Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Second Grade	**Writing**		**Here Comes the Sun**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days (225 minutes)	**3rd Quarter**	Students are expected to know how to use a word wall, a writer's checklist (editor's marks), and how to peer review written work. Students are expected to know how to provide constructive peer critique (word choice, conventions, etc.) and have knowledge of the 6 writing traits, fact vs. fiction and how to use writing journals.

Unit Description

This unit will revolve around the concept of solar energy through reading, writing, math, science, and the fine arts. This unit would be part of a bigger picture (*Learning Expedition* in Expeditionary Learning Schools) called, "Here Comes the Sun." This unit would be the kick-off to the larger study.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	**Strand 3** **Concept 2: Expository** Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience. PO 1. Write expository texts (e.g., labels**,** lists, observations, journals).
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment*	The summative assessment for this unit of study is an expository, grade-level report on the Sun. The criteria to be assessed include the number and quality of facts included in the report (PO 1) as well as conventions and illustration criteria.

must be included in the application package.	
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	80% of students in the classroom will be expected to score at the mastery level of 3 or better on the requirements of the Sun Report Rubric (doc#3). Components on the rubric include the number and quality of facts included in the final report as well as conventions and illustration criteria.
Materials/Resources Needed *(Include all items for the entire unit.)*	Sunshine Makes the Seasons by Franklyn M. Branley What Makes Day and Night by Franklyn M. Branley The Sun: Our Nearest Star by Franklyn M. Branley The Sun Is My Favorite Star by Frank Asch Report Requirements (Doc #1) Fantastic Facts graphic organizer (Doc #2) Sun Report rubric (Doc# 3)

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Lesson Instruction	**1.** Students gather in the discussion space and form a "Question Circle" (Circle of students who one at a time share something they know or think they know about the	**1.** Students gather in discussion space and teacher reads aloud the book Sunshine Makes the Seasons by Franklyn M. Branley. **2.** Teacher tells the students the difference	**1.** Gather students and sing "Sun, Soil, Water and Air", By the Banana Slug String band. Teacher asks if students learned any new facts about the sun from	**1.** Gather students in discussion space and ask for clarification about what our report has to have. Teacher will listen to answers and then read aloud the requirements for	**1.** Gather students in discussion space to review and clarify the learning targets (review the report requirement poster) for language arts class.

	subject.) **Guiding Question: Is the Sun important?** Teacher will review and highlight a few answers, questions and comments of their circle discussion. **2.** Teacher will read aloud The Sun Our Nearest Star by Franklyn M. Branley. **3.** Class will generate a list of a few key concepts they learned about the sun and the teacher will list them on a piece of chart paper. **3.** Teacher will explain how the author of The Sun wrote very specific facts in his book to teach the readers about the subject. Teacher explains that students will be writing their own reports about the sun. **4.** Students join with their reading partners and find a non-fiction	between a nonfiction science book and a book that tells a make-believe story. **3.** Teacher asks what kind of book they think Sunshine Makes the Seasons is. (Nonfiction) Teacher asks why they think so and reaffirms the answer that facts are real. **4.** The teacher explains that the students will be writing a small report about the sun. Teacher outlines on the white board, the requirements of their reports. (Doc #1) After the teacher has visually and verbally reviews the criteria for the reports, the whole class choral reads the requirements. **5.** Teacher tells the students that when they break up into their reading partner groups, they will start looking for more important facts about the sun and	this song. **2.** Teacher reviews the requirements for their reports (doc #1) aloud with the class. **3.** Teacher shows large version of the Fantastic Facts (doc#2) written on chart paper on the board. **4.** Teacher models with examples of facts about penguins (a previous unit of study) and how some facts are more important (fantastic!) than others. **5.** Teacher asks for a show of fingers for the number of facts they have recorded in their writing journals. Teacher conferences with students having difficulty recording their 3-5 facts. Students not conferencing with the teacher begin to sort their facts on the Fantastic Facts graphic organizer	their reports. **2.** Teacher models on the whiteboard how to take separate facts and write them as sentences. **3.** Teacher passes out the students Fantastic Facts sheets. The teacher directs the students to begin drafting their report by choosing a title and writing it at the top of a new page in their writing journals and then writing the 'Fantastic facts' they have chosen in sentence form. **4.** The teacher will conference with students during this time to help them to get their ideas on paper and with proofreading, editing and revision. **5.** The teacher tells the students to partner up with their reading partners and to read aloud their drafts to each other.	**2.** Teacher tells the students to continue in the writing process with their drafts to published papers. **3.** The teacher will conference with students during this time to help them to get their ideas on paper and with revision and publishing. **4.** The teacher explains that as the papers get finished they are to place them in the finished workbasket and then complete their 'Daily Work' sheets. **5.** Teacher gathers the students in discussion space for another 'Question Circle'. Students share new learning about the sun with their peers.

