Unit Title: Communication At Its Best!

INSTRUCTIONAL UNIT AUTHORS
Center Consolidated School District 26JT

Katrina Ruggles
Zoraya Vazquez
JoAnn Evans
Sherri Crowder
Carla Smith

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.

DATE POSTED: JANUARY 2017
# Colorado Teacher-Authored Sample Instructional Unit

## Content Area
Comprehensive Health/Reading, Writing & Communication

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention and Risk Management</td>
<td>Explain why bullying is harmful and how to respond appropriately</td>
<td>CH09-GR.2-S.4-GLE.3</td>
</tr>
<tr>
<td>Oral Expression and Listening</td>
<td>Discussions contribute and expand on the ideas of self and others</td>
<td>RWC10-GR.2-S.1-GLE.1</td>
</tr>
</tbody>
</table>
| 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 21st 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.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication at its Best!</td>
<td>Teacher’s Discretion</td>
<td>Teacher’s Discretion</td>
</tr>
</tbody>
</table>
## Generalizations

**My students will Understand that...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>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)</td>
<td>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)</td>
</tr>
<tr>
<td>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)</td>
<td>If you were asked a question, how is an answer found?</td>
<td>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)</td>
</tr>
<tr>
<td>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-EO.a) 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)</td>
<td>Can you answer a question using only your background knowledge? Explain.</td>
<td>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-EO.a) 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)</td>
</tr>
<tr>
<td>Responsible students can develop and follow rules to</td>
<td>What rules do you think help you learn?</td>
<td>Responsible students can develop and follow rules to</td>
</tr>
</tbody>
</table>
Critical Content:
My students will Know...

- The difference between teasing and bullying (CH09-GR.2-S.4-GLE.3-EO.c)
- The effects of bullying and teasing (CH09-GR.2-S.4-GLE.3-EO.b, c;IQ.2)
- Different perspectives of people (CH09-GR.2-S.4-GLE.3-EO.d;IQ.1)
- Text that can present diverse perspectives. (RWC10-GR.2-S.2-GLE2.EO.c.ii)
- A variety of uses of English in reading and speaking. (RWC10-GR.2-S.2-GLE.1-EO.e)
- Organized structures in reading and writing crucial to effective communication. (RWC10-GR.2-S.3-GLE.1.EO.c)
- Vocabulary related to the unit. (RWC10-GR.2-S.1-GLE.1.EO.f)
- Ways to increase reading fluency. (RWC10-GR.2-S.2-GLE.1.EO.b.ii).

Key Skills:
My students will be able to (Do)...

- Intervene and respond appropriately if self or others are being teased or bullied (CH09-GR.2-S.4-GLE.3-EO.d)
- Differentiate between bullying and teasing (CH09-GR.2-S.4-GLE.3-EO.c)
- Read with sufficient accuracy and fluency to support comprehension. CCSS: RF.2.4
- (RWC10-GR.2-S.2-GLE.3-EO.b)
- Read grade-level text with purpose and understanding. CCSS: RF.2.4a (RWC10-GR.2-S.2-GLE.3-EO.b.i)
- 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)
- 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)
- Contribute to knowledge to a small group or class discussion to develop a topic (RWC10-GR.2-S.1-GLE.1-EO.b)
- 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)
- 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)
- Describe how reasons support specific points he author makes in a text (RWC10-GR.2-S.2-GLE2.EO.c.ii)
- Compare formal and informal uses of English (RWC10-GR.2-S.2-GLE.1.EO.e)
- Organize ideas using pictures, graphic organizers, or story maps (RWC10-GR.2-S.3-GLE.1.EO.c)
- Use text to support an answer. (RWC10-GR.2-S.1-GLE.2-EO.g)
**Critical Language:** 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: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

<table>
<thead>
<tr>
<th>A student in __________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Vocabulary:</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Technical Vocabulary:</strong></td>
<td>Genre, Schema, Word Choice(s), Mood, Tone, Spelling Patterns Bullying, Teasing, Empathy, Value, High opinion, Esteem, Thoughtfulness, Sympathy, Compassion</td>
</tr>
</tbody>
</table>
# Unit Description:
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.

