

Easthampton Public Schools

English Language Arts – Grade 2 Unit Plan – Unit 3

Italics indicate Essential Questions, Enduring Understandings, skills, and knowledge associated with Next Generation Science Standards.

Unit 3: Changes

Duration: 6-8 weeks (mid-November – early January)

Essential Questions:

English Language Arts

- How can you figure out the meaning of an unknown word in a story or text?
- Why and how do we read informational text?
- Why do authors of informational text use text features?
- What are some special features of nonfiction texts?
- How do nonfiction features such as the table of contents, bold print words, and headings help readers?
- Why and how do readers write about what they have read?
- How do characters in stories change when they face a challenge or when something changes in their life?

Science

- Why is the Sun necessary for life on Earth?
- What causes day and night?
- Why do Earth's seasons happen over and over again at predictable times?
- *How does heating and cooling change certain substances?*
- *What are some different ways to measure various substances?*
- *How has the Earth's surface changed in the past?*
- *How does the Earth's surface continue to change?*

Enduring Understandings:

English Language Arts

- Readers read nonfiction in order to gain information about a topic.
- Nonfiction text features found in some texts are tables of contents, captions, headings, special print, glossaries, and diagrams.
- Authors use text features to organize information and present information in a variety of ways.
- Nonfiction features help the reader to navigate the text and make meaning in conjunction with the text itself.
- Characters in stories often change in some way when they are presented with a challenge or when something in their life changes.

Science

- The regular and predictable movement patterns of objects in the universe create regular and predictable phenomena on Earth.
- Seasons experienced on Earth are dependent on a place's location on Earth and the movement of the Earth.

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- *Substances can change when they are heated and/or cooled.*
- *Matter takes many different forms.*
- *The Earth's surface has changed throughout time and will continue to change.*

<p>Knowledge: <i>Students will know...</i></p> <p>English Language Arts:</p> <ul style="list-style-type: none"> • Some strategies for figuring out the meanings of unknown words in stories or texts. • The names and purposes of many nonfiction text features. • Writing about what you've read helps you to think about your understandings and convey your thinking to others. • Spelling-sound correspondences for many common vowel teams. • Many grade-appropriate irregularly spelled words. • How to use an apostrophe to form contractions and frequently occurring possessives. <p>Science:</p> <ul style="list-style-type: none"> • How Earth moves within the universe. • The Sun provides heat and light and is essential for life on Earth. • What causes day and night on Earth. • The months that each season occurs during. • The weather changes that each season brings. • The causes of Earth's seasons. • <i>Chemical and physical changes occur all around us.</i> • <i>Everything on Earth is made up of matter.</i> • <i>Matter has mass and takes up space.</i> • <i>The different forms that matter takes.</i> 	<p>Skills: <i>Students will be skilled at...</i></p> <p>English Language Arts:</p> <ul style="list-style-type: none"> • Using a variety of strategies to figure out the meanings of unknown words in stories or texts. • Using nonfiction text features to navigate nonfiction text and make meaning in conjunction with the text itself. • Identifying ways that characters have changed in the stories they listen to and read. • Decoding words with common prefixes and suffixes. <p>Science:</p> <ul style="list-style-type: none"> • Describing Earth's movement through space. • Explaining why Earth's seasons change. • Explaining the causes of day and night. • <i>Predicting changes that will occur in given substances when they are heated or cooled.</i> • <i>Identifying the changes that may have occurred in the Earth's surface to create a variety of landforms.</i>
<p>STANDARDS:</p> <p>ELA Reading Literature *RL2.1 & RL2.10</p>	

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RL2.3: Describe how characters in a story respond to major events and challenges.

Reading Informational Text

*RI2.1, RI2.10

RI2.4: Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Foundational Skills

*RF 2.3, 2.4

Writing

*W2.3, W2.5, W2.8

W2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W 2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W2.7: 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).

Speaking & Listening

*SL2.1, SL2.2, SL2.3, SL2.4, SL2.6

Language

* L2.6

L2.2c: Use an apostrophe to form contractions and frequently occurring possessives.

L2.2d: Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

L2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

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a. Use sentence-level context as a clue to the meaning of a word or phrase.

L2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Science

Earth Science

ES2.4: Recognize that the sun supplies heat and light to the earth and is necessary for life.

ES2.5: Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

Next Generation Standards

2.PS1.A: Structure and Properties of Matter

2.PS1.B: Chemical Reactions

2.ESS1.C: The History of Planet Earth

2.ESS2.A: Earth Materials and Systems

2.ESS2.B: Plate Tectonics and Large-Scale System Interactions

2.ESS2.C: The Roles of Water in Earth’s Surface Processes

Writing Routine writing	Writing 4-6 Analyses	Research Project 1 Research project	Narrative 1-2 Narratives
Examples: Writer’s Notebook Science Notebook	Examples: Reader’s Response	Write a report with the following headings: <ul style="list-style-type: none"> - The Sun - Day and Night - The Moon Be sure to include why the sun is important for life on Earth, what causes day and night, and why the moon appears to change.	Winter can be a fun time of year. Write a narrative that describes what you like to do in the winter. Be sure to include enough details so that your reader can understand why you enjoy those activities.

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Reading (Read Aloud) 3-5 short texts	Reading (Guided Reading) 1 extended text
<p>Examples:</p> <p>Literature: <i>Papa, Please Get the Moon For Me</i>, Eric Carle <i>Rise the Moon</i>, Eileen Spinelli <i>Sunshine on My Shoulders</i>, John Denver <i>Long Night Moon</i>, Cynthia Rylant <i>Now One Foot, Now the Other</i>, Tomie DePaola <i>The Baby Sister</i>, Tomie DePaola</p> <p>Informational Text: <i>Sun Up, Sun Down</i>, Gail Gibbons <i>The Moon Book</i>, Gail Gibbons <i>The Moon Seems to Change</i>, F.M. Branley <i>What the Moon is Like</i>, F.M. Branley <i>The Reasons for Seasons</i>, Gail Gibbons <i>Sunshine Makes the Seasons</i>, Franklyn Branley & Michael Rex <i>Why Do Leaves Change Color?</i>, Betsy Maestro & Loretta Krupinski <i>How Do You Know It's Winter?</i>, Allan Fowler <i>How Do You Know It's Fall?</i>, Allan Fowler <i>How Do You Know It's Spring</i>, Allan Fowler <i>How Do You Know It's Summer</i>, Allan Fowler <i>Energy From the Sun</i>, Allan Fowler <i>Living Sunlight: How Plants Bring the Earth to Life</i>, Molly Bang & Penny Chisholm</p> <p>Poetry: <i>Seasons: A Book of Poems</i>, Charlotte Zolotow</p>	<p>Level I <i>The Solar System</i> <i>Light and Heat</i> <i>Our Solar System</i> <i>Shadows</i> <i>The Sun's Family of Planets</i> <i>A New Barker</i> <i>Boss For A Day</i> <i>Morgan and Moffat Go To School</i> <i>Trouble In The Barkers' Class</i> <i>T-Rex Is Missing</i> <i>A New Barker In The House</i></p> <p>Level K <i>What Are Light and Heat?</i> <i>Tom</i></p> <p>Level L <i>Nana Upstairs & Nana Downstairs</i></p> <p>Level M <i>Sound, Heat & Light: Energy at Work</i></p> <p>Level N <i>26 Fairmont Avenue</i> <i>Here We All Are</i> <i>On My Way</i></p>

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Snow, Snow: Winter Poems for Children, Jane Yolen

What A Year

SAMPLE