

SUGGESTED PACING

(25 Days) Friday January 13, 2017-Thursdays February 16, 2017

SCIENCE INQUIRY AND APPLICATION

Content Statements: During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:

- Observe and ask questions about the natural environment
- Plan and conduct simple investigations
- Employ simple equipment and tools to gather data and extend the senses
- Use appropriate mathematics with data to construct reasonable explanations
- Communicate about observations, investigations and explanations
- Review and ask questions about the observations and explanations of others

STRAND: EARTH AND SPACE SCIENCE (ESS)

Topic: Veggie U Unit 1: Food for the Future

This topic focuses on making healthful eating choices, and begins to explore where real food comes from.

Content Statements Lesson 1 Introduction to Veggie U/Are We What We Eat?

- There is a connection between making healthy food choices and being healthy.
- Students will learn they have some control over their choices of foods, and they can make healthy decisions.
- Students will complete the Veggitudes Pre-Survey

Content Statements Lesson 2 We Are What We Eat!

- Students will learn they have some control over their choices of foods, and they can make healthy decisions.
- Students will locate their specific growing region on a map, recognizing the factors that contribute to successful farming in their area.

Content Statements Lesson 3 Time to Taste the Vegetables

- Students will be introduced to various types of vegetables by observing and tasting them.
- Students will identify favorite vegetables from a class survey and construct a table, chart and/or graph showing results.

Content Statements Lesson 4 Act Like a Farmer

- Students will recognize the steps necessary to successfully plant squash seeds.

Content Statements Lesson 5 Here Come the Worms!

- Students will discuss the structure and function of the anatomy of the worm and describe the worm farm set-up.
- Students will recognize the earthworm’s role in keeping soil fertile and arable and keeping the environment clean.
- Students will construct a class worm farm to observe and document worms’ habits, needs and role in a small ecosystem.

PRINT RESOURCES

- Veggie U Teacher Guide at Veggieu.org
- Unit 1, Lessons 1,2,3,4,5
 - KWL Chart
 - Journal Pages: Cover, A List of my Favorite Foods, We are What We Eat, Time to Taste the Vegetables, Planting Squash Seeds, Act Like a Farmer, Here Come the Worms
 - Veggie Tasting Activity Sheet
 - Worm Part ID, Worm Word Tree, Worm Farm Flap Diagram, Worm Fun Facts
 - Read-Along Booklet “Wendy the Wonderful Worm”

DIGITAL RESOURCES

- Planting Your Squash Pot Video
- Making Your Worm Farm Video
- veggieu.org

SCIENCE AND ACADEMIC VOCABULARY

<p>Unit 1: food prejudice, environment, {names of vegetables to be tasted}, compost, decompose, grow light, arable, decay, aerate, worm farm, worm castings, gizzard, segments, anus, water skeleton, clitellum</p>	
DIFFERENTIATION	FIELD EXPERIENCE CONNECTIONS
<p>Basic (Extra Support)</p> <ul style="list-style-type: none"> • Unit 1 Special Needs Addenda <ul style="list-style-type: none"> ○ Vocabulary Week 1 ○ Week 1 Word Scramble ○ Parts of a Worm <p>Advanced (Enrichment)</p> <ul style="list-style-type: none"> • Unit 1 Lesson 3 Taste Bud Discovery • Unit 1 Lesson 4 How to Make Compost 	<p>Cleveland Museum of Natural History’s INSPIRE: Reach Every Child Program.</p> <p>Program details: Standards-based experience focusing on interactions within habitats. Students engage in hands-on learning activities that utilize real museum specimens and live native Ohio animals to illustrate key scientific elements.</p> <p>To prepare In advance, each teacher receives: Teacher Guide Teacher pre-visit video, Student pre-visit video and a pre-visit interactive lesson.</p> <p>For information contact: Heather Lee 216-231-4600 x3405 or hlee@cmnh.org</p>
INQUIRY SKILLS	
<ul style="list-style-type: none"> • Compare • Gather, Record, Display, and Interpret Data • Measure 	<ul style="list-style-type: none"> • Observe • Plan and Conduct a Simple Investigation • Predict
HANDS-ON INQUIRY AND APPLICATION	
<ul style="list-style-type: none"> • KWL Chart (Lesson 1,2) • Veggie Tasting Activity (Lesson 3) • Planting Your Squash Pot (Lesson 4) 	<ul style="list-style-type: none"> • Making Your Worm Farm (Lesson 5)
ASSESSMENTS/PROGRESS MONITORING	ASSESSMENT GUIDE
<ul style="list-style-type: none"> • Continuous monitoring of Veggie U Journal pages 	<ul style="list-style-type: none"> • Journal Grading Rubric
ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: ELA	
<ul style="list-style-type: none"> • Recommended Reading List to match content • Read and comprehend informational texts, including history/social studies, science, and technical texts. • Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. • 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure • Participate in collaborative conversations with diverse partners about Grade 2 topics and text with peers and adults in small and larger groups. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: MATH	

- Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

SUGGESTED PACING

(25 Days) Friday January 13, 2017-Thursday February 16, 2017

SCIENCE INQUIRY AND APPLICATION

Content Statements: During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:

- Observe and ask questions about the natural environment
- Plan and conduct simple investigations
- Employ simple equipment and tools to gather data and extend the senses
- Use appropriate mathematics with data to construct reasonable explanations
- Communicate about observations, investigations and explanations
- Review and ask questions about the observations and explanations of others

STRAND: EARTH AND SPACE SCIENCE (ESS)

Topic: Veggie U Unit 2: Seeds and Soil

This topic focuses on learning about healthy soil and setting up and planting the garden for further investigation.

Content Statements Lesson 6: Soil Separation Experiment

- Students will review the composition of soil
- Students will learn about compost.
- Students will recognize the importance of soil type to plant growth

Content Statements Lesson 7: Watch Me Grow-Root Viewers

- Students will plant root viewers.
- Students will set up an investigation to observe how root vegetables grow
- Students will set up an investigation to observe how seeds germinate and grow when planted at different depths.

Content Statements Lesson 8: Planting the Seed Trays

- Students will plant lettuce and Mystery Seeds.
- Students will begin an investigation of Mystery Seeds.

Content Statements Lesson 9: All About Seeds

- Students will be able to recognize the parts of a germinating seed.

Content Statements Lesson 10: Observe and Investigate

- Students will conduct an investigation to determine the needs of germinating seeds and how various growing conditions affect germination.

PRINT RESOURCES

DIGITAL RESOURCES

GRADE 2**QUARTER 3**

<p>Veggie U Teacher Guide at Veggieu.org</p> <ul style="list-style-type: none"> • Unit 2, Lessons 6,7,8,9,10 • Soil Composition Pie Chart • Journal Pages: Soil Sample ID, Scientific Method Chart, Pea Seeds & 4 Depths Chart, Planting the Seed Trays, What are the Mystery Seeds?, All About Seeds, Observe and Investigate • Soil Separation Experiment Worksheet • All About Seeds Quiz 	<ul style="list-style-type: none"> • Planting Your Root Viewers Video • Planting Your Lettuce Trays Video • Planting Your Mystery Seed Trays Video • veggieu.org
SCIENCE AND ACADEMIC VOCABULARY	
<p>Unit 2: soil, sand, silt, clay, compost, hypothesis, variable, control, conclusion, germinate, seed coat, testa, cotyledon, endosperm, embryo, dicots, monocots, germinate, dormant</p>	
DIFFERENTIATION	FIELD EXPERIENCE CONNECTIONS
<p>Basic (Extra Support)</p> <ul style="list-style-type: none"> • Unit 2 Special Needs Addenda <ul style="list-style-type: none"> ○ Vocabulary Week 2 ○ Week 2 Matching ○ Soil Composition 	<p>Cleveland Museum of Natural History's INSPIRE: Reach Every Child Program. Program details: Standards-based experience focusing on interactions within habitats. Students engage in hands-on learning activities that utilize real museum specimens and live native Ohio animals to illustrate key scientific elements. To prepare In advance, each teacher receives: Teacher Guide Teacher pre-visit video, Student pre-visit video and a pre-visit interactive lesson. For information contact: Heather Lee 216-231-4600 x3405 or hlee@cmnh.org</p>
INQUIRY SKILLS	
<ul style="list-style-type: none"> • Compare • Gather, Record, Display, and Interpret Data • Measure 	<ul style="list-style-type: none"> • Observe • Plan and Conduct a Simple Investigation • Predict
HANDS-ON INQUIRY AND APPLICATION	
<ul style="list-style-type: none"> • Soil Separation Experiment (Lesson 6) • Planting Your Root Viewers (Lesson 7) • Planting Your Seed Trays (Lesson 8) 	<ul style="list-style-type: none"> • All About Seeds (Examine a variety of seeds and a germinated mung bean seed) (Lesson 9) • Observe and Investigate (seeds planted in different conditions)(Lesson 10)
ASSESSMENTS/PROGRESS MONITORING	ASSESSMENT GUIDE
<ul style="list-style-type: none"> • Continuous monitoring of Veggie U Journal pages • All About Seeds Quiz 	<ul style="list-style-type: none"> • Journal Grading Rubric

ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: ELA

- Recommended Reading List to match content
- Read and comprehend informational texts, including history/social studies, science, and technical texts.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
- Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: MATH

MEASUREMENT AND DATA

- Measure and estimate lengths in standard units.
- Represent and interpret data.

