A.5. CURRICULUM SAMPLE – Second Grade Writing

Grade Level	Content Area	Course Title	Unit Title
Grade 2	**Writing**	**N/A**	**Writing About Simple Machines**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons in 5 Days	**4th Quarter**	Students are expected to know what non-fiction writing is from the study of non-fiction conventions from previous quarter. Non-fiction writing describes, explains, informs, summarizes, and has ideas and contents. Also, students are expected to know that journaling is a form of recording information.

Unit Description

Students will participate in discussions and creating a variety of written work throughout this 5-day unit on expository writing about simple machines. Each written assignment will be put together to make a book about simple machines with a 6 sentence written piece at the end.

Common Core Standards	**2.W.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Summative Assessment	Students will use expository writing in creating a non-fiction book about simple machines. At the end of the book, students will summarize information into 6 sentences telling what they know about the topic.
Assessment Scoring	Students will demonstrate synthesis of informative/explanatory text by creating a booklet that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section. The first 3 sections of the booklet would be scored to assess for understanding of the science topic. The 4th section (Appendix D) would be evaluated for mastery of the writing standard. Appendix D will be scored on a simple rubric. It is worth 20 points. Students must score 16/20 points (80%) to demonstrate mastery of the assessed standard.
Materials/Resources Needed	Definitions for List, Label, Observation, Simple Machine, Lever, Inclined Plane, Wedge, Screw, Wheel & Axle. Poster paper with list of simple machines – prepared ahead of time, Appendix A*, Pencils, Poster paper with list and definitions of the six simple machines – prepared ahead of time, Computer with speakers connected to projector, United Streaming website – *Simple Machines* Video or another video on simple machines, Non-fiction books with pictures that show labeling, Appendix B*, Appendix C*, Poster paper. Pencils, a Model of each simple machine, Appendix D*, Chart paper, Cover to Simple Machines Book* Completed Appendices A, B, C, D, Crayons, colored pencils, or markers, Stapler *After copying book cover and appendices, cut in ½, and after compiling pages staple in upper left hand corner of book.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	Discuss the purpose of a list. Ask students what types of lists they have made or have seen someone make (to do list, grocery list, invitation list, supply list).	Review from Lesson 1; what is a list, simple machine, and what are the six simple machines? Lever Pulley Wedge Screw	Review from Lesson 2; definitions of six simple machines. Lever Pulley Wedge Screw Wheel & Axle	Review from Lessons 2 & 3; definitions and examples of the six simple machines. Lever Pulley Wedge Screw	Lead students in a discussion of their learning during this unit. As a class, make a circle map to show all the different things that were learned by students.

	Define list. Ask students to draw a picture of a machine on individual whiteboards. Discuss what they drew, what a machine is, and what its purpose is. Introduce the Core Knowledge topic, Simple Machines. Define simple machine and go through the list of simple machines (poster paper) that will be covered in this unit. Lever Pulley Wedge Screw Wheel & Axle Inclined Plane Divide students into six groups of four. Help students activate prior knowledge by having them work in their groups to list facts that they already know about each machine. Use Appendix A.	Wheel & Axle Inclined Plane Discuss Appendix A that was completed in Lesson 1. Show United Streaming Video, *Simple Machines*. (16 minutes), or another video on simple machines pausing throughout video to discuss known facts and new facts. Show and read definitions for each six simple machine from poster paper. Discuss the purpose of labeling. Show various examples from non-fiction books. Give each student Appendix B and each student labels each simple machine.	Inclined Plane Define observation and discuss the purpose of an observation. Have each student walk around the classroom and make a list of the simple machines that he/she sees in the classroom. Use Appendix C to record observations. Gather students as a whole group to share individual observations and compile a list of all observations on poster paper. Have each student add to his/her list.	Wheel & Axle Inclined Plane Set out examples of the six simple machines in different parts of the classroom (6 separate stations). Divide students into groups of 4 and each group will visit each station & follow process. a. Observe simple machine at station. b. Sit knee to knee and discuss for 2 minutes what they learned about that particular machine and how machine helps make work easier. c. When 2 minutes are up, each student will journal discussion and observation on Appendix D. d. Repeat until all groups get to each station.	Instruct students that today they will write 6 sentences about simple machines. Remind students about the features of a sentence and that all the sentences should be crafted around the topic of simple machines. Remind students that good writing needs a topic sentence and conclusion. Give students time to complete their writing. Compile all completed pages (Appendices A, B, C, D) to create Simple Machines book (teacher staples pages together). Allow time to draw six simple machines on cover. Cover – Title page with boxes to display each simple machine. Page 1 – Appendix A Page 2 – Appendix B Page 3 – Appendix C Page 4 – Appendix D Collect Simple Machines books to

