

Social Studies / 2nd grade

Geography

Subject:
Social Studies

Grade
Second Grade

Unit
Introduction to geography
tools

Suggested Timeline
Approx. 4 weeks

Grade Level Summary

Social Studies in 2nd Grade focuses on expanding our knowledge of the world around us to include additional map skills, with an emphasis on the local and state level, in terms of their geography, cultures, economics, and history.

Grade Level Units

Unit 1: Geography
Unit 2: History
Unit 3: Economics
Unit 4: Citizenship and Government

Unit Title

Geographic tools, physical mapping and physical changes to our environment

Unit Summary

The purpose of this unit is to teach students about different landforms and bodies of water. The students will also learn about places and their location.

Unit Essential Questions:

1. How can I gather information about places, landforms and physical characteristics of a region by looking at a map?

Key Understandings

1. Students will be able to look at a map and gather information about places and landforms
2. Students will be able to identify the change of physical characteristics on a region and the impact it has on people

Focus Standards Addressed in the Unit

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|----------------|---|
| 7.1.2.B | Describe regions in geographic reference using physical features. |
| 7.1.2.A | Identify how basic geographic tools are used to organize information. |
| 7.2.2.A | Identify the physical characteristics of places . |
| 7.2.2.B | Identify the basic physical processes that affect the physical characteristics regions. |
| 7.3.2.A | Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.). |

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| 7.4.2.A | Identify how environmental changes can impact people. |
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Important Standards Addressed in the Unit

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|-------------------|---|
| CC.1.2.2. A (ELA) | Identify the main idea of multi paragraph text as well as the focus of specific paragraphs within the text |
| CC.1.2.2.B (ELA) | Ask and answer questions such as who, what,where, when, why and how to demonstrate understanding of key details in a text |
| CC.1.2.2.C (ELA) | Describe the connection between a series of events, concepts or steps in procedure within text |
| CC.1.2.2.E (ELA) | Use various text features and search tools to locate key facts or information in text efficiently |

| Misconceptions | Proper Conceptions |
|--|--|
| <ul style="list-style-type: none"> All bodies of water are called ocean Peninsula and island are the same Physical changes don't affect people Storms and hurricanes are the same Same weather is in all states and countries Man-made items are natural resources | <ul style="list-style-type: none"> There are many different types of bodies of water (river, lake, ocean, pond) Peninsula has water on all sides except one, an island has water all around it Physical changes do affect people and landforms There are differences between thunderstorms and hurricanes States have different weather Man-made items are not natural resources |

| Concepts | Competencies | Vocabulary |
|--|--|---|
| L1: Aspects of location | L1:Understand that location is how we describe where places and things are. | *Location |
| L2: Describe where we live by naming the community, state, country and continent | L2:Identify the connections between state, country, continent and world | *Border |
| L3: Aspects of landforms and bodies of water | L3: Identify the differences between landforms and different bodies of water in United States | *Continent |
| L4: Different types of weather | L4: Understand the features of the four seasons. Identify different types of dangerous weather | *Flow chart |
| L5: Identifying different types of resources | L5: Understand that natural resources are things that occur in nature that we | *Landform |
| L6: Identify the changes that occur by what humans create. Taking care of the Earth. | | *Examples of landforms: desert, valley, river, plain, lake, island, hill, peninsula |
| | | *Geographic tools: Flow chart, compass rose, map scales, grid map, route |
| | | *Season |
| | | *Natural resource |
| | | *Crops |
| | | *Reduce |
| | | *Reuse |
| | | *Recycle |

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|--|---|--|
| | <p>use. Identify examples of resources that can be easily replaced and ones that cannot.</p> <p>L6: Understand how we change the Earth and how we can also preserve it.</p> | |
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Assessments:

