

Understanding by Design: Mountain Home School District

Designer Name(s): 2nd Grade Team

Date: 6/4/14

Subject Area: ELA

Grade Level(s): 2nd

Unit Title/Focus: Unit 4 – Look Again

Estimated Amount of Instructional Time: 6 weeks

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS Reading for Literature Skills

RL.2.1 ask/answer who what where when why and how questions for understanding of key details
RL.2.4 Describe how words and phrases supply rhythm and meaning in a song, poem, or story.

CCSS Reading for Information Skills

RI.2.2 ID main topic and focus of specific paragraphs
RI.2.4 Determine meaning of words and phrases
RI.2.5 Know and use text features to locate key facts in info.
RI.2.6 ID main purpose
RI.2.7 Explain how specific images contribute/clarify text
RI.2.8 Describe how reasons support specific points in text
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic

CCSS Reading Foundational Skills

RF.2.3 Know and apply grade level phonics and word analysis when decoding words
RF.2.3b. Know spelling sounds correspondence for additional vowel teams
RF.2.3d. Decode words with common prefixes and suffixes
RF.3.3f. Recognize and read grade appropriate irregularly spelled words
RF.3.4 Read with sufficient accuracy and fluency to support comprehension
RF.3.4a Read on level text with purpose and understanding
RF.3.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings
RF.3.4c. Use context to confirm or self-correct word recognition and understanding

CCSS Speaking and Listening

SPL.2.1 Participate in conversations with partners about grade 2 topics/text with peers and adults
SPL.2.1a follow agreed upon rules for discussion
SPL.2.1b build on others talk and conversations
SPL.2.1c ask for clarification and explanation as needed
SPL.2.2 Recount key ideas and details from various forms of text orally
SPL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension gather additional information or deepen understanding of a topic or issue
SPL.2.5 Create audio recordings or visual displays of stories or poems when appropriate to clarify ideas, thoughts, and feelings
SPL.2.6 Produce complete sentences when appropriate to task and situation in order to provide detail or clarification

CCSS Language Standards

L.2.1 Demonstrate command of conventions of Standard English, grammar, and usage when writing or speaking
L.2.1b. Form and use frequently occurring irregular plural nouns
L.2.f Produce, expand, and rearrange complete simple and compound sentences
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2d Generalize learned spelling patterns when writing words
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
L.2.3a Compare formal and informal uses of English
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a variety of strategies.
L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase
L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

CCSS Writing

W.2.1 Write opinion pieces in which the topic or book is introduced they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement and sections.
W.2.3 Write narratives in which students recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal order and provide closure
W.2.5 Revising and editing with support from peers and adults
W.2.6 with guidance and support from adults use a variety of tools to publish writing
W.2.7 Participate in shared writing projects
W.2.8 Recall information from experiences or gather information from provided sources to answer

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)

Students will understand that...

The different types of animal camouflage.
 Creature all over the world (land, sea and air) use camouflage to hunt and to protect themselves.
 Animals have ways of warning other animals of danger.
 Animals have many different ways of hiding, including hiding themselves.
 By looking closely and knowing what to look for will help one to see hiding animals.

What is animal camouflage?
 How is camouflage like wearing a costumes?
 Can animals ever be in danger because they are camouflaged?
 Have you ever accidentally stepped on an animal or a creature?
 Are land animals the only creatures that use camouflage?
 If you were a sea creature, how would you hide from enemies?
 Do you think animals look out for each other?
 Do animals have a warning system to alert other animals of dangers?
 What are some different ways animals hide from their enemies?
 How can you see animals hiding?

Big Idea(s)

Why do animals need to hide?

What Students will know: (what knowledge will they acquire)

Green Band

- What fluent reading sounds like
- Variant vowel spelling patterns
- Plural words name more than one
- Synonyms are words with similar meanings
- Antonyms are words with opposite meaning
- Compound words combine two words
- Contractions combine 2 words with an apostrophe
- Prefixes are added to the beginning of a word to change its meaning
- Inflectional ending change the tense of the verb
- Comparative ending –er, -est compare two or more objects
- Irregular plurals do not simply end in “s”
- High Frequency Words: *soon, new, wash, warm, found, round, sound, picture and full*

Red Band:

