

Easthampton Public Schools

English Language Arts – Grade 2 Unit Plan – Unit 4

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

Unit 4: Consumers, Producers, and Work

Duration: early January – February (6-8 weeks)

Essential Questions:

English Language Arts

- What do readers pay attention to key words when reading procedures or historical text?
- How do images help the reader to better understand the information in the text?

Social Studies

- What are the roles of producers and consumers in our community?
- What is the interaction between buying and selling?

Science

- What are the different kinds of simple machines?
- How are simple machines used?
- How do simple machines make our lives easier?
- *How do connected objects pull or push each other?*
- *How does changing the speed or direction of an object affect its ability to stop or start?*
- *What determines whether an object moves or not?*
- *How does speed affect change in shapes when objects collide?*
- *How does friction affect the movement of an object?*
- *How can friction change an object?*

Enduring Understandings:

English Language Arts

- Readers use key words (for example: next, then, afterwards, etc.) to help themselves understand the connection between a series of historical events or a set of steps in a procedure.
- Images help readers understand exactly what something looks like and help the reader to better understand the object or process described in text.

Easthampton Public Schools

English Language Arts – Grade 2 Unit Plan – Unit 4

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

<p>Social Studies</p> <ul style="list-style-type: none">• Buying and selling is a cycle.• Producers supply goods and services and consumers consume goods and services. <p>Science</p> <ul style="list-style-type: none">• Machines do not reduce the amount of work for us, but they can make it easier.• Simple machines allow us to use less force to move an object over a distance.• <i>Pushes and pulls can have different strengths and different directions.</i>• <i>Friction is an opposing force that creates heat.</i>• <i>When objects collide it can affect their motion or shape.</i>• <i>Motion or lack of motion is dependent on the forces applied and the directions of those forces.</i>• <i>The bigger push or pull makes things go faster.</i>• <i>Challenges can provide multiple opportunities for problem solving.</i>	
<p>Knowledge: <i>Students will know...</i></p> <p>ELA:</p> <ul style="list-style-type: none">• Some key words that are used in connecting events or steps in a process.• The role of images in text. <p>Social Studies:</p> <ul style="list-style-type: none">• Definitions of producers and consumers.• Definitions of goods and services.• Examples of the producers and consumers in our community. <p>Science</p> <ul style="list-style-type: none">• Simple machines are “simple” because most have only one moving part.	<p>Skills: <i>Students will be skilled at...</i></p> <p>ELA:</p> <ul style="list-style-type: none">• Using key words to understand the connection between a series of historical events or a set of steps in a procedure.• Forming contractions and possessives using apostrophes correctly.• Recognizing consonants with two sounds in words (c, g, th).• Identifying homophones.• Using collective nouns.• Using the past tense of irregular verbs.

Easthampton Public Schools

English Language Arts – Grade 2 Unit Plan – Unit 4

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

<ul style="list-style-type: none">• Work is done when force is used to move an object over a distance.	<p>Social Studies:</p> <ul style="list-style-type: none">• Explaining the difference between producing and consuming and the interaction of the two.• Explaining ways in which people can be both consumers and producers of goods and services.• Explaining the goods and services that businesses provide. <p>Science:</p> <ul style="list-style-type: none">• Identifying tools and simple machines used for a specific purpose (e.g., ramp, wheel, pulley, lever).• Describe how human beings use parts of the body as tools (e.g, teeth for cutting, hands for grasping and catching).• Showing and explaining the steps needed to perform a task using simple machines.• <i>Predicting the result that a push or pull will have on the movement of an object.</i>• <i>Identifying sources of friction.</i>
<p>STANDARDS:</p> <p>ELA</p> <p>Reading Literature</p> <p>*RL2.1 & 2.10</p> <p>Reading Informational Text</p> <p>*RI 2.1 & 2.10</p> <p>RI2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	

Easthampton Public Schools

English Language Arts – Grade 2 Unit Plan – Unit 4

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

Foundational Skills

*RF 2.3 & 2.4

Writing

*W2.3, 2.5, 2.8

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.

Speaking & Listening

*SL 2.1, 2.2, 2.3, 2.4, 2.6

Language

*L2.6

L2.1a: Use collective nouns (e.g., *group*)

L2.1d: Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

Social Studies

Economics

2.8. Give examples of people in the school and community who are both producers and consumers. (E)

2.9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

Science

Physical Science

2.5. Recognize that under some conditions, objects can be balanced.

Easthampton Public Schools

English Language Arts – Grade 2 Unit Plan – Unit 4

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

<p>Technology/Engineering 2.1 Identify tools and simple machines used for a specific purpose, e.g., ramp, wheel, pulley, lever.</p> <p>Next Generation Standards <i>2.PS2.A: Forces and Motion</i> <i>2.PS2.B: Types of Interactions</i> <i>2.PS2.C: Stability and Instability in Physical Systems</i> <i>2.PS3.C: Relationship Between Energy and Forces</i> <i>2.PS3.D: Energy in Chemical Processes and Everyday Life</i> <i>2.ETS1.A: Defining Engineering Problems</i></p>			
<p>Writing Routine writing</p>	<p>Writing 4-6 Analyses</p>	<p>Research Project 1 Research project</p>	<p>Narrative 1-2 Narratives</p>
<p>Examples: Science Notebook Writer’s Notebook</p>	<p>Examples: Reader’s Response</p>	<p>Explain the role that one community business plays as both a producer and a consumer.</p>	<p>Think of one product that you and/or your family use(s) often. Why is that product important? What do you know about how it is produced? Describe your role as a consumer of the product.</p>
<p>Reading 3-5 short texts</p>		<p>Reading 1 extended text</p>	
<p>Examples: Shared Reading: <i>Blast-Off!</i> <i>From Grapevine to Jelly Jar</i></p>		<p>Examples: Level H <i>A Day with Air Traffic Controllers (H)</i></p>	

Easthampton Public Schools

English Language Arts – Grade 2 Unit Plan – Unit 4

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

<p><i>Making Crayons</i></p> <p>Read Aloud: <i>The Milk Makers, Gail Gibbons</i></p>	<p>Level I <i>A Day with Fire Fighters (I)</i> <i>A Day with a Mail Carrier (I)</i></p> <p>Level J <i>On the Move! (J)</i></p> <p>Level K <i>All About Things People Do (K)</i></p> <p>Level L <i>Easy Does It! (L-M)</i></p>
---	---