## Considerations:
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 2nd grade student.)

## Unit Generalizations

### Key Generalization:
The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.

### Supporting Generalizations:
- 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.

## Performance Assessment:
*The capstone/summative assessment for this unit.*

### Claims:
(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.

### Stimulus Material:
(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.

### Product/Evidence:
(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.

### Differentiation:
Students may work with a partner to develop the story boards and they may include pictures and stem sentences.
# Texts for independent reading or for class read aloud to support the content

<table>
<thead>
<tr>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Feelings</em> - by Aliki  (Children often have difficulty articulating emotions. That fact is the underpinning for Aliki’s catalog of feelings, be they happy, sad, or somewhere in between) (Lexile Level not available)</td>
<td><em>The Complete Grimm’s Fairy Tales</em> - by Jacob Grimm, Wilhelm Grimm, Josef Scharl (Lexile Level 1150)</td>
</tr>
<tr>
<td><em>Under the Sunday Tree</em> - by Eloise Greenfield (Lexile Level not available)</td>
<td><em>The Three Little Pigs</em> - by Al Dempster (adapter), Milt Banta (adapter), Golden Books, Walt Disney Company –(Disney Classic) (Lexile Level 580)</td>
</tr>
<tr>
<td><em>The Little Red Hen</em> - by Diane Muldrow, J.P. Miller  (Lexile Level 360)</td>
<td></td>
</tr>
</tbody>
</table>

# Ongoing Discipline-Specific Learning Experiences

<table>
<thead>
<tr>
<th>1. Description:</th>
<th>Teacher Resources:</th>
<th>Student Resources:</th>
<th>Skills:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Description:</th>
<th>Teacher Resources:</th>
<th>Student Resources:</th>
<th>Skills:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think like/ work like a good listener to provide positive body language and active listening skills when communicating with others</td>
<td><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)</td>
<td><a href="https://www.youtube.com/watch?v=wxai9irrkeQ&amp;index=5&amp;list=PLTsHG6dSc3x6gvseMxi7zfSPIjLFVcnxD">https://www.youtube.com/watch?v=wxai9irrkeQ&amp;index=5&amp;list=PLTsHG6dSc3x6gvseMxi7zfSPIjLFVcnxD</a> (5 videos on listening skills)</td>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</td>
<td>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.)</td>
</tr>
</tbody>
</table>

# Prior Knowledge and Experiences

2nd 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 2nd
Graders have had the same life experiences and may still need support in developing skills in communication, acceptance, respect and perspective.

**Learning Experience #1**

**The teacher may introduce the concept of fairness so students can distinguish between a fair and unfair situation.**

**Generalization Connection(s):** The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.

**Teacher Resources:**
- https://www.youtube.com/watch?v=4DSkEDwaDcA (Captain Character explains fairness)
- https://www.youtube.com/watch?v=KoSUnJqJ7Yw (It's not fair audio text)
- [http://www.ncyi.org/images/user/DCSSNot%20Fair%20Lesson.pdf](http://www.ncyi.org/images/user/DCSSNot%20Fair%20Lesson.pdf) (It's not Fair! Character Education)

**Student Resources:**
- https://www.youtube.com/watch?v=4DSkEDwaDcA (Captain Character explains fairness)

**Assessment:** 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 __________________.)

**Differentiation:** (Multiple means for students to access content and multiple modes for student to express understanding.)

- **Access (Resources and/or Process):**
  - The teacher may provide:
    - anchor charts for fair and unfair behaviors
    - language stems

- **Expression (Products and/or Performance):**
  - Students may:
    - orally complete sentence stem
    - write in native language
    - work in pairs

**Extensions for depth and complexity:**

- **Access (Resources and/or Process):** N/A

- **Expression (Products and/or Performance):**
  - Students may create a comic strip depicting a fair or unfair situation.

**Critical Content:**
- different perspectives of people
- Organizing structures in reading and writing is crucial to effective communication.
- Vocabulary related to the unit.

