2nd Grade Astronomy Unit Unit Blueprint

Lesson	Essential & Unit	Benchmarks	Formative and Summative	Using Assessments to Monitor
	Questions	(Bolded sections indicate portion of	Assessments	Student Learning
	(for conceptual	benchmark addressed)	(Unless noted as a Summative	
	benchmarks)		Assessment, the assessments are	
			formative and should be used to	
			inform teaching and learning.)	
Lesson 1: Sky	When can the sun	Pre-assessment of 4A(K-2)#2: The sun	Student drawings of sky	Student Drawings:
Wilderness	be seen in the	can be seen only in the daytime, but the	throughout story (See directions	• 7 a.m.: Do students show the
	sky? When can	moon can be seen sometimes at night	on page 58 of Teacher's Edition.	sun <u>rising</u> (low in the sky)?
Pacing	the moon be seen	and sometimes during the day. The sun,	Use teacher-generated Lesson 1	Noon: Do students show the
Suggestions:	in the sky? How	moon, and stars all appear to move	Drawing Paper and Pre-Unit	sun <u>high</u> in the sky?
Days 1 & 2-	do the sun, moon,	slowly across the sky.	Assessment Checklist available	• 7:30 p.m.: Is the sun low in the
Session 1 on pages	and stars appear		under "Teacher Resources" on	sky (approaching sunset)
54-58 in Teacher's	to move in the		electronic curriculum.)	• 11 p.m.: Do students <u>exclude</u> a
Edition (2 pictures	sky?			sun from their pictures? Do
per day)			Class discussion of <i>Checking</i>	their pictures include stars?
Day 3-			Understanding Questions 1-4	• Is there a moon (w/a realistic
Session 2 on pages			(See pages 60-61 in Teacher's	shape) in 1 or 2 consecutive
58-62 in Teacher's			Edition. Use teacher-generated	pictures? If the moon is in 2
Edition			Checking Understanding	pictures, does it have the same
			worksheet available under	shape?
Teacher			"Teacher Resource" on	Checking Understanding
Resources:			electronic curriculum.)	See pages 60-61 in Teacher's
A SA				Edition for detailed information on student responses.

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Lesson	Questions	(Bolded sections indicate portion of	Assessments	Student Learning
	(for conceptual	benchmark addressed)	(Unless noted as a Summative	~g
	benchmarks)		Assessment, the assessments are	
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			inform teaching and learning.)	
Lesson 2: Moon	What does the	4A(K-2)#3: The moon looks a little	What Do You Know About the	What Do You Know About the
Watching	moon look like	different every day, but looks the same	Moon? (Use teacher-generated	Moon?
Pacing	throughout a	again about every four weeks.	sheet available under "Teacher	• Questions 1 & 2: Do students
Suggestions:	month?		Resources" on electronic	know that the moon is
Day 1-		11C(K-2)#1: Things change in some	curriculum. Also, see page 67 in	sometimes visible in the day
Teaching	When can the	ways and stay the same in some ways.	Teacher's Edition for	and sometimes at night?
Strategies Steps 1	moon be seen in		background information.)	• Question 3: Do students know
& 2 on pages 67 &	the sky?	4A(K-2)#2: The sun can be seen only in		the different shapes of the
68 in Teacher's		the daytime, but the moon can be seen	Student Moon Journals & class	moon?
Edition		sometimes at night and sometimes	discussion of moon observations	
Day 2-		during the day. The sun, moon, and	(can be incorporated into daily	Moon Journals/Class
Teaching		stars all appear to move slowly across	calendar routine)	Discussion of Observations
Strategies Steps 3-		the sky.		• Do students see a pattern to
5 on pages			Click to view a sample Moon	the shape of the moon?
68 - 71 in			Journal.	• Do students recognize that the
Teacher's Edition				moon is sometimes visible
Days 3, 4, & 5-				during the day and sometimes
Focus on Moon				at night?
observations				
Ongoing –				
Student Moon				
Journals (See				
Steps 6 & 7 on				
pages 71 & 72 in Teacher's				
Edition.)				
Teacher				
Resources:				
Resources:				

