



**Unit #: 7**

**Local Leaders**

**essential skills and content**

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| <b>Overview</b>            | <p>Students will be learning the social studies concepts of local government and how local government makes the community a better place to live.</p> <p>Time Frame-4 Weeks</p>  |  |
| <b>Essential Questions</b> | <p>What is a government?<br/>         Where can I see the government in action in my community?<br/>         How does a local government help make a good community?<br/>         What is the relationship between my local government and me?</p>   |  |
| <b>Learning Targets</b>    |  |  |
| <b>Content/Skills</b>      | <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Draw Conclusions (RI. 2.1)</li> <li>• Identify Main Ideas and Details (RI.2.2)</li> <li>• Recall and Retell (RI. 2.2)</li> <li>• Sequence Events (RL. 2.5)</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Visualize (RL. 2.10, RI.2.10)</li> <li>• Determine Important Information (RI. 2.2, RL. 2.2)</li> <li>• Monitor Comprehension (RI. 2.1, RL. 2.1)</li> <li>• Ask and Answer Questions (RI. 2.1, RL. 2.1)</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Analyze Idioms (L.2.5)</li> </ul> | <p>+Supplemental activities for teaching similes</p> |

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|  | <ul style="list-style-type: none"> <li>• Classify Words (L.2.5)</li> <li>• Use Multiple-Meaning Words (L.2.4)</li> </ul> <p><b>Word Work: Phonics and Word Study</b></p> <ul style="list-style-type: none"> <li>• Abbreviations (L.2.2)</li> <li>• Syllable Division: V/V ( RF.2.3)</li> <li>• Suffixes -ly, -ful, -tion (RF.2.3)</li> </ul> |  |
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| balanced assessment             |                                |   |
|---------------------------------|--------------------------------|---|
| COMPONENT                       | REQUIRED                       | SUGGESTED   |
| Formative Assessment            | Running Records                | Weekly Assessments (1 & 3)<br>Phonics Companion Pages<br>Practice Companion Pages |
| Summative Assessment            | Quarterly Benchmark Assessment | Differentiated Unit Assessment<br>Weekly Assessments (2 & 4)                      |
| District-Wide Common Assessment | MAP                            |   |

| learning experiences                         |          |  |
|--|----------|--|
| COMPONENT                                    | REQUIRED | SUGGESTED  |
| Suggested Resources/<br>Learning Experiences | LEAD 21  | <p>Similes Mentor Texts-</p> <p><u>Crazy Like a Fox</u> by Loreen Leedy<br/><u>Skin like Milk, Hair of Silk</u> by Brian Cleary<br/><u>Quick as a Cricket</u> by Audrey Wood</p> <p>Compound Word Mentor Texts-</p> <p><u>If You were a Compound Word</u> by Trisha Shaskan</p> <p>Idioms Mentor Texts-</p> <p><u>Parts and More Parts</u> by Tedd Arnold<br/><u>Punching the Clock Funny Action Idioms</u> by Marvin Terban</p> |

| COMPONENT                             | REQUIRED   | SUGGESTED   |
|---------------------------------------|--|---|
|                                       | Close Reading  | Drawing Conclusions Mentor Text-<br><u>Ira Sleeps Over</u> by Bernard Waber<br><u>Ira Says Goodbye</u> by Bernard Waber<br><u>Julius the Baby of the World</u> by Kevin Henkes<br><br><b>Close Reading-</b><br>Readworks.org (free) resource for Close Reading-<br>“Great Americans”<br>“We the People”<br>“The Right to Vote”<br><br>Challenge Grids on Curriculum Resources |
| <b>Content Literacy</b>               |  |   |
| <b>Technology / Media</b>             | LEAD 21-online field trip  | Smart Notebook in Curriculum Resources<br>eHandbook-LEAD 21 online<br>LEAD-21 online games/resources<br>EDMODO<br>Brainpop Jr (purchase)-similes<br>Brainpop (purchase)-Idioms<br>IXL (purchase)-compound words   |
| <b>Differentiation / Intervention</b> | Differentiated level groups<br>Building Reading Specialist (LLI)<br>Literacy Centers | LEAD 21-Online Coach  |

 content-specific components

| COMPONENT                                    | REQUIRED  | SUGGESTED   |
|--|---|---|
| <p><b>21<sup>st</sup> Century Skills</b></p> | <p>Inquiry Process</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Listening Skills</li> <li>• Present Information</li> <li>• Collaboration</li> </ul> | <p>Possible Inquiry Questions-</p> <ul style="list-style-type: none"> <li>• How can people communicate with their local government?</li> <li>• Why does a government try to do what people want?</li> <li>• How can people communicate with their local government?</li> </ul> <p>Possible Inquiry Projects- (SL. 2.4, SL. 2.5)</p> <p>Interview<br/>           Make a powerpoint<br/>           Skit</p> |