## Aligned with Journeys Unit 5 Lesson 25  Weeks 29 and 30

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
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<tbody>
<tr>
<td><strong>Essential Question:</strong></td>
<td><strong>Weekly Correlated Lesson Plans and Resources:</strong></td>
</tr>
<tr>
<td>1. How do communities meet the economic needs and wants of their families?</td>
<td>CLLG Sequence of Events p. 88</td>
</tr>
<tr>
<td>2. Why is it important to take care of our environment?</td>
<td>Use the story How to Make Apple Pie and See the World by Marjorie Priceman (A read aloud book can be found on You Tube <a href="http://www.youtube.com/watch?v=w03XWpdfKRE">http://www.youtube.com/watch?v=w03XWpdfKRE</a></td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td>Journeys An Apple a Day TE Lesson 25 Teacher Read Aloud</td>
</tr>
<tr>
<td>A. How do raw materials become products</td>
<td>Refer to World Map from previous lesson or use World Map in textbook to follow journey in the book.</td>
</tr>
<tr>
<td>B. How are goods made, delivered, and used?</td>
<td>Exchanging Goods and Services Lesson</td>
</tr>
<tr>
<td>C. What are natural, human, and capital resources?</td>
<td><strong>Journeys Lesson 3 From Factory to You pp 294-301</strong></td>
</tr>
<tr>
<td>D. How are goods produced?</td>
<td><strong>Lesson 5 Barter and Trade</strong></td>
</tr>
<tr>
<td>E. What people and resources are involved in the production of goods?</td>
<td><strong>How To Make Apple Pie and See the World Geography and Economics Lesson</strong> Use Resources Used by the Baker Graphic Organizer from this lesson.</td>
</tr>
</tbody>
</table>

### Social Studies Focus:
- **Economics/Environment**
- **Geography--Continent Australia**

### Literacy Focus:
- **Skill:** Sequence of Events
- **Strategy:** Monitor/Clarify
- **Genre:** Fantasy/Informational Text
- **Writing:** Narrative Story

### Writing:
Choose another recipe and write about traveling to all parts of the world to collect the ingredients and make the recipe. Write the story as a class.

### Vocabulary:
- Natural Resources
- Human Resources
- Capital Resources
- Barter
- Exchange
- Money
- Goods
- Services

### ASSESSMENT:
Resources Used by the Baker Activity (Taken from How to Make Apple Pie Lesson Plan)
World Map-Have students put a dot on each location in the book. Have them make a map key for the different locations identified on the map.

**Map Key**
- Italy/Apples

World Map with Countries

**NOTE:**
- Continent of Australia Lesson
- Aborigine PowerPoint
- Australia can be taught in later lessons.
- Additional Resources:
  - Markets are Everywhere Lesson
**STANDARDS**

**Social Studies SLE's:**
- G.1.2.4 Identify and define the 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.
- E.8.2.1 Distinguish between consumers and producers in a local community.
- E.8.2.2 Discuss the availability of natural resources.
- E.8.2.3 Give examples of capital resources.
- E.7.2.1 Describe an event or situation in daily life in which a trade off is made.
- E.9.2.1 Identify items that have been used as currency.

**Common Core Standards: Reading: Informational Text**
- CC.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.
- CC.RI.2.3 Describe how characters in a story respond to major events and challenges.
- CC.RI.2.4 Describe how characters in a story respond to major events and challenges.
- CC.RI.2.5 Describe how characters in a story respond to major events and challenges.
- CC.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- CC.RI.2.7 Explain how specific images contribute and clarify a text.
- CC.RI.2.8 Describe how reasons support specific points the author makes in a text.
- CC.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

**Writing:**
- CC.W.2.7 Participate in shared research and writing projects.
- CC.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening**
- CC2SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- CC2SL1b Build on others' talk in conversations by linking their comments to the remarks of others.
- CC2SL1c Ask for clarification & further explanation as needed about the topics & texts under discussion.

