inquisitive

GRADE 2 · EARTH AND SPACE SCIENCES · FAST PATH

Unit: Earth's Systems: Processes that Shape the Earth

Lessons in unit: 5 · 18 teaching sessions · up to 30 min per session · 435 min total · ↳ Time-saving teaching move · ★ Checkpoint

1. Earth Changes S-l-o-w-l-y	DAY 1 · 30 MIN	DAY 2 · 30 MIN	DAY 3 · 20 MIN
PHENOMENON QUESTION **How can a huge mountain become a small rock?** **OUTCOME** **I can describe one way that has changed Earth slowly.** **TIME** **3 sessions · up to 30 min** **80 min total**	**PREP** Set out lidded jars, sugar cubes and paper for pairs.	10 MIN Activity 3 ↳ Watch the full clip; partners answer both questions. Take one class response per question.	15 MIN Activity 6 ★
	15 MIN Activity 1	5 MIN Activity 4	5 MIN Activity 9
	15 MIN Activity 2	15 MIN Activity 5	

2. Earth Changes Fast!	DAY 4 · 25 MIN	DAY 5 · 20 MIN	DAY 6 · 30 MIN	DAY 7 · 20 MIN
PHENOMENON QUESTION **What happens when a volcano erupts?** **OUTCOME** **I can describe one way that has changed the Earth quickly.** **TIME** **4 sessions · up to 30 min** **95 min total**	**PREP** Set out cards for the earthquake station.	**PREP** Set out soil, water and containers; cups, trays, baking soda, vinegar and spoons.	15 MIN Activity 3 ↳ Read all three sources; partners answer both questions. Teacher records a shared chart instead of group paper talks.	15 MIN Activity 5 ★
	10 MIN Activity 1	20 MIN Activity 2 · Parts 3–4 of 4	15 MIN Activity 4 ↳ Partners explain all three supplied claims orally, then each creates two claims to test the other.	5 MIN Activity 8
	15 MIN Activity 2 · Parts 1–2 of 4			

3. Water, Water Everywhere!

PHENOMENON QUESTION
Where on Earth is all the water?

OUTCOME
I can draw one example of liquid water and one example of solid water on Earth.

TIME
4 sessions · up to 30 min
100 min total

DAY 8 · 30 MIN

PREP Inflate the globe and have the class tally chart ready.

15 MIN **Activity 1**

15 MIN **Activity 2**

DAY 9 · 25 MIN

PREP Have ice and drip trays ready.

10 MIN **Activity 3**
↳ Partners each suggest water locations; teacher records and checks a class list instead of sticky-note writing.

5 MIN **Activity 4**

10 MIN **Activity 5**

DAY 10 · 30 MIN

15 MIN **Activity 6**

15 MIN **Activity 7**
↳ Assign pairs a book and a linked source; each pair reports locations and evaluates which source gives science facts.

DAY 11 · 15 MIN

15 MIN **Activity 8 ★**

4. The Power of Wind and Water

PHENOMENON QUESTION
Can wind and water change the land?

OUTCOME
I can show one way that would slow down how wind or water changes the Earth.

TIME
4 sessions · up to 30 min
80 min total

DAY 12 · 25 MIN

10 MIN **Activity 1**

5 MIN **Activity 2**
↳ Partners compare both dated photos and answer all three questions; take one brief response for each.

10 MIN **Activity 3**

DAY 13 · 20 MIN

PREP Set out soil, sand, tubs, linking blocks, rocks and water.

15 MIN **Activity 4**

5 MIN **Activity 5**
↳ Pairs examine all three examples, then each explains how one barrier works. Compare the examples together.

DAY 14 · 15 MIN

PREP Set out sand-filled tubs, craft sticks and a hair dryer. Teacher operates the dryer.

15 MIN **Activity 6**

DAY 15 · 20 MIN

20 MIN **Activity 7 ★**

5. Map It!

PHENOMENON QUESTION
Can we show land and water in different ways?

OUTCOME
I can draw a model of different types of land and water.

TIME
3 sessions · up to 30 min
80 min total
Assessment: Anchor Maps and Autogradable Summative Assessments are not included within this pacing guide.

DAY 16 · 30 MIN	DAY 17 · 25 MIN	DAY 18 · 25 MIN
PREP Set out sand or clay and trays for pairs.	10 MIN Activity 3	20 MIN Activity 6 ★
10 MIN Activity 1	10 MIN Activity 4	5 MIN Activity 9
20 MIN Activity 2	5 MIN Activity 5 ↳ Partners name one similarity and one difference, then check both against the photo and map.	