- Orally answering questions (ex. ticket out the door, questions from teacher guide)
 - Check understanding questions at the end of each lesson
 - Assessments in teacher manual
 - Create landforms by using play dough
 - Create flow chart to show understanding of information
 - Brain pop jr. specific video hard quiz/easy quiz: Continents and oceans, landforms, reading maps
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- Create map of classroom, bedroom, school, etc.
 - Create landforms using play dough
 - Use graphic organizers
 - Make foldables
 - Create vocabulary cards
 - Use BrainPop jr specific videos: Continents and oceans, landforms, reading maps
 - Brain pop jr. lesson plans in specific videos above
 - Color a map in specific colors to identify borders and bodies of water
 - Google earth display (instead of using a globe or pull down map)
 - Buddy reading textbooks
 - Create booklet by using additional resource book that displays applications of concepts being taught
 - Activities in student textbook
 - Create posters to promote recycle, reduce, reuse
 - Google earth display (instead of using a globe or pull down map)
 - Nature Walk outside to explore natural resources
 - Organize trash to see what needs to be recycled
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Differentiation:

Low:

- Students will be in small group with teacher and identify landforms on a pre-created map
- Students will be in small group and teacher will read textbook aloud

Middle:

- Students will partner up with other students and create their own country by using all landforms
- Students will partner read textbook together

High:

- Students will create a map of their own country by using all landforms
 - Students will read textbook independently and create flow chart
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Interdisciplinary Connections:

- Reading comprehension: Creating graphic organizers to show understanding of concepts
- Science: Weather, seasons and recycle

Additional Resources:

TIME magazine (specific topic)

National Geographic (specific topic)

Scholastic magazine (specific topic)

Create booklet using received copied pages from Northern Elementary

Informational texts:

BrainPop jr videos (specific topics noted above)

<https://jr.brainpop.com/>

Interactive education websites specific topics under social studies: Landforms, Maps and Directions, Continents

<http://interactivesites.weebly.com/social-studies.html>

Google Earth website

<http://www.google.com/earth/>

Interactive education websites specific topics under science: Weather and seasons

<http://interactivesites.weebly.com/science.html>

Created By:

Second grade teachers



Social Studies / 2nd grade

History

Subject:
Social Studies

Grade
Second Grade

Unit
Introduction to History
today and long ago

Suggested Timeline
Approx. 4 weeks

Grade Level Summary

Social Studies in 2nd Grade focuses on expanding our knowledge of the world around us to include additional map skills, with an emphasis on the local and state level, in terms of their geography, cultures, economics, and history.

Grade Level Units

Unit 1: Geography
Unit 2: History issues, group conflict
Unit 3: Economics
Unit 4: Citizenship and Government

Unit Title

Historical figures and issues in local community and state -Historical documents, local community figures, state history, global

Unit Summary

The purpose of this unit is to teach students about our community, state, impact of history and cultures.

Unit Essential Questions:

1. How do documents and historical figures impact our local community, state and country?

Key Understandings

1. Students will be able to understand and identify historical figures in our community, state and country
2. Students will be able to identify documents in history and buildings, monuments and statues

Focus Standards Addressed in the Unit

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|----------------|---|
| 8.1.2.A | Read and interpret information on simple timelines. |
| 8.1.2.B | Identify documents relating to an event. |
| 8.1.2.C | Apply sources of historical information. |
| 8.2.2.A | Identify historical figures in the local community. |
| 8.2.2.B | Identify important buildings, statues, and monuments associated with the state's history. |

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| 8.2.2.C | Identify how commerce and industry and social organizations have changed over time in Pennsylvania. |
| 8.2.2.D | Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics. |
| 8.3.2.A | Identify groups and organizations and their contributions to the United States. |
| 8.4.2.A | Explain why cultures have commemorations and remembrances. |
| 8.4.2.B | Explain the significance of historical documents on world history. |
| 8.4.2.C | Identify how cultures have commemorations and remembrances. |
| 8.4.2.D | Identify global issues that require cooperation among nations. |

Important Standards Addressed in the Unit

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|-------------------------|---|
| CC1.2.2. A (ELA) | Identify the main idea of multi paragraph text as well as the focus of specific paragraphs within the text |
| CC.1.2.2.B (ELA) | Ask and answer questions such as who, what,where, when, why and how to demonstrate understanding of key details in a text |
| CC1.2.2.C (ELA) | Describe the connection between a series of events, concepts or steps in procedure within text |
| CC.1.2.2.E (ELA) | Use various text features and search tools to locate key facts or information in text efficiently |

| Misconceptions | Proper Conceptions |
|---|---|
| <ul style="list-style-type: none"> Historical figures and documents are fictional characters in a book History does not impact our life today Media is just used for entertainment | <ul style="list-style-type: none"> Historical figures and documents are important and relevant to the knowledge of our history Historical figures had an impact on our community, state and country Media can be used to enrich conversation, knowledge and political opinions |