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Step Up to Writing
http://www.youtube.com/watch?v=w03XWpdfKRE
How to Make Apple Pie and See the World You Tube
Apple Pie Recipe
How to Make Apple Pie and See the World Matching Game—
Use to sequence events in the story.
## Aligned with Journeys Unit 5 Lesson 26

**Unit:** Economics/Environment  
**Essential Question:**  
1. Why is it important to take care of our environment?  
**Guiding Questions:**  
A. How do you choose if you should recycle, reduce, reuse or throw something away?  
B. What is the best way to balance the need for resources with the protection of the environment?  
C. How does the availability of resources influence economic decisions?  
A. What are natural, human, and capital resources?  
B. How do we make choices about scarce resources?  
C. How does the availability of resources influence economic decisions?  

### Social Studies Focus:
- Economics—Scarcity—Natural Resources—Economic Wants  
- Environmental Issues  

### Literacy Focus:
- **Skill:** Story Structure  
- **Strategy:** Infer/Predict  
- **Genre:** Fantasy, Informational Text  

### Writing:
After reading Miss Rumphius, write about what you would do to make the world a better place. Include a drawing with your writing.  
Write about how a tree is used to produce goods and services.  

### Vocabulary:
- Natural Resources  
- Economic Wants  
- Scarcity  
- Price  
- Services  
- Reduce  
- Reuse  
- Recycle  
- Goods  
- Producer  
- Conservation  
- Environment  
- Renewable Resources  
- Non-Renewable Resources  
- Composting  
- Hazardous Material  

### ASSESSMENT:
- **Activist Poster**—Kerpoof Lesson Plan  
- Reduce/Reuse/Recycle  
- Draw a tree and label it “resource”. Have the students draw several straight lines radiating out from the tree. At the end of each line, direct students to draw products made from the tree that are used by animals and people. Products may include nuts for squirrels, homes for birds, firewood, lumber for homes, etc.  
- Natural Resources Mobile—See guidelines in Gifts from Nature Lesson  
- At the end of the week read Miss Rumphius by Barbara Clooney—Make the World a Better Place  
  - [www.cals.lib.ar.us/](http://www.cals.lib.ar.us/) Bookflix (Library Card Number Needed)
## STANDARDS

**Social Studies SLE's:**
- G.3.2.2 Explore the roles of responsible citizens in preserving the environment: Recycling, Planting trees, conserving energy
- G.3.2.3 Examine ways in which people affect the physical environment.
- E.7.2.2 Discuss that because of scarcity people must make choices and incur opportunity costs.
- E.8.2.3 Discuss the availability of natural resources.
- C.5.2.2 Examine the rights and responsibilities that citizens have within a community.

### Common Core Standards:

**Reading: Informational Text**
- CC.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- CC.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.
- CC.RL.2.3 Describe how characters in a story respond to major events and challenges.
- CC.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- CC.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- CC.RI.2.7 Explain how specific images contribute and clarify a text.
- CC.RI.2.8 Describe how reasons support specific points the author makes in a text.
- CC.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
- CC2RL7 Use information gained from the illustrations & words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- R.2.5 Know and use various text features to locate key facts or information in a text efficiently.

**Writing: Write to Inform**
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Speaking and Listening**
- CC2SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- CC2SL1b Build on others’ talk in conversations by linking their comments to the remarks of others.
- CC2SL1c Ask for clarification & further explanation as needed about the topics & texts under discussion.
# Aligned with Journeys Unit 6 Lesson 27

