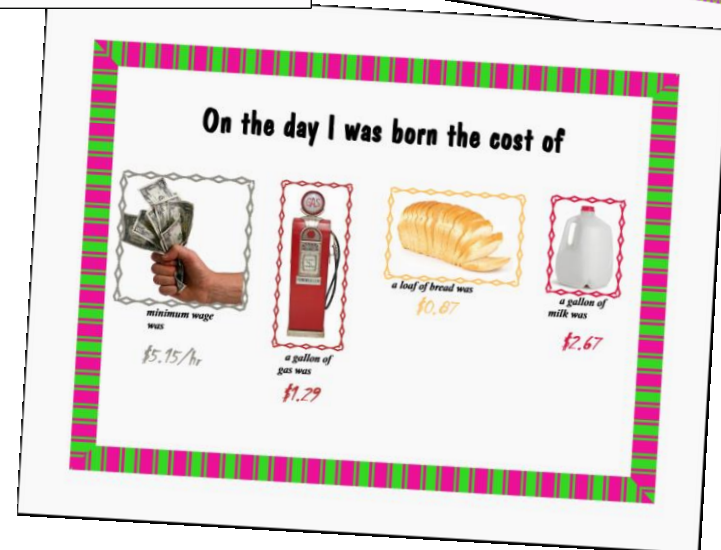
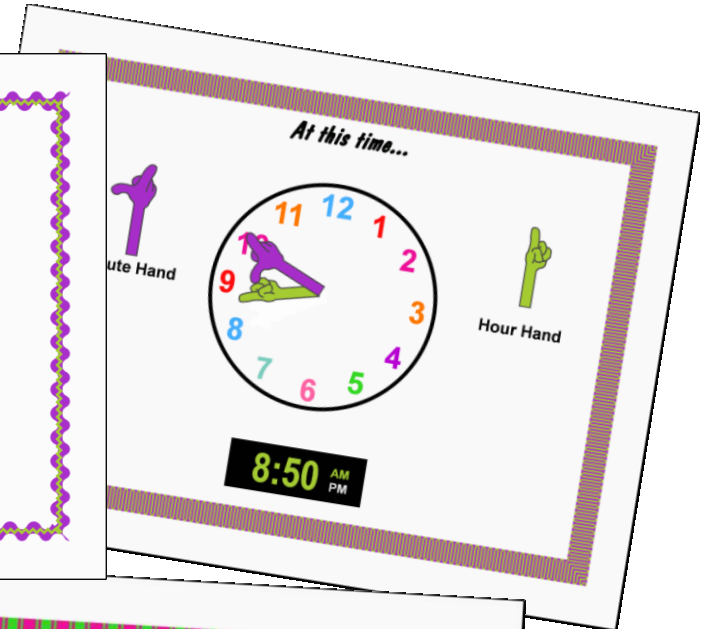




This is My Book!

Researching my most fascinating topic – Me!
2nd Grade





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Researching my most fascinating topic – Me! 2nd Grade

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This is My Book!

A comprehensive unit that:

- Aligns with many Common Core Learning Standards
- Encompasses multiple research and writing opportunities
- Provides valuable hands-on performance-based learning projects
- Stresses the importance of visual learning
- Develops life-long oral and written communication skills
- Offers differentiated learning opportunities
- Engages students in learning

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Instructor Guidelines

Thank you for purchasing *This is My Book!* for your 2nd grade class! We are confident that your students will enjoy learning about themselves and their place in society. We want to give you a few suggestions on how to best utilize this kit:

This is My Book!.PDF – This document contains all of the documentation for this comprehensive kit. It is in PDF form to keep it properly formatted and uneditable. Keep an intact copy of this as the reference document for the unit.

Teacher Materials – These pages are provided as a Word document so that you can edit them to meet your own requirements. We have designed this unit with the expectations that teachers will revise it somewhat to make it their own and to meet the individual needs of their classes.

- **Vocabulary** – Feel free to add or delete words and to tweak the definitions if desired.
- **Some Useful Resources** – You can add or delete resources from this list and then provide the students with your final resource list if you wish. Since the links are live, if you open the document on your computer with a projector or interactive whiteboard, you can quickly access the websites for a lesson with the whole class.
- **Essential Questions and Big ideas** – These are supposed to get the creative juices flowing! Brainstorm with the class to come up with other essential questions and big ideas and then involve the class in great critical thinking opportunities. Remember, it is important for them to see the big picture and understand why they are learning about their own life in the context of the world around them.
- **Common Core Learning Standards (CCLS)** – Isn't it exciting to see how many standards you can cover in one lesson?
- **Instructor Details** – These pages give specific suggestions for the individual projects. Feel free to tailor them to meet your needs.
- **Autobiographic Introduction Rubric** - This rubric been designed using the same terminology and requirements as the student checklist, which has the same terminology as the Common Core Learning Standards. By using these valuable assessment tools, you are providing your students with the opportunity for them to assess themselves as they are working and understand the grade you award them at the end.

Student Handouts - This document was compiled with the expectations of you printing and handing these pages out to the students. They are also in Word document format so that you can edit them to meet your needs.