| Concepts | Competencies | Vocabulary |
|--|---|-------------------|
| L1: Timelines | L1: Create and interpret a historical timeline | *Past |
| L2: Historical information and important documents | L2:Identify and understand importance of PA documents | *Culture |
| L3: Local historical figures | L3: Understand the founders of our community (Wells and Dill) | *Slavery |
| L4: Important buildings, monuments and statues in PA | | *Timeline |
| | | *Document |
| | | *Immigration |
| | | *Immigrant |
| | | *Community |
| | | *Citizen |
| | | *Commemorations |

| | | |
|--|---|---|
| <p>L5: Impact of conflict on people and United States</p> <p>L6: Groups and organizations in United States</p> <p>L7: Cultures and how others live</p> | <p>L4: Identify and understand what the PA buildings, monuments and statues represent (ex. Independence hall, liberty bell, state capitol building, state museum, etc)</p> <p>L5: Understand how conflict can affect the lives of people in United States and in other countries.</p> <p>L6: Understand the reasons for commemoration and remembrances in other cultures.</p> | <p>*Remembrances</p> <p>*Tradition</p> <p>*Monument</p> <p>*Statue</p> <p>*Constitution</p> <p>*Congress</p> <p>* Supreme Court</p> <p>*Governor</p> <p>*Historical figures</p> |
|--|---|---|

Assessments:

- Orally answering questions (ex. ticket out the door, questions from teacher guide)
 - Check understanding questions at the end of each lesson
 - Assessments in teacher manual
 - Create timeline to show understanding of information
 - Brain pop jr. specific video hard quiz/easy quiz: Historical figures (George Washington Carver, Abraham Lincoln, Harriet Tubman, Martin Luther King, etc)
 - Write biography on specific historical figures
 - TIME for kids assessments after reading articles
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- Use graphic organizers
 - Create vocabulary cards
 - Use BrainPop jr specific videos: see above
 - Brain pop jr. lesson plans in specific videos above
 - Create timeline of local community
 - Buddy reading textbooks
 - Create booklet by using additional resource book that displays applications of concepts being taught
 - Activities in student textbook
 - Create posters on historical figures
 - Research documents online
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Differentiation:

Low:

- Students will be in small group with teacher and identify timelines and historical documents
- Students will be in small group and teacher will read textbook aloud

Middle:

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- Students will partner up with other students and create their own timeline by using information and identify historical documents
 - Students will partner read textbook together

High:

- Students will create a timeline independently and explain the reason for certain historical documents
 - Students will read textbook independently and create flow chart
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Interdisciplinary Connections:

- Reading comprehension: Creating graphic organizers to show understanding of concepts
 - Writing non-fiction essays (biographies)
 - Writing- research documents and historical figures
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Additional Resources:

TIME magazine (specific topic)

National Geographic (specific topic)

Scholastic magazine (specific topic)

Create booklet using received copied pages from Northern Elementary

Informational texts:

BrainPop jr videos (specific topics noted above)

<https://jr.brainpop.com/>

Discovery education videos

www.discoveryeducation.com

Biography search engines

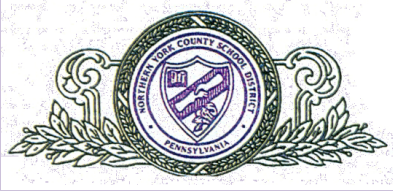
<http://nycsdtps.wikispaces.com/Searching#Bio>

World book kids

<http://www.worldbookonline.com/kids/home>

Created By:

Second grade teachers



Social Studies / 2nd grade

Civics and Government

Subject:
Social Studies

Grade
Second Grade

Unit
Introduction to civics and government

Suggested Timeline
Approx. 4 weeks

Grade Level Summary

Social Studies in 2nd Grade focuses on expanding our knowledge of the world around us to include additional map skills, with an emphasis on the local and state level, in terms of their geography, cultures, economics, and history.

