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| **Unit Information** |
| **Unit Theme: Unit 4****Our Changing World** |  | **Grade****Level:** | **2** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th**  |  |
| **Developers:** | **LaQuesha Bailey, Chelsea Miller, Nancy Alston** |

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| **What’s The Big Idea (s)?** |
| Animals and plants are constantly changing.  |
| **Essential Questions** |
| How do things change? How do they stay the same? |
| **Priority Standards** | **Supporting Standards** |
| ELA:1. R12.5: Use key features to find key facts or information in a text.
2. W.2.2 I can write informative/explanatory texts and introduce a topic using facts/definitions.
3. SL2.5: I can create audio/visual displays to clarify ideas, thoughts, and feelings

Science:1. 2.L1: Understand animal life cycles
 | ELA:1. R12.1, RI2.6, RI2.4, RI2.7,RI2.8 RI2.9, RI2.102.W2.5, W2.6, W2.7, W2.83. SL2.3,SL2.2,SL2.4, SL2.6Science:1. 2.L.1.1, 2.L.1.2
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| **Possible Minilessons Statements** |
| Pumpkin Stages Craft: I can follow sequential order by applying the stages of a pumpkin’s life cycle. Soil Observations: I can compare and contrast different types of soil by conducting a drainage test. Sequential Life Cycle Poster/Book: I can write facts about the stages of the pumpkin’s life cycle. I can create a visual display to clarify ideas, thoughts, and feelings.Oh Say Can You Seed by Dr. Seuss: I can participate in recounting a story with detail and coherent sentences. |
| **Possible I Can Statements** |
| I can summarize the life cycle of animals and plants. |
| **Problem-Based / Hands-On Learning Activities** |
| Pumpkin Stages Craft: Pictures representing each stage of the Pumpkin Life Cycle, students will assemble the pictures in sequential order and label the various parts/stages.Sequential Life Cycle Poster/Book: Folding and cutting, students assemble the pages in the book and draw their own picture for each stage of the life cycle. Students must write a detailed paragraph describing each stage with lesson vocabulary. Soil Observations: Students will be able to compare and contrast the different types of soils. Students will manipulate and observe differences in drainage of soil types. Use a tea strainer, soil samples; pour water through different types of soil to visually understand the different rates of soil seepage. Dr. Seuss, Oh Say Can You Seed: Students will listen to an informative read aloud. They will then be able to recall facts from the story such as identifying main idea and details.  |
| **Essential Vocabulary** |
| Soil, nutrients, adapt, root, vine, harvest, pollen, transform, particles, substances, seeps, texture, grains |  |  |  |
| **Resources** |
| **\***Leveled Readers with Reading Street Story\*Discovery Ed Videos (Life Cycle, Frog Video) \*Science Textbook\*Dr. Seuss, Oh Say Can You Seed\*Dirt and Worm Cups \*Guest Speaker (Farmer)\*Read Big Pumpkin\*Bring in plants, soil cups, pumpkin for visual explorations |
| **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** |
| Give students a pretest in order to assess their skills and prior knowledge.Have students make a KWL chart for various topics.  | The teacher will be able to observe students through a quick-check in order to assess skills taught and progress thus far. The teacher may walk around with a clipboard checking off standards the student has met. Teacher may also conduct questioning conferences in small groups/individually. | Students will be given a written test with an open ended essay question, multiple choice, and fill in the blank assessing knowledge of unit taught. |