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| **Unit Information** | | | |
| **Unit Theme: Unit 1**  **Exploration** |  | **Grade**  **Level:** | **2** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** | **1st Nine Weeks** | | |
| **Developers:** | **Billie Jo Abney, Lisa Barham, Mary Brannan, Shirley Burchette, Diana Cutright, Gretchen Gustafson** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| I can discuss Key Details from a variety of text. | | | | | | |
| **Essential Questions** | | | | | | |
| ~~How can we explore new places and things?~~  How can I find and discuss important details? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| RL.2.1 & RI.2.1 – Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text.  L.2.6 – Use words and phrases acquired through convesations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. when other kids are ahpppy that makes me happy).  2.E.1 – Understand patterns of weather and factors that affect weather.  2.G.1 – Use geographical representations, terms and technologies to process information from a spatial perspective. | | | | RL. 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10  RI. 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10  L. 2.1, 2.2, 2.3, 2.4, 2.5  2.E. 1.1, 1.2, 1.3, 1.4  2.G. 1.1, 1.2 | | |
| **Possible Minilessons Statements** | | | | | | |
| SS – I can find specific locations when given a map. SCIENCE – I can use weather tools appropriately  I can create a model/map of my classroom. (rain gauge/precipation, thermometer/temperature)  I can record and compare weather over a given  amount of time. | | | | | | |
| **Possible I Can Statements** | | | | | | |
| SS – I can use a key to locate items on a map.  I can make a map/model of my classroom, school, home, community.  I can use Google Earth to locate places.  SCIENCE – I can use weather tools to measure and record.  I can chart and graph weather patterns.  ELA – all “I Can” statements | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| SS – Map/Model of classroom, house, school, community.  Map of Fire Drill Plan for home and school.  SCIENCE – Create Weather chart/graph  Create Weather Sock and/or rain gauge  Create Observation Notebook | | | | | | |
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| VOCABULARY –  SS – symbols, legends, cardinal directions, compass rose, geography, representation, spatial sense, perspective, landmark  SCIENCE – qualitative, quantitative, temperature, rain guage, weather vane, thermometer, precipitation, anemometer  ELA – acquired, phrases, adverbs, adjectives, details |  | |  | | |  |
| **Resources** | | | | | | |
| SS – Google Earth, Discovery Education Video, Bus Route Maps, Community Volunteers, Mailbox SS book (TEC61065),  GPS  SCIENCE – Weather tools, meterologist, Discovery Education, Science Made Fun (In-School Field Trip), The Mailbox Sciene Book (TEC 6164), Read and Understand (EMC3303), Mailbox Super Science Investigation (TEC 918), Fun with Science (TCM036), Weather Box (Bunn Elementary) includes, weather tools, Bill Nye Video, trade books, and a list ofcontents (wewill e-mail to Jill). | | | | | | |
| **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** | |
| SS – Map Skill Sheet (given a map, locate/label info)  SCIENCE – Weather Match (match tools with task – rain w/rain guage) | | Teacher Observations | | | SS – Map Skill Sheet (given a map, locate/label info)  Create a map, given a rubric  SCIENCE – Weather Match (match tool with task)  Complete a Weather Chart (given information) | |