Grade Level Units

Unit 1: Geography
Unit 2: History issues, group conflict
Unit 3: Economics
Unit 4: Citizenship and Government

Unit Title

Rights and responsibilities of citizenship in our government

Unit Summary

The purpose of this unit is to teach students about their responsibilities as a member of the school, community, state and country. Rules and responsibilities, forms of media, problems and solutions, leadership

Unit Essential Questions:

1. What rights and responsibilities do I have as a citizen?
2. How can I work to resolve conflict?

Key Understandings

1. Students will learn rules, responsibilities, and consequences of being a citizen
2. Students will understand how you can resolve conflict in the classroom and identify it in the country

Focus Standards Addressed in the Unit

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| 5.1.2.A | Explain the purposes of rules and their consequences in the classroom and school community. |
| 5.1.2.B | Explain the importance of rules in the classroom and school community. |
| 5.1.2.C | Define fairness in working with others. |
| 5.1.2.D | Explain why school rules are written and posted. |
| 5.1.2.E | Describe citizens' responsibilities to the state of Pennsylvania and the nation. |
| 5.1.2.F | Identify state symbols. |

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| 5.2.2.A | Identify and explain the importance of responsibilities at school at home and the community. |
| 5.2.2.B | Identify a problem and probable solution. |
| 5.2.2.C | Identify community projects/activities that support leadership and public service. |
| 5.2.2.D | Explain responsible community behavior. |
| 5.3.2.A | Identify the role government plays in the community (education, transportation). |
| 5.3.2.B | Identify local government leaders. |
| 5.3.2.C | Identify other types of services provided by local government . |
| 5.3.2.D | Identify positions of authority at school. |
| 5.3.2.E | Describe situations in the state or nation when having an elected official represent the people is beneficial. |
| 5.3.2.F | Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action. |
| 5.3.2.H | Identify different forms of media. |
| 5.3.2.I | Define taxes and why they are paid. |
| 5.3.2.J | Identify the responsibilities of voters after the vote. |
| 5.4.2.A | Explain examples of conflict in the community, state , and nation. |
| 5.4.2.B | Identify ways that countries can work together. |
| 5.4.2.C | Explain why nations need to work together for peace. |
| 5.4.2.D | Identify the different types of media. |
| 5.4.2.E | Explain how a community reaches compromise. |

Important Standards Addressed in the Unit

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|--------------------------|---|
| CC.1.2.2. A (ELA) | Identify the main idea of multi paragraph text as well as the focus of specific paragraphs within the text |
| CC.1.2.2.B (ELA) | Ask and answer questions such as who, what,where, when, why and how to demonstrate understanding of key details in a text |
| CC.1.2.2.C (ELA) | Describe the connection between a series of events, concepts or steps in procedure within text |
| CC.1.2.2.E (ELA) | Use various text features and search tools to locate key facts or information in text efficiently |

| Misconceptions | Proper Conceptions |
|--|--|
| <ul style="list-style-type: none"> ● Not responsible for my actions ● Leaders are the people that are in the front of the line ● Problems at recess have a huge impact on individuals | <ul style="list-style-type: none"> ● There are consequences for actions ● Individuals with leadership roles have responsibilities and enforce rules ● In order to solve a problem individuals need to come together to create a solution that is good for everyone. |

| Concepts | Competencies | Vocabulary |
|---|--|--|
| L1: Rules and responsibilities in school and community | L1: Identify and apply rules and responsibilities in community/school. Understand the consequences that come with breaking a rule. | *Government *Citizen *State |
| L2: Problem and solution in the community and classroom | L2: Identify problem and ways to fairly solve them. Understand and apply responsible community behavior | *Forms of media (internet, videos, newspaper, magazines, etc) *Technology |
| L3: Citizen responsibilities in state | L3: Understand the responsibilities of being a citizen in PA (ex. paying taxes, voting etc) | *Tax *Transportation *Communication * Election *Justice/Fairness |
| L4: Leadership roles | L4: Compare leadership roles in school, community, state and country | |
| L5: Problem and solution in our state and country | L5: Discuss appropriate conflict and solution in state and country today. | |
| L6: State symbols | L6: Identify and understand importance of state symbols | |
| L7: Forms of media | L7: Use and identify different forms of media. | |

Assessments:

