/8818/pdf/A%20Brief%20Look%20at%20the%20Differences%20Between%20Teasing%20and%20Bullyin3.pdf">http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/domain/8818/pdf/A%20Brief%20Look%20at%20the%20Differences%20Between%20Teasing%20and%20Bullyin3.pdf</a> (differences between teasing and bullying) <a href="http://www.education.com/reference/article/definitions-characteristics-bullying/">http://www.education.com/reference/article/definitions-characteristics-bullying/</a> (Characteristics of bullying) <a href="https://prezi.com/dnxfwasa1dwf/bullying-awareness-2nd-grade/">https://prezi.com/dnxfwasa1dwf/bullying-awareness-2nd-grade/</a> (bullying awareness lesson plan) <a href="https://www.youtube.com/watch?v=k2PJ6T7U2eU">https://www.youtube.com/watch?v=k2PJ6T7U2eU</a> (Birds on a Wire: Identify if bullying or teasing) <a href="https://wvde.state.wv.us/institutional/Counselors/Bullying/Bullying_2[1].pdf">https://wvde.state.wv.us/institutional/Counselors/Bullying/Bullying_2[1].pdf</a> (bullying PPT)	
<b>Student Resources:</b>	<a href="http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/domain/8818/pdf/A%20Brief%20Look%20at%20the%20Differences%20Between%20Teasing%20and%20Bullyin3.pdf">http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/domain/8818/pdf/A%20Brief%20Look%20at%20the%20Differences%20Between%20Teasing%20and%20Bullyin3.pdf</a> (differences between teasing and bullying) <a href="https://www.youtube.com/watch?v=k2PJ6T7U2eU">https://www.youtube.com/watch?v=k2PJ6T7U2eU</a> (Birds on a Wire: Identify if bullying or teasing)	
<b>Assessment:</b>	Students will work in small groups (3-4) to create a poster to classify the characteristics of teasing and bullying.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide: <ul style="list-style-type: none"> <li>teasing &amp; bullying vocabulary bank.</li> <li>language stems</li> <li>bullying vs. teasing anchor chart</li> </ul>	Students may: <ul style="list-style-type: none"> <li>sort pictures describing a bullying/teasing scenario</li> <li>work on independently</li> <li>orally tell teacher the characteristics of bullying/teasing</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may write a paragraph describing their poster and present it to the class.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>the difference between teasing and bullying</li> <li>the effects of bullying and teasing</li> <li>different perspectives of people</li> <li>That text can present diverse perspectives.</li> <li>Vocabulary related to the unit.</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>intervene and respond appropriately if self or others are being teased or bullied</li> <li>differentiate between bullying and teasing</li> <li>contribute to knowledge to a small group or class discussion to develop a topic</li> <li>participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</li> </ul>	

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	<ul style="list-style-type: none"> <li>recount or describe key ideas or details from text read aloud or information presented orally or through other media</li> </ul>
<b>Critical Language:</b>	Bullying, Teasing, Bystander, Up stander, Empathy, Relational Aggression, Repetition, Intent to harm, Power imbalance

