

Aligned with Journeys Unit 1 Lesson 1	
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources
<p>Unit: Building a Learning Community Essential Question: 1. What is a learning community? 2. How can I learn to cooperate and collaborate with others? Guiding Questions: A. How do people show they value themselves and others? B. What is a responsible decision maker?</p>	
<p>Weekly Correlated Lesson Plans with Resources: I Am Special---Lesson • Amazing Grace by M.Hoffman Create a Classroom Promise---Lesson • Harcourt Unit 1 Lesson One Citizens in a Community pp 8-15 Learning Logs---Lesson • Bookflix—We Help Out At School by Amanda Miller Mapping our Classroom--Lesson • Mapping Penny's World by Loreen Leedy • Harcourt TE 57L Classroom Grid Two Types of Writing--Lesson (Fiction/Nonfiction) • Bookflix—Chato and the Party Animals by Gary Soto and Mi Barro: My Neighborhood by George Ancona</p>	
<p>Social Studies Focus : Building a learning community</p>	<p>Literacy Focus: Skill: Sequence of Events Strategy: Infer/Predict Genre: Realistic Fiction Writing: Sentence Writing</p>
<p>Writing: What makes your school a learning community? Journal: What can I do to be a responsible citizen? A classroom is like a community because....</p>	<p>Vocabulary : community citizen right responsibility friendship consequences law timeline</p>
<p>OPTIONAL ASSESSMENTS: I Am Special Booklet Create a timeline of 5-7 important events in your life. You must be able to justify why each event you chose was important enough to put on the timeline. CLLG p. 40 Minilesson Sequence of Events</p>	
<p>Use the stories in these lessons to sequence events. Introduce timelines • Read the book Diary of a Worm by Doreen Cronin or other book that sequences the day of a character. Can be found on Bookflix. (See Notes) • Diary of a Worm Timeline Activity • Harcourt TE/SE pp 192-93—Read a Time Line</p> <p>Additional Resources/Lessons: <i>Step Up to Writing</i> Interdependence Friendship Lesson • <i>Little Blue and Little Yellow</i> by L. Lionni Learning a New Environment---Lesson (Mapping School)</p>	

	<p>Gooseberry Park--Lesson</p> <ul style="list-style-type: none"> • Gooseberrt Park Smartboard Activity • Friendly Letter Smartboard Activity <p>Academic Vocabulary Lesson</p> <p>Books About Friends</p> <p>Notes: Bookflix is a site on the Central Arkansas Library webpage. You need a library card to access the site. http://www.cals.lib.ar.us/ Click on Bookflix to access books.</p>
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STANDARDS

Social Studies SLE's:
SSE9.2.7: Define Specialization and Interdependence
E.7.2.3 Discuss making choices based on incentives and rewards.

Common Core Standards
Reading: Informational Text
RI.2.7 Use information gained from the illustration and words in a print or digital text to demonstrate understanding of characters, setting, and plot.
Reading: Reading Literature
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Writing: Write to Inform
CC.2.W.7 Participate in shared research and writing projects.

Aligned with Journeys Unit 1 Lesson 2	
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources
<p>Unit: Building a Learning Community Essential Question: 1. Why can't people have everything they want? 2. How are families alike and different? 3. How is our classroom like a family? Guiding Questions: A. What is the difference between wants and needs? B. What is opportunity cost? C. How do we make choices about scarce resources at school, at home, and in the community?</p>	
<p>Social Studies Focus : Making Choices Families</p>	<p>Literacy Focus: Skill: Compare and Contrast Strategy: Question Genre: Informational Text Writing: Sentence Writing</p>
<p>Writing: If you had ten dollars, would you spend the money right away or save it? Why?</p>	<p>Vocabulary : community goods opportunity cost services wants needs culture customs traditions</p>
<p>OPTIONAL ASSESSMENT: Making Choices Activity: Create a classroom situation that students would have to make a choice. i.e. During the week award points for good behavior etc. Tell students that they can use the points towards several rewards valued at different amounts such as extra recess (10 points) lunch with the teacher (20) points or bathroom pass (2 points). They can use the points whenever they choose. Have students write about how they chose to spend their points and why. They should use the terms wants, opportunity cost, goods and services when they write. Compare and contrast families using the Journeys lesson or the Harcourt lesson.</p>	
<p>STANDARDS Social Studies SLE's: E.7.2.1: Describe an event or situation in daily life in which a trade off is made. E.7.2.2: Discuss that because of scarcity people must make choices and incur opportunity cost E.7.2.3: Discuss making choices based on incentives/rewards CC2R1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Common Core Standards Reading: Informational Text: CC2R2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Reading: Literature: CC2S/L1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts.</p>	

