



Unit #: 8

**Physical Feats**

**essential skills and content**

<b>Overview</b>	<p>Students will be learning the humanities concepts of overcoming physical challenges and using both muscles and brains to succeed.</p> <p>Time Frame-4 Weeks</p>	
<b>Essential Questions</b>	<p>What is a physical feat?          What does physical strength represent in literature?          Why do brains beat physical strength in literature?          How do brains and muscles work together to help people succeed?</p>	
<b>Learning Targets</b>		
<b>Content/Skills</b>	<p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Identify Details and Facts ( RL. 2.1)</li> <li>• Compare and Contrast ( RL. 2.9, RI. 2.9)</li> <li>• Determine Author’s Purpose ( RI.2.6, RL. 2.6)</li> <li>• Cause and Effect (RI. 2.3)</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Making Predictions (RL.2.1, RI. 2.1)</li> <li>• Make Inferences ( RI.2.1, RL. 2.1)</li> <li>• Make Connections (RI.2.1, RL.2.1)</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Use Metaphors (L.2.5)</li> <li>• Use Synonyms ( L.2.5)</li> <li>• Use Picture Clues ( L.2.4)</li> </ul>	<p>+additional metaphor activities</p>

	<b>Word Work: Phonics and Word Study</b> <ul style="list-style-type: none"> <li>• Long a,e,i,o,u. (RF.2.3a)</li> <li>• Adding –s, -es, -ed, -ing (RF.2.3d)</li> <li>• Adding –er and –est (RF.2.3)</li> <li>• Prefixes pre-, mis-, dis- (RF.2.3)</li> <li>• Suffixes –less,-ness, -able (RF.2.3d)</li> </ul>	


## balanced assessment

COMPONENT	REQUIRED	SUGGESTED
<b>Formative Assessment</b>	Running Records	Weekly Assessments (1 & 3) Phonics Companion Pages Practice Companion Pages
<b>Summative Assessment</b>	Quarterly Benchmark Assessment	Differentiated Unit Assessment Weekly Assessments (2 & 4)
<b>District-Wide Common Assessment</b>	MAP	

## learning experiences

COMPONENT	REQUIRED	SUGGESTED
<b>Suggested Resources/ Learning Experiences</b>		Metaphors Mentor Texts- <u>Tale of the Manderine Duck</u> by Katherine Paterson <u>Heartland</u> by Diane Siebert <u>Fishing in the Air</u> by Sharon Creech <u>Silver Seeds</u> by Paul Paolilli  Cause & Effect Mentor Texts- <u>Why the Chicken Crossed the Road</u> by David Macaulay <u>The Runaway Bunny</u> by Margaret Wise Brown <u>The Day Jimmy's Boa Ate the Wash</u> by Trinka Hakes Noble

COMPONENT	REQUIRED	SUGGESTED
		<b>Close Reading-</b> Readworks.org (free) resource for Close Reading- “Are you a Fit Kid?” “The Human Body-You’ve Got some Nerve” “My Life hasn’t Changed”  Challenge Grids on Curriculum Resources
<b>Content Literacy</b>		
<b>Technology / Media</b>	LEAD 21-online field trip	Smart Notebook in Curriculum Resources eHandbook-LEAD 21 online LEAD-21 online games/resources EDMODO Brainpop Jr (purchase)-synonyms & antonyms, cause & effect Brainpop (purchase) IXL (purchase)-synonyms
<b>Differentiation / Intervention</b>	Differentiated level groups Building Reading Specialist (LLI) Literacy Centers	LEAD 21-Online Coach

		
COMPONENT	REQUIRED	SUGGESTED
<b>21<sup>st</sup> Century Skills</b>	Inquiry Process <ul style="list-style-type: none"> <li>• Research</li> <li>• Listening Skills</li> <li>• Present Information</li> <li>• Collaboration</li> </ul>	Possible Inquiry Questions- <ul style="list-style-type: none"> <li>• Why are some athletes stronger and faster than others?</li> <li>• How do muscles work?</li> <li>• What qualities does it take to complete a physical feat?</li> </ul> Possible Inquiry Projects- (SL. 2.4, SL. 2.5) Student Choice Diagram Make a collage or picture book Skit

COMPONENT	REQUIRED	SUGGESTED