SUGGESTED PACING

(25 Days) Friday January 13, 2017-Thursday February 16, 2017

SCIENCE INQUIRY AND APPLICATION

Content Statements: During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:

- Observe and ask questions about the natural environment
- Plan and conduct simple investigations
- Employ simple equipment and tools to gather data and extend the senses
- Use appropriate mathematics with data to construct reasonable explanations
- Communicate about observations, investigations and explanations
- Review and ask questions about the observations and explanations of others

STRAND: EARTH AND SPACE SCIENCE (ESS)

Topic: Veggie U Unit 3: Parts of a Plant

This topic focuses on the main parts of a plant: stems, leaves, flowers and roots and examines the life cycle of a plant.

Content Statements Lesson 11: Plant Structure-Stems

- Students will be able to describe the function of the stem in plants
- Students will observe planted seed trays, measuring and recording their observations in their journals.

Content Statements Lesson 12: Plant Structure-Leaves

- Students will be introduced to photosynthesis as a way to produce a source of energy vital to many living things.
- Students will identify the leaf's role in photosynthesis

Content Statements Lesson 13: Parts of a Flower

- Students will examine and identify the parts of a flower and their functions.
- Students will understand the important function of flowers in the development and reproduction of plants.

Content Statements Lesson 14: Observing Root Systems

- Students will observe and identify root structures, and identify tap root and fibrous root systems.

Content Statements Lesson 15: Watch Me Grow

- Students will examine various types of seedlings, identifying plant parts and recording information in their journals.
- Students will review the life cycle of a plant.

PRINT RESOURCES

- Veggie U Teacher Guide at Veggieu.org
- Unit 3, Lessons 11,12,13,14, 15
 - KWL Chart
 - Journal Pages: Celery Stalk Observations, Plant Structure-Leaves, Observing Root Systems, Watch Me Grow!, Parts of Plants We Like to Eat
 - Photosynthesis Diagram, Parts of a Flower Diagram, Life Cycle of a Plant Diagram, Plant Part Veggie Match
 - Quiz 2/What Have I Learned So Far?

DIGITAL RESOURCES

- veggieu.org

SCIENCE AND ACADEMIC VOCABULARY

Unit 1: stem, xylem cells, photosynthesis, chlorophyll, chloroplast, oxygen, carbon dioxide, light energy, minerals, simple leaf, compound leaf, glucose, petiole, midrib, veins, blade, stoma, leaflet, rachis, axillary bud, petal, sepal, stamen, pistils, ovules, ovary, anther filament, pollen, stigma, primary root, taproot system, fibrous root system

DIFFERENTIATION		FIELD EXPERIENCE CONNECTIONS	
<p>Basic (Extra Support)</p> <ul style="list-style-type: none"> • Unit 3 Special Needs Addenda <ul style="list-style-type: none"> ○ Vocabulary Week 3 ○ Week 3 Sentence Completion ○ The Life Cycle of a Plant ○ What Do We Need to Make Things Grow? <p>Advanced (Enrichment)</p> <ul style="list-style-type: none"> • Unit 3 Lesson 13 Honeybees 	<p>Cleveland Museum of Natural History’s INSPIRE: Reach Every Child Program.</p> <p>Program details: Standards-based experience focusing on interactions within habitats. Students engage in hands-on learning activities that utilize real museum specimens and live native Ohio animals to illustrate key scientific elements.</p> <p>To prepare In advance, each teacher receives: Teacher Guide Teacher pre-visit video, Student pre-visit video and a pre-visit interactive lesson.</p> <p>For information contact: Heather Lee 216-231-4600 x3405 or hlee@cmnh.org</p>		
INQUIRY SKILLS			
<ul style="list-style-type: none"> • Compare • Gather, Record, Display, and Interpret Data • Measure 		<ul style="list-style-type: none"> • Observe • Plan and Conduct a Simple Investigation • Predict 	
HANDS-ON INQUIRY AND APPLICATION			
<ul style="list-style-type: none"> • Celery Stalk Observation (Lesson 11) • KWL Chart (Lesson 12) • Leaf Identification (Lesson 12, Optional) 		<ul style="list-style-type: none"> • Observing Root Systems (Lesson 14) 	
ASSESSMENTS/PROGRESS MONITORING		ASSESSMENT GUIDE	
<ul style="list-style-type: none"> • Continuous monitoring of Veggie U Journal pages • Quiz 2/What Have I Learned So Far? 		<ul style="list-style-type: none"> • Journal Grading Rubric 	
ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: ELA			

GRADE 2

QUARTER 3

- Recommended Reading List to match content
- Read and comprehend informational texts, including history/social studies, science, and technical texts.
- Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
- 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
- Participate in collaborative conversations with diverse partners about Grade 2 topics and text with peers and adults in small and larger groups.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: MATH

MEASUREMENT AND DATA

- Measure and estimate lengths in standard units.
- Represent and interpret data.