<b>Learning Experience # 3</b>		
<p>The teacher may introduce cause and effect so students can predict the effects of teasing and bullying.</p> <p align="right"><b>Integration Continuum Color:</b> GREEN BLUE PINK YELLOW</p> <p align="right">GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</p>		
<b>Generalization Connection(s):</b>	The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.	
<b>Teacher Resources:</b>	<a href="https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/preview.weml">https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/preview.weml</a> (Cause and Effect on Brain Pop Jr.) <a href="https://www.youtube.com/watch?v=wSOGw6gDokI">https://www.youtube.com/watch?v=wSOGw6gDokI</a> (Cause and Effect definition video) <a href="http://www.teachertube.com/video/cause-and-effect-lesson-20516">http://www.teachertube.com/video/cause-and-effect-lesson-20516</a> (Cause and Effect Curious George video)	
<b>Student Resources:</b>	<a href="https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/preview.weml">https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/preview.weml</a> (Cause and Effect on Brain Pop Jr.) <a href="https://www.youtube.com/watch?v=wSOGw6gDokI">https://www.youtube.com/watch?v=wSOGw6gDokI</a> (Cause and Effect definition video) <a href="http://www.teachertube.com/video/cause-and-effect-lesson-20516">http://www.teachertube.com/video/cause-and-effect-lesson-20516</a> (Cause and Effect Curious George video)	
<b>Assessment:</b>	Students will be given 3-4 situations of teasing and bullying and will write a potential effect (e.g. task cards).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide: <ul style="list-style-type: none"> <li>cause and effect anchor chart</li> <li>cause and effect vocabulary word bank</li> <li>language stem</li> <li>bullying &amp; teasing task cards</li> </ul>	Students may: <ul style="list-style-type: none"> <li>match the appropriate effect to a given situation</li> <li>verbalize the effect to the teacher</li> <li>verbally record their effect</li> <li>draw the effect</li> <li>use a sentence stem to complete the effect</li> <li>role play the potential effect</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may write a situation involving teasing/bullying and the potential effect.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>the difference between teasing and bullying</li> <li>the effects of bullying and teasing</li> <li>different perspectives of people</li> <li>text that can present diverse perspectives</li> <li>vocabulary related to the unit</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• intervene and respond appropriately if self or others are being teased or bullied</li> <li>• differentiate between bullying and teasing</li> <li>• read grade-level text with purpose and understanding.</li> <li>• participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</li> <li>• recount or describe key ideas or details from text read aloud or information presented orally or through other media</li> </ul>
<b>Critical Language:</b>	Cause, Effect, Bullying, Teasing, Bystander, Up stander, Empathy, Relational aggression, Repetition, Intent to harm, Power imbalance.

<b>Learning Experience # 4</b>		
<p>The teacher may provide bullying scenarios so students can assess ways to intervene.</p> <p align="right"><b>Integration Continuum Color:</b> GREEN BLUE <b>PINK</b> YELLOW</p> <p align="right">PINK: Work combines some techniques, skills, and concepts from integrated disciplines, but proficiency is uneven.</p>		
<b>Generalization Connection(s):</b>	The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.	
<b>Teacher Resources:</b>	<a href="https://www.beabuddynotabully.org/">https://www.beabuddynotabully.org/</a> (Stand up to bullies) <a href="http://www.tolerance.org/supplement/developing-empathy-early-grades">http://www.tolerance.org/supplement/developing-empathy-early-grades</a> (Empathy lesson plan) <a href="http://mssepp.blogspot.com/2013/11/union-is-strength.html">http://mssepp.blogspot.com/2013/11/union-is-strength.html</a> (Video clip to identify how to deal with a bully) <a href="http://mssepp.blogspot.com/2013/11/lee-elementary-peace-path.html">http://mssepp.blogspot.com/2013/11/lee-elementary-peace-path.html</a> (Conflict resolution strategies)	
<b>Student Resources:</b>	<a href="https://www.beabuddynotabully.org/">https://www.beabuddynotabully.org/</a> (Stand up to bullies) <a href="http://mssepp.blogspot.com/2013/11/union-is-strength.html">http://mssepp.blogspot.com/2013/11/union-is-strength.html</a> (Video clip to identify how to deal with a bully) <a href="http://mssepp.blogspot.com/2013/11/lee-elementary-peace-path.html">http://mssepp.blogspot.com/2013/11/lee-elementary-peace-path.html</a> (Conflict resolution strategies)	
<b>Assessment:</b>	Students will role play bullying scenarios with an appropriate reaction to the bully.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide: <ul style="list-style-type: none"> <li>• bullying scenarios task cards</li> <li>• sentence stems</li> <li>• language stems</li> </ul>	Students may: <ul style="list-style-type: none"> <li>• work one on one with a teacher</li> <li>• write an appropriate reaction</li> <li>• draw an appropriate reaction</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create their own bullying scenario.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• the difference between teasing and bullying</li> <li>• the effects of bullying and teasing</li> <li>• different perspectives of people</li> <li>• a variety of uses of English in reading and speaking</li> </ul>	