**Key Skills:**
- contribute to knowledge to a small group or class discussion to develop a topic
- participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- organize ideas using pictures, graphic organizers, or story maps

**Critical Language:**
- Sympathy, Compassion, Fairness, Empathy, Cooperation, Understanding, Life-skills
## Learning Experience # 2

The teacher may introduce characteristics of teasing and bullying so students can distinguish between the two.

### Generalization Connection(s):
The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.

### Teacher Resources:
- [https://prezi.com/dnxfwasa1dwf/bullying-awareness-2nd-grade/](https://prezi.com/dnxfwasa1dwf/bullying-awareness-2nd-grade/) (bullying awareness lesson plan)
- [https://www.youtube.com/watch?v=k2PJ6T7U2eU](https://www.youtube.com/watch?v=k2PJ6T7U2eU) (Birds on a Wire: Identify if bullying or teasing)
- [https://wvde.state.wv.us/institutional/Counselors/Bullying/Bullying_2[1].pdf](https://wvde.state.wv.us/institutional/Counselors/Bullying/Bullying_2[1].pdf) (bullying PPT)

### Student Resources:
- [https://www.youtube.com/watch?v=k2PJ6T7U2eU](https://www.youtube.com/watch?v=k2PJ6T7U2eU) (Birds on a Wire: Identify if bullying or teasing)

### Assessment:
Students will work in small groups (3-4) to create a poster to classify the characteristics of teasing and bullying.

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may provide:</td>
<td>Students may:</td>
</tr>
<tr>
<td>• teasing &amp; bullying vocabulary bank.</td>
<td></td>
</tr>
<tr>
<td>• language stems</td>
<td>• sort pictures describing a bullying/teasing scenario</td>
</tr>
<tr>
<td>• bullying vs. teasing anchor chart</td>
<td>• work on independently</td>
</tr>
<tr>
<td></td>
<td>• orally tell teacher the characteristics of bullying/teasing</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may write a paragraph describing their poster and present it to the class.</td>
</tr>
</tbody>
</table>

### Critical Content:
- the difference between teasing and bullying
- the effects of bullying and teasing
- different perspectives of people
- That text can present diverse perspectives.
- Vocabulary related to the unit.

### Key Skills:
- intervene and respond appropriately if self or others are being teased or bullied
- differentiate between bullying and teasing
- contribute to knowledge to a small group or class discussion to develop a topic
- participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
## Learning Experience # 3

**The teacher may introduce cause and effect so students can predict the effects of teasing and bullying.**

**Integration Continuum Color:** GREEN  BLUE  PINK  YELLOW

**GREEN:** Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

### Generalization Connection(s):

The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.

### Teacher Resources:

- [https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/preview.weml](https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/preview.weml) (Cause and Effect on Brain Pop Jr.)
- [https://www.youtube.com/watch?v=wSOGw6gDokI](https://www.youtube.com/watch?v=wSOGw6gDokI) (Cause and Effect definition video)

### Student Resources:

- [https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/preview.weml](https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/preview.weml) (Cause and Effect on Brain Pop Jr.)
- [https://www.youtube.com/watch?v=wSOGw6gDokI](https://www.youtube.com/watch?v=wSOGw6gDokI) (Cause and Effect definition video)

### Assessment:

Students will be given 3-4 situations of teasing and bullying and will write a potential effect (e.g. task cards).

### Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may provide:</td>
<td>Students may:</td>
</tr>
<tr>
<td>• cause and effect anchor chart</td>
<td>• match the appropriate effect to a given situation</td>
</tr>
<tr>
<td>• cause and effect vocabulary word bank</td>
<td>• verbalize the effect to the teacher</td>
</tr>
<tr>
<td>• language stem</td>
<td>• verbally record their effect</td>
</tr>
<tr>
<td>• bullying &amp; teasing task cards</td>
<td>• draw the effect</td>
</tr>
<tr>
<td></td>
<td>• use a sentence stem to complete the effect</td>
</tr>
<tr>
<td></td>
<td>• role play the potential effect</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may write a situation involving teasing/bullying and the potential effect.</td>
</tr>
</tbody>
</table>

