



Unit #: 2

All Around Town

essential skills and content

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| Overview | <p>Students will be learning the science concepts of building communities, tools, and technology, nature, and transportation. Thinking about the overall arching question: How is science a part of our community?</p> <p>Time Frame- 4 weeks</p> | |
| Essential Questions | <p>How do details and facts help us understand what we read? How do details and facts help us understand the main idea of a text? How can identifying the main idea of a text help us understand what we read? How does making predictions help readers understand the text better? How does summarizing help us understand what we read?</p> | |
| Learning Targets | | |
| Content/Skills | <p>Target Skill</p> <ul style="list-style-type: none"> Identify Details and Facts (RL. 2.1, RI 2.1) Identify Main Ideas and Details (RL. 2.2, RI. 2.2) <p>Comprehension Strategy</p> <ul style="list-style-type: none"> Make Predictions (RL. 2.1, RL. 2.2) Summarize (RL. 2.6, RL. 2.7, <p>Word Study/ Phonics</p> <ul style="list-style-type: none"> Plural Nouns with Spelling Changes : -y (ies), -y (-ys), -f (-ves) (RF. 2.3, RF. 2.3b, RF. 2.3f) Double Medial Consonants (VCCV) (RF. 2.3b) Consonant Digraphs; sh, th, ch, tch (RF. 2.3) Homophones (RF.2.3) | <p>+ Explain Main Idea vs. Central Ideas or Themes</p> |

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| | <ul style="list-style-type: none"> Syllable Patterns V/CV and VC/V (RF. 2.3) <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> Identify Descriptive Language (RL. 2.5) Use Context Clues (L. 2.4a. L. 2.4c, RF. 2.4) Use a Dictionary (L. 2.4e) | |
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| balanced assessment | | |
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| COMPONENT | REQUIRED | SUGGESTED |
| Formative Assessment | | Weekly Unit Assessments Differentiated Unit Test Running Records |
| Summative Assessment | Quarterly Benchmark Assessment | Weekly Unit Assessments Differentiated Unit Test |
| District-Wide Common Assessment | | |

| learning experiences | | |
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| COMPONENT | REQUIRED | SUGGESTED |
| Suggested Resources/ Learning Experiences | LEAD21 <ul style="list-style-type: none"> Whole Group Guided Reading Groups (SL. 2.1) Close Reading | <ul style="list-style-type: none"> Making Predictions Mentor Text <u>Lily's Purple Plastic Purse</u> by Kevin Henkes <u>Thundercake</u> by Patricia Polacco <u>Gingerbread Baby</u> by Jan Brett Homophones Mentor Texts- <u>Dear Deer</u> by Gene Earretta <u>A Chocolate Moose for Dinner</u> by Fred Gwynne Descriptive Language Mentor Texts- <u>Snowflake Bentley</u> by Jacqueline Briggs Martin <u>Owl Moon</u> by Jane Yolen |

| COMPONENT | REQUIRED | SUGGESTED |
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| Content Literacy | | |
| Technology / Media | Lead 21 <ul style="list-style-type: none"> On-line Field Trips | Differentiated Readers on-line Smart Notebook in Curriculum Resources eHandbook-LEAD 21 online LEAD-21 online games/resources EDMODO *Brainpop Jr (purchase)- homophones (homonyms), making predictions *IXL (purchase)-homophones, dictionary skills |
| Differentiation / Intervention | Differentiated Readers Reading Specialist (LLI) Literacy Centers | |

|  content-specific components | | |
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| COMPONENT | REQUIRED | SUGGESTED |
| Inquiry | Inquiry Process | Possible Inquiry Questions- <ul style="list-style-type: none"> How do communities keep people and buildings safe from fire? How do people find coal and oil if those resources are underground? How do parks make communities better? Presentation Ideas (SL. 2.4)-Make a picture book, diagram (SL. 2.5) |