

**UNIT 4**

<b>Course:</b> Language Arts/Science/SEL	<b>Grade Level:</b> 2nd Grade
<b>Unit Title:</b> Physical Science: <i>Matter and its Interactions</i>	<b>Length of Unit:</b> Until the end of the second trimester - Approximately 6 weeks
<p><b>Unit Summary:</b> Students will conclude that different kinds of matter exist and can be either solid, liquid, and gas depending on temperature. Students will discover that knowing which materials to choose will help to solve many problems in life. Students will make observations using their senses, but some properties of matter can be easily measured, changed, or compared. Some changes to matter can be reversed and others cannot. Students will draw from a variety of strategies (i.e. text features, structure) in order to locate key facts and demonstrate an understanding in a variety of texts. Students will participate in shared research to gather information for a report. Students will use the writing process to write/publish an informative/explanatory piece/report with an introduction, facts and definitions recounted from shared research, and a concluding statement or section.</p> <p><b>SEL:</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify problems and conflicts that are commonly experienced by their peers and find ways to work and play well with others.</p>	
<b>Stage 1- Desired Results</b>	
<p><b>STANDARDS</b></p> <p><b>Priority:</b> <b>Science:</b> 2-PS1-2: Analyze data obtained from testing different materials to determine which materials have properties that are best suited for the intended purpose.</p> <p><b>Language Arts:</b> RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <p><b>TG1: Apply an understanding of the properties of matter to develop a solution to a real-life problem.</b></p> <p><b>TG2: Use text features when reading multi-paragraph informational texts to locate key facts and information, and communicate an understanding of the main topic of a text that is separate from the focus of specific paragraphs within a text.</b></p> <p><b>TG3: Write and publish an informative/explanatory piece about a topic of interest explored through shared research.</b></p>

	Meaning	
<p><b>RI.2.2:</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RL.2.5:</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RI.2.5:</b> Know and use various text features to locate key facts or information.</p> <p><b>W.2.2:</b> Writing 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><b>W.2.7:</b> 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><b>SEL</b>  <b>Goal 1:</b> Develop self-awareness and self-management skills to achieve school and life success.</p> <p><b>Goal 2:</b> Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p><b>Goal 3:</b> Demonstrate</p>	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <p><b>EU1:</b> Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature; matter can be described and classified by its observable properties. <i>(Patterns in the natural and human designed world can be observed.)</i></p> <p><b>EU2:</b> Different properties are suited to different purposes. <i>(Simple tests can be designed to gather evidence to support or refute student ideas about causes.)</i></p> <p><b>EU3:</b> Fiction and nonfiction are written for different purposes and are organized differently; effective readers use text features to better understand nonfiction and refer to a text's overall structure when reading fiction.</p> <p><b>EU4:</b> Readers use all of the content in a text to increase their understanding of a text; illustrations work with the text to support an understanding of the story/topic.</p> <p><b>EU5:</b> Effective writers study mentor texts to become more skilled at their writing; they observe the organization and sequencing of ideas by reading and studying mentor texts.</p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> What is matter? <i>How does it change forms?</i></p> <p><b>EQ2:</b> How do the properties of matter determine their use?</p> <p><b>EQ3:</b> How is nonfiction different from fiction? <i>How is reading nonfiction different from reading fiction?</i></p> <p><b>EQ4:</b> How do text features affect the reader's understanding of a text? <i>How do illustrations, images and words work together to develop a reader's understanding of a text?</i></p> <p><b>EQ5:</b> How can reading help me improve my writing? <i>How does what I write influence how I write?</i></p>

<p><b>decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	<p><b>EU6:</b> When we work together with others, we begin to understand the problems and conflicts experienced by others; we may also discover that we are experiencing some of the same problems.</p>	<p><b>EQ6:</b> What are the benefits of working with others?</p>
<p><b>Supporting:</b> Science: 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>2-PS1-4: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p> <p>Language Arts: RL.2.4: Describe how words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.</p> <p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RL.2.7: 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>RI.2.7: Explain how specific images contribute to and clarify a text.</p> <p>W.2.6: With guidance and support from adults, use a variety of digital</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Science</b> <b>K2:</b> Different kinds of matter</p> <p><b>K3:</b> Properties of matter</p> <p><b>Language Arts/Digital Literacy</b> <b>K4:</b> Reading strategies</p> <p><b>K5:</b> The elements of informative/explanatory writing</p> <p><b>K6:</b> The writing process</p> <p><b>K7:</b> The research process</p> <p><b>K8:</b> Presentation skills</p> <p><b>K9:</b> How to be a responsible digital citizen</p> <p><b>SEL</b> <b>K10:</b> Different ways to work and play well with others</p>	<p><a href="#">Year-Long English/Spanish “I Can” Statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Science</b> <b>S1:</b> I can analyze data from tests of an object or tool to determine if it works as intended.</p> <p><b>Language Arts/Digital Literacy</b> <b>S2:</b> I can find the central message, lesson, or moral of a story. (RL.2)</p> <p><b>S3:</b> I can recount stories, fables, and folktales that I have read. (RL.2)</p> <p><b>S4:</b> I can find the main topic of a multiparagraph text. (RI.2)</p> <p><b>S5:</b> I can find the focus of specific paragraphs in a text. (RI.2)</p> <p><b>S6:</b> I can describe how stories are organized, including how the beginning introduces the story and the ending concludes it. (RL.5)</p>

<p>tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>K11:</b> The types of problems and conflicts commonly experienced by peers</p>	<p><b>S7:</b> I can use nonfiction text features to find key information. (RI.5)</p> <p><b>S8:</b> I can write an informative/explanatory piece. (W.2)</p> <ul style="list-style-type: none"><li>● I can introduce a topic.</li><li>● I can use facts and definitions to develop points about the topic.</li><li>● I can provide a concluding statement or section.</li></ul> <p><b>S9:</b> I can work with others to research and write about what we learned. (W.7)</p> <p><b>S10:</b> I can explain how words and phrases add rhythm and meaning in a story, poem, or song. (RL.4)</p> <p><b>S11:</b> I can find the meaning of words or phrases in a text. (RI.4)</p> <p><b>S12:</b> I can explain how the illustrations and words in a print or digital text describe the characters, setting, and plot. (RL.7)</p> <p><b>S13:</b> I can explain how specific images help me understand a text. (RI.7)</p> <p><b>S14:</b> I can use different digital tools to produce and publish writing. (W.6)</p> <p><b>S15:</b> I can report uncomfortable situations to an adult. (Info/Dig Lit Goal 1)</p>
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