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| **Unit Information** | | | |
| **Unit Theme: Unit 2**  **Working Together** |  | **Grade**  **Level:** | **2** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** |  | | |
| **Developers:** | **Patricia Richardson, Rebecca Senter, Claire Roehl** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **“I can decode grade-level words to help me comprehend the text and respond to characters’ actions in a story.** | | | | | | |
| **Essential Questions** | | | | | | |
| **“How can blending words help me to understand the story so that I can explain the characters’ feelings and actions?”**  How can we work together? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| RL.2.3: Describe how characters in a story respond to major events and challenges.  RI.2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key ideas in a text.  RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in texts.  2.C.2.3: Exemplify respect and appropriate social skills needed for working with diverse groups. | | | | RL.2.1, RL.2.2, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10  RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10  RF.2.4  2.C.2.1, 2.C.2.2 | | |
| **Possible Minilessons Statements** | | | | | | |
| *Butterfly Activity: Students will work in groups to learn life cycles of animals (butterflies) and will learn about diversity among cultures.*  *Timeline Activity: Students will be able to sequence events using how, what, where, when and why and present their timelines to the class.*  *Indian Diwali: Students will compare and contrast holidays in different cultures.* | | | | | | |
| **Possible I Can Statements** | | | | | | |
| **RL.2.3: I can describe a character’s response in a story.**  **RI.2.1: I can use details to answer questions using who, what, where, when, why and how.**  **RF.2.3: I can decode words using syllables, prefixes, suffixes, and vowel sounds to know and apply grade-level phonics to decode words in texts.**  **2.C.2.3: I can demonstrate respect and us appropriate social skills needed for working with diverse cultures.** | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| **Butterfly Activity:** We collaborated with our Media Specialist (MS) for this activity. Each class went to the library and colored their own paper butterfly and then our MS read a book about the migration of the monarch butterfly. We then took a class picture holding the butterflies to send to a school in Mexico near where the real Monarch butterflies migrate. The students in Mexico will then create their own butterflies to send back to us in the spring to symbolize the migration of the Monarchs back to the United States. After mailing the butterflies, we spent more time learning about Mexican culture. We learned a Mexican dance, sampled Mexican chips and read stories.  **Indian Diwali:** This is the celebration of lights in the Hindu culture to represent the Indian New Year. It usually occurs in late October/early November. We will discuss how different cultures have different holidays and why they are important to their cultures. The students will participate in a “Think/Pair/Share” where they will compare similarities and differences between different holidays in the United States. As a class, we will research the holiday of Diwali (using <http://kids.nationalgeographic.com/kids/stories/peopleplaces/diwali/>). We will then create a Venn diagram comparing and contrasting Christmas and Diwali. The students will then receive a template of a small lamp to represent the festival of lights that they can color and put together and take home. (Template: <http://www.dltk-kids.com/world/india/mpaperdiya.htm>)  **Timeline:** Students will choose a famous person from history that they want to create a timeline for. We will discuss the different aspects of a timeline and the students will create it in class. This will help them to visualize how things change from past to present and also assist with their sequencing skills. The students will then create their own timeline of their lives, using pictures and other information. They will present both to the class and discuss similarities and differences between their lives and the person that they chose.  **Parent Volunteer:** Having a parent from a different background come in to speak with the students about their culture will help to make the experience more real for the students. They are able to ask questions and see how the their culture differs from others. | | | | | | |
| **Essential Vocabulary** | | | | | | |
|  | ELA Vocab: describe, respond, challenges, demonstrate, apply, word analysis, decoding, isolation, major/minor events, sequence, interactions | |  | | | S.S.: Exemplify, appropriate, diverse, social skills, respect, compare/contrast, outline |
| **Resources** | | | | | | |
| **Media Specialist/Media Center; Parent volunteer, Computer and Internet Source (NC WiseOwl); Indian diya template, Venn diagram** | | | | | | |
| **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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