



Essential Question: How do animals, plants, and humans depend on one another to survive?
 Moonshot Academy Summer - Literacy on the Lagoon

Essential Question(s)/Big Idea	Meaningful Text(s)
<p><i>How do animals, plants, and humans depend on one another to survive?</i></p>	<p><i>The Sea, the Storm, and the Mangrove Tangle</i> by Lynne Cherry <i>The Mangrove Tree</i> by Cindy Trumbore and Susan L. Roth <i>A Day in the Salt Marsh</i> by Kevin Kurtz <i>Mermaid Meg and the Magical Lagoon</i> by Leslie Maloney</p>
Power Standards	Additional Learning Goals
<p>LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>LAFS.2.W.3.7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations)</p>	<p><u>ELA</u></p> <ul style="list-style-type: none"> ➤ LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ➤ LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ➤ LAFS.2.SL.1.3 Ask and Answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ➤ LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <p><u>Science</u></p> <ul style="list-style-type: none"> ➤ SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. <p><u>Visual Arts</u></p> <ul style="list-style-type: none"> ➤ VA.2.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
Written and Artistic Products	Culminating Experience
<p>Lagoon Animal PowerPoint, Mangrove Forest, Mangrove Tree Song, Reader's Theatre Scripts, CSI, Visual Vocabulary, Anchor Charts, Writing Responses, Vocabulary journals, Vocabulary Wall, Vocabulary Webs</p>	<p><u>Informance</u> Present:</p> <ul style="list-style-type: none"> ● Completed Mangrove Forest 3D Mural, PowerPoints from animal research, The Mangrove Tree Song, Reader's Theatre Scripts <p>Display:</p> <ul style="list-style-type: none"> ● CSI, Visual Vocabulary, Anchor Charts, Writing Responses, Vocabulary journals, Vocabulary Wall, Vocabulary Webs
Unit Vocabulary	
<p><i>The Sea, The Storm, and The Mangrove Tangle:</i> propagule, tangle, dangled, mangrove, vast, network, anchored, decomposed, muck, magnificent, impress, puffed, horizon, plumes, <i>A Day in the Salt Marsh:</i> respond, tide, rival, clinging, blades, avoid, drowned, nursery, prey, molted <i>The Mangrove Tree:</i> sprout, sturdy, nutrients, plenty, available, multiply, nearby</p>	



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Through an interdisciplinary curriculum anchored in both ELA and Arts Integration, students become aware of how animals, plants, and humans depend on one another to survive. By the end of the unit, students should be able to answer the essential question: "*How do animals, plants, and humans depend on one another to survive?*"

This Enriched Literacy unit plan exposes students to a variety of arts experiences to support literacy development. Students read numerous fiction, and nonfiction texts while also having the opportunity to build background knowledge, vocabulary and connections to real world applications. Students deepen visual literacy skills through interaction with works of art, they learn a variety of visual arts techniques through art-making, and they develop performing arts skills through drama, music, and movement activities. Students reinforce foundational literacy skills through each of these art forms and showcase their learning at the end of the program in a culminating performance that features their original writing and artwork.

Students hear and read multiple texts related to the essential question, including *The Sea, the Storm, and the Mangrove Tangle*, *A Day in the Salt Marsh*, *The Mangrove Tree*, and *Mermaid Meg and the Magic Lagoon*. They create a variety of art and written projects that demonstrate comprehension of these texts and reinforce key standards that they will display on the totem poles. They use works of art as inspiration to create their own writing, demonstrate knowledge of vocabulary and comprehension of text. They revise, discuss, and reflect on their own work and the work of their peers. This is a collaborative and iterative process. Through experiencing the process of putting together a performance, students develop perseverance, collaboration, and self-regulation while demonstrating a deep grasp of the essential question and improved literacy skills.

Overall Road Map:

- ❖ 4 weeks, 5 days per week
- ❖ Daily Mindful Routine
- ❖ Culminating Showcase on the last day
- ❖ Can arrange one or two day visits from ORCA

WEEK 1 - The Sea, the Storm, and the Mangrove Tangle

WEEK 2 - A Day in the Salt Marsh

WEEK 3 - The Mangrove Tree

WEEK 4 - Mermaid Meg and the Magic Lagoon

Applied Literacy Daily Lessons include at least 1 or more of the following (45 min):

- Inquiry Wall
- Vocabulary Warm up with Interactive Vocabulary Wall
- Pre, During, and Post Reading Activities
- Vocabulary Routine and word web
- Writing (Authentic Creating and Responding to Text)

Enrichment (30-45 min): Foundational and Arts integrated activities for students to reinforce skills and demonstrate understanding.