SUGGESTED PACING

(25 Days) Friday January 13, 2017-Thursday February 16, 2017

SCIENCE INQUIRY AND APPLICATION

Content Statements: During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:

- Observe and ask questions about the natural environment
- Plan and conduct simple investigations
- Employ simple equipment and tools to gather data and extend the senses
- Use appropriate mathematics with data to construct reasonable explanations
- Communicate about observations, investigations and explanations
- Review and ask questions about the observations and explanations of others

STRAND: EARTH AND SPACE SCIENCE (ESS)

Topic: Veggie U Unit 4 Healthy Eating

This topic focuses on the idea that children need nutrients to grow and be healthy just like the plants they are growing.

Content Statements Lesson 16: Watch Me Grow

- Students will be able to identify categories of nutrients and which foods contain the nutrients for a healthy diet.
- Students are introduced to MyPlate.
- Students examine their food choices to determine where they can make improvements or changes that will lead to a healthier diet.

Content Statements Lesson 17: Balancing Your Energy

- Students discuss the importance of maintaining a healthy body weight and how exercise helps.
- Students discover where calories come from and which foods have empty calories.

Content Statements Lesson 18: What's on a Label?

- Students examine a label for nutrient facts, identifying important nutritional information to use when making healthy eating decisions.
- Students recognize the difference between portion size and "helpings."

Content Statements Lesson 19: Color My Plate

- Students identify the important nutrients-vitamins and minerals, that fruits and vegetables provide
- Students identify a great variety and different forms of fruits and vegetables.

Content Statements Lesson 20: My Recipe for Success

- Students discuss good food strategies and create a healthy eating plan for themselves.
- Students interview classmates to guide discussion on healthy eating.

PRINT RESOURCES

- Veggie U Teacher Guide at Veggieu.org
- Unit 4, Lessons 16,17,18,19,20
 - MyPlate Diagram
 - Journal Pages: Everything You Eat Matters!, Balancing Your Energy, Color MyPlate, My Recipe for Success, Persuasive Letter
 - Read-Alongs: The Nutrients I Need, A Closer Look at MyPlate, Eating for Energy, Portion Size Guide
 - Worksheets: Balancing Your Energy Story Problems, MyPlate: Fact or Opinion?, What's on a Food Label? Vitamin and Mineral Hunt, Color Your Plate Activity, Food Interview
 - Labels Quiz

DIGITAL RESOURCES

- veggieu.org

SCIENCE AND ACADEMIC VOCABULARY

<p>Unit 1: protein, fat, carbohydrate, vitamins, minerals, food groups, calorie, calorie dense, energy, sedentary, serving size, calories from..., daily value</p>	
<p>DIFFERENTIATION FIELD EXPERIENCE CONNECTIONS</p>	
<p>Basic (Extra Support)</p> <ul style="list-style-type: none"> • Unit 4 Special Needs Addenda <ul style="list-style-type: none"> ○ Vocabulary Week 4 ○ Week 4 What am I? ○ Examples of Recommended Servings ○ Good Food or Bad Food? <p>Advanced (Enrichment)</p> <ul style="list-style-type: none"> • Unit 4 Lesson 16 Additional Material for MyPlate 	<p>Cleveland Museum of Natural History's INSPIRE: Reach Every Child Program.</p> <p>Program details: Standards-based experience focusing on interactions within habitats. Students engage in hands-on learning activities that utilize real museum specimens and live native Ohio animals to illustrate key scientific elements.</p> <p>To prepare In advance, each teacher receives: Teacher Guide Teacher pre-visit video, Student pre-visit video and a pre-visit interactive lesson.</p> <p>For information contact: Heather Lee 216-231-4600 x3405 or hlee@cmnh.org</p>
<p>INQUIRY SKILLS</p>	
<ul style="list-style-type: none"> • Compare • Gather, Record, Display, and Interpret Data • Measure 	<ul style="list-style-type: none"> • Observe • Plan and Conduct a Simple Investigation • Predict
<p>HANDS-ON INQUIRY AND APPLICATION</p>	
<ul style="list-style-type: none"> • Color MyPlate (Lesson 19) • Food Interview (Lesson 20) 	
<p>ASSESSMENTS/PROGRESS MONITORING ASSESSMENT GUIDE</p>	
<ul style="list-style-type: none"> • Continuous monitoring of Veggie U Journal pages • Labels Quiz 	<ul style="list-style-type: none"> • Journal Grading Rubric
<p>ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: ELA</p>	
<ul style="list-style-type: none"> • Recommended Reading List to match content • Read and comprehend informational texts, including history/social studies, science, and technical texts. • Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. • 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure • Participate in collaborative conversations with diverse partners about Grade 2 topics and text with peers and adults in small and larger groups. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<p>ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: MATH</p>	