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	Questions	(Bolded sections indicate portion of	Assessments	Student Learning
	(for conceptual	benchmark addressed)	(Unless noted as a Summative	
	benchmarks)		Assessment, the assessments are	
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			inform teaching and learning.)	
Lesson 3:	Why is it helpful	1B(K-2)#2: Tools such as	Class discussion of Question 12	Class discussion of
Changes in	to use a tool such	thermometers, magnifiers, rulers, or	on page 66 in Student Edition	measurement and tools
Shadows	as a ruler?	balances often give more information	(See second column on page 91	• Do students recognize the
		about things than can be obtained by	in Teacher's Edition.)	importance of using a ruler
Pacing		just observing things without their		and how it provides better
Suggestions:		help.		information for comparing
Day 1-		•		shadow lengths (versus saying
Session 1 on pages		12B(K-2)#1: Use whole numbers and	Students measure shadow	it is long, very long, or short)?
86-88 in Teacher's		simple, everyday fractions in ordering,	lengths and discuss results	• Are students able to measure
Edition (Use		counting, identifying, measuring, and	(Use teacher-generated <i>Shadows</i>	accurately?
Shadow Fun sheet		describing things and experiences.	on the Move sheet available	Do the students understand
under "Teacher's			under "Teacher Resources" on	what the measurements mean?
Resources.")			electronic curriculum.)	
Day 2-	Throughout the	4A(K-2)#2: The sun can be seen only in	Modified Sharing Ideas	Modified Sharing Ideas
Teaching	day, what appears	the daytime, but the moon can be seen	(Use teacher-generated sheet	Do students know shadows
Strategies Steps 3-	to happen to the	sometimes at night and sometimes	available on the electronic	can change without a person
5 on pages 88-92	sun?	during the day. The sun, moon, and	curriculum.)	moving because the sun
in Teacher's		stars all appear to move slowly across	,	moves across the sky?
Edition		the sky.	Class discussion of Checking	
Day 3-			Understanding Questions 2-5 on	Checking Understanding
Checking			page 67 in Student Edition (See	• Do students generalize that the
Understanding			pages 92-93 in Teacher's	sun appears to move across the
and Sun Facts on			Edition.)	sky?
pages 92-95 in			,	Are students able to connect
Teacher's Edition				the changes in shadow length
				with changes in the sun's
Teacher				position?
Resources:				1

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	Questions	(Bolded sections indicate portion of	Assessments	Student Learning
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	benchmarks)	,	Assessment, the assessments are	
	,		formative and should be used to	
			inform teaching and learning.)	
Lesson 4: Star	Throughout the	4A(K-2)#2: The sun can be seen only in	Sharing Ideas (See page 107 in	See pages 106-107 in Teacher's
Gazing	night, what	the daytime, but the moon can be seen	Teacher's Edition. Use teacher-	Edition for detail information
	appears to	sometimes at night and sometimes	generated sheet available on	about student responses.
Pacing	happen to the	during the day. The sun, moon, and	electronic curriculum.)	Confirm students' recognition of
Suggestions:	stars?	stars all appear to move slowly across		the vast number of stars in the
Day 1-		the sky.		sky, as opposed to the few on
Star Pictures		_		the maps, and that stars are not
(story) on page	How are stars	4A(K-2)#1: There are more stars in the		evenly scattered throughout the
101 in Teacher's	positioned in the	sky than anyone can easily count, but		sky.
Edition	sky? How many	they are not scattered evenly, and they		
Day 2-	stars are in the	are not all the same in brightness or		
Making	sky?	color.		
Constellations on				
pages 102-104	How is the model	11B(K-2)#2: A model of something is		
Day 3-	(constellations in	different from the real thing but can be		
Session 3 on pages	a can) different	used to learn something about the real		
104-106 in	from the real	thing.		
Teacher's Edition	thing (stars in the			
Day 4-	sky)?			
Session 4 on pages				
106 & 107 in				
Teacher's Edition				
Teacher				
Resources:				