Weekly Correlated Lesson Plans and Resources:
 Families
 My Family by George Ancona--- Journeys pp. 39-53

 Venn Diagram—Compare and Contrast---How is Camila's family like your family? How are they different?
 CLLG pp 42-43 Minilesson Compare and Contrast

 Harcourt Unit 5 Lesson 3 pp 246-249 Celebrating Culture—p. 249 Compare David's Family and Luz's Family
 CLLG p. 42 MINILESSON Compare and Contrast

[Making Choices Lesson](#)

- [Alexander, Who Used to Be Rich Last Sunday by J. Viorst](#)
- [Harcourt TE/SE pp 290-91 & 292-93 Make a Choice When Buying](#)

Aligned with Journeys Unit 1 Lesson 3	
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources
Unit: Geography Essential Question: 1. What questions are important to ask about places on Earth? Guiding Questions: A. How do geographic tools and skills help us learn about our world?	
Social Studies Focus :	Literacy Focus:
The World Around Us Landforms Using a Map	Skill: Authors Purpose Strategy: Analyze/Evaluate Genre: Realistic Fiction Writing: Personal Narrative
Writing:	Vocabulary :
Write about a trip you have taken. Include information about how you got there and cities you went through. Include any landforms that you saw on your trip. Smartboard Writing---Oliver K. Woodman---Friendly Letter---Write a letter home from one of the sites in Oliver K. Woodman's Journey.	hemisphere equator north pole south pole compass compass rose map grid location relative location absolute location cardinal directions intermediate directions
OPTIONAL ASSESSMENT:	
Workbook and Practice Book pg 14, 15, 18 Have students work in pairs to compare and contrast two landforms. Use a graphic organizer to record the likenesses and differences. Write paragraphs that describe each landform and then tell how they are alike. Harcourt TE pp 76-81	
STANDARDS	
Social Studies SLE's: G1.2.12 Identify and locate physical features on maps and globes, rivers, lakes, oceans, mountains, islands, desert. G.1.2.11 Describe the relative locations of places using cardinal directions (e.g.. Arkansas is south of Missouri) G.3.2.1 Identify the various types of transportation and communication links between communities Common Core Standards CC.2.RL.1: Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text, CC.2.RI.5: Know and use various text features CC.2.R.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. CC.2SL.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts. CC.2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	

Weekly Correlated Lesson Plans and Resources:
[Oliver K. Woodman Lesson](#)
[Oliver Woodman Smartboard](#)
[Take a Journey with Oliver K. Woodman Activity](#)—Complete the Geography “Track Oliver’s Journey”

[Lesson Plan: Landforms](#)
[Landform Game](#)
[Landform MinBook](#)
 Harcourt TE/SE pp 76-77 and pp 82-83 Landforms
 Harcourt TE Compare and Contrast Skill Lesson pp.60-61
 SS Text: pg 57, 74-81
 How the Prairie Became Ocean TE pp 62-65 (Author’s Purpose)
 CLLG MINILESSON Author’s Purpose p. 44
Additional Resources
[This Land Is Your Land Smartboard](#)
[Friendly Letter Smartboard](#)
[Oliver Woodman Google Activity](#)