					assess.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	Participate in discussion about the purpose of a list. Students respond to questions; what types of lists they have made or have seen someone make (to do list, grocery list, invitation list, supply list). Listen to the teacher define list. Listen to introduction to the Core Knowledge topic, Simple Machines and definition of a simple machine. Work in groups of four and make a list of facts that they already know about each simple machine. Use Appendix A.	Respond to review questions from Lesson 1; what is a list, simple machine, and what are the six simple machines? Lever Pulley Wedge Screw Wheel & Axle Inclined Plane Watch United Streaming Video, *Simple Machines*, or other video and discuss parts of video when the teacher pauses video. Listen and read definitions for each six simple machine from teacher made poster. Participate in discussion about the purpose of labeling. Students observe various examples of labeling from non-fiction books. Label each simple machine on Appendix B.	Respond to review questions from Lesson 2; definitions of six simple machines. Lever Pulley Wedge Screw Wheel & Axle Inclined Plane Read and listen to definition of observation and discuss the purpose of an observation. Walk around the classroom and make a list of the simple machines that he/she sees in the classroom. Use Appendix C to record observations. Share individual observations with the class and teacher writes a list of all observations. Add to his/her list.	Respond to review questions from Lessons 2 & 3; definitions and examples of the six simple machines. Lever Pulley Wedge Screw Wheel & Axle Inclined Plane Work in groups of 4 and each group will visit each simple machine station and follow process. a. Observe simple machine at station. b. Sit knee to knee and discuss for 2 minutes what they learned about that particular machine and how machine helps make work easier. c. When 2 minutes are up, journal discussion and observation. d. Repeat until each station is complete.	Students will fill in Appendix D telling what they learn about Simple Machines. Compile all completed pages (Appendices A, B, C, D) to create Simple Machines book (teacher staples pages together). Draw the six simple machines on cover. Cover – Title page with boxes to display each simple machine Page 1 – Appendix A Page 2 – Appendix B Page 3 – Appendix C Page 4 – Appendix D Complete any unfinished pages and turn book in to teacher.

Simple Machines

By: _____

Date: _____

Lever	Pulley
Inclined Plane	Wedge
Screw	Wheel & Axle

Appendix A

Name: _____

List what you know about the six simple machines.

Lever

_____
_____
_____
_____

Pulley

_____
_____
_____
_____

Inclined Plane

_____
_____
_____
_____

Wedge

_____
_____
_____
_____

Screw

_____
_____
_____
_____

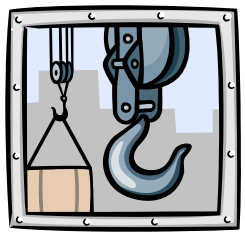
Wheel & Axle

_____
_____
_____
_____

Appendix B

Name: _____

Label each simple machine.



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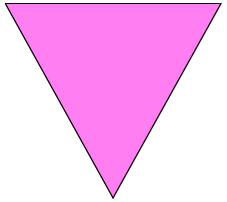

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QuickTime™ and a decompressor are needed to see this picture.

QuickTime™ and a decompressor are needed to see this picture.

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Appendix C

Name: _____

Look around the classroom.

Write a list of examples of each simple machine you find.

Lever	Pulley
_____	_____
_____	_____
_____	_____
Inclined Plane	**Wedge**
_____	_____
_____	_____
_____	_____
Screw	**Wheel & Axle**
_____	_____
_____	_____
_____	_____

Appendix D

Name _____

Write at least 6 sentences telling about simple machines. Make sure you tell about all the types of simple machines. Make sure you tell your reader what your topic is.

_____

_____

_____

_____

_____

_____

_____

Answer Key for booklet (can be used for a science content grade, but is helpful in prewriting for final page):

Appendix A-Answers will vary, but might include:
Lever- has two parts; has a strong, long bar that can be flat or rounded and it doesn't bend; has a fulcrum
Pulley- a wheel with a groove that a rope or wire fits into; used to lift or move objects
Inclined Plane- has a sloping surface; used to move heavy loads up or down
Wedge- has a wide end and a pointed or sharp edge; used to split, raise, or separate things
Screw- an inclined plane that is wrapped around a shaft or pole
Wheel and Axle- wheel or set of wheels fastened to a bar or rod; used to move things or change the power, speed, or direction of a movement
Appendix B:
Left column from top down: pulley, wheel and axle, screw
Right column from top down: inclined plane, wedge, lever
Appendix C:
Answers will vary based on the classroom. The teacher should be sure there are plenty of examples to be found.
Appendix D:
Answers will vary, but must be written in complete sentences and include accurate information about all 6 simple machines. (See rubric below.)

Rubric for Appendix D:
2.W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Student has a sentence that clearly introduces the topic. (Give only 1 point if sentence is present, but topic is not clear).	____ /2
Student uses facts and definitions from class discussions and other pages in the book to develop the topic.	____ /6
Student has a clear conclusion sentence.	____ /2
All sentences in the piece belong and are related to the topic.	____ /2
Writing is in complete sentences with correct capitalization and punctuation.	____ /2
Student included information about all 6 types of simple machines.	____ /6
Total Score: Students need to score 16/20 points (80%) to be considered to have mastered the assessed standard.	____ /20