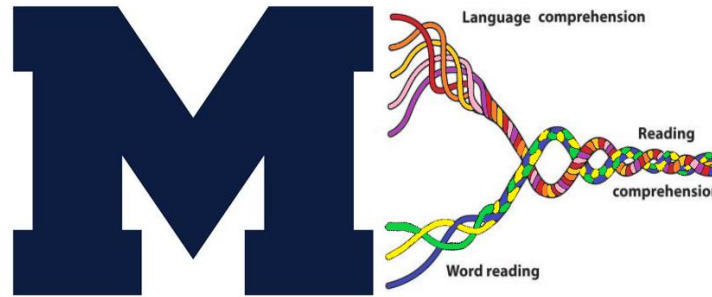




SECOND GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #2: The Moon</i>	Suggested Duration	<i>3 weeks</i>
-------	--------------------------	--------------------	----------------

GSE Standards

Priority Standards

- ELAGSE2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

Essential Questions

<p>Factual—</p> <p>Where does the light reflected by the Moon come from?</p> <p>Why does the Moon appear to change shape?</p> <p>How does the Moon affect tides on Earth?</p>	<p>Inferential—</p> <p>Why did people use myths and legends to explain the Moon?</p> <p>Why does the Moon appear larger than the stars at night?</p>	<p>Critical Thinking-</p> <p>What would change on Earth if there was no Moon?</p> <p>Why does the Moon orbit the Earth instead of orbiting the Sun?</p>
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>
<p>appear, change, block</p>	<p>phase, sliver, diameter, reflect</p>	<p>waning, eclipse, lunar, orbit</p>
<p>Science of Reading Strategies</p>		
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Oral Language Strategy</p> <p>Provide students with sentence stems from Tool 2 Oral Language strategies related to the content for partner and whole group discussions. Examples include:</p> <p>The Moon looks ___ because ___.</p> <p>We see _____ when the Moon ___.</p>	<p>Phonics and Spelling Strategy</p> <p>Use syllabication resources from Tool 4 (pp. 18-21) to analyze and explain closed (<i>orbit, sliver</i>) versus open (<i>lunar, solar</i>) words in this unit.</p>
<p>Assessments</p>		

Formative Assessment(s):

Description: Illustrating the Missing Moons

Adapt the [Moon Phase Calendar](#) (p. 24) provided in GADOE resources by whitening out or otherwise removing the images for May 13, May 23, May 28, June 5.

1. Have students use books and other resources from this unit to independently draw what the moon should look like on each of the missing days. Scaffold as needed by providing students who need them with Moon Phase Cards (p. 34) to sort rather than create from scratch.
2. Pair students up to compare and explain their drawings using language related to this unit and sentence stems:
 - a. *I drew ___ because on ___ we would see ___.*
 - b. *I know because the day before it shows ___ and the day after it shows ___.*

Standards:

ELAGSE2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Summative Assessment(s):

Description: Moon Phases Quiz

Provide each student with a small styrofoam ball that they can poke a pencil into to create a “moon pop” and a copy of the [Moon Phases Quiz](#).

1. Assign students to complete #1-3 on the Moon Phases Quiz using their own observations and any resources from this unit.

Standards:

ELAGSE2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing Task and Rubric:

Description: Compare and Contrast Eclipses

Provide students with a copy of [Comparing Paper](#) and their own copy of the Moon Phases Quiz from the Summative Task.

1. Divide the illustration box in half and use the directions for #4 and #5 to collaboratively create diagrams for solar and lunar eclipse in each half.
2. Once students have completed their own diagrams, assign the the task of comparing and contrasting the two eclipses in their own words.
3. The final writing should include at least one similarity and one way each eclipse is unique.

Standards:

ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

	4	3	2	1
Summary	Includes multiple examples	Includes accurate details	Includes accurate details	Does not include details

		light.)		y
Definition	Inclusion or exclusion criteria	Inclusion or exclusion criteria	Inclusion or exclusion criteria	Definition

	th an tw o st at e m en ts)		t)	s e s a r e d i f f e r e n t
C o h e r e n c e		Ex pla na tio n ex pli citl y ref ers to ecl ips e dia gra ms	Ex pl an ati on ali gn s wi th ec lip se di ag ra m s	E x p l a n a t i o n d o e s n o t a l l i

				g n w i t h e c l i p s e d i a g r a m s
--	--	--	--	---

Objective or Content	Learning Experiences	Differentiation Consideration
Building Background Knowledge Through The Berger Framework	Berger Framework: The Moon Book	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	<ol style="list-style-type: none"> 1. After reading <i>Max and the Tag Along Moon</i>, engage in a whole group conversation about which phase the Moon in the story was in (Full Moon) and why that was important to the story. 2. Display and discuss images of a New Moon and a Lunar Eclipse. 3. Divide the class in half and assign each half one of the new options. Each group 	

	<p>should discuss how the story would be different if the author had based it on a New Moon or Lunar Eclipse instead of a Full Moon.</p> <p>4. Once groups have had time to confer, partner up one student from each group to discuss the differences from their assigned perspective.</p>	
<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<p>Moon Phase Cookies Students will use books from this unit to guide their exploration of the pattern of moon phases using chocolate cream cookies. Students will be given 4 chocolate cream cookies (when taken apart 8 cookie halves are used) and a popsicle stick to replicate the changing moon using the cream as the lit part of the moon. Students will see if they can place their cookies on a plate or paper towel in a pattern to see the connection between the changing moon phases. After creating and arranging the phases in the correct order, students should write a sentence describing each phase using a sentence stem if needed, <i>We see ____ of the Moon when it is in the ____ phase.</i></p>	

Recommended High Quality Complex Text By Lexile Band

- Faces of the Moon - (District provided)
- The Moon Book - (District provided)
- Max and the Tag Along Moon - (District provided)
- A Big Mooncake for Little Star