

Diocese of Wheeling-Charleston

	Unit	Planner	
Name of Teacher:	Holly Guetzloff	Grade Level:	2
Subject Area:	Social Studies	Cross Curricular Opportunities:	LA, Writing, Math, Reading
Unit Title:	Three Communities	Estimated Duration of Unit:	8 weeks
Overview of Unit:	Comprehensive study of the three types of communities	Forms of Text (nonfiction/fiction):	Realistic Fiction and Expository Nonfiction
Catholic Identity Connections:	Parish/Church communities	Teaching Strategies:	Whole Group, small group, individual work, student led, inquiry, and research
Assessment (authentic/published - summative/formative):	Scott Foresman Reading Street (Iris and Walter Test) Community Diorama Communities Lapbook (various components)		

Standard Number	Standards	Description of Activity	Resources	Date of Completion
SS.2.C.4	create a product (e.g., play, multimedia and poster) to demonstrate an understanding of the diversity in American culture.	<p style="text-align: center;">Community dioramas</p> <p>As an informal assessment students will create a diorama of the community of their choosing (suburban, rural, or urban) using a variety of materials that accurately depict the chosen community and explain it to the class. Students will write at least five sentences about which community they would like to</p>	<p>Community Lapbook</p> <p>Assorted materials for construction</p> <p>If I could live... insert</p>	October

		live in and why using all of the information they have gathered about the three communities in their lapbooks.		
SS.2.E.1	investigate various occupations and career opportunities and how they have changed within the state and nation.	Community helpers foldable and discussion (Brain Pop Video, brainstorming) Students will complete the community helpers foldable writing at least one sentence describing what each of the helpers does.	Community Helper Accordion scissors, glue, crayons	October
SS.2.G.3	summarize how climate, location and physical surroundings have caused changes in the community and state over time.	Communities unit (types of communities and how they have changed in the state) Lapbook components Using various images and websites students will learn about and discuss the differences in the three communities over time. (ie. Levittown v. suburban communities today; Huntington over the years)	Internet, smart board Lapbooks	September October
SS.2.H.C1.1	create timelines using documents and oral accounts to investigate ways communities and generations of families change.	Communities Unit Lapbook components Using various images and websites students will learn about and discuss the differences in the three communities over time. (ie. Levittown v. suburban communities today; NYC and Huntington over the years)	Internet, smart board, images, lapbooks	September October
SS.2.H.C1.2	identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts.	Communities Unit (what/who we find in the three communities) Using various images and websites students will learn about and discuss who lives in each type of community and what their contributions are. Students will complete the foldable for each of the 3 communities. Students will participate in an online game placing the correct objects in the corresponding community.	Internet, smart board, images, lapbooks, community foldables (urban, suburban, and rural)	August September
Differentiated Instruction Opportunities/Overview:	Whole group, small group, and individual work			

	Writing (using minimums but encouraging higher outcomes), discussion, computer/Smart Board use, visual and auditory learning			
Cross Curricular Opportunities level:	Writing Reading Math			
Standard Number		Description of Activity	Resources	Date
ELA.2.R.C2.4 (CCSS RI.2.4)	determine the meaning of words and phrases in informational text relevant to a <i>grade 2 topic or subject area</i> .	Students will read about the three communities using a variety of resources and determine the meaning of Unit words (community, rural, urban, suburban, population, etc.)	Community lapbook Word list Smart Board Internet	August September October
ELA.2.W.C9.1 (CCSS W.2.1)	write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons and provide a concluding statement or section.	Using the information the students have gathered about the three communities they will write an opinion piece at least 5 sentences long about which community they would like to live in and why.	If I could live writing page for lapbook	October
ELA.2.W.C11.2 (CCSS W.2.8)	recall information from experiences or gather information from provided sources to answer a question.	Using prior knowledge and new resources students will complete each community foldable (rural, suburban, and urban) listing the traits and items/people found in each as well as write a short description of each community. Through small group/whole group discussion students will complete the community helper foldable writing at least one sentence	3 Communities foldables Community helper accordion	August September