- **Vocabulary without Definitions** – for the students to use if you want them to look up the definitions.
- **Performance Task** – You can edit this task to fine tune it with regard to your students and community.
- **Project Details** – We provide basic instructions for the students on these pages with room for you to add more details if desired. Your Instructor Detail Pages provide more detailed project instructions.
- **Student Checklists** – The project checklists are less detailed then the writing checklists. Feel free to add other requirements that you feel are important to the project checklists. The writing assignments have more detailed checklists that use the terminology from the CCLS. The rubric for the Informational Essay uses the same terminology as the CCLS and the checklist, so if you edit any of the writing assessment pieces, be careful to keep them aligned with the appropriate standard.

Project Templates – The templates that you will need for the projects are in a separate folder. Before beginning that project, make sure the template is available to the students on their computers or network drive.

Tutorial Videos – The tutorial videos are accessible from our website. Use the password that you were given to download this kit to access the links to the project videos. The videos will teach the students step-by-step to make the projects. Pause the video as needed to allow them to work, contemplate, organize and save their work. Manipulating graphics is a very creative form of self-expression. These projects will prove that the students understand the material they have learned and give them an opportunity to teach back in an effective visual format. Let the students have the time to work, make mistakes, correct their mistakes, and revise their layouts, so that they can complete a project that they can show with pride.



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Introduction

This is My Book! is a comprehensive project-based learning unit that has been designed to draw students into the idea that the world is bigger than just the one that they inhabit. We believe that the best way for young children to begin to understand history is to re-visit their own history and they can do this by creating this engaging autobiography. History becomes relevant as they identify their place in the world by making connections with inventions, historical events, and progress that has occurred in the world since they entered it. This becomes even broader and more fun as they learn that they share their most important date (their birthday) with other famous figures and events in history.

We hope that you and your students learn as much from using this unit as we did from developing it! Please contact us with your feedback. We are continuing to expand our library of Common Core Learning Units and we are interested in your comments on this kit and your suggestions for future topics. Happy learning!

Sincerely,

Charlotte Cavanagh





Summary / Purpose

These hands-on projects selected for *This is My Book* allow students to realize that the world is constantly changing and evolving. History is not just something that happened a long time ago, but is something that is constantly occurring. The students incorporate relevant technology and learn to present their perspectives in formats that will be valuable for future classes and adult careers. We have included a variety of age-appropriate oral/writing opportunities: interviewing, compiling information, essay writing, and oral presentation.

Take advantage of these great student projects to compile dynamic visuals for hall bulletin boards. It is a great way to showcase the student's work, show parents, administrators, and colleagues how effective a teacher you are, and inspire other students to learn more about themselves and the world that they inhabit!

Overall, most of **Common Core English Language Arts Standards for Grade 2: Reading Informational Text, Writing, Speaking & Listening & Language as well as some Math Standards** are covered in this unit. As you engage your students in learning, you can be confident that you are aligning your curriculum with the standards that are expected of all second graders across our nation.

Expectations

Your students will take an interactive journey of discovery, reflection, and creativity. This project was designed to encourage creativity and stimulate research by having students research their favorite topic: themselves. By learning about themselves and their place in the world around them, students can begin to develop the critical thinking skills that they will need for their school years and beyond. You can stimulate discussion about the essential questions and big ideas that this unit relates to. Once the unit is completed, you can encourage the students to reflect, not only on what they learned about themselves and their family, but also about how they relate to other periods of history and humanity overall.

By integrating *This is My Book!* into your curriculum, you are adding rigor into project-based education. You are raising the bar on what you expect from your students and preparing them to be competitive in our highly visual world. The hands-on projects will help the students learn the material in a deeper way and they will be able to express their own personal creativity in the execution of those projects. You are also helping them to learn to assess their level of knowledge and performance by using the checklists and rubrics that are included with the unit. By giving them the opportunity to learn the material in a more intimate and thorough way, you are helping them achieve 4's on those rubrics!

Unit Projects

1. Research and Reflection
2. Autobiographical Introduction
3. *This is My Book!* template-based autobiography
4. Oral Presentation

Required Software

- Graphics-Toolbox
- Microsoft Word

Provided Templates

- 45 - 8 ½" x 11" *This is My book!* Template pages
- Internet Research Notes
- Family Research Interview Notes
- Personal Reflection Questions

Available Videos

- Creating the pages for *This is My Book!*
- Using Text Boxes in your Autobiography





Essential Questions:

Some essential questions to consider:

- How have I changed since the year I was born?
- How has the world changed since the year I was born?
- What impact have I made on the world so far?

Big Ideas:

Think about these Big Ideas:

- The world is always changing, just as a person changes from year to year.
- History is created every day.

What other Essential Questions and Big Ideas can you think of?



Common Core State Standards¹ Covered in
This is My Book!

English Language Arts Standards » Reading: Informational Text » Grade 2

Key Ideas and Details

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.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

English Language Arts Standards » Writing » Grade 2

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.



W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

English Language Arts Standards » Speaking & Listening » Grade 2

Comprehension and Collaboration

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- 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).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.



SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

English Language Arts Standards » Language » Grade 2

Conventions of Standard English

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., *group*).
- Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- Use reflexive pronouns (e.g., *myself, ourselves*).
- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., *cage* → *badge; boy* → *boil*).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Compare formal and informal uses of English.

Vocabulary Acquisition and Use

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.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).



- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Mathematics » Grade 2 » Measurement & Data

Measure and estimate lengths in standard units.

2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and Measuring tapes.

Work with time and money.

2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and (cents) signs appropriately.