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| --- | --- | --- | --- | --- | --- | --- | --- |
| Standards | Students who demonstrate understanding can:   |  |  | | --- | --- | | **2-LS4-1.** | **Make observations of plants and animals to compare the diversity of life in different habitats.**[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [*Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.*]  [CCSS.ELA-LITERACY.W.2.7](http://www.corestandards.org/ELA-Literacy/W/2/7/) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  [CCSS.ELA-LITERACY.W.2.2](http://www.corestandards.org/ELA-Literacy/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 or section. | | | | | |
| Vocabulary | Habitat, climate, temperature, basic needs, plants, animals, water, source | | | | |
| Learning Targets:  Today I Can… | Describe a habitat in informative text form based on my research | Describe a habitat in informative text form based on my research | Describe a habitat in informative text form based on my research | Describe a habitat in informative text form based on my research | Describe a habitat in informative text form based on my research |
| Instructional Methods, Strategies and Daily Activities | Students will begin typing a paragraph using a topic sentence to explain one portion of their chosen habitat (plants, animals, location, water, land, climate)  Students will add text features as needed to their work to help the reader better understand their topic.  Have students look back at rubrics to make sure they are adding what they need to their writing. | Students will begin typing a paragraph using a topic sentence to explain one portion of their chosen habitat (plants, animals, location, water, land, climate)  Students will add text features as needed to their work to help the reader better understand their topic.  Have students look back at rubrics to make sure they are adding what they need to their writing. | Continue working on a publishing paragraphs using a topic sentence for each one (plants, animals, location, water, land, climate).  Students will add text features as needed to their work to help the reader better understand their topic.  Have students look back at rubrics to make sure they are adding what they need to their writing. | Continue working on publishing paragraphs using a topic sentence for each one (plants, animals, location, water, land, climate).  Students will add text features as needed to their work to help the reader better understand their topic.  Have students look back at rubrics to make sure they are adding what they need to their writing. | Continue working on publishing paragraphs using a topic sentence for each one (plants, animals, location, water, land, climate).  Students will add text features as needed to their work to help the reader better understand their topic.  Have students look back at rubrics to make sure they are adding what they need to their writing. |
| Formative / Summative Assessments |  | Teacher Observation | Teacher Observation | Teacher Observation | Teacher Observation |
| Differentiation |  | | | | |
| Modifications | Scribe, Reader, Paraphrasing, Prompting , Cueing, Manipulatives, Technology, Extended Time ( See attached for details)rereading, | | | | |

Dec 8-12

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Standards | Students who demonstrate understanding can:   |  |  | | --- | --- | | **2-LS4-1.** | **Make observations of plants and animals to compare the diversity of life in different habitats.**[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [*Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.*]  [CCSS.ELA-LITERACY.W.2.7](http://www.corestandards.org/ELA-Literacy/W/2/7/) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  [CCSS.ELA-LITERACY.W.2.2](http://www.corestandards.org/ELA-Literacy/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 or section. | | | | | |
| Vocabulary | Habitat, climate, temperature, basic needs, plants, animals, water, source | | | | |
| Learning Targets:  Today I Can… | Describe a habitat in informative text form based on my research | Describe a habitat in informative text form based on my research | Create a diorama to explain life in a habitat.  I can informative piece about a specific habitat. | Create a diorama to explain life in a habitat.  I can informative piece about a specific habitat. |  |
| Instructional Methods, Strategies and Daily Activities | We will be in the computer Lab. Continue working on paragraphs using a topic sentence for each one (plants, animals, location, water, land, climate).  Students will add text features as needed to their work to help the reader better understand their topic.  Have students look back at rubrics to make sure they are adding what they need to their writing. | We will be in the computer Lab.  Continue working on paragraphs using a topic sentence for each one (plants, animals, location, water, land, climate).  Students will add text features as needed to their work to help the reader better understand their topic.  Have students look back at rubrics to make sure they are adding what they need to their writing. | Sharing of habitat boxes and writing pieces if finished.  Students will self-assess their work- box, informative text and its content. | We will be in the computer Lab.  Sharing of habitat boxes and writing pieces if finished.  Students will self-assess their work- box, informative text and its content. | MAP Celebration |
| Formative / Summative Assessments | Published page of a book. | Published page of a book. | Published page of a book. | Published page of a book. |  |
| Differentiation |  | | | | |
| Modifications | Scribe, Reader, Paraphrasing, Prompting , Cueing, Manipulatives, Technology, Extended Time ( See attached for details)rereading, | | | | |

Dec 15-19