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
</tr>
</thead>
</table>
| **Unit:** Economics/Environment  
**Essential Question:**  
1. Why is it important to take care of our environment?  
**Guiding Questions:**  
A. What can we do each day to conserve resources and protect our planet?  
B. Who are some well known environmentalist?  
C. How can we raise awareness of the Earth Day celebration?  
D. What are some environmental issues that affect your community? | **Weekly Correlated Lesson Plans and Resources:**  
CLLG MINILESSON Fact and Opinion p. 92  
Using books from the classroom library on the environment and natural resources, have students read to determine what can be proved (Facts) and what the author thinks (Opinion).  
**Taking Care of Our Environment Lesson**  
Earth Day April 22  
**Resource Handouts Taking Care of Environment Lesson** (Includes Field Trip Data Sheet, Environmental Beautification Plan, and Earth Day Poster)  
**Great School Clean Up Lesson** (This lesson correlates well with the Environmental Beautification Plan in the previous lesson.)  
**Get Hands On! Earth Day Celebration** (Use the Get On Your Feet! portion of the lesson—Four Corners)  
Read about an environmentalist and create a timeline with the students about their life and accomplishments.  
[http://www.biography.com/people/groups/activists/environmental-activists/all](http://www.biography.com/people/groups/activists/environmental-activists/all)  
[http://www.biographyonline.net/humanitarian/jane-goodall.html](http://www.biographyonline.net/humanitarian/jane-goodall.html)  
**Going Green Smartboard**  
**How Long Does Trash Last Smartboard**  
**Earth Day Hooray! Federal Reserve Lesson** |

<table>
<thead>
<tr>
<th>Social Studies Focus:</th>
<th>Literacy Focus:</th>
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</table>
| Environment  
Earth Day  
Responsibilities of Citizenship | **Skill:** Fact and Opinion, Text and Graphic Features: Timeline  
**Strategy:** Question  
**Genre:** Biography  
**Writing:** Informational Opinion |

<table>
<thead>
<tr>
<th>Writing:</th>
<th>Vocabulary:</th>
</tr>
</thead>
</table>
| **Continue Writing from Lesson 26**  
Write a problem/solution paragraph to identify a problem related to pollution and at least two possible solutions. Give details about the solution. | Natural Resources  
Economic Wants  
Scarcity  
Price  
Services  
Reduce  
Conservation  
Environment  
Reuse  
Recycle  
Goods  
Producer  
Pollution |

**ASSESSMENT:**  
**Earth Day Poster**  
**Environmental Beautification Plan**  
Continue assessment from Lesson 26  
Provide 3-4 facts about pollution and 2-3 opinions.
**STANDARDS**

**Social Studies SLE’s:**
- G.3.2.2 Explore the roles of responsible citizens in preserving the environment: Recycling, Planting trees, conserving energy
- G.3.2.3 Examine ways in which people affect the physical environment.
- E.7.2.2 Discuss that because of scarcity people must make choices and incur opportunity costs.
- E.8.2.3 Discuss the availability of natural resources.
- C.5.2.2 Examine the rights and responsibilities that citizens have within a community.

**Common Core Standards:**

**Reading**

- **CC.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.
- **CC.RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **CC.RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CC.RI.2.7.** Explain how specific images contribute and clarify a text.
- **CC.RI.2.8.** Describe how reasons support specific points the author makes in a text.
- **CC.RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

**Writing: Write to Inform**

- **W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

**Speaking and Listening**

- **CC2SL1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CC2SL1b.** Build on others’ talk in conversations by linking their comments to the remarks of others.
- **CC2SL1c.** Ask for clarification & further explanation as needed about the topics & texts under discussion.
### Aligned with Journeys Unit 6 Lesson 28

