Interdisciplinary Unit

Second Grade Unit 4

2015-2016

Concept: Responsibility

Essential Questions:

What is responsible for how something/someone acts?

How does responsibility affect our decisions?

Deepening Questions:

What kinds of responsibilities does a good citizen have?

How do people work together to solve community issues?

How does the placement of a number change its value?

How do we understand place value and use properties of operations to add and subtract?

How and what do stories teach us about responsibility?

How are fables, fairy tales and folktales related?

What forces are responsible for the movement of things?

Suggested Trade Book Resources:

What If Everybody Did That? by Ellen Javernic (Lexile: 650)

Vote by Eileen Christelow (Lexile: 420, GR: E)

Miss Nelson is Missing by Harry Allard (Lexile: 340, GR: L)

Duck for President by Doreen Cronin (Lexile: 680, GR: K)

What's a City Council? (First Guide to Government) by Nancy Harris

No, David by David Shannon (GR: F)

My Grandma's the Mayor by Marjorie White Pellegrino

A Place for Zero (Charlesbridge Math Adventures)by Angeline Sparagna LoPrest (Lexile: 660)

On the Playground: How Do You Build Place Value? by Donna Loughran (Lexile: 510)

Strega Nona by Tomie dePaola (Lexile: 800, GR: M)

Strega Nona’s Magic Lessons (Lexile: 800, GR: M)

The Lion & the Mouse by Jerry Pinkney (Lexile: 360, GR: K)

The Tortoise and the Hare: An Aesop Fable by Janet Stevens (Lexile: 540)

Hands-On Science: Forces and Motion by Jack Challoner

Simple Machines in Your Home (Simple Machines Everywhere) by Gillian Gosman

Hook:

*Mother Feeding Child* by Mary Cassatt.

Create a piece of artwork in the style of Cassat that shows responsibility (<http://www.artforsmallhands.com/2010/02/in-style-of-mary-cassatt.html>)

Show several painting of Cassatt’s and have students discuss how each show’s responsibility

Section 1: Citizens in a Community

States: Illinois, Wisconsin, Michigan, Minnesota, Indiana, Missouri

(Ohio-standards requires teaching personal accountability on school issue)

Deepening Questions:

What kinds of responsibilities does a good citizen have?

How do people work together to solve community issues?

* Citizens in a Community
  + Rights of Citizens
  + Responsibilities of Citizens
    - Pledge of Allegiance (depending on state standards)
    - Common Good of community (paying taxes, following rules/laws, jury duty)
    - Being neighborly and helping others

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* + - * Six pillars of character: http://charactercounts.org/sixpillars.html
    - Volunteering
  + What is voting? (majority rule)
  + PERFORMANCE TASK: Persuasive: “Vote for Me!” Students will compose a persuasive paragraph on why others should vote for him/her for 2nd grader of the year.
    - * Read Vote by Eileen Christelow
  + Citizens of this Classroom
    - Investigate rights and responsibilities of members of the class
    - Apply learning to right/responsibilities to citizens in any community
      * Stories about making good citizenship decisions: <http://www.educationworld.com/a_curr/curr008.shtml#second>
      * Read *Miss Nelson is Missing* and have students develop a list of rules and responsibilities they will use if the teacher is missing.
  + Rules and Laws (Consequences)
    - What are consequences (cause/effect)
      * No, David by David Shannon
    - Making positive and negative choices
    - Read *What If Everybody Did That?* by Ellen Javernic to talk about why citizens must follow rules and laws
  + Characteristics of a Good Citizen
    - * <http://usingmyteachervoice.wordpress.com/2012/10/12/freebie-friday-and-good-character-bingo/>
      * Citizen Cindy worksheet (attachment)
      * Wanted! Poster: wanted for being a good citizen
      * “We Can be Good Citizens!” class book
  + \*\*\*Possible extension: digital citizenship
* Introduction to Government
* \*\*\*\*Government of your local community
  + - * Brainpop video on government: <http://www.brainpop.com/educators/community/bp-jr-topic/local-and-state-governments/>
      * TPT unit on communities and government ($7): <http://www.teacherspayteachers.com/Product/G2-Unit-3-Government-Citizens-1091982>
  + Role of the government
  + Making rules and laws
* Government Services and People
  + Community services (fire protection, water, parks roads)
    - Brainstorm list of services and how they are provided
  + Community workers
    - Important people close reading passage (attachment)
    - Invite in any community workers
    - Students complete short research project on a community worker and their role
  + Paying taxes
    - http://www.econedlink.org/lessons/index.php?lid=281&type=educator
* Leaders in a Community (elections)
  + City Council
    - Read What's a City Council? (First Guide to Government) by Nancy Harris
    - Voting in an Election Close Readers (hard, medium, easy) (attachments)
  + Having an election
    - Read *Duck for President* by Doreen Cronin and complete any of the activities: http://www.scholastic.com/teachers/lesson-plan/true-or-false
  + Majority rule
* Types of Local Government Leaders
  + Mayor, governor, president
    - Read *My Grandma's the Mayor* by Marjorie White Pellegrino
    - Make a graphic organizer with their pictures and what their roles are
  + Other leaders
* Other Government (state and federal)
  + Not in standards but students may identify there are governments beyond local government
* Constitutions
  + Laying out rights
    - Constitution powerpoint (attachment)
    - Class constitution

Section 2: Place Value to 1,000

States: allo

Deepening Questions:

How does the placement of a number change its value?

