



<b>Unit #: 2</b>	<b>Science at Play</b>
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**essential skills and content**

<b>Overview</b>	How does Science help us have fun?  Time Frame – 4 weeks	
<b>Essential Questions</b>	How can I identify cause and effect relationships in text? How can I identify the text structure? How can I summarize after reading text? How can I make predictions before and during reading?	
<b>Learning Targets</b>		
<b>Content/Skills</b>	<p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>Identify Cause and Effect (RI.3.8)</li> <li>Identify Text Structure (RL.3.4)</li> </ul> <p><b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>Summarizing (RI.3.2)</li> <li>Make Predictions(RI.3.8)</li> </ul> <p><b>Word Study and Phonics</b></p> <ul style="list-style-type: none"> <li>Contractions – am, is, are (RF.3.3)</li> <li>Compound Words (RF.3.3)</li> <li>Long o sounds (L.3.2f)</li> <li>Long I Sounds (L.3.2f)</li> <li>Three letter clusters(L.3.2f)</li> </ul> <p><b>Vocabulary Strategies</b></p> <ul style="list-style-type: none"> <li>Antonyms (L.3.5c)</li> </ul> <p>(Standard expresses as “shades of meaning”)</p> <ul style="list-style-type: none"> <li>Idioms (L.3.5a)</li> </ul>	<p><b>+ Additional reading sources for Cause and Effect</b></p> <ul style="list-style-type: none"> <li><u>Cloudy With a Chance of Meatballs</u> by Judi Barrett 730L</li> <li><u>The Rain Came Down</u> by David Shannon 370L</li> <li><u>The Day Jimmy’s Boa Ate the Wash</u> by Trinka Hakes Noble 540L</li> <li><u>The Terrible Thing That Happened at our House</u> by Marge Blaine</li> </ul> <p><b>+Additional resources for Similes</b></p> <ul style="list-style-type: none"> <li><u>Ghost Wings</u> by Barbara Joosse 390L</li> <li><u>Peepers</u> by Eve Bunting 310L</li> <li><u>Up North at the Cabin</u> by Marsha Wilson Chall</li> <li><u>Homeplace</u> by Anne Shelby</li> </ul> <p><b>+Additional resources for Predicting</b></p>

	<ul style="list-style-type: none"> <li>• Similes(L.3.5a)</li> </ul> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>• Figurative language and character (RL.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Taking Care of Carruthers</u> by James Marshall 470L</li> <li>• <u>Itsy Bitsy the Smart Spider</u> by Charise Harper</li> </ul>

balanced assessment		
COMPONENT	REQUIRED	SUGGESTED
<b>Formative Assessment</b>	Running Records	Weekly Unit Assessments Note: Weekly Assessments for this unit use terms that may need to be emphasized for example:  Week 1: none Week 2: none Week 3: “story / selection is organized mainly by . . .” and “which sentence is an example of figurative language” Review questions 2 and 5 before assessing. Week 4: none  Differentiated Unit Test
<b>Summative Assessment</b>	Quarterly Benchmark 1 Assessment	Weekly Assessments Differentiated Unit Test
<b>District-Wide Common Assessment</b>	MAP Kansas State Test Placement Test	

learning experiences		
COMPONENT	REQUIRED	SUGGESTED
<b>Suggested Resources/ Learning Experiences</b>	LEAD 21	Literature: <u>Forces Make Things Work</u> by Kimberly Brubaker Bradley <u>Gravity is a Mystery</u> by Franklyn Branley <u>Meet Einstein</u> by Mariels Kleiner <u>Roller Coaster</u> by Paul Mason 610L <u>Zoom!</u> by Robert Munch 330L

COMPONENT	REQUIRED	SUGGESTED
Content Literacy		
Technology / Media	LEAD 21- Virtual Field Trips/e-tools	Differentiated Readers on-line Roller Coaster Builder <a href="http://pbskids.org/dragonflytv/show/mattermotion.html">http://pbskids.org/dragonflytv/show/mattermotion.html</a> <a href="http://interactivesites.weebly.com/physics-and-motion.html">http://interactivesites.weebly.com/physics-and-motion.html</a>
Differentiation / Intervention	Differentiated Readers Literacy Centers	

content-specific components		
COMPONENT	REQUIRED	SUGGESTED
	Inquiry Process 21 <sup>st</sup> Century Skills <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Evaluate Sources</li> <li>• Use Library Resources</li> </ul>	Presentation Ideas: <ul style="list-style-type: none"> <li>• After taking pictures of kids “in action”, students wrote paragraphs that included five vocabulary words from the unit.</li> <li>• Timeline of inventions, students researched what led to the creating of the invention.</li> </ul>