- Orally answering questions (ex. ticket out the door, questions from teacher guide)
 - Check understanding questions at the end of each lesson
 - Assessments in teacher manual
 - Write a letter to state representative
 - Brain pop jr. specific video hard quiz/easy quiz: Government
 - Role play for problem and solution
 - Create rules for classroom and community
 - TIME for kids assessments after reading articles
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- Use graphic organizers
 - Create vocabulary cards
 - Use BrainPop jr specific videos: see above
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- Brain pop jr. lesson plans in specific videos above
 - Write letter to state representative
 - Buddy reading textbooks
 - Create booklet by using additional resource book that displays applications of concepts being taught
 - Activities in student textbook
 - Create posters on conflict and how to solve it
 - Research media resources online
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Differentiation:

Low:

- Students will be in small group with teacher and identify responsibilities in school and state
- Students will be in small group and teacher will read textbook out loud

Middle:

- Students will partner up with other students and create class rules and responsibilities
- Students will partner read textbook together

High:

- Students will create class rules and explain why they are important
 - Students will read textbook independently and summarize what was read
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Interdisciplinary Connections:

- Reading comprehension: Creating graphic organizers to show understanding of concepts
 - Writing: Making lists of rules
 - Writing: research media
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Additional Resources:

TIME magazine (specific topic)

National Geographic (specific topic)

Scholastic magazine (specific topic)

Create booklet using received copied pages from Northern Elementary

Informational texts:

BrainPop jr videos (specific topics noted above)

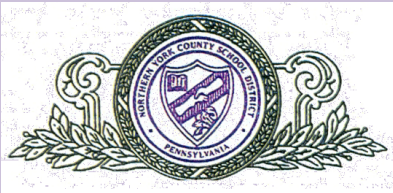
<https://jr.brainpop.com/>

Discovery education videos

www.discoveryeducation.com

Created By:

Second grade teachers



Social Studies / 2nd grade

Economics

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|-----------------------------------|------------------------------|---------------------------------------|--|
| Subject: Social Studies | Grade Second Grade | Unit Introduction Economics | Suggested Timeline Approx. 4 weeks |
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|----------------------------|---|
| Grade Level Summary | Social Studies in 2nd Grade focuses on expanding our knowledge of the world around us to include additional map skills, with an emphasis on the local and state level, in terms of their geography, cultures, economics, and history. |
| Grade Level Units | Unit 1: Geography Unit 2: History issues, group conflict Unit 3: Economics Unit 4: Citizenship and Government |

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|--|
| Unit Title Economics |
| Unit Summary The purpose of this unit is to teach students about the economic systems and how it affects our individual lives, community and country. Needs and wants, scarcity and choice, goods and services, markets and economics, local businesses, income, profit and wealth |

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|---|--|
| Unit Essential Questions: <ol style="list-style-type: none"> How do people get money to pay for goods and services? How do we get the things we need and want? | Key Understandings <ol style="list-style-type: none"> Students will be able to understand how your income can affect your choices of your wants and needs. Students will be able to distinguish between wants and needs |
|---|--|

| Focus Standards Addressed in the Unit | |
|---------------------------------------|--|
| 6.1.2.A | Identify scarcity of resources within the school community. |
| 6.1.2.B | Identify community wants and needs. |
| 6.1.2.C | Explain how choice has consequences. |
| 6.1.2.D | Identify a choice based on community interest. |
| 6.2.2.A | Identify goods, services , consumers, and producers in the local community. |
| 6.2.2.B | Differentiate between markets and competition. |

| | |
|----------------|---|
| 6.2.2.C | Define personal choice as related to buying an item. |
| 6.2.2.D | Explain how demand for a consumer good impacts price. |
| 6.2.2.E | Identify the impact on a community when a business closes. |
| 6.2.2.F | Describe the role of financial institutions as related to consumers' financial needs. |
| 6.2.2.G | Identify examples of an economic system. |
| 6.3.2.A | Identify examples of goods and services provided by the private sector. |
| 6.3.2.C | Define taxes and who pays them. |
| 6.3.2.D | Identify products produced outside the United States. |
| 6.4.2.A | Identify local examples of specialization of work. |
| 6.4.2.C | Identify products that come from many different countries. |
| 6.4.2.D | Identify buyers and sellers and how their wants and needs are addressed. |
| 6.5.2.A | Explain how money earned by individuals is used to meet needs and wants . |
| 6.5.2.B | Different how different job skills impact earnings. |
| 6.5.2.C | Describe the roles of local businesses. |
| 6.5.2.D | Describe money saving behaviors. |
| 6.5.2.E | Describe the qualities that may be necessary to complete a task. |
| 6.5.2.F | Explain the responsibilities of a business owner. |
| 6.5.2.G | Identify how saving for a purchase occurs over time. |
| 6.5.2.H | Describe why people save money in the local bank. |