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	<ul style="list-style-type: none"> <li>vocabulary related to the unit</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>intervene and respond appropriately if self or others are being teased or bullied</li> <li>differentiate between bullying and teasing</li> <li>recount or describe key ideas or details from text read aloud or information presented orally or through other media</li> </ul>
<b>Critical Language:</b>	Empathy, Sympathy, Compassionate, Understanding, Life-skills, Intervene, Advocate

**Learning Experience # 5**

**The teacher may introduce listening and speaking strategies so students can effectively communicate with others.**

**Integration Continuum Color:** GREEN BLUE PINK YELLOW  
GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

<b>Generalization Connection(s):</b>	Precise vocabulary and speaking facilitates strong communication skills resulting in creating respectful and safe environments.	
<b>Teacher Resources:</b>	<a href="http://teachersland.com/classroom-management-strategies-whole-body-listening/">http://teachersland.com/classroom-management-strategies-whole-body-listening/</a> (Whole Body Listening with poster) <a href="https://www.youtube.com/watch?v=wxai9irrkeQ&amp;index=5&amp;list=PLTsHG6dSc3x6gvseMxl7zfSPIjLFVcnxD">https://www.youtube.com/watch?v=wxai9irrkeQ&amp;index=5&amp;list=PLTsHG6dSc3x6gvseMxl7zfSPIjLFVcnxD</a> (5 videos on listening skills)	
<b>Student Resources:</b>	<a href="http://teachersland.com/classroom-management-strategies-whole-body-listening/">http://teachersland.com/classroom-management-strategies-whole-body-listening/</a> (Whole Body Listening with poster) <a href="https://www.youtube.com/watch?v=wxai9irrkeQ&amp;index=5&amp;list=PLTsHG6dSc3x6gvseMxl7zfSPIjLFVcnxD">https://www.youtube.com/watch?v=wxai9irrkeQ&amp;index=5&amp;list=PLTsHG6dSc3x6gvseMxl7zfSPIjLFVcnxD</a> (5 videos on listening skills)	
<b>Assessment:</b>	Students will role play two scenarios showing effective and non-effective communication. (e.g. non-effective) Two people talking at the same time. One talking the other playing. (effective) Whole body listening. Eye contact of speaker.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide: <ul style="list-style-type: none"> <li>listening and speaking anchor chart</li> <li>language stem</li> <li>sentence stem</li> <li>vocabulary word bank</li> </ul>	Students may: <ul style="list-style-type: none"> <li>work one on one with the teacher</li> <li>speak in native language</li> <li>identify if a scenario is effective or non-effective</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may record scenarios and share them with the class.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>text can present diverse perspectives</li> <li>a variety of uses of English in reading and speaking</li> <li>vocabulary related to the unit</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>read grade-level text orally with accuracy, appropriate rate, and expression</li> <li>contribute to knowledge to a small group or class discussion to develop a topic</li> <li>recount or describe key ideas or details from text read aloud or information presented orally or through other media</li> </ul>	
<b>Critical Language:</b>	Active listening, Whole body listening, Passive listening, Polite, Courteous, Considerate, Safe	