- Prior knowledge can connect to new information
- Characteristics of a good listener
- Connections can be made text-text, text-self, text-world.
- Main ideas are supported by details in the text
- Adjusting reading speed can help to understand text
- Rereading text can help to understand text
- Clarifying confusing information can help to understand text
- Sea creatures use different types of camouflage
- Authors write stories to either persuade, inform or entertain
- Elements of an inquiry/inquiry process
- Facts tell information
- Opinions tell how someone feels

What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)

Green Band:

- Build Fluency
- Read words with variant vowel spelling patterns
- Identify plural words
- Identify synonyms
- Identify antonyms
- Identify compound words
- Identify contractions and the words which make up the contraction
- Identify prefixes un-, dis-, mis- and mid-
- Identify inflectional endings
- Identify the comparative ending –er
- Identify irregular plurals
- Read, write, and spell high frequency words
- Read Decodable Story with spelling patterns & high frequency words

Red Band:

- Relate prior knowledge to the unit theme: Look Again
- Listen attentively
- Build vocabulary
- Make connections
- Adjust reading speed
- Reread text to understand selection
- Clarify information
- Explain how sea creatures use camouflage
- Identify main idea and details of a text
- Generate ideas and questions for the unit inquiry
- Use context clues, apposition, and word structure to learn the selection vocabulary words
- Identify Author's purpose of a text
- Explain the difference between/identify facts & opinions
- Review elements of expository text

- Strategies can be applied to understand new vocabulary words
- Elements of expository text
- Animals use camouflage for different reasons
- Elements of fantasy stories
- Elements rhyming nonfiction
- Animals use camouflage to hide from their enemies
- Elements of folktales
- Animals can help each other
- Elements of expository text
- How animals can use camouflage
- Information can be classified and categorized to support comprehension
- Information may be visualized to support comprehension
- Animals share similarities and have differences
- Headings are used to categorize information
- Poems use metaphors to compare two or more things
- Illustrations & pictures can be used as evidence
- Punctuation and line breaks affect a poem
- Strategies to accomplish larger tasks: i.e. one thing at a time
- Vocabulary: *camouflage, patterns, blend, surroundings, pretenders, mimicry, hare, scent, meadow, pond, stump, disguise, creatures, glides, fade, delay, designed, proceeds, glossy, bank, temper, reeds, natural, unaware, available, protective, coloration, imitator*

Blue Band

- Elements of explanatory text
- Variant vowel spelling patterns
- Sequence mapping can be used to organize ideas
- Pronouns replace nouns
- How & When it's appropriate to skim text
- Elements of a persuasive paragraph
- Persuasive writing is dependent upon audience and purpose
- Nouns show possession by adding " 's"
- Special Pronouns show possession
- Taking notes can help organize and sequence information from a large text
- Strategies may be used to help spell words
- Word choice affects the quality of a paragraph
- Elements of a book review
- Compound sentence combine two sentences with the same subject
- Transition words connect ideas in writing
- Speakers give speeches for different purposes
- Elements of a folktale
- Identify the main character(s)
- Imperatives give commands
- Information can be found in a variety of sources

- Be able to explain one way animals use camouflage
- Identify fantasy stories
- Explain how the animals in "Hungry Little Hare" use camouflage
- Choose a question for their inquiries
- Identify rhyming nonfiction
- Explain how animals use camouflage to hide from their enemies
- Make conjecture for the inquiry questions
- Identify folktales
- Understand how animals help each other
- Collect information for the unit inquiries
- Identify expository text
- Explain how and why animals use camouflage
- Confirm or revise conjectures for the unit inquiries
- Classify & categorize information
- Visualize information
- Compare & Contrast information
- Use headings to predict what a section of text is about
- Present inquiry findings
- Identify metaphors in poetry
- Use pictures for evidence
- Explain how punctuation and line breaks affect a poem and read aloud accordingly
- Work on one thing at a time