		describing the job of each one.		
ELA.3.W.C11.1 (CCSS W.3.7)	conduct short research projects that build knowledge about a topic.	Communities Lapbook/unit Students will complete each section of the lapbook learning about the 3 communities and their components/characteristics	Lapbook Smart board Discussion Internet	August September
ELA.3.W.C11.2 (CCSS W.3.8)	recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Communities Lapbook Students will complete each section of the lapbook learning about the 3 communities and their components/characteristics	Lapbook Smart board Discussion Internet	August September
ELA.3.W.C12.1 (CCSS W.3.10)	write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Students will write at least one complete sentence describing the job of each community helper. Students will write at least 2 sentences describing each of the three communities on the community foldables. Using the information the students have gathered about the three communities they will write an opinion piece at least 5 sentences long about which community they would like to live in and why.	Community helper accordion Community foldables (urban, rural, and suburban) If I could live writing page for lapbook	August September October
ELA.2.SL.C13.1 (CCSS SL.2.1)	participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about	Throughout the unit students will discuss the jobs of community helpers and components of each community as well as compare and contrast the three communities.	Community lapbooks Smart Board Internet	August September October

	<p>the topics and texts under discussion).</p> <p>build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>ask for clarification and further explanation as needed about the topics and texts under discussion.</p>			
<p>ELA.2.SL.C13.2 (CCSS SL.2.2)</p>	<p>recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Throughout the unit students will discuss the jobs of community helpers and components of each community as well as compare and contrast the three communities. Students will use the information to complete the community lapbook and all of its components. Students will read the story <i>Iris and Walter</i> (whole group, partner, and individual) and discuss the story. Students will also complete a comprehension quiz on the story.</p>	<p>Community lapbooks Smart Board Internet Reading Street 2nd grade (book and test)</p>	<p>August September October</p>
<p>ELA.2.SL.C13.3 (CCSS SL.2.3)</p>	<p>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.</p>	<p>Throughout the unit students will discuss the jobs of community helpers and components of each community as well as compare and contrast the three communities.</p>	<p>Community lapbooks Smart Board Internet</p>	<p>August September October</p>
<p>ELA.2.SL.C14.3 (CCSS SL.2.6)</p>	<p>produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. *</p>	<p>Students will write at least one complete sentence describing the job of each community helper. Students will write at least 2 sentences describing each of the three communities on the community foldables.</p>	<p>Community helper accordion Community foldables (urban, rural, and suburban)</p>	<p>August September</p>
<p>M.2.MD.10</p>	<p>draw a picture graph and a bar</p>	<p>Communities Unit Graphing</p>	<p>Communities</p>	<p>September</p>

	graph (with single-unit scale) to represent a data set with up to four categories and solve simple put-together, take-apart and compare problems using information presented in a bar graph	Students will take a survey on which community they would like to live in and record their results using tally marks. They will then transfer the data to a bar graph.	Lapbook (graphing and tally accordion pull outs)	
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Common Core Checklist	
Writing	
x	Paragraph (beginning)
	Essay (narratives, fairy tales, realistic fiction)
x	Summary
x	Research
x	Detailed answers (text supported)
x	Notes (note taking skills, outlines)
x	Complete sentences
Reading	
x	Informational text
x	Lexile
	Complex literature
x	Speaking
x	Listening
x	Varied strategies and instructional methods
x	Critical thinking in whole class discussion
x	Student led activities
	common core standards (literature circles)
x	Smart board
x	Computers

x	iPads
x	PowerPoint, Elmo etc.
Differentiated Instruction	
x	Used multiple resources
x	Domain Vocabulary
x	Cross-Curricular
x	Collaborative engagement (meaningful feedback)
x	Higher level learning and teaching
Assessment	
x	Project based
	Writing prompt
x	Portfolio
x	Observation
	Quiz
	Technology based
	Test
	Student created test
x	Presentation
	Journal
	Think, pair, share
x	Summary
	Oral questioning
	Analogy
	PowerPoint, or movie maker
Authenticity	
x	Various activities
x	Inquiry, research and evidence
x	Evidence of time management and planning
x	Problem solving strategies

Summary of Unit:	
x	Student completed community lapbook and diorama