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<b>Learning Experience # 6</b>		
<p><b>The teacher may present questioning strategies so students can consider the best types of interview questions.</b></p> <p align="right"><b>Integration Continuum Color:</b> GREEN BLUE PINK YELLOW</p> <p align="right">GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</p>		
<b>Generalization Connection(s):</b>	Listeners use background knowledge and various questioning strategies to build healthy relationships of respect and empathy toward others.	
<b>Teacher Resources:</b>	<a href="https://www.teachervision.com/tv/printables/penguin/KK_GettingToKnowYou.pdf">https://www.teachervision.com/tv/printables/penguin/KK_GettingToKnowYou.pdf</a> (Questionnaire sheet) <a href="http://sbiweb.kckps.org:2388/resourceManager/Resource.aspx?resID=6744">http://sbiweb.kckps.org:2388/resourceManager/Resource.aspx?resID=6744</a> (Interview examples) <a href="http://www.scholastic.com/teachers/lesson-plan/learning-interview">http://www.scholastic.com/teachers/lesson-plan/learning-interview</a> (Learning to interview) <a href="http://busyteacher.org/classroom_activities-vocabulary/gettingtoknow_each_other-worksheets/">http://busyteacher.org/classroom_activities-vocabulary/gettingtoknow_each_other-worksheets/</a> (Interview questions examples)	
<b>Student Resources:</b>	<a href="https://www.teachervision.com/tv/printables/penguin/KK_GettingToKnowYou.pdf">https://www.teachervision.com/tv/printables/penguin/KK_GettingToKnowYou.pdf</a> (Questionnaire sheet) <a href="http://sbiweb.kckps.org:2388/resourceManager/Resource.aspx?resID=6744">http://sbiweb.kckps.org:2388/resourceManager/Resource.aspx?resID=6744</a> (Interview examples) <a href="http://www.scholastic.com/teachers/lesson-plan/learning-interview">http://www.scholastic.com/teachers/lesson-plan/learning-interview</a> (Learning to interview) <a href="http://busyteacher.org/classroom_activities-vocabulary/gettingtoknow_each_other-worksheets/">http://busyteacher.org/classroom_activities-vocabulary/gettingtoknow_each_other-worksheets/</a> (Interview questions examples)	
<b>Assessment:</b>	Students will interview a classmate to create a poster about the interviewee. (e.g., How many siblings do you have? How many different schools have you attended? What is your favorite toy?)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide: <ul style="list-style-type: none"> <li>• language stem</li> <li>• interview questions</li> <li>• character anchor chart</li> </ul>	Students may: <ul style="list-style-type: none"> <li>• use pictures for poster</li> <li>• draw on poster</li> <li>• write sentences/phrases on poster</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may write a paragraph about the interviewee.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• a variety of uses of English in reading and speaking</li> <li>• structures in reading and writing is crucial to effective communication</li> <li>• vocabulary related to the unit</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</li> <li>• organize ideas using pictures, graphic organizers, or story maps</li> </ul>	
<b>Critical Language:</b>	Value, High opinion, Esteem, Thoughtfulness, Understanding, Sympathy, Compassion	

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<b>Learning Experience # 7</b>		
<p>The teacher may present appropriate and inappropriate examples of group discussion so students can consider basic norms/rules for positive conversation.</p>		
<p align="right"><b>Integration Continuum Color:</b> GREEN BLUE PINK YELLOW</p> <p align="right">GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</p>		
<b>Generalization Connection(s):</b>	Responsible students can develop and follow rules to guide group discussions which create an attitude of acceptance of self and others.	
<b>Teacher Resources:</b>	<a href="http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler">http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler</a> (How to have a conversation) <a href="http://crafting-connections.blogspot.com/2015/04/anchors-away-monday-452015-literature.html">http://crafting-connections.blogspot.com/2015/04/anchors-away-monday-452015-literature.html</a> (Discussion rules examples) <a href="https://prc.parcconline.org/system/files/1st%20Grade%20Classroom%20Discussion.pdf">https://prc.parcconline.org/system/files/1st%20Grade%20Classroom%20Discussion.pdf</a> (PARCC discussion guide) <a href="http://www.litcircles.org/Discussion/teaching.html">http://www.litcircles.org/Discussion/teaching.html</a> (Discussion guidelines)	
<b>Student Resources:</b>	<a href="http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler">http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler</a> (How to have a conversation) <a href="http://crafting-connections.blogspot.com/2015/04/anchors-away-monday-452015-literature.html">http://crafting-connections.blogspot.com/2015/04/anchors-away-monday-452015-literature.html</a> (Discussion rules examples) <a href="http://www.litcircles.org/Discussion/teaching.html">http://www.litcircles.org/Discussion/teaching.html</a> (Discussion guidelines)	
<b>Assessment:</b>	Students will work with a partner to develop two examples of norms/rules to support positive group discussions.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide: appropriate and inappropriate group discussion examples language and sentence stems	Students may utilize appropriate and inappropriate group discussion examples language and sentence stems
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• a variety of uses of English in reading and speaking</li> <li>• structures in reading and writing is crucial to effective communication</li> <li>• vocabulary related to the unit</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</li> </ul>	
<b>Critical Language:</b>	Active listening, Whole body listening, Passive listening, Polite, Courteous	