TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE 2 ELA UNIT CONNECTED TO
EARTH SCIENCE

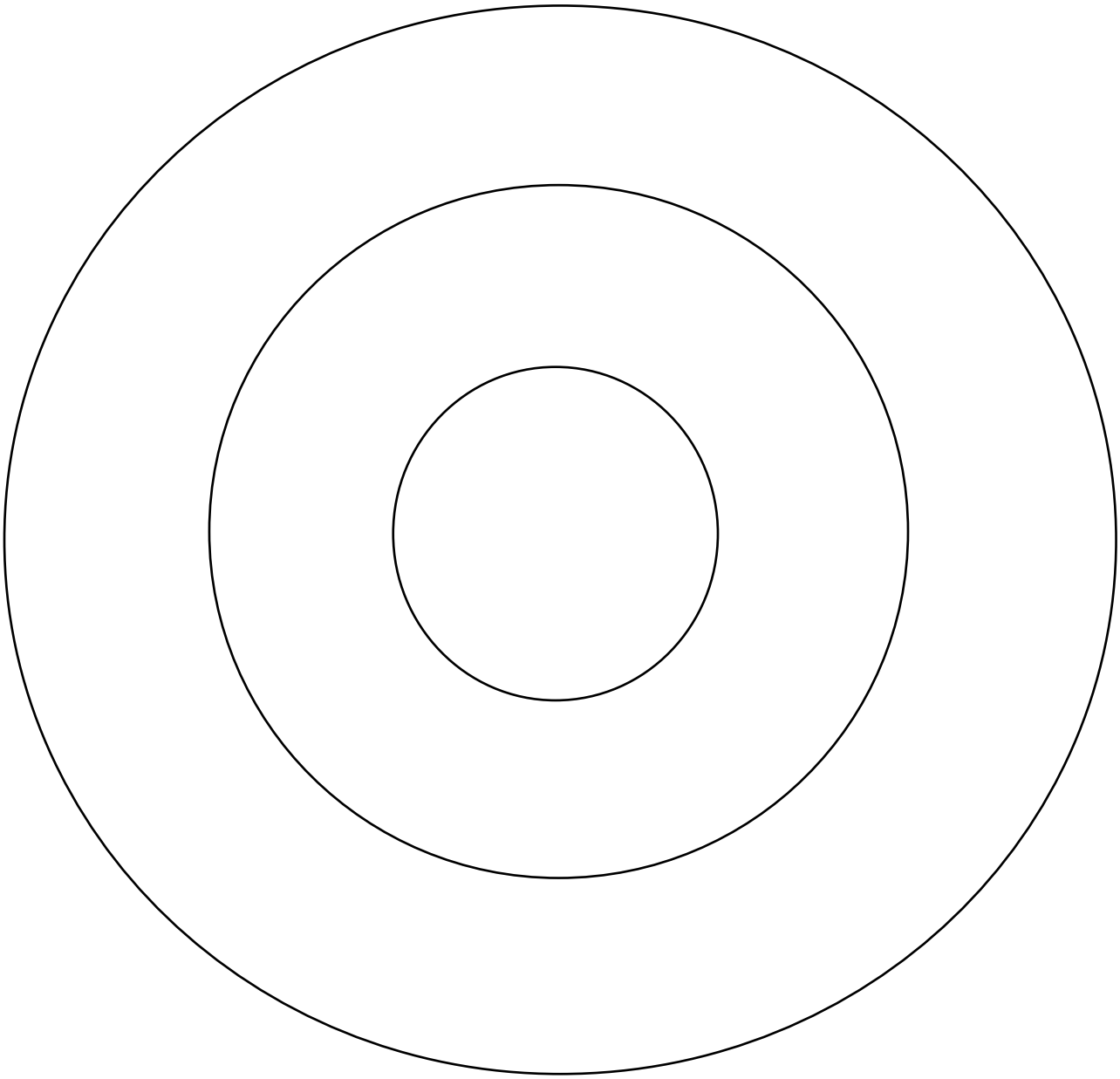
Geologist’s Log

Belongs to: _____

Daily Task 1:

Earth's Layers

As we work as a group to create our anchor chart of the Earth's layers, create your own version of the chart. Please label the layers and write details from our text that explain each layer.