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<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
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</thead>
</table>
| **Unit:** Economic/Environment                               | Weekly Correlated Lesson Plans and Resources:  
**Essential Question:**  
1. Why is it important to take care of our environment?  
2. What is the fate of the rainforest?  
3. Are we the problem? What can we do to help?  
4. What is the best way to balance the need for resources with the protection of the environment?  
**Guiding Questions:**  
A. How does the rainforest impact the world?  
B. How does the destruction of the world's rainforest affect our planet and our everyday lives?  
C. What things do we do in our everyday lives that could be cause for rainforest destruction? | CLLG MINILESSON 28 Text and Graphic Features  
South America PowerPoint  
Rain Forest Smartboard |
| **Social Studies Focus:** South American Continent Map Skills Environment | Use text and graphic features in books from the library on South America and the Rain Forest to gain information about both. How does this information support the text and what additional information can you acquire from these features? |
| **Literacy Focus:** Skill: Text and Graphic Features  
Strategy: Analyze/Evaluate  
Genre: Informational Text  
Writing: Informative Opinion | If available, read the book *The Vanishing Rainforest* by Richard Platt or another available title on the topic. Discuss how the Yanomami tribe is still battling against potential developers. Ask the following question: Can a solution be found that will protect the forest and allow the tribe to continue living as they always have done, while benefiting from the development of the area? |
| **Writing:** How would you solve the problems of overpopulation and the demand for lumber that are, in large part, responsible for the mass deforestation (mass cutting down of trees) taking place in the rain forest. Give your opinion of how to solve the problem and provide facts to support your opinion. | **Vocabulary:** Andes Mountains  
Amazon River  
Rain Forest  
Atacama Desert  
South America  
Deforestation |
| **ASSESSMENT:** Have students serve as cartographers using maps to discover where in the world the rainforest are located. Have them identify each continent, the equator, Tropic of Cancer, and Tropic of Capricorn. | Map of South America  
World Map with Countries  
Marie Wellman Vanishing Rainforest |
| **Additional Resources:**  
https://geography.byu.edu/Assets/Maps/southam.pdf  
**STANDARDS**

**Social Studies SLE’s:**
- G.1.2.4 Identify and define the 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.
- G.3.2.2 Explore the roles of responsible citizens in preserving the environment: Recycling, Planting trees, conserving energy.
- G.3.2.3 Examine ways in which people affect the physical environment.
- E.8.2.1 Distinguish between consumers and producers in a local community.
- E.8.2.3 Discuss the availability of natural resources.
- E.7.2.2 Discuss that because of scarcity people must make choices and incur opportunity costs.
- E.8.2.3 Discuss the availability of natural resources.
- C.5.2.2 Examine the rights and responsibilities that citizens have within a community.

**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.2.5 Know and use various text features to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 Explain how specific images contribute to and clarify text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.8 Describe how reasons supports specific points the author makes in a text.

**Writing:** Write to Inform
- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- W.2.7 Participate in shared research and writing projects.

**Speaking and Listening**

**CC2SL1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
**CC2SL1b** Build on others’ talk in conversations by linking their comments to the remarks of others.
**CC2SL1c** Ask for clarification & further explanation as needed about the topics & texts under discussion.
### Aligned with Journeys Unit 6 Lesson 29

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</table>
| **Essential Question:**  
1. How do I develop skills and abilities that I need to be successful in a career?  
2. How are my school experiences connected to my future success?  
**Guiding Questions:**  
A. What skills and education are necessary for specific jobs? | Weekly Correlated Lesson Plans and Resources:  
CLLG MINILESSON Understanding Characters pp 96-97 |
| **Social Studies Focus:** Careers and Jobs | Journeys Working in Space Lesson 28---Reread story and discuss different careers. The following link provides more information about careers related to Aeronautics and Space.  
http://kids.earth.nasa.gov/archive/career/index.html |
| **Literacy Focus:**  
Skill: Understanding Characters  
Strategy: Summarize  
Genre: Folktale  
Writing: Informative Research | **Human Resources:** Explore the Importance of Different Careers Lesson  
[Your Learning Style](http://kids.earth.nasa.gov/archive/career/index.html)  
[What Are Values](http://kids.earth.nasa.gov/archive/career/index.html)  
[Self Knowledge](http://kids.earth.nasa.gov/archive/career/index.html) |
| **Writing:**  
Choose a career that you think you would be interested. Research it. Give a description of the career, skills needed to do the job, and what type of training is needed for it. | **Choose a book to read and begin a class chart. Job/Career and Skills Needed to Do Job.** Have students make their own chart in journals. As you introduce other jobs/careers in books and class activities, add to the chart throughout the unit.  
Family and Community—  
Pets at the Vet  
Bark George  
A Very Busy Firehouse  
Dot the Firedog  
Life on a Farm  
Who Works at the Zoo  
Police Officers on the Go  
Various books about jobs  
| **Vocabulary:** Career Clusters  
Public Service  
Communication  
Construction  
Transportation  
Health  
Fine Arts  
Jobs  
Products  
Services | **ASSESSMENT:**  
Add a paragraph to your writing assignment. Use the information you completed about your learning style, values, and self knowledge to determine if this career/job is one that you feel would be a good fit for you. Explain why. For example, I enjoy working with people and love math. I think that a banking career/job would be a good fit for me.  
**Student Chart----Careers/Jobs and Skills Needed for Careers/Jobs**  
Choose an Occupation----Use to record information for research. |
Use information from the following resources to add jobs/careers to the class chart that you began.