Aligned with Journeys Unit 1 Lesson 4	
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources
<p>Unit: Geography Essential Question: 1. How does the geography of the land shape how we live? Guiding Questions: A. What can maps tell us about our state, the continents, major oceans, and their connections to the world? B. What should be on a map?</p>	
<p>Social Studies Focus :</p> <p>Geography: Mapping Absolute and Relative Directions Remember Constitution Day</p>	<p>Literacy Focus:</p> <p>Skill: Cause and Effect Strategy: Summarize Genre: Humorous Fiction Writing: Personal Narrative</p>
<p>Writing:</p> <p>Choose a place in the world that you would like to live. Tell where it is in the world (Continent) and why you would like to live there. Think about some of the places in the books you have read this week.</p>	<p>Vocabulary :</p> <p>hemisphere equator north pole south pole compass rose map grid location relative location absolute location cardinal directions intermediate directions</p>
<p>OPTIONAL ASSESSMENT:</p> <p>Label World Map with Continents and Oceans Ask students to write a letter inviting a friend to their home for a party. Have them include two sets of directions to the party; one using the absolute location and the other using the relative location of the home. Remind them to include details such as the mailing address and specific landmarks.</p>	
<p>STANDARDS</p> <p>Social Studies SLE's: G.1.2.1: Define relative location G.1.2.11: Describe the relative locations of places using cardinal directions. G.1.2.5: Locate and define north and south poles and the equator on a map or globe. G.1.2.6: Locate the seven continents using a map or globe. G.1.2.7: Name and locate the four major oceans. C.5.2.1: Understand the significance of national symbols such as the United States Constitution. H.6.2.1: Explain the purpose in celebrating national holidays (Constitution Day September 17th)</p> <p>Common Core Standards: Reading: Informational Text CC.2.RI.7: Explain how specific images such as diagrams and maps contribute to and clarify text. CC.2.RL.1: Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text. CC.2.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p>	

Weekly Correlated Lesson Plans and Resources:
[Discovering the Globe and Continents Lesson](#)
[The Constitution Lesson](#)

Additional Resources:
Social Studies People We Know Unit 2/Lessons 1 and 2 pp 66-81
 Tradebooks (nonfiction/fiction with settings in different places in the world)
 Continent Rap
[Teaching Continents Teaching Guide](#)
 (Aligned with Lerner Classroom Continent Books. However other library books on continents can be used.)

Notes:

Aligned with Journeys Unit 1 Lesson 5		
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Unit: Geography Essential Question: 1. How does the geography of the land shape the way we live? 1. How do people change the environment? Guiding Questions: A. What can maps tell us about our state, the continents, major oceans, and their connections to the world? B. What should be on a map?		Weekly Correlated Lesson Plans and Resources: Lesson Plan: Johnny Appleseed Johnny Appleseed Biography and Map Activity Johnny Appleseed's Journey Riding for Climate
Social Studies Focus :	Literacy Focus:	
Geography: Environment/continents/oceans/geographical tools.	Skill: Story Structure Strategy: Visualize Genre: Realistic Fiction Writing: Personal Narrative	
Writing:	Vocabulary :	
After reading, Ride for the Climate list two problems that can result from the Earth getting warmer and two things we can do to help stop it from getting warmer. Personal Narrative: Write about a time that you have done something to help the environment.	hemisphere equator north pole south pole compass compass rose map grid location relative location absolute location cardinal directions intermediate directions natural resources conservation	
OPTIONAL ASSESSMENT:		
Map—Johnny Appleseed's Journey Complete a flow chart of important events in the Johnny Appleseed book.		
STANDARDS		
Social Studies SLE's: G.1.2.9: Distinguish between different kinds of maps: physical, political, historical G.1.2.11 Describe relative location of places using cardinal directions (e.g. Arkansas is south of Missouri) Common Core Standards: Reading: Informational Text CC.2. RI.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. CC.2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Reading: Literature		

CC.2.RL.1. Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.
CC.2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Aligned with Journeys Unit 2 Lesson 6

