

## UNIT 2

<b>Course:</b> Language Arts/Science/SEL	<b>Grade Level:</b> 2nd Grade
<b>Unit Title:</b> Life Science: <i>Plants and Animals</i>	<b>Length of Unit:</b> Until the end of the first trimester - Approximately 5 weeks
<p><b>Unit Summary:</b> In this unit, students will study what plants need to survive as well as how plants and animals depend on one another to survive (i.e. pollination) in various habitats. Students will learn how plants grow and thrive in a variety of environments. They will experiment with the basic needs of plants, including water, light, and learn that plants have roots that allow water to be absorbed from the soil. Students will continue to use their reading strategies to understand a wide range of texts, analyzing how characters respond to events and making connections between those events. Students will use the writing process to write a narrative piece in which they include all the components of grade level narrative writing.</p> <p><b>SEL</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to set and reach goals, demonstrate empathy and compassion toward others, and manage their emotions.</p>	
<b>Stage 1- Desired Results</b>	
<p><b>STANDARDS</b></p> <p><b>Priority:</b> <b>Science:</b> 2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p><b>Language Arts:</b> RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<b>Transfer</b>
	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>TG1: Plan and conduct an investigation to collect evidence about what plants need to grow.</b></p> <p><b>TG2: Read a wide range of texts and demonstrate an understanding of a text's main topic, central message, lesson, or moral by explaining how this is influenced by the way a character responds to events or the way in which a text makes connections between people, events, or concepts.</b></p> <p><b>TG3: Write a well-sequenced narrative text about a real or imagined experience.</b></p>
	<b>Meaning</b>

<p><b>RL.2.3:</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RI.2.3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>W.2.3:</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>SEL:</b> Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p><b>Supporting:</b> Science: K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate</p>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that....</i></p> <p><b>EU1:</b> Plants need sunlight and water to survive.</p> <p><b>EU2:</b> Scientific investigations are processes that allow evidence to be collected to determine patterns in the natural world and answer questions.</p> <p><b>EU3:</b> Literary text explores characters' motives and actions as they deal with conflict.</p> <p><b>EU4:</b> Effective readers understand the connections between events, ideas/ concepts or steps and use those connections to better understand informational text(s).</p> <p><b>EU5:</b> A good narrative tells a story about people dealing with problems; characters must face a conflict that needs a solution.</p> <p><b>EU6:</b> Facing challenges and difficulties is essential to achieving goals.</p> <p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> What do plants need to survive?</p> <p><b>EQ2:</b> What are scientific investigations and why are they done?</p> <p><b>EQ3:</b> Why do characters do what they do and feel how they feel? <i>How do a character's feelings affect his/her actions? Why do characters change?</i></p> <p><b>EQ4:</b> How can I use the events, ideas, or steps to create connections to better understand informational text?</p> <p><b>EQ5:</b> What makes a good story? <i>Why do we tell stories?</i></p> <p><b>EQ6:</b> How do I work through difficulties and challenges?</p> <p><b>Acquisition</b></p> <p><a href="#">Year-Long English/Spanish "I Can" Statements</a> <i>Students will be skilled at...</i></p>
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<p>how the shape of an object helps it function as needed to solve a given problem.</p> <p>2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*</p> <p>Language Arts: RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.eas or concepts, or steps in technical procedures in a text.</p> <p>RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>W.2.6: With guidance and support from adults, use a variety of digital</p>	<p><b>Science</b> <b>K2:</b> Plants depend on water and light to grow</p> <p><b>K3:</b> The process of scientific investigations</p> <p><b>Language Arts/Digital Literacy</b> <b>K4:</b> Reading strategies</p> <p><b>K5:</b> The elements of a narrative writing</p> <p><b>K6:</b> The writing process</p> <p><b>K7:</b> How to be a responsible digital citizen</p> <p><b>SEL</b> <b>K8:</b> Goal-setting strategies</p>	<p><b>Science</b> <b>S1:</b> I can make observations (firsthand or from media) to collect data which can be used to make comparisons.</p> <p><b>S2:</b> I can plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</p> <p><b>Language Arts/Digital Literacy</b> <b>S3:</b> I can find the central message, lesson, or moral of a story. (RL.2)</p> <p><b>S4:</b> I can recount stories, fables, and folktales that I have read. (RL.2)</p> <p><b>S5:</b> I can find the main topic of a multiparagraph text. (RI.2)</p> <p><b>S6:</b> I can find the focus of specific paragraphs in a text. (RI.2)</p> <p><b>S7:</b> I can talk about how characters react to important events and challenges. (RL.3)</p> <p><b>S8:</b> I can talk about the connection between historical events, scientific ideas or concepts, or steps in a set of directions in a text. (RI.3)</p> <p><b>S9:</b> I can write a narrative piece. (W.3)</p> <ul style="list-style-type: none"> <li>• I can recount a short sequence of events.</li> <li>• I can include details to describe what happened.</li> </ul>
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<p>tools to produce and publish writing, including in collaboration with peers.</p>		<ul style="list-style-type: none"><li>• I can use temporal words to show event order.</li><li>• I can provide a sense of closure.</li></ul> <p><b>S10:</b> I can describe how stories are organized, including how the beginning introduces the story and the ending concludes it. (RL.5)</p> <p><b>S11:</b> I can use nonfiction text features to find key information. (RI.5)</p> <p><b>S12:</b> I can find differences in the points of view of characters. (RL.6)</p> <p><b>S13:</b> I can change my voice for each character when I read aloud. (RL.6)</p> <p><b>S14:</b> I can identify the main purpose of a text. (RI.6)</p> <p><b>S15:</b> I can explain what the author wants to inform, explain, or describe. (RI.6)</p> <p><b>S16:</b> I can use different digital tools to produce and publish writing. (W.6)</p> <p><b>S17:</b> I can identify keywords and/or search terms with guidance. (Info/Dig Lit Goal 3)</p> <p><b>S18:</b> I can begin to use text features to navigate my information source. (Info/Dig Lit Goal 3)</p>
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		<b>SEL</b> <b>S19:</b> I can set and reach goals.  <b>S20:</b> I can demonstrate empathy and compassion toward others.  <b>S21:</b> I can manage my emotions.