

Easthampton Public Schools

English Language Arts – Grade 2 Unit Plan – Unit 6

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

Unit 6: Living Things

Duration: May-June (6-8 weeks)

Essential Questions:

Science:

- What is a living thing?
- How do living things meet their needs?
- What are some ways that plants and animals have adapted to their environments?
- *How does geography, climate and availability affect an animal's habitat?*
- *What role do animals play in the reproduction of plants?*
- *How can humans impact the habitats of plants and animals?*
- *How does being part of a group help animals to survive?*

English Language Arts:

- How does analyzing diverse media help us to build our own knowledge?
- How does the use of evidence impact the author's claim?
- How does analyzing more than one text help us to interpret the author's intent and build our knowledge?

Enduring Understandings:

Science:

- Animals and plants depend on their surroundings and organisms around them to survive.
- Plants and animals have adaptations that help them survive in their environment.
- *Plants depend on animals to reproduce.*
- *Different plants survive better in different settings.*
- *Habitats can change, causing some plants and animals to move out of the habitat or die.*
- *Animal families work together to protect or obtain what is necessary for life.*

English Language Arts:

- Two texts on one topic can have similarities and differences.
- Readers can form educated opinions by comparing and contrasting texts on a similar topic.
- Authors make intentional choices that are designed to produce a desired effect on the reader.

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<p>Knowledge: <i>Students will know...</i></p> <p>Science:</p> <ul style="list-style-type: none">• The characteristics of living things.• Some ways in which plants and animals are adapted to living in different environments.• The characteristics of the climate in different habitats. <p>English Language Arts:</p> <ul style="list-style-type: none">• Spelling-sound correspondences for common vowel teams.	<p>Skills: <i>Students will be skilled at...</i></p> <p>Science:</p> <ul style="list-style-type: none">• Classifying things as living and nonliving.• <p>English Language Arts</p> <ul style="list-style-type: none">• Identifying the author’s opinion on a topic.• Identifying the most important point of a text.• Comparing and contrasting the points presented by two texts on the same topic.• Reading words with common prefixes and suffixes.• Reading regularly spelled two-syllable words with long vowels.• Identifying words with inconsistent but common spelling-sound correspondences.• Using frequently occurring irregular plural nouns.
<p>STANDARDS:</p> <p>ELA</p> <p>Reading Literature RL2.1 & RL2.10 RL2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Reading Informational Text RI2.1 & RI2.10 RI2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 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. RI2.9: Compare and contrast the most important points presented by two texts on the same topic.</p>	

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Writing

W2.3, W2.5, & W2.8

W2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Foundational Skills

***RF2.3, RF2.4**

Speaking and Listening

***SL2.1, SL2.2, SL2.3, SL2.4, SL6**

Language

***L2.6**

Science

Life Science:

LS2.3: Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

LS2.4: Describe ways in which many plants and animals closely resemble their parents in observed appearance.

LS2.7: Recognize changes in appearance that animals and plants go through as the seasons change.

LS2.8: Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

Next Generation Standards:

2.LS2.A: Interdependent Relationships in Ecosystems

2.LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

2.LS2.C: Ecosystem Dynamics, Functioning, and Resilience

2.LS2.D: Social Interactions and Group Behavior

2.LS4.D: Adaptation

2.LS4.D: Biodiversity and Humans

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Writing Routine writing	Writing 4-6 Analyses	Research Project 1 Research project	Narrative 1-2 Narratives
<p>Examples: Writer’s Notebook</p>	<p>Examples: Reader’s Response</p>	<p>Write a report about an animal you have learned about. Include information about the animal’s appearance (size, color, body covering, special body parts), habitat (what kind of habitat and location in the world), and diet. Include any other interesting facts about the animal as well.</p>	<p>There are pros and cons about zoos. Many people who believe that zoos are good argue the following points:</p> <ul style="list-style-type: none"> - Some animals that would otherwise be extinct are saved by zoos. - Some zoos work to return animals born there to the wild. - Zoos give people a chance to wildlife firsthand. - Zoos educate people about the importance of conservation. <p>Many people who believe that zoos are bad argue the following points:</p> <ul style="list-style-type: none"> - People have no right to capture wild animals and lock them in cages. - Some zoos don’t give animals the proper care. - In zoos, the lifespans of some animals are shortened and they develop health

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			<p>problems.</p> <ul style="list-style-type: none"> - Herd animals that live in large groups in the wild often live alone or with just one or two other members of their species. - Many animals live in small areas and don't get enough exercise. <p>What do you think about zoos? Write an opinion piece with at least three details to support your opinion.</p>
<p>Reading 3-5 short texts</p>		<p>Reading 1 extended text</p>	
<p>Examples: Literature: <i>The Great Kapok Tree</i>, Lynne Cherry <i>Welcome to the Green House</i>, Jane Yolen</p> <p>Informational: <i>Winter's Tail: How One Little Dolphin Learned to Swim Again</i>, Hatkoff <i>Leo the Snow Leopard</i>, Hatkoff <i>Knut: How One Little Polar Bear Captivated the World</i>, Hatkoff <i>From Seed to Plant</i>, Gail Gibbons <i>How Do Animals Adapt?</i>, Niki Walker <i>Polar Animal Adaptations</i>, Lisa Jo Amstutz</p>		<p>Level G <i>Living and Nonliving Things</i></p> <p>Level H <i>Animals</i> <i>Living Things</i> <i>Living Things and Their Environments</i></p> <p>Level I <i>Plants</i> <i>Animal Life Cycles</i></p> <p>Level J</p>	

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<p><i>Rain Forest Animal Adaptations</i>, Lisa Jo Amstutz <i>Desert Animal Adaptations</i>, Julie Ann Murphy <i>Ocean Animal Adaptations</i>, Julie Ann Murphy <i>Animal Adaptations</i>, Julie Lundgren <i>Cactus Hotel</i>, Brenda Guiberson</p>	<p><i>Plant Life Cycles</i> <i>Safety in Numbers</i></p> <p>Level K <i>Fluff and Feathers, Spikes and Skin</i> <i>Chickens Aren't the Only Ones</i> <i>Plants that Eat Animals</i></p> <p>Level L <i>Changing Shapes</i> <i>Animal Tracks</i> <i>Animal Reports</i></p>
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