Daily Task 1:

Answer the following question: What is going on beneath the Earth's crust and how is the earth impacted? Make sure to include important details about each layer and how those contribute to the changes of the Earth's surface.

Be sure to include:

- a topic sentence;
- facts and definitions from the text to describe each layer; and
- a concluding statement or section.

Daily Task 2:

When we read *Mountain Dance* earlier today, we learned that explorers found fossils of sea creatures on top of Mount Everest almost five miles above sea level. It also said we could discover the answer to this puzzle by studying the different ways mountains are formed. The children in our text *How Mountains Are Made* discovered the same thing on top of their mountain.

Based on what we learned today about how one type of mountain is formed, how is it possible for fossils of sea creatures to end up on the top of mountains? Use facts from the text to describe both how a folded mountain is formed, and how a sea creature fossil could end up at the top. Be sure to include whether this is something that happens slowly or quickly. In your writing, be sure to:

- introduce the topic;
- use facts and definitions to provide information; and
- provide a concluding statement.

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Daily Task 3:

You are a traveler who writes articles for the travel website "Mountain Explorer." They are wanting an article about dome or fault-block mountains to include in their website. In your recent travels you visited a beautiful, faraway mountain. Write an article for the website describing your visit to this mountain, what kind of mountain it is, and what you learned about the mountain's history. Include an illustration to be placed next to your article on the webpage.

In your writing, be sure to:

- name your mountain and give your article a title;
- introduce the topic of your article;
- use facts and definitions to provide information;
- provide a concluding statement; and
- illustrate your article by drawing a picture of your mountain.

Mountain Explorer Website

Our professional travelers report on their favorite mountain visit.

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by: _____

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Daily Task 3:

Mountain Explorer Website: Photo Gallery of Mountains

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Caption: _____

Daily Task 4:

Draw and label a volcano.

Daily Task 4:

Write a paragraph to explain the formation and eruption process of a volcano and how it impacts the Earth's surface.

In your writing, be sure to:

- introduce the topic;
- use facts and definitions to provide information; and
- include a concluding statement.

Daily Task 5:

In the middle of the school year, you and your family moved to Hawaii. You visited the local museum to learn how this island was formed. Write a postcard to your old classmates explaining how a volcano formed the island you now live on.

In your writing, be sure to:

- introduce the topic;
- use facts and definitions to provide information; and
- include a concluding statement.

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Daily Task 6:

We have spent a lot of time learning about volcanoes in several of the texts we've read so far. Using what you have learned from all of these texts, write two paragraphs about how volcanoes and volcanic eruptions impact plants, animals and people. In one paragraph, describe the negative impacts, and in the other paragraph, describe the positive impacts.

In your writing, be sure to:

- introduce the topic;
- use facts and details from the text;
- use domain-specific vocabulary from the word wall/display; and
- include a concluding statement.

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Daily Task 7:

Using the illustration on page eight of *Earthquakes* to guide your thinking, draw and label what is happening to the crust during an earthquake. Be sure to label the fault line, waves, and plates. Then write a paragraph explaining what is happening in your illustration.

In your writing, be sure to:

- introduce the topic;
- use facts, details, and definitions from the text; and
- include a concluding statement.

The Earth's Crust during an Earthquake:

Daily Task 7:

The Earth's Crust during an Earthquake

Daily Task 8:

With a partner, brainstorm the ways earthquakes affect people and discuss ways you can be prepared to stay safe if an earthquake happens where you are. With your partner, write a safety plan using the chart provided. Your plan should include ways to be prepared before an earthquake occurs, safety steps to take during an earthquake, and what to think about after the earthquake.

Safety Plan	
What should we do before an earthquake in order to be prepared?	
What safety steps do we need to take during an earthquake?	
What do we need to remember after an earthquake to keep safe?	

Daily Task 8:

Imagine you live in a small town where earthquakes frequently happen. You have just discovered your town does not have a safety plan. Write a letter to the mayor letting her know how an earthquake affects people and places and why you think it is important to have a plan. Use the information from your safety plan to support your reason for having a plan before an earthquake actually happens.