### Critical Content:

- the difference between teasing and bullying
- the effects of bullying and teasing
- different perspectives of people
- text that can present diverse perspectives
- vocabulary related to the unit
### Key Skills:
- intervene and respond appropriately if self or others are being teased or bullied
- differentiate between bullying and teasing
- read grade-level text with purpose and understanding.
- participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- recount or describe key ideas or details from text read aloud or information presented orally or through other media

### Critical Language:
- Cause, Effect, Bullying, Teasing, Bystander, Up Stand, Empathy, Relational aggression, Repetition, Intent to harm, Power imbalance.

### Learning Experience # 4

The teacher may provide bullying scenarios so students can assess ways to intervene.

**Integration Continuum Color:** GREEN  BLUE  PINK  YELLOW  
PINK: Work combines some techniques, skills, and concepts from integrated disciplines, but proficiency is uneven.

### Generalization Connection(s):
The use of strong communication skills must take into account audience and other contextual variables to build personal capacity for empathy.

### Teacher Resources:
- [https://www.beabuddynotabully.org/](https://www.beabuddynotabully.org/) (Stand up to bullies)
- [http://www.tolerance.org/supplement/developing-empathy-early-grades](http://www.tolerance.org/supplement/developing-empathy-early-grades) (Empathy lesson plan)
- [http://mssepp.blogspot.com/2013/11/union-is-strength.html](http://mssepp.blogspot.com/2013/11/union-is-strength.html) (Video clip to identify how to deal with a bully)

### Student Resources:
- [https://www.beabuddynotabully.org/](https://www.beabuddynotabully.org/) (Stand up to bullies)
- [http://mssepp.blogspot.com/2013/11/union-is-strength.html](http://mssepp.blogspot.com/2013/11/union-is-strength.html) (Video clip to identify how to deal with a bully)

### Assessment:
Students will role play bullying scenarios with an appropriate reaction to the bully.

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may provide:</td>
<td>Students may:</td>
</tr>
<tr>
<td>• bullying scenarios task cards</td>
<td>• work one on one with a teacher</td>
</tr>
<tr>
<td>• sentence stems</td>
<td>• write an appropriate reaction</td>
</tr>
<tr>
<td>• language stems</td>
<td>• draw an appropriate reaction</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may create their own bullying scenario.</td>
</tr>
</tbody>
</table>

### Critical Content:
- the difference between teasing and bullying
- the effects of bullying and teasing
- different perspectives of people
- a variety of uses of English in reading and speaking
## Key Skills:
- vocabulary related to the unit
- intervene and respond appropriately if self or others are being teased or bullied
- differentiate between bullying and teasing
- recount or describe key ideas or details from text read aloud or information presented orally or through other media

## Critical Language:
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.

### Generalization Connection(s):
- Precise vocabulary and speaking facilitates strong communication skills resulting in creating respectful and safe environments.

### Teacher Resources:
- [Classroom Management Strategies: Whole Body Listening](http://teachersland.com/classroom-management-strategies-whole-body-listening)
- [5 videos on Listening Skills](https://www.youtube.com/watch?v=wxai9irrkeQ&index=5&list=PLTsHG6dSc3x6gvseMxI7zfSPljLFCnxO)

### Student Resources:
- [5 videos on Listening Skills](https://www.youtube.com/watch?v=wxai9irrkeQ&index=5&list=PLTsHG6dSc3x6gvseMxI7zfSPljLFCnxO)

### Assessment:
- 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.

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may provide:</td>
<td>Students may:</td>
</tr>
<tr>
<td>- listening and speaking anchor chart</td>
<td>- work one on one with the teacher</td>
</tr>
<tr>
<td>- language stem</td>
<td>- speak in native language</td>
</tr>
<tr>
<td>- sentence stem</td>
<td>- identify if a scenario is effective or non-effective</td>
</tr>
<tr>
<td>- vocabulary word bank</td>
<td></td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:
- Students may record scenarios and share them with the class.