	"Just Right" science book and read together looking for ideas they think would be important to know about the Sun. **5.** Teacher directs the students back into discussion space**.** Teacher and students add to their list of important facts about the sun recording them on a piece of chart paper, which remains displayed on the wall.	begin to record them in their writing journals.	(doc#2). Teacher collects fact sheets at the end of the period.		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	**1.** Students participate in a Question Circle answering the question '**Is the Sun important?'** **2.** Students listen to the book, The Sun Our Nearest Star by Franklyn M. Branley, read aloud by their teacher. Students raise their hands and share out facts they learned about the sun from the book and question circle. **3.** Students in whole group and teacher lead review their list of sun facts looking for specific and general facts. **4.** Student join with their Reading partners and find a non fiction "Just Right" science book and read it together looking for ideas they think would be important to know about the Sun.	**1.** Students gather in the discussion space and listen to the teacher read aloud the book; Sunshine Makes the Seasons by Franklyn M. Branley. **2.** Students share their understanding through verbal questioning and answering of the differences between fiction (not real) and nonfiction (fact). **3.** Students review the requirements of their reports and chorally read the requirement poster their teacher has created (doc#1). **4.** Students rejoin their reading partners and look through the science books for more facts, beginning to write some of them down in their writing journals.	**1.** Students gather in the discussion space and sing "Sun, Soil, Water and Air", By the Banana Slug String band. Students share any new facts about the sun they learned form this song. **2.** Students review the report requirement poster as a whole group led by the teacher. **3.** Students learn how to use the Fantastic Facts sheet and review penguin facts, differentiating between important facts (fantastic) and non-vital facts. **4.** Students either begin to compile their facts on the Fantastic Facts graphic organizer or conference with the teacher for help in getting their solar facts into their	**1.** Students gather in the discussion space and through call and response review the requirements of the reports. Whole group choral reading the report requirement poster hanging on the wall. **2.** Students review making sentences out of fragments or more than one idea. **3.** Students use their writing journals to generate a title for their report. Students beginning drafting their report by writing and compiling the Fantastic Facts they have recorded and sorted on their graphic organizer. **4.** Any student needing assistance will conference with the teacher to get help with getting their ideas on paper and with proofreading, editing	**1.** Students gather in the discussion space and through call and response review the requirements of the reports. Whole group choral reading of the report requirements poster hanging on the wall. **2.** Students meet with the teacher for conferencing feedback. **3.** Students continue their work on drafting, editing, revising and publishing their reports. **4.** As students finish their reports, they place them in the finished work-basket and continue to work on their Daily Work sheets. **5.** Students gather

	5. Students return to discussion space and share out any new facts or learning the think is important to know about the sun while the teacher adds new facts to their previously generated list.		journals.	and revision. **5.** Students join their reading partners and read aloud their drafts to each other for feedback.	together in discussion space and conduct a Question Circle reviewing and summing up their new learning about the Guiding Question; Is the Sun important?

Sun Report Rubric

Criteria Assessed	4-5 pts. (Mastery)	2-3 pts. (Approaching)	>2 pts. (Fails to Meet Criteria)
Second Grade Arizona Standards in Writing- Strand 3, Concept 2, PO 1	Report contains 3-5 important facts about the sun. These facts are complete ideas and are accurately reported.	Report contains 3-5 facts yet they are either incomplete ideas or not accurately reported.	Report contains less than 3 facts and the information is vague and inaccurate.
Title, spelling & handwriting	Report demonstrates correct spelling, neat handwriting and an appropriate title	Report demonstrates correct spelling, neat handwriting and an appropriate title although one or two of these criteria may need work.	Report does not demonstrate an appropriate title, correct spelling or neat handwriting.
Illustration	Illustration of the sun is colored in and identifiable.	Illustration of the sun is identifiable but is not colored neatly.	Illustration of the sun is neither colored neatly nor identifiable.

Total possible points: 15
Mastery: 12-15 total points
Approaching: 9-11 total points
Fails to Meet Criteria: >9 total points

<u>Our Sun Reports</u>
(poster)

All of our reports must have:

<u>Title</u>: This tells the reader what your report is about.

<u>Facts</u>: Facts are information that is true or real.
Our reports must have ***3-5*** facts about the sun.

<u>Illustration</u>: Our reports must have a colored drawing of the sun.

<u>Spelling</u>: All words must be spelled correctly.

<u>Conventions</u>: Our sentences must make sense.
Our sentences must begin with a capital letter and end with the correct punctuation.

<u>Handwriting</u>: We will publish with our best handwriting.

Fantastic Facts

Fantastic Facts

Interesting Facts