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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, RI2.10  2.W2.5, W2.6, W2.7, W2.8  3. SL2.3,SL2.2,SL2.4, SL2.6  Science:   1. 2.L.1.1, 2.L.1.2 | | |
| **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. | |