Important Standards Addressed in the Unit

| | |
|-------------------------|---|
| CC1.2.2. A (ELA) | Identify the main idea of multi paragraph text as well as the focus of specific paragraphs within the text |
| CC.1.2.2.B (ELA) | Ask and answer questions such as who, what,where, when, why and how to demonstrate understanding of key details in a text |
| CC1.2.2.C (ELA) | Describe the connection between a series of events, concepts or steps in procedure within text |
| CC.1.2.2.E (ELA) | Use various text features and search tools to locate key facts or information in text efficiently |
| | |

| Misconceptions | Proper Conceptions |
|--|--|
| <ul style="list-style-type: none"> Some things that are needs are wants Everyone has the same amount of money A business that closes has no effect on the community | <ul style="list-style-type: none"> Needs and wants are different and we need to make a choice sometimes People have different jobs and incomes Local businesses affect the financial state of a community |

| Concepts | Competencies | Vocabulary |
|-------------------------------|--|---|
| L1: Needs and wants | L1: Comparing the differences between wants and needs. Identify community needs and wants | *Needs *Wants *Scarcity *Choice *Services *Tax *Income *Profit *Wealth * Save *Trade *Opportunity Cost *Goods *Producer *Consumer |
| L2: Scarcity and choice | | |
| L3: Goods and services | L2: Understand choices affect the availability of a product or resource | |
| L4: Markets and economic | L3: Demonstrating knowledge of the process in which we receive goods. Identify services and jobs of people in the community. | |
| L5: Local businesses | L4: Understand the economic systems and how it affects financial institutions and local businesses. | |
| L6: Income, profit and wealth | L5: Identify the effects that a local business has on its community (ex. when it closes, financial impact, etc) | |
| | L6: Demonstrates an understanding of how income and profit effects wants, needs and savings | |

Assessments:

- Orally answering questions (ex. ticket out the door, questions from teacher guide)
- Check understanding questions at the end of each lesson
- Assessments in teacher manual
- Create timeline to show understanding of information
- Brain pop jr. specific video hard quiz/easy quiz: Needs and Wants, Goods and Services, Saving and Spending
- Sort needs and wants
- TIME for kids assessments after reading articles

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- Use graphic organizers
- Create vocabulary cards
- Use BrainPop jr specific videos: see above

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- Brain pop jr. lesson plans in specific videos above
 - Buddy reading textbooks
 - Create booklet by using additional resource book that displays applications of concepts being taught
 - Activities in student textbook
 - Create a powerpoint on needs and wants
 - Provide a food for students, tell them you have enough for everyone so they can take as much as they want, then you run out-- teach scarcity and choice
 - Looking at pictures to pick out wants and needs
 - Kidspiration template
 - Create a video describing why it is important to save
-

Differentiation:

Low:

- Students will be in small group with teacher and identify wants and needs
- Students will be in small group and teacher will read textbook aloud

Middle:

- Students will partner up with other students and create a list of wants and needs
- Students will partner read textbook together

High:

- Students will create a list of wants and needs and explain why they categorized them this way
 - Students will read textbook independently and summarize what they learned
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Interdisciplinary Connections:

- Reading comprehension: Creating graphic organizers to show understanding of concepts
 - Writing: Write a paragraph about something they want to save for and why
 - Writing- research prices of different wants and needs
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Additional Resources:

TIME magazine (specific topic)

National Geographic (specific topic)

Scholastic magazine (specific topic)

Create booklet using received copied pages from Northern Elementary

Informational texts:

BrainPop jr videos (specific topics noted above)

<https://jr.brainpop.com/>

Discovery education videos

www.discoveryeducation.com

KidsClick!

<http://www.kidsclick.org/>

World book kids

<http://www.worldbookonline.com/kids/home>

Created By:

Second grade teachers