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Unit: Movement and Migration Essential Question: 1. What causes living things to migrate? Guiding Questions: 1. What is migration? 2. How can you use maps to trace the voyages of explorers and tell how they impacted migration?		Weekly Correlated Lesson Plans and Resources: North American Continent Lesson North American Continent Powerpoint European Continent Lesson European Continent Powerpoint The Voyages of Columbus Lesson Columbus' Maps CALS—Bookflix (Need library card number to use) www.cals.lib.ar.us Fiction/Nonfiction Paired books—Where Do You Think You're Going Christopher Columbus? By Jean Fritz and Christopher Columbus by Lisa Wade McCormick Bookflix Lesson Paired Books Lesson CLLG Minilesson Text and Graphic Features p. 50—Use pictures from books to teach lesson.
Social Studies Focus :	Literacy Focus:	
Exploration Columbus's Voyage North American/European Continents	Skill: Text and Graphic Features Strategy: Question Genre: Informational Text Writing: Topic Sentence/Sentence Variety	
Writing:	Vocabulary :	
Write detail sentences to support the topic sentence "Columbus was searching for a route to India".	past technology present future change legend history diagram explorer voyage freedom colony settler	
OPTIONAL ASSESSMENT:		
Charts on North America and Europe Using the information from books on Columbus, work in pairs or groups to create a timeline of important events in his life. Use information for writing assignment on Columbus.		
STANDARDS		
Social Studies SLE's: G.1.2.9: Distinguish between different kinds of maps: physical, political, historical G.1.2.11 Describe relative location of places using cardinal directions (e.g. Arkansas is south of Missouri) H.6.2.14 Identify Ferdinand and Isabella and their purpose in supporting Columbus: gold, silk, spices Common Core Standards Reading: Informational Text RIT.2.3 Describe the connection between a series of historical events in a text. RIT.2.7: Explain how specific images such as diagrams contribute to and clarify text. Reading: Literature RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		

Aligned with Journeys Unit 2 Lesson 7

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<p>Unit: Movement/Migration Essential Question: 1. What causes living things to migrate? 2. What impact do people have on the area they settle? Guiding Questions: 1. How do explorers impact migration? 2. How did the natives and Columbus interact?</p>		<p>Weekly Correlated Lesson Plans and Resources: Lesson Plan: The Encounter CLLG Minilesson: Understanding Characters –Use the book Encounter by Jane Yolen</p>
Social Studies Focus :	Literacy Focus:	<p>Encounter Smartboard Activity</p> <p>Discuss point of view as you read the book. Do a “Think Aloud” demonstrating as you read how Columbus and his men might have perceived different events in the book and how the Natives might have perceived the same events.</p> <p>Book Encounter by Jane Yolen</p> <p>Notes:</p>
Migration Columbus/Natives	<p>Skill: Conclusions Strategy: Analyze/Evaluate Genre: Realistic Fiction Writing: Informational/Descriptive</p>	
Writing:	Vocabulary :	
Have half of the students write a description of the first encounter of Columbus and the Natives from the perspective of the Natives and the other half of the students write it from the perspective of Columbus and his men.	past technology present future change history diagram explorer voyage conflict route communication transportation conflict route migration	
OPTIONAL ASSESSMENT:		
<p>Write a summary of the book Encounter by Jane Yolen. Discuss point of view as you read the book. Do a “Think Aloud” demonstrating as you read how Columbus and his men might have perceived different events in the book and how the Natives might have perceived the same events. Divide students into two groups. One group will write a short summary of book from the Natives perspective and the other half of the room will write a summary from the perspective of Columbus and his men.</p>		

STANDARDS

Social Studies SLE's:

G.1.2.9: Distinguish between different kinds of maps: physical, political, historical

G.1.2.11 Describe relative location of places using cardinal directions (e.g. Arkansas is south of Missouri).

H.6.2.1 Explain the purpose in celebrating national holidays such as Columbus Day.

H.6.2.6 Determine how photos and documents are used to gather information about the past.

H.6.2.13 Identify areas settled as a result of Christopher Columbus' voyage.

H.6.2.14 Identify Ferdinand and Isabella and their purpose in supporting Columbus: gold, silk, spices

E.9.2.1 Identify items that have been used as currency (e.g., shells, beads, pelts)

Common Core Standards**Reading: Informational Text**

CC.2.RI.7. Explain how specific images help clarify a text.

CC.2.RI.1. Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Reading: Literature

CC.2.RL.3. Describe how characters in a story respond to major events and challenges.

CC.2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Writing: Write to Inform

CC.2.W.7 Participate in shared research and writing projects.