- **Kids.gov** Videos About Jobs

- **Careers are Everywhere Activity Book**

- **Career Aware: Catch the Career Bug!**

- **Kids Work Job Game**

- **When I Grow Up Smartboard**
  Exploring Career Information from the Bureau of Labor Statistics
  [http://www.bls.gov/k12/](http://www.bls.gov/k12/)
  Provides a wealth of information on different jobs and careers.

- **To Be Or Not To Be (Examine careers through websites)**

### STANDARDS

**Social Studies SLE’s:**

<table>
<thead>
<tr>
<th>E.8.2.2 Research the skills and education needed for specific jobs.</th>
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</table>

**E.8.2.1 Distinguish between consumers and producers in a local community.**

**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.2.5 Know and use various text features to locate key facts or information in a text efficiently.
  - RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
  - RI.2.7 Explain how specific images contribute to and clarify text.
  - RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
  - RI.2.8 Describe how reasons supports specific points the author makes in a text.

- **W.2.3** Describe how characters in a story respond to major events and challenges.

**Writing: Research**

- W.2.7 Participate in shared research and writing projects.
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
## Aligned with Journeys Unit 6 Lesson 30

### Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary

<table>
<thead>
<tr>
<th>Essential Question:</th>
<th>Guiding Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How do I develop skills and abilities that I need to be successful in a career?</td>
<td>B. What skills and education are necessary for specific jobs?</td>
</tr>
<tr>
<td>4. How are my school experiences connected to my future success?</td>
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</tbody>
</table>

### Social Studies Focus:

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<tr>
<th>Careers and Jobs</th>
<th>Literacy Focus:</th>
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<tbody>
<tr>
<td>Skill: Compare and Contrast</td>
<td>Strategy: Visualization</td>
</tr>
<tr>
<td>Genre: Folktale</td>
<td>Writing: Informative Research</td>
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</tbody>
</table>

### Writing:

<table>
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<tr>
<th>Continue working on Week 29 Writing Assignment.</th>
<th>Vocabulary:</th>
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<tbody>
<tr>
<td>Career Clusters Public Service Communication Construction Transportation Health Fine Arts Jobs Products Services</td>
<td></td>
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</tbody>
</table>

### ASSESSMENT:

Choose two careers/jobs that you have been reading about and do a Venn Diagram comparing the job responsibilities and skills needed for the job. Choose a service type job and a job that produces a product for the comparison. Do one together as a class first.

### STANDARDS

**Social Studies SLE's:**

E.8.2.2 Research the skills and education needed for specific jobs.

E.8.2.1 Distinguish between consumers and producers in a local community.

**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.2.5 Know and use various text features to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.5 Know and use various features to locate key facts or information in a text efficiently.

RI.2.7 Explain how specific images contribute to and clarify text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RI.2.8 Describe how reasons supports specific points the author makes in a text.

**Writing: Research**
| W.2.7 Participate in shared research and writing projects. |
| W.2.8 Recall information from experiences or gather information from provided sources to answer a question. |