### Critical Content:
- text can present diverse perspectives
- a variety of uses of English in reading and speaking
- vocabulary related to the unit

### Key Skills:
- read grade-level text orally with accuracy, appropriate rate, and expression
- contribute to knowledge to a small group or class discussion to develop a topic
- recount or describe key ideas or details from text read aloud or information presented orally or through other media

### Critical Language:
Active listening, Whole body listening, Passive listening, Polite, Courteous, Considerate, Safe
**Learning Experience # 6**

**The teacher may present questioning strategies so students can consider the best types of interview questions.**

**Integration Continuum Color:** GREEN  BLUE  PINK  YELLOW

GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

| Generalization Connection(s): | Listeners use background knowledge and various questioning strategies to build healthy relationships of respect and empathy toward others. |
| Teacher Resources: | **https://www.teachervision.com/tv/printables/penguin/KK_GettingToKnowYou.pdf** (Questionnaire sheet)  
**http://www.scholastic.com/teachers/lesson-plan/learning-interview** (Learning to interview)  
**http://busyteacher.org/classroom_activities-vocabulary/gettingtoknow_each_other-worksheets/** (Interview questions examples) |
| Student Resources: | **https://www.teachervision.com/tv/printables/penguin/KK_GettingToKnowYou.pdf** (Questionnaire sheet)  
**http://www.scholastic.com/teachers/lesson-plan/learning-interview** (Learning to interview)  
**http://busyteacher.org/classroom_activities-vocabulary/gettingtoknow_each_other-worksheets/** (Interview questions examples) |
| Assessment: | 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?) |
| Differentiation: | **Access (Resources and/or Process)**  
The teacher may provide:  
• language stem  
• interview questions  
• character anchor chart  
**Expression (Products and/or Performance)**  
Students may:  
use pictures for poster  
draw on poster  
write sentences/phrases on poster |
| Extensions for depth and complexity: | **Access (Resources and/or Process)**  
N/A  
**Expression (Products and/or Performance)**  
Students may write a paragraph about the interviewee. |
| Critical Content: | • a variety of uses of English in reading and speaking  
• structures in reading and writing is crucial to effective communication  
• vocabulary related to the unit |
| Key Skills: | • participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups  
• organize ideas using pictures, graphic organizers, or story maps |
| Critical Language: | Value, High opinion, Esteem, Thoughtfulness, Understanding, Sympathy, Compassion |
The teacher may present appropriate and inappropriate examples of group discussion so students can consider basic norms/rules for positive conversation.

### Generalization Connection(s):
Responsible students can develop and follow rules to guide group discussions which create an attitude of acceptance of self and others.

### Teacher Resources:
- [http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler](http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler) (How to have a conversation)
- [https://prc.parconline.org/system/files/1st%20Grade%20Classroom%20Discussion.pdf](https://prc.parconline.org/system/files/1st%20Grade%20Classroom%20Discussion.pdf) (PARCC discussion guide)
- [http://www.litcircles.org/Discussion/teaching.html](http://www.litcircles.org/Discussion/teaching.html) (Discussion guidelines)

### Student Resources:
- [http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler](http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler) (How to have a conversation)
- [http://www.litcircles.org/Discussion/teaching.html](http://www.litcircles.org/Discussion/teaching.html) (Discussion guidelines)

### Assessment:
Students will work with a partner to develop two examples of norms/rules to support positive group discussions.

### Differentiation:
- **Access (Resources and/or Process)**: The teacher may provide:
  - appropriate and inappropriate group discussion examples
  - language and sentence stems
- **Expression (Products and/or Performance)**: Students may utilize appropriate and inappropriate group discussion examples language and sentence stems

### Extensions for depth and complexity:
- **Access (Resources and/or Process)**: N/A
- **Expression (Products and/or Performance)**: N/A

### Critical Content:
- A variety of uses of English in reading and speaking
- Structures in reading and writing is crucial to effective communication
- Vocabulary related to the unit

### Key Skills:
- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

### Critical Language:
- Active listening, Whole body listening, Passive listening, Polite, Courteous