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| Diocese of Wheeling-Charleston | | | | | |
| CASE Unit Planner | | | | | |
| Name of Teacher: Katie M. Velto | | | Grade Level: Second | | |
| Subject Area: Reading/Math/Science | | | Cross Curricular Opportunities: Collaboration of reading and math | | |
| Unit Title: Pumpkins | | | Estimated Duration of Unit: Seven Days | | |
| Overview of Unit: This lesson begins with the life cycle of a pumpkin. In October, the students will visit a pumpkin farm and pick out pumpkins for classroom activities. They will learn the life cycle of a pumpkin. They will use adjectives to descriptive writing. They will come up with words to describe the pumpkin, then they will write a short paragraph using those adjectives. This activity will provide the students with knowledge on how to write descriptively. This lesson will also introduce different types of measurement. | | | | | |
| Forms of Text (nonfiction/fiction): Nonfiction | | | Teaching Strategies:  -Active Learning  -Writing Assignments  -Critical Thinking  -Integrating Technology  -Discussion | | |
| Catholic Identity Connections: The students will collaborate within the classroom community to advance excellence. | | | | | |
| Assessment (authentic/published - summative/formative): | | | | | |
| Standard Number | Standards | Description of Activity | | Resources | Date of Completion |
| SC.O.2.2. 15  SC.O.2.2.3 | describe daily and seasonal weather changes.   |  |  | | --- | --- | |  | sequence pictures of events to illustrate the changes in the life cycle of plants and animals. | | Students will watch a video on the life cycle of a pumpkin.  *How to Grow Pumpkins*  Students will discuss how the pumpkin grows during the seasonal weather changes.    You can download the PDF here: [**Pumpkin Life Cycle Sequencing Printable**](http://printables.atozteacherstuff.com/download/pumpkins/pumpkin_lesson.pdf)    Students will listen to the Life Cycle of a Pumpkin Song.  <https://www.youtube.com/watch?v=tU-GwFHQZI8>  Life Cycle of a Pumpkin Song | | <http://www.watchknowlearn.org/Video.aspx?VideoID=40627&CategoryID=9483>  <http://printables.atozteacherstuff.com/download/pumpkins/pumpkin_lesson.pdf> | Day 1 |
|  |  | Then students will use a four square graphic organizer  to describe the life cycle of a pumpkin. Students will create a topic sentence and then use the words: First, Next, & Last in their organizer.  Last the students will write a paragraph titled-The Life Cycle of a Pumpkin. | | <http://www.studenthandouts.com/01-Web-Pages/2013-07/four-square-writing-method-worksheet.pdf> | Day 2 |
| [CCSS.ELA-Literacy.L.2.1.e](http://www.corestandards.org/ELA-Literacy/L/2/1/e/) | Use adjectives and adverbs, and choose between them depending on what is to be modified. | Review the definition of adjectives. Play  School House Rock Adjectives Song.  You can also review adjectives using BrainPop. | | <http://www.watchknowlearn.org/Video.aspx?VideoID=7836&CategoryID=431>  <https://www.brainpop.com/english/grammar/adjectives/> | Day 3 |
| [CCSS.ELA-Literacy.L.2.1.e](http://www.corestandards.org/ELA-Literacy/L/2/1/e/)  [CCSS.ELA-Literacy.W.2.2](http://www.corestandards.org/ELA-Literacy/W/2/2/) | Use adjectives and adverbs, and choose between them depending on what is to be modified.  Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | Go to [www.worksheetworks.com](http://www.worksheetworks.com)  and create a Pumpkin Word Web under Search- graphic organizers. You can choose the number of boxes and write the title in the middle of the web.   |  | | --- | |  |   Students will use their senses to describe the outside of their pumpkin on the word web. Have a class discussion telling what they see, how it feels, and how it smells.  Students will write a descriptive paragraph about their pumpkins. | | Graphic Organizer created on worksheetworks.com | Day 4 |
| ELA.2.W.CIO.1 |  | Paragraphs will be revised and edited. | | A rubric will be used for Assessment. | Day 5 |
| [CCSS.ELA-Literacy.W.2.6](http://www.corestandards.org/ELA-Literacy/W/2/6/) | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | Student will use Microsoft Word to publish their paragraphs. All of the students’ paragraphs will be displayed. | |  | Day 6 |
| [CCSS.Math.Content.2.MD.A.1](http://www.corestandards.org/Math/Content/2/MD/A/1/) | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | Students will use yarn to measure the circumference of their pumpkins. They will use rulers to measure the length of the yarn. Create a table describing the various circumferences of the pumpkins. | | Pumpkins, yarn, rulers | Day 7 |
| Differentiated Instruction Opportunities/Overview: Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners. | | | | | |
| Cross Curricular Opportunities level: Students will learn about the life cycle of a pumpkin, describe the manipulative (pumpkin) using adjectives and then they will take that information and put it into an informative and descriptive paragraph. They will also determine the circumference of the pumpkin. | | | | | |
| Standard Number | Standards | Description of Activity | Resources | | Date |
| **Teaching Strategies Checklist** | | | | | |
| Writing | | | | | |
| X | Paragraph | | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | | |
|  | Summary | | | | |
|  | Research | | | | |
|  | Detailed answers (text supported) | | | | |
| x | Notes (note taking skills, outlines) | | | | |
| x | Complete sentences | | | | |
| Reading | | | | | |
| x | Informational text | | | | |
|  | Lexile | | | | |
|  | Complex literature |  |  | |  |
| x | Speaking | | | | |
| x | Listening | | | | |
|  | Varied strategies and instructional methods | | | | |
|  | Critical thinking in whole class discussion | | | | |
|  | Student led activities | | | | |
| Technology | | | | | |
| X | Smart board | | | | |
| x | Computers | | | | |
|  | iPads | | | | |
|  | PowerPoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
| x | Used multiple resources | | | | |
|  | Domain Vocabulary | | | | |
| x | Cross-Curricular | | | | |
| x | Collaborative engagement (meaningful feedback) | | | | |
|  | Higher level learning and teaching | | | | |
| Assessment | | | | | |
|  | Project based | | | | |
| X | Writing prompt | | | | |
|  | Portfolio | | | | |
| x | Observation | | | | |
|  | Quiz | | | | |
|  | Technology based | | | | |
|  | Test | | | | |
|  | Student created test | | | | |
|  | Presentation | | | | |
|  | Journal | | | | |
| x | Think, pair, share | | | | |
|  | Summary | | | | |
|  | Oral questioning | | | | |
|  | Analogy | | | | |
|  | PowerPoint, or movie maker | | | | |
| Authenticity | | | | | |
| x | Various activities | | | | |
|  | Inquiry, research and evidence | | | | |
|  | Evidence of time management and planning | | | | |
|  | Problem solving strategies | | | | |
| Summary of unit upon completion: Students will be able to describe the life cycle of a pumpkin, give detail of the object (pumpkin), and then put the descriptive words in to paragraph form. Students will also be able to understand how to measure the circumference of an object. | | | | | |
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