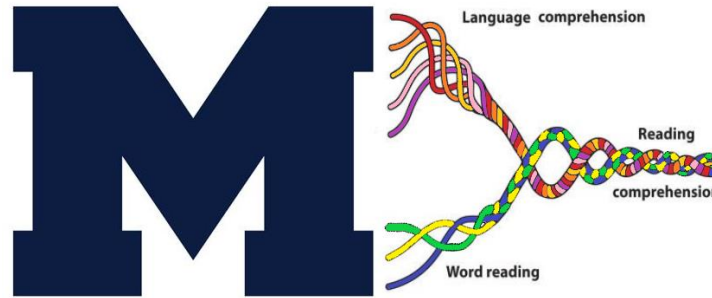




SECOND GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #6: Forces and Motion</i>	Suggested Duration	<i>3-4 Weeks</i>
--------------	-----------------------------------	---------------------------	------------------

GSE Standards

Priority Standards

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

ELAGSE2L1f. Produce, expand, and rearrange complete simple and compound sentences.

ELAGSE2L5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Essential Questions

<p>Literal—</p> <p>Does pushing something harder increase or decrease its speed?</p> <p>Does pushing something sideways change its direction toward or away from the source of the push?</p>	<p>Inferential—</p> <p>How can you change the speed of an already moving object?</p> <p>How can you change the direction of an already moving object without stopping it?</p>	<p>Evaluative -</p> <p>When during your day do you change the speed of an object's motion?</p> <p>When during your day do you change the direction an object is moving?</p>		
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>		
<p>fast, slow, push, pull, left, right, start, stop</p>	<p>force, motion, direction, increase, decrease, change</p>	<p>angle, proportional</p>		
<p>Science of Reading Strategies</p>				
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Phonics Strategy</p> <p>Refer to the Tool 4 handouts to lead students through Building Words (pg. 30) activities using key words from this unit that feature known letter-sound spellings--<i>force, fast, slow, change</i></p>	<p>Fluency Strategy</p> <p>Refer to the Tool 7 handouts to lead students through Spin, Say, Write (pg, 17-19) using key vocabulary as the basis for reviewing a previously taught skill. For example, r-controlled syllables--<i>force, farm, fur, first, forward, further</i></p>		
<p>Assessments</p>				
<p><u>Formative Assessment(s):</u></p> <p>Description: Identifying Changes in Direction and Speed in Text</p> <ol style="list-style-type: none"> 1. Display the book Move Your Body! on Epic and provide students with a simple chart with space for two changes in direction and speed. <div data-bbox="369 1252 1953 1380" style="border: 1px solid black; margin: 20px auto; width: 80%; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border: 1px solid black; height: 80px; vertical-align: middle;">CHANGE IN DIRECTION</td> <td style="width: 50%; border: 1px solid black; height: 80px; vertical-align: middle;">CHANGE IN DIRECTION</td> </tr> </table> </div>			CHANGE IN DIRECTION	CHANGE IN DIRECTION
CHANGE IN DIRECTION	CHANGE IN DIRECTION			

CHANGE IN SPEED	CHANGE IN SPEED

2. Have students write a sentence in each box that reflects the cause and effect of the change in motion. (*The frisbee moves faster when you throw it harder.*)

Standards:

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

ELAGSE2L1f. Produce, expand, and rearrange complete simple and compound sentences.

Summative Assessment(s):

Description: [ReadWorks “Maria Hits the Puck”](#)

1. Provide students with a copy of the passage and scaffold decoding of words with unintroduced letter-sound spelling patterns as needed in small groups.

Standards:

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2L1f. Produce, expand, and rearrange complete simple and compound sentences.

Writing Task and Rubric:

Description: Kid Moves

1. Brainstorm different ways that students change the speed and direction of objects throughout the day.
2. Provide students with [Divided Writing Paper](#) and additional [Writing Lines](#) to draw and write sentences for an example of a time during the day they change an object’s speed and another time during the day that they change an object’s direction.

Standards:

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

ELAGSE2L1f. Produce, expand, and rearrange complete simple and compound sentences.

	4	3	2	1
C o n t e n t	Acc ura tely dep icts a spe cific age - app rop riat e cha nge in spe ed and dire ctio n	Acc urat ely dep icts a gen eral age - app rop riat e cha nge in spe ed and dire ctio n	A c c u r a t e d l y d e c r i p t i c h a n g e s a g e i n e s p e c i f i c o r d e r	D e s c r i b e s o b j e c t s i n a c c u r a t e d l y d e t a i l s o r d e r

			i n s p e d o r d i r e c t i o n	e c t i o n
C o h e r e n c e	Phr ase s or lab els alig n wit h and add to the dra win g	Phr ase s or lab els alig n wit h the dra win g	P h r a s e s o r l a b e l s c o n	D o c u m e n t p r o v i d e n c e

			f l i c t w i t h t h e d r a w i n g	s e c r e t a b l e s t h e s e d r a w i n g
C o m p l e x i t y	Wri tes in exp and ed sen ten ces (I slo w the doo r do wn	Wri tes in sim ple sen ten ces (I slo w the doo r do wn.)	W r i t e s s o r t i n g l i n e w o r d	D o e s n o t w r i t e i n t e r l i n e w o r d

	so it doe sn't sla m.)		d s o r p h r a s e s	d s o r p h r a s e s
--	---------------------------------------	--	---	---

Objective or Content	Learning Experiences	Differentiation Consideration
Building Background Knowledge Through The Berger Framework	Berger Framework: Forces Make Things Move	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	<i>In the Spin of Things</i> contains a wide variety of literary devices--onomatopoeia, sense imagery, rhythm, rhyme, font size. Challenge students to collaborate on creating a poem modeled on one of their favorites from the book but focused on another source of motion.	
Performance Task - students should use both written and verbal expression to complete the task.	<ol style="list-style-type: none"> 1. Ask students about previous experiences with a cell phone, tablet, or other electronic device breaking because it was thrown, dropped, or knocked off of a surface. 2. Discuss the source of the change in speed or direction for each situation. 3. Have students Think, Pair, Share about the causes of the damage to the device and how it could have been prevented. 	

--	--	--

Recommended High Quality Complex Text By Lexile Band

Forces Make Things Move
Forces and Motion - What Makes Stuff Move?
In the Spin of Things - Poetry of Motion