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	Questions	(Bolded sections indicate portion of	Assessments	Student Learning
	(for conceptual	benchmark addressed)	(Unless noted as a Summative	S
	benchmarks)		Assessment, the assessments are	
			formative and should be used to	
			inform teaching and learning.)	
Lesson 5: Star	Throughout the	4A(K-2)#2: The sun can be seen only in	Class discussion of Checking	See page 121 in Teacher's
<u>Guides</u>	night, what	the daytime, but the moon can be seen	<i>Understanding</i> Questions 3 & 4	Edition for detailed information
Pacing	appears to	sometimes at night and sometimes	on page 103 in Student Edition	about student responses.
Suggestions:	happen to the	during the day. The sun, moon, and	(See page 121 in Teacher's	
Day 1-	stars?	stars all appear to move slowly across	Edition.)	
Session 1 on pages		the sky.		
113-115 in				
Teacher's Edition				
Day 2-				
Making a Dipper				
and Queen Finder				
on pages 115 &				
116 in Teacher's				
Edition				
The Legend of				
Queen Cassiopeia				
(optional)				
Day 3-				
Annie Jump story				
& Checking				
Understanding on				
pages 117, 120, &				
121 in Teacher's				
Edition				
Day 4-				
Star Lab				
Teacher				
Resources:				
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20001	Questions	(Bolded sections indicate portion of	Assessments	Student Learning
	(for conceptual	benchmark addressed)	(Unless noted as a Summative	~g
	benchmarks)		Assessment, the assessments are	
	o circimitariks)		formative and should be used to	
			inform teaching and learning.)	
Lesson 6: Moon	What does the	4A(K-2)#3: The moon looks a little	Class discussion of <i>Checking</i>	Checking Understanding
Movies	moon look like	different every day, but looks the same	Understanding Questions 1-5 on	See page 75 in Teacher's
**Lesson can't be	throughout a	again about every four weeks.	page 49 in Student Edition (See	Edition for detailed information
taught until Moon	month?	again accurately four weeks.	pages 74-75 in Teacher's	about student responses.
Journals are	month.		Edition.)	accur student responses.
completed. **			200000)	Checking Understanding
Pacing			Checking Understanding	See pages 129-130 in Teacher's
Suggestions:			Questions 1-4 on page 111 in	Edition for detailed information
Day 1-			Student Edition (See pages 129	about student responses.
Checking			& 130 on Teacher's Edition.)	accurate responses.
Understanding on			es rea em remener a manual,	
page 49 in Student				
Edition & Finding				
Patterns on pages				
105-108 in Student				
Edition				
Day 2-				
Moon Movies on				
pages 127-128 in				
Teacher's Edition				
Day 3-				
Checking				
Understanding on				
pages 129 & 130				
in Teacher's				
Edition				
Teacher				
Resources:				
- 1 3				

Lesson	Essential & Unit Questions (for conceptual benchmarks)	Benchmarks (Bolded sections indicate portion of benchmark addressed)	Formative and Summative Assessments (Unless noted as a Summative Assessment, the assessments are formative and should be used to inform teaching and learning.)	Using Assessments to Monitor Student Learning
Lesson 7: Patterns in the Sky (Optional Lesson—See "Teacher Tips" for criteria in determining whether lesson needs to be taught.) Teacher Resources:	How do the sun, moon, and stars appear to move in the sky?	4A(K-2)#2: The sun can be seen only in the daytime, but the moon can be seen sometimes at night and sometimes during the day. The sun, moon, and stars all appear to move slowly across the sky.	Questions 1-3 on page 115 in Student Edition (See pages 136- 137 in Teacher's Edition.)	 For each question, do students identify a change in position of the sun, moon, and stars? For Question 2, bullet #2, do students state that the moon can be seen at different times?
Lesson 8: Movement in the Sky—Why? SKIP LESSON Lesson 9: Other Objects in the Sky SKIP LESSON		Addresses a (3-5) benchmark No benchmark matches		

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	benchmarks)		Assessment, the assessments are	
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Post-Unit	When can the sun	4A(K-2)#2: The sun can be seen only in	End-of-Unit Assessment	See answer key available under
Assessment	be seen in the	the daytime, but the moon can be seen	available under "Teacher	"Teacher Resources."
	sky? When can	sometimes at night and sometimes	Resources"	
Pacing	the moon be seen	during the day. The sun, moon, and stars		
Suggestions:	in the sky? How	all appear to move slowly across the		
See "Tips" under	do the sun, moon,	sky.		
"Teacher	and stars appear			
Resources"	to move in the	4A(K-2)#3: The moon looks a little		
	sky?	different every day, but looks the same		
Teacher		again about every four weeks.		
Resources:	What does the			
	moon look like	11C(K-2)#1: Things change in some		
3	throughout a	ways and stay the same in some		
	month?	ways.		
	How are stars	4A(K-2)#1: There are more stars in the		
	positioned in the	sky than anyone can easily count, but		
	sky?	they are not scattered evenly, and they		
		are not all the same in brightness or		
		color.		