In your writing, be sure to:

- introduce your topic;
- state your opinion;
- supply reasons to support your opinion; and
- use linking words and provide a concluding statement.

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Daily Task 9:

What is erosion? Choose at least two examples of erosion from *Cracking Up: A Story about Erosion* and explain how they caused the ledge/cliff to be eroded away.

In your writing, be sure to:

- introduce the topic of erosion;
- use facts from the book to explain; and
- provide a concluding statement.

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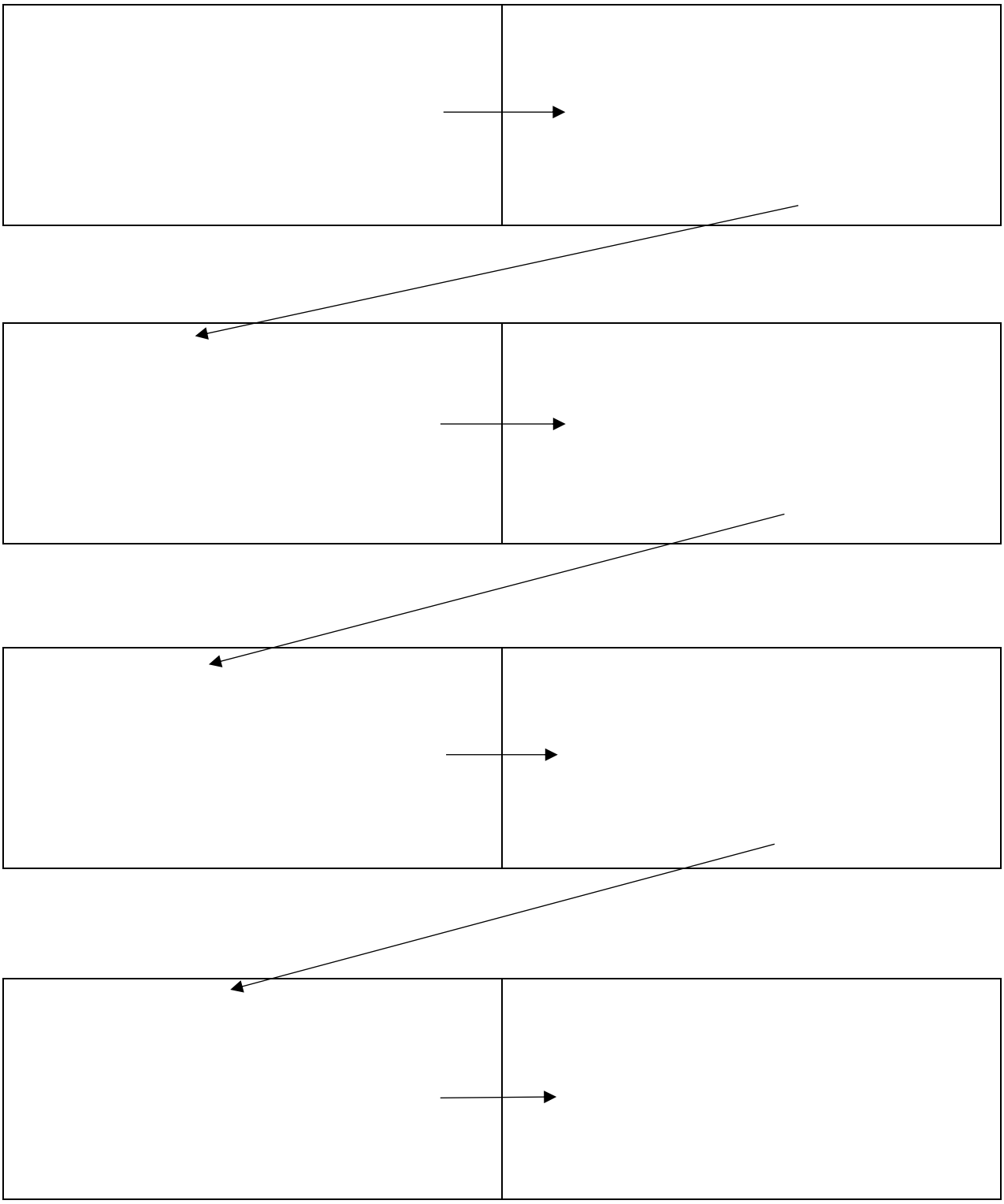
Daily Task 10:

Create a flow map to capture the sequence of events that happen with the cliff in *Rocks: The Hard Facts, Erosion and Weathering* from the time the ledge falls off until the rocks end up as sand on the beach.