- Represent and solve problems involving addition and subtraction.
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Model with mathematics.
- Attend to precision.

SUGGESTED PACING

SCIENCE INQUIRY AND APPLICATION
 Content Statements: During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:

- Observe and ask questions about the natural environment
- Plan and conduct simple investigations
- Employ simple equipment and tools to gather data and extend the senses
- Use appropriate mathematics with data to construct reasonable explanations
- Communicate about observations, investigations and explanations
- Review and ask questions about the observations and explanations of others

STRAND: EARTH AND SPACE SCIENCE (ESS)
 Topic: Veggie U Unit 5: Feast of the Future
 This topic focuses on planning our Feast of the Future, and wrapping up Veggie U investigations.

Content Statements Lesson 21: Planning the Feast

- Students will plan a culminating event for the conclusion of the Veggie U program.
- Students will make final observations for investigations, recording conclusions.

Content Statements Lesson 22: Plans for the Feast

- Students will design menu covers, place settings and table decorations for the Feast.
- Students will reflect on favorite parts of the Veggie U Program

Content Statements Lesson 23: Think Like a Chef

- Students will plan the menu and how to use recipes for healthy foods in preparation for the Feast.
- Students will review material from previous units in preparation or assessments.

Content Statements Lesson 24: Feast Preparations/Mystery Seeds Revealed

- Students will conclude their seed plant observations and will learn the identity of the Mystery Seeds.
- Students will review material from previous units in preparation for assessments.
- Students will complete the Veggitudes Post-Survey.

Content Statements Lesson 25: Feast Day!

- Students will have the opportunity to use the vegetables they have grown while creating something special to eat.
- Students will share their knowledge of good eating habits with Feast Day guests.

PRINT RESOURCES	DIGITAL RESOURCES
Veggie U Teacher Guide at Veggieu.org <ul style="list-style-type: none"> • Unit 5, Lessons 21,22,23,24,25 • Journal Pages: It's a Celebration, The Mystery Seeds are..., Feast Day! • Veggie Tasting Activity Sheet • Worm Part ID, Worm Word Tree, Worm Farm Flap Diagram • Read Along Booklet "Wendy the Wonderful Worm" 	<ul style="list-style-type: none"> • veggieu.org

SCIENCE AND ACADEMIC VOCABULARY

<i>Unit 5: etiquette</i>	
DIFFERENTIATION	
<p>Basic (Extra Support)</p> <ul style="list-style-type: none"> • Unit 5 Special Needs Addenda <ul style="list-style-type: none"> ○ Vocabulary Week 5 ○ Week 5 Word Search <p>Advanced (Enrichment)</p> <ul style="list-style-type: none"> • Veggie U Bingo • Plant Math 	FIELD EXPERIENCE CONNECTIONS
INQUIRY SKILLS	
<ul style="list-style-type: none"> • Compare • Gather, Record, Display, and Interpret Data • Measure 	<ul style="list-style-type: none"> • Observe • Plan and Conduct a Simple Investigation • Predict
HANDS-ON INQUIRY AND APPLICATION	
<ul style="list-style-type: none"> • Planning the Feast (Lesson 21,22) • Revealing the Mystery Seeds (Lesson 24) • Harvesting Crops and Preparing Food (Lesson 24/25) 	<ul style="list-style-type: none"> • Feast of the Future (Lesson 25)
ASSESSMENTS/PROGRESS MONITORING	
<ul style="list-style-type: none"> • Continuous monitoring of Veggie U Journal pages • Program Assessment 	ASSESSMENT GUIDE
<ul style="list-style-type: none"> • Journal Grading Rubric 	
ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: ELA	
<ul style="list-style-type: none"> • Recommended Reading List to match content • Read and comprehend informational texts, including history/social studies, science, and technical texts. • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. • 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure • Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: MATH

- Represent and solve problems involving addition and subtraction.
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Model with mathematics.
- Attend to precision.