Aligned with Journeys Unit 2 Lesson 8	
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources
<p>Unit: Movement/Migration Essential Question: 1. What causes living things to migrate? 2. What impact do people have on the area they settle? Guiding Questions: 1. How do explorers impact migration? 2. What was the Columbian Exchange? 3. What food and animals came from the Old World? 4. What food and animals came from the New World?</p>	
Social Studies Focus :	Literacy Focus:
Explorer's Impact on Migration	<p>Skill: Main Idea and Details Strategy: Visualize Genre: Informational Text Writing: Informational/Descriptive</p>
Writing:	Vocabulary :
One of the main consequences of Columbus' voyages was the exchange of goods between the Old World (Europe) and the New World (the Americas). Write two to three sentences to support this statement.	<p>Columbian Exchange technology legend history diagram explorer voyage conflict route communication transportation Old World New World conflict route communication</p>
OPTIONAL ASSESSMENT:	
Columbian Exchange Activity	
STANDARDS	
<p>Social Studies SLE's: G.1.2.9: Distinguish between different kinds of maps: physical, political, historical H.6.2.13 Identify areas settled as a result of Christopher Columbus' voyage. H.6.2.14 Identify Ferdinand and Isabella and their purpose in supporting Columbus: gold, silk, spices</p> <p>Common Core Standards Reading: Informational Text CC.2.RI.7. Explain how specific images help clarify a text. CC.2.RI.1. Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.RI.3 Describe the connection between a series of historical events.</p>	

Weekly Correlated Lesson Plans and Resources:
[Lesson Plan: The Columbian Exchange](#)

[Columbian Exchange Activity](#)

[Columbian Exchange Map](#)

Aligned with Journeys Unit 2 Lesson 9	
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources
Unit: Movement/Migration Essential Question: 1. What causes living things to migrate? 2. What impact do people have on the area they settle? Guiding Questions: 1. What do folktales tell us about cultures?	
Social Studies Focus : Life in the New World	Literacy Focus: Skill: Understanding Characters Strategy Summarize Genre: Folktale Writing: Informative/Descriptive
Writing:	Vocabulary : Folktale Legend Migrate Culture Native Americans
OPTIONAL ASSESSMENT: Native American Picture Story Assessment, Character T Chart	
STANDARDS Social Studies SLE's: G.2.2.1: Compare customs of another culture to one's own G.2.2.2: Compare the lifestyle, dress, and occupations of Arkansans to those of people in other parts of the world G.1.2.6: Locate the seven continents using a map or globe Common Core Standards Reading: Literature RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 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 Writing: W.2.3. Write narratives, in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. Speaking and Listening: SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
Aligned with Journeys Unit 2 Lesson 10	

Weekly Correlated Lesson Plans and Resources:
[Lesson Plan: Native American Folktales: An Examination of Characters and their Lessons Learned](#)

[Clever Coyote Powerpoint](#)

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Unit: Movement/Migration Essential Question: 1. What causes living things to migrate? 2. What impact do people have on the area they settle? Guiding Questions: A. How did the lives of Wampanoag and pilgrims compare to each other? B. How have other cultures contributed to our own? C. What was the relationship between Pilgrims and American Indians? How did they interact?		Weekly Correlated Lesson Plans and Resource: Lesson Plan: Native American Folktales: An Examination of Characters and their Lessons Learned
Social Studies Focus :	Literacy Focus:	Additional Resources: Comparing the life of a pilgrim child and Wampanoag child go to: http://scholastic.com/scholastic_thanksgiving/daily_life/
Facts and Opinions about Life in the New World First Thanksgiving	Skill: Fact and Opinion Strategy: Monitor/Clarify Genre: Informational Text	
Writing:	Vocabulary :	
	Colony Jamestown History Past Present Culture Pilgrims Migrate Wampanoag Native Americans	
OPTIONAL ASSESSMENT:		
Weekly Journeys Comprehension Assessment, T-Chart Lives of Wampanoag and Pilgrims Fact/Opinion Identify 3 Facts and 3 Opinions from lesson this week.		
STANDARDS		
Social Studies SLE's: H.6.2.6: Determine how photos and documents are used to gather information about the past H.6.2.8: Describe the ways in which communities have changed over time H.6.2.9: Identify reasons Pilgrims came to the New World: religious freedom, political freedom H.6.2.10: Discuss the characteristics of a colony H.6.2.11: Recognize American Indian tribes of Arkansas: Osage, Quapaw, Caddo H.6.2.15: Understand the significance of the Thanksgiving feast to the relationship between the American Indians and the Pilgrims Common Core Standards: Reading: Informational Text RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.8. Describe how reasons support specific points the author makes in a text. RI.2.9. Compare and contrast the most important points presented by two texts on the same topic. Writing: W.2.2. Write opinion pieces in which they introduce the topic 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. Speaking and Listening: SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		