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| **Unit Information** | | | |
| **Unit Theme: Unit 3**  **Creative Ideas** |  | **Grade**  **Level:** | **2** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** | **2nd grading period – 4 to 6 weeks** | | |
| **Developers:** | **FES 2nd grade team (C. Groce, J. Viva, V. Davis, F. Sinclair, J. Thomas)** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| Identifying key ideas and details  Demonstrate understanding of key details  Understand the structure of a story  Identify changes in matter | | | | | | |
| **Essential Questions** | | | | | | |
| How do I determine the main ideas and details from what I hear and see?  How can I show what I know about the key details in a text?  How can I retell the beginning, middle and end of a story?  How does matter change form? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| RL2.5 **Describe** the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  SL2.2 **Recount or describe** key ideas or details from a text read aloud or information presented orally or through other media.  RI 2.1 **Ask and answer** such questions as who, what, where, when and why, and how to **demonstrate** understanding of key details in a text.  S2.P.2 **Understand** properties of solids and liquids and the changes they undergo. | | | | RL2.1-2.4, 2.6-2.10  SL 2.1, 2.3-2.6  RI 2.2-2.10  S2.P.2.2-2.3 | | |
| **Possible Mini-lessons Statements** | | | | | | |
| *Science –1. Identifying properties of solids and liquids –*  *How states of matter change*  *Brainstorming ways different objects can be combined*    *2. Understanding reading and writing riddles*  *Identifying solids and liquids – sorting, labeling, reading*    *3. Describing the structure of a story including B-M-E.*  *Connecting events in a story to hands-on science activity. Read the book Our School Science Fair (leveled reader from*  *Pearson 2.3.1). Have students create a story map to retell the B-M-E of the story’s structure. Discuss and make text to self*  *connections. Also teach differences between physical and chemical change.*  *4. Identifying the key ideas and details in a text.*  *Applying what is learned to hands-on science experiment with the buoyancy of various materials. Students will test the*  *materials and record results. Discuss any observations about what affects buoyancy. Display terms: problem, hypothesis,*  *data, and conclusion. Go over the steps of the Scientific Method (a.k.a. Science Steps). Have students read Sink or Float*  *(leveled reader from Pearson 2.3.5). As the students read, they should look for the vocabulary terms as the key ideas. Use*  *the details in the text and in the captions to define the steps of the Scientific Method.* | | | | | | |
| **Possible I Can Statements** | | | | | | |
| 1. I can understand how matter changes. 2. I can show what I know about the key details in a text. 3. I can retell the beginning, middle and end of a story.   4. I can determine the main ideas and details from what I hear and see. | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| 1. **Bloom’s – Create: How can you change matter? Activity on p. E 18-19 in Science text book.** 2. **Bloom’s – Apply: Matter Riddles – bring a solid or liquid in a bag, use a riddle to describe the object, the riddle should include properties of the state of matter. The students demonstrate their learned knowledge from classroom experiment and assigned reading.** 3. **Bloom’s – Remember: Students will place baking soda in the cup and observe reaction. Students will write about their “volcanoes” and compare to the characters in the story.** 4. **Bloom’s – Understand: Give student partners a tray of materials and a container of water. Students will make predictions about the buoyancy of the various materials. Students will compare and contrast their results from the sink and float experiment to the results found in the text.** | | | | | | |
| **Essential Vocabulary** | | | | | | |
| Matter  Properties  Solid  Liquid  Observation  Physical change  Chemical change  Reaction  Experiment  Volcano  Eruption  Data  Hypothesis  Problem  Conclusion  Buoyancy |  | |  | | |  |
| **Resources** | | | | | | |
| 1. **Science text book, paper, scissors, glue, craft materials** 2. **Trays of objects for sorting, bags for objects, science book p. E10-14** 3. **Leveled readers, story maps graphic organizers, small cups of white vinegar, spoons of baking soda** 4. **Containers of water, trays of test materials (i.e. paper clip, crayon, cotton ball, pencil,etc.); vocabulary cards, leveled readers.** | | | | | | |
| **Achievement Targets- Assessment**  **What are the tasks implied by the verbs in the standards? What will the student be able to do?** | | | | | | |
| **Diagnostic** | | **Informal** | | | **Formal** | |
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