



## Unit Map 2010-2011

Hudson City School District

Collaboration / ELA 2\* / Grade 2 (John L. Edwards Primary School)



### Unit: Theme - Hudson Community (Week 1, 4 Weeks) 📅 📄

#### Standards & Performance Indicators

##### ELA Core Curriculum (2005), 2nd Grade , Core Perf. Indicators:Reading

Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

- Identify purpose for reading

##### ELA Core Curriculum (2005), 2nd Grade , GSPI: Reading

Standard 1: Students will read, write, listen, and speak for information and understanding.

- Read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance
- Read and understand written directions
- Locate information in a text that is needed to solve a problem, with assistance
- Compare and contrast information on one topic from two different sources, with assistance
- Select books to meet informational needs, with assistance
- Identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

- Explain the difference between fact and fiction, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

- Evaluate the content by identifying, with assistance
  - the author's purpose
  - important and unimportant details
  - whether events, actions, characters, and/or setting are realistic

#### Essential Questions

- What is a community and how are alike and different?
- What is the purpose of a map and how do the attributes help us understand it?
- How have communities changed over time?
- What is a citizen and how does a citizen help make community decisions?

#### Content

##### As a results of this unit students will know and understand:

- The differences and similarities between suburban, rural and urban communities
- Maps and corresponding symbols are tools for understanding

#### Skills

##### Students will:

- Complete Venn Diagrams comparing characteristics of rural, urban and suburban communities
- Create a tableau depicting the three communities
- Construct maps to scale; create model houses
- List places in their community that they visit

- Understand that rural, urban or suburban communities have changed over time and the future may be different in many ways
- Communities provide goods and services to help meet the needs and wants of people
- Citizens can participate in decision making, problem solving and conflict resolution
- Citizens help develop rules and laws to govern and protect community members through appointed and elected leaders

- Lists of observations about different kinds of charts and maps
- Create list poems of the characteristics of each community
- Discuss and respond to how communities have changed over time
- Participate in a mock decision making process

## Vocabulary

- Community
- Resources
- Citizenship
- Suburban
- Rural
- Urban
- Family
- Neighborhood
- School
- Alike
- Different
- Compare
- Contrast
- Resources
- Region
- Local
- Scale
- Size
- Shapes
- Map
- Directions
- Title
- Legend
- Symbols
- Compass rose
- Labels
- Want
- Need
- Careers
- Services
- Goods
- Citizen
- Choice
- Decision making
- Government
- Rules
- Vote

## Assessment

## Other Visual Assessments

- \*Student will locate specific areas on maps
- \*Student will successfully participate in mock debate
- \*Student will create a tableau showing one type of community

#### Other written assessments

- \*Student will create a list poem about one type of community
- \*Student will complete a Venn Diagram comparing two communities
- \*Student will respond to 'When I Was Little' by Toyomi Igus
- \*Student will create map of bedroom

#### Instructional Activities

- Read What is a Community from A-Z or On the Town and brainstorm and discuss with students their family background, first grade field trips to begin building structure for community
- Read A Bird's Eye View display, view and discuss posters that display all types of communities
- Take data gathering community walks/field trip and complete "Sights I Saw" worksheet
- On bulletin board teacher and students will create a Venn Diagram together comparing and contrasting characteristics of rural, urban and suburban. Photos of vocabulary cards will be added to the diagram and will continue as unit grows. This activity will continue on reading workboard.
- Create a tableau based on their understanding of the different communities
- Read Me on the Map and Mapping Penny's World. Create a classroom map by having students first pretend they are birds and have them look down on classroom and have them discuss shapes and proportions of objects in the classroom.
- Re-visit Mapping Penny's World and add essential elements to our classroom map ie) title, legend, symbols, scale, compass rose, labels. Look at the ariel views in the book, Bird's Eye View and create map including essential elements
- Put out several different kinds of maps with chart paper for students to write what they've noticed/observed. When activity is complete, discuss and analyze with chart stating "All maps have..."
- Read and discuss several books that reflect illustrations that show how communities have changed over time
- Brainstorm wants and needs and ways wants and needs are addressed (or not) by resources
- Career day, bring in a variety of people who provide goods and services to community
- Read The House of Maple Street and Uncle Jed's Barbershop. On chart paper have students identify needs and wants for the classroom. Next break into small groups and discuss the need and how to meet the need
- Invite community, government, law enforcement members to discuss rules and laws of field trip to

#### Resources

- What is a Community from A-Z, Kalman
- A Bird's Eye View, Ahearn
- Photos, posters, diagrams, charts, maps
- Me on the Map, Sweeney
- Mapping Penny's World, Leedy
- Map Scales, Wade
- The Armadillo from Amarillo, Cherry
- As the Crow Flies, Hartman
- The Big Orange Spot, Pinkwater
- The Big Green Pocketbook, Ransom
- Town Mouse, Country Mouse by Jan Brett
- Ox Cart Man, Hall
- The Ice Horse,
- Basket Moon, Ray
- When I was Little, Igus
- The Little House, Burton
- The House on Maple Street, Pryor
- Uncle Jed's Barbershop, Mitchell
- House Mouse, Senate Mouse, Shaw
- The Gingerbread Boy, Galdone
- The Gardener, Stewart
- Communities at Work Series, Miller
- On the Town, A Community Adventure, Caseley
- I am America, Smith
- A Country Schoolhouse, Barasch

Mayor's Office or 401 to discuss decision making, law making, rules, etc.

- Hold a mock debate over a "classroom law"