



**Unit #: 2**

**Everyday Science-Seeking the Unknown**

**essential skills and content**

<p><b>Overview</b></p>	<p>In Unit 2, students will be learning the science concepts of exploration, discoveries and inventions, how things work, and the future. At the end of this unit, students will be able to answer the theme question: Why do people seek the unknown?</p> <p>Time Frame-4 weeks</p>	
<p><b>Essential Questions</b></p>	<p>How do I summarize the text?          How do I distinguish the difference between fact and opinion?          How does making predictions enhance my comprehension?          How do I identify the main idea and important details in the text?          How do I use antonyms, idioms, and metaphors to determine the meaning of words?</p>	
<p><b>Learning Targets</b></p>		
<p><b>Content/Skills</b></p>	<p><b>Comprehension skill</b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion (RI.5.1)</li> <li>• Identifying main idea and details (RI.5.2)</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Antonyms (L.5.5c)</li> <li>• Idioms (RL.5.4) (L.5.5b)</li> <li>• Metaphors (RL.5.4) (L.5.5) (L.5.5a)</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Summarize (RI.5.2) (RL.5.2)</li> <li>• Make Predictions</li> <li>• Text Evidence- Supporting all comprehension strategies (RI.5.8) (RL.5.1) (RI.5.7)</li> </ul>	<p><b>KCCRS Skills; More depth needed:</b></p> <ul style="list-style-type: none"> <li>• Mood and Tone (RL.5.7)</li> <li>• Theme (RL.5.2)</li> <li>• Compare and contrast 2 or more characters, settings, or events (RL.5.3) (RI.5.3)</li> <li>• Compare and contrast stories of the same genre (RL.5.9) (RI.5.5)</li> <li>• Analyze multiple events of the same event or topic (RI.5.6)</li> </ul>

	<b>Word study and phonics</b> <ul style="list-style-type: none"> <li>• Greek and Latin Roots (L.5.4.b)</li> <li>• Inflected Endings –s,-es (RF.5.3.a)</li> <li>• Vowel Sounds oo,yoo (RF.5.3)</li> <li>• Vowel Sounds ou, aw, oi (RF.5.3)</li> <li>• Vowel + r sounds (RF.5.3)</li> <li>• Vowel + r sounds (RF.5.3)</li> </ul>	
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## balanced assessment

COMPONENT	REQUIRED	SUGGESTED
<b>Formative Assessment</b>		Weekly Unit Assessments Differentiated Unit Test Running Records (RF.5.4)
<b>Summative Assessment</b>	Quarterly Benchmark Assessment	Weekly Unit Assessments Differentiated Unit Test
<b>District-Wide Common Assessment</b>		

## learning experiences

COMPONENT	REQUIRED	SUGGESTED
<b>Suggested Resources/ Learning Experiences</b>	LEAD 21 <ul style="list-style-type: none"> <li>• Whole Group</li> <li>• Guided Reading Groups (SL.5.1)</li> </ul> Close reading-2 to 3 times/week	Articles to match theme: <ul style="list-style-type: none"> <li>• *Time for Kids</li> <li>• *Scholastic News</li> <li>• *National Geographic Kids</li> <li>• Readworks.org <ul style="list-style-type: none"> <li>○ A Club for Explorers by W.M. Akers</li> <li>○ “Seven Minutes of “Terror”, Eight Years of Ingenuity</li> </ul> </li> <li>• Wonderopolis.com</li> </ul> <p>*Items that can be purchased by building</p>
<b>Content Literacy</b>		

COMPONENT	REQUIRED	SUGGESTED
Technology / Media	LEAD 21 <ul style="list-style-type: none"> <li>Virtual field trip</li> <li>Vocab games</li> <li>Online assessments</li> </ul>	<ul style="list-style-type: none"> <li>SMART resources</li> <li>EDMODO</li> <li>*Discovery Education</li> <li>*Study Island</li> <li>*Brain Pop</li> <li>*Book Flix</li> <li>*IXL</li> <li>Read Naturally-See Reading Specialist</li> </ul> <p>*Items that can be purchased by building</p>
Differentiation / Intervention	Differentiated leveled groups Reading Specialist Literacy Centers	<ul style="list-style-type: none"> <li>Novel Studies:</li> <li>LEAD 21-online coach</li> </ul>

content-specific components		
COMPONENT	REQUIRED	SUGGESTED
Inquiry	Inquiry process (SL.5.4, SL.5.5, SL.5.6) 21 <sup>st</sup> Century Skills <ul style="list-style-type: none"> <li>Research</li> <li>Collaboration</li> </ul>	Inquiry process <ul style="list-style-type: none"> <li>Note taking/paraphrasing- (SL.5.2), (SL.5.3)</li> <li>Research/key word search- (RI.5.9)</li> <li>Collaboration- (SL.5.1), (SL.5.1a-d)</li> <li>Presentation- (SL.5.5), (SL.5.6)</li> <li>Evaluate Sources (W.CCR.5.8)</li> <li>Evaluate Internet Sources (W.CCR.5.8)</li> </ul> <p>Possible Inquiry Questions:</p> <ul style="list-style-type: none"> <li>How might scientists use information about glaciers in the study of climate?</li> <li>How are the space shuttles able to exist and re-enter Earth's atmosphere without being destroyed?</li> <li>How are telescopes able to view planets that are more than a billion miles away?</li> </ul> <p>Presentation Ideas:</p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Prezi</li> <li>Brochure</li> </ul>

COMPONENT	REQUIRED	SUGGESTED
		<ul style="list-style-type: none"><li>• Presentation Share</li><li>• iMovies</li><li>• Photostory</li></ul>