Blue Band

- Plan, Draft, Revise & Publish explanatory text
- Spell words with variant vowel spellings
- Use sequence mapping for organizing ideas
- Use pronouns in speaking and writing
- Build reading comprehension by skimming text
- Plan, Draft, Revise, & Publish a persuasive paragraph
- Determine the audience and purpose of persuasive text
- Identify and use possessive nouns & pronouns
- Take notes
- Use the meaning strategy with spelling words
- Make careful word choices when writing paragraphs
- Plan, Draft, Revise & Publish a book review
- Use conjunctions when writing compound sentences
- Use transition words in writing
- Identify the purpose of a speech
- Plan, Draft, Revise, Publish a folktale
- Identify the main character(s)
- Use imperatives
- Use a variety of sources for information
- Identify synonyms & antonyms
- Plan, Draft, Revise & Edit a fantasy story
- Apply colons in writing
- Use a graphic organizer to organize ideas
- Use a globe and atlas when appropriate

<ul style="list-style-type: none"> • Synonyms are words similar in meaning • Antonyms are words with opposite meanings • Elements of a fantasy story • Colons are used in telling time and introducing a list • Graphic organizers can be used to organize ideas/information • When & how to use a globe and atlas 	
Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<p>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</p> <p><i>Inquiry</i> <i>Analyzing the Selection</i></p>	<p>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</p> <p>Spelling Tests Lesson Tests Benchmark Idaho Reading Indicator AIMs Web Probes</p>
Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:	

Learning Activities:				
<p><u>Lesson 1 – Animal Camouflage</u></p> <p><u>Day 1:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Read Aloud: <i>Animals in Camouflage</i> Inquiry Process Writing: Explaining a process Spelling</p> <p><u>Day 2:</u> Daily Oral Practice Phonics and Fluency Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendations Comprehension Strategies Inquiry Process Writing: Persuasive Writing Spelling</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Prewriting Spelling Grammar, Usage and Mechanic</p> <p><u>Day 4:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Checking Comprehension Supporting the Reading Fluency Science Inquiry Inquiry Process Writing: Revising Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Publishing Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>	<p><u>Lesson 2 – Hungry Little Hare</u></p> <p><u>Day 1:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Persuasive Writing Spelling</p> <p><u>Day 2:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Prewriting Spelling Grammar, Usage and Mechanic</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Supporting the Reading Fluency Inquiry Writing: Drafting Spelling Study Skills Grammar, Usage and Mechanics</p> <p><u>Day 4:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Checking Comprehension Science Inquiry Inquiry Process Writing: Writing a Journal Entry Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Publishing Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>	<p style="text-align: center;"><u>Unit 1</u></p> <p><u>Lesson 3 – How to Hide an Octopus</u></p> <p><u>Day 1:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Fiction Book Review Spelling</p> <p><u>Day 2:</u> Daily Oral Practice Phonics and Fluency Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Prewriting Spelling Grammar, Usage and Mechanic</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Supporting the Reading Fluency Inquiry Writing: Drafting Spelling Study Skills Grammar, Usage and Mechanics</p> <p><u>Day 4:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Checking Comprehension Science Inquiry Inquiry Process Writing: Writing a Fairy Tale Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Publishing Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>	<p><u>Lesson 4 – How the Guinea Fowl got her Spots</u></p> <p><u>Day 1:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing an Folk Tale Spelling</p> <p><u>Day 2:</u> Daily Oral Practice Phonics and Fluency Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Prewriting Spelling Grammar, Usage and Mechanic</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Skills Reading with a Writer's Eye Supporting the Reading Fluency Inquiry Writing: Prewriting Spelling Study Skills Grammar, Usage and Mechanics</p> <p><u>Day 4:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Checking Comprehension Inquiry Process Writing: Drafting Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Drafting Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>	<p><u>Lesson 5 – I See Animals Hiding, Rabbit, The Tiger</u></p> <p><u>Day 1:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing a Fantasy Spelling</p> <p><u>Day 2:</u> Daily Oral Practice Phonics and Fluency Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Prewriting Spelling Grammar, Usage and Mechanic</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Skills Reading with a Writer's Eye Supporting the Reading Fluency Inquiry Writing: Drafting Spelling Study Skills Grammar, Usage and Mechanics</p> <p><u>Day 4:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Checking Comprehension Inquiry Process Writing: Writing a Personal Narrative Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Writing a Personal Narrative Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one):
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources	SRA Imagine It! Unit 4 – Look Again, Teacher’s Manual Student Reader 2-2 Skills Practice 2 Decodable Stories 32- 38 Lesson Assessments Benchmark Assessment Trade Book, <i>Animals in Camouflage</i> English Learner Support Guide Reteach Intervention Guide Challenge Activities Language Arts Handbook Concept and Question Book Listening Library CDs