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| Diocese of Wheeling-Charleston | | | | |
| Unit Planner (Word, GS) | | | | |
| Name of Teacher: Katie Velto | | | Grade Level: Second | |
| Subject Area: Science | | | Cross Curricular Opportunities: | |
| Unit Title: Dinosaur Discovery | | | Estimated Duration of Unit: One week | |
| Overview of Unit: The students will be introduced and taught to use different references (books, internet, encyclopedia, etc) and  they will also use/ integrate their five senses during this unit. | | | | |
| Forms of Text (non fiction/fiction): non fiction | | | Teaching Strategies: Think, pair, share, learning centers, and discussion. | |
| Catholic Identity Connections: Diocese of Wheeling, Charleston | | | | |
| Assessment (authentic/published - summative/formative): Formative | | | | |
| Standard Number | Standards | Description of Activity | Resources | Date of Completion |
| 1 | SC.S.2.1 | demonstrate the abilities and understanding necessary to do scientific inquiry. |  |  |
| 2 | SC.O.2.2.18 | describe how fossils are formed, and match a fossil, or a picture of a fossil, to its original organism. | http://www.jcesc.k12.oh.us/VLA.aspx |  |
| 1 | ELA.2.R.C1.6 | describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text. |  |  |
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| Differentiated Instruction Opportunities/Overview: Group students by shared interest, topic or ability for assignments. | | | | |
| Cross Curricular Opportunities level: | | | | |
| Standard Number | Standards | Description of Activity | Resources | Date |
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| **Common Core Checklist** | | | | |
| Writing | | | | |
|  | Paragraph | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | |
|  | Summary | | | |
| \*\* | Research: Using different forms of resources such as books, internet, encyclopedia | | | |
|  | Detailed answers (text supported) | | | |
|  | Notes (note taking skills, outlines) | | | |
| \*\* | Complete sentences: Students should have basic reading and writing skills | | | |
| Reading | | | | |
| \*\* | Informational text: This unit will be to inform students on the discovery of dinosaurs | | | |
|  | Lexile | | | |
|  | Complex literature |  |  |  |
|  | Speaking | | | |
|  | Listening: Listening is an important learning strategy that will be used during this unit | | | |
|  | Varied strategies and instructional methods | | | |
| \*\* | Critical thinking in whole class discussion: Small group and class discussion is a strategy that will be used during this unit | | | |
|  | Student led activities | | | |
| \*\* | common core standards (literature circles): Students will follow the common core standards during this unit | | | |
| Technology | | | | |
| \*\* | Smartboard: Smartboard will be used during this unit | | | |
| \*\* | Computers: Computers will be used during this unit | | | |
|  | iPads | | | |
|  | Powerpoint, Elmo etc. | | | |
| Differentiated Instruction | | | | |
| \*\* | Used multiple resources: Students will be using multiple resources during this unit | | | |
|  | Domain Vocabulary | | | |
|  | Cross-Curricular | | | |
| \*\* | Collaborative engagement (meaningful feedback): Students will think, pair, and share their feedback with the class | | | |
|  | Higher level learning and teaching | | | |
| Assessment | | | | |
|  | Project based | | | |
|  | Writing prompt | | | |
|  | Portfolio | | | |
|  | Observation | | | |
|  | Quiz | | | |
|  | Technology based | | | |
|  | Test | | | |
|  | Student created test | | | |
|  | Presentation | | | |
|  | Journal | | | |
| \*\* | Think, pair, share: Observe and note responses through think, pair, and share during each lesson | | | |
|  | Summary | | | |
|  | Oral questioning | | | |
|  | Analogy | | | |
|  | Powerpoint, or movie maker | | | |
| Authenticity | | | | |
|  | Various activities | | | |
| \*\* | Inquiry, research and evidence: Inquiry, research and evidence will be used when researching the discovery of dinosaurs | | | |
|  | Evidence of time management and planning | | | |
|  | Problem solving strategies | | | |
| Summary of Unit: | | | | |
| Day 1: Introduction on dinosaur discovery  -Names of dinosaurs  -Habitats    Day 2: Fossils and Paleontologists  What are fossils? (Center 1)- Students will shift through sand while discovering different forms of fossils  What are Paleontologists and what do they do with the fossils?  Day 3: What was earth like when dinosaurs were alive?  Day 4: Body Structure  -Center Two: On the wall there will be an outline of a dinosaur. The students will use toothpicks and popsicle sticks to form the skeletal structure.  Day 5: Library Day  - Students will use different resources to find information on the discovery of dinosaurs to share with the class. | | | | |
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