How do we understand place value and use properties of operations to add and subtract?

Read the book:

A Place for Zero (Charlesbridge Math Adventures)by Angeline Sparagna LoPrest

On the Playground: How Do You Build Place Value? by Donna Loughran

* Review ones and tens
  + - Place value games two digit
* Hundreds
* Hundreds, Tens and Ones
  + - Last man standing game (attachment)
* Place Value to 1,000
* Use Logical Reasoning: problem solving strategy
* Read and Write Numbers to 1,000
  + - Place value game: <http://www.education.com/activity/article/your-numbers-up/>
  + Expanded/Standard Form
    - Expanded standard form (attachment)
* Count by 5’s, 10’s, and 100’s
* Compare Numbers to 1,000

Section 3: Learning about Life (stories teaching life lessons)

States: all

Deepening Question:

How and what do stories teach us about responsibility?

How are fables, fairy tales and folktales related?

Stories with a Central Message

* + Stories with life message (central message)
    - Strega Nona and Strega Nona’s magic: <http://learningtogive.org/lessons/unit168/lesson1.html>

Fables

* What are fables?
  + - List of fables:

The Lion and the Mouse

The Ant and the Grasshopper

The Tortoise and the Hare

The Dog and His Bone

The Fox and the Crow

The Boy Who Cried Wolf

The Rat and the Elephant

The City Mouse and the Country Mouse

* + Aesop’s fables
    - Fable Story map (attachment)
    - Learn the elements of a fable (short story, animals that talk, teach a moral)
      * Personification
      * Fable elements graphic organizer (attachment)
      * Sample lesson plans: http://www.cpalms.org/Public/PreviewResourceLesson/Preview/54947
    - Fables vs. Folktales
      * <http://www.myprimaryparadise.com/2014/01/12/fables-folk-tales-central-message-and-a-freebie/>
      * Read *Hansel and Gretel* and *The Fox and the Crow*
      * Venn diagram comparing folktales and fables
    - Characterization
    - Fable story map (character, problem, solution, moral/central message)
      * Read several fables and complete the graphic organizer
    - PERFORMANCE TASK: Persuasive-“The best fable is…” Students will write a persuasive paragraph that tells why \_\_\_\_\_\_\_\_\_\_ is the best fable.
    - Central Message
      * Fable learning stations: <http://borchardtlibrary.edublogs.org/2013/11/15/2nd-grade-fables/>
      * Our own fables: students write their own fable (see examples: <http://www.pleasanton.k12.ca.us/wgesweb/lim/StudentWorkOctober.html>)
      * Fables and quizzes: http://www.mcwdn.org/fables/aesop.html

Section 4: How Things Move

States: Minnesota, Indiana, Missouri, Ohio, Wisconsin (NOT: Michigan)

(Illinois-simple machine project can cover engineering standard)

Deepening Question: What forces are responsible for the movement of things?

* Position and Motion
  + - Force and Motion powerpoint (attachment)
  + Review position words (over/under, left/right, near/far)
  + Go over motion words (up/down, sideways, zig zag)
    - Investigate your playground
* Speed
* Forces
  + - Read *Hands-On Science: Forces and Motion* by Jack Challoner (
  + Ways to move an object
    - Bill Nye video on forces: <https://www.youtube.com/watch?v=VSLg90CjD6I>
  + What is force?
    - Push and pull
      * Push/Pull worksheet
  + Types of forces
    - Gravity
    - Friction
    - Force and motion road trip game (attachment)
  + Experimenting with forces
    - Create centers that allow students to explore things such as gravity, friction, speed, push/pull
    - http://www.teachjunkie.com/filing-cabinet/free-download/19-fun-ideas-resources-force-and-motion/
    - Make a balloon car: http://allfortheboys.com/home/2012/4/16/balloon-car.html
* Using Simple Machines
  + - Read Simple Machines in Your Home (Simple Machines Everywhere) by Gillian Gosman
  + Types of simple machines
    - Lever, fulcrum, ramp
      * Possible lesson plans: http://www.coreknowledge.org/mimik/mimik\_uploads/lesson\_plans/1220/2\_SimpleMachinesMadeSimple.pdf
  + Design simple machines
    - Lego Project : pulley and “Fishing Pole” (Attachment)
  + Simple machines in everyday (axel, pulley)
    - Simple machine search
      * Find simple machines in your school and home (attachment)
* Exploring Magnets
  + Attract and repel
    - Investigating items with magnetic properties
      * Magnetic vs. nonmagnetic sort (attachment)
    - Magnetic Poles
    - Magnetic strength