<u>A Story about Erosion</u>



Daily Task 10:

At the end of the book, *Cracking Up: A Story about Erosion*, the author states, "Because of erosion, the grains of sand were high above the ground like they were on the cliff." Pretend you are one of these grains of sand. From the grain of sands point of view, write a narrative explaining how you began your journey on the ledge of a cliff and ended up on the beach. Remember to include if this change occurred quickly or slowly. Use the notes from your flowchart to help you explain this process of erosion.

In your writing, be sure to:

- include details to describe actions, thoughts, and feelings;
- use time order words to signal event order; and
- provide a sense of closure.

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Daily Task 11:

There are several places in *Rocks: The Hard Facts, Erosion and Weathering* where the author says weathering and erosion work together. Using what you know about erosion, explain two ways erosion and weathering are constantly changing the surface of the Earth. Make sure you include whether these changes occur slowly or quickly.

In your writing, be sure to:

- introduce the topic;
- use facts, details, and definitions from the text; and
- include a concluding statement.

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End-of-Unit Task:

EARTH NEWS CENTRAL: WEBSITE FOR STUDENTS

Earth Never Changes

A PICTURE OF MOUNTAINS NEAR MY HOME

BY: NEVELL KNOW-IT-ALL

Earth Never Changes

By: Nevell Know-it-all

"The Earth never changes," exclaims my friend, Simple Simon the Scientist. He tells everyone the mountains have stayed the same since he was a little boy, therefore the other scientists must be wrong. As evidence, Simon has pictures of mountains near his home from when his parents moved there fifty years ago. When he looks at the same mountains now, they look the same!

Simple Simon the Scientist also describes events such as flooding, tornadoes, and volcanic eruptions as nature causing a problem for a few days, but not causing changes to the Earth. This smarty scientist says once the event is over, everything goes back to the same as it was before the big event.

As a know-it-all, I told Simon how I had heard that Earth can change in many ways and from many natural events. However, after seeing Simon's picture of the mountains behind his childhood home, I've decided Simple Simon is correct. I guess Earth really doesn't change.

Respectfully,

Nevell Know-It-All

Peaceful Creek

This beautiful creek is behind my home. It hasn't changed since I moved here ten years ago. We even had heavy rains this spring! Simon must be correct, Earth doesn't change.

Webmaster: Willy Webmaster

Contact:
Willy.Webmaster@Earthnews.com

You and some friends came across this website while researching the Earth. The website tells readers that Earth never changes. You know better!

Part 1: Write an informational letter to the webmaster to explain how the Earth is constantly changing and that those changes happen slowly or over a long period of time. Not only do you know that Earth changes, but you also know those changes impact living things. Create a letter that explains to the webmaster how the earth changes.

Be sure to include the following in your letter:

- include an introduction and state your purpose for writing to him;
- use facts and details from our texts to name and describe at least two processes that cause the Earth's surface to change and include information about whether each process results in a quick change or a slow change to Earth's surface;
- describe how those processes impact the people, plants, and animals in that area;
- use at least five words we have learned in our studies; and
- include facts and definitions from the texts to provide evidence and have a concluding statement.

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End-of-Unit Task Part 2: Willy Webmaster received your letter. Before he can update the website, he needs you to assist him in convincing his editors to make the changes. Be prepared to deliver a 1-2 minute oral presentation that highlights the processes that constantly change the Earth's surface and how those changes impact living things.

Be sure to:

- use appropriate facts and relevant descriptive details to inform the editors;
- speak clearly and at an appropriate pace; and
- speak in complete sentences to communicate your detailed information.

Notes for my Presentation: