



## Florida Trucking Association's TEAM Initiative (Trucking's Educator Awareness Mission)



Lesson Plan Written and Resources Compiled By: Sarah King

Subject/grade level: Second

### Essential Second Grade Standards and Clarifying Objectives Associated with Goods/Services and the Trucking Industry

**\*Bolted standards are associated with enclosed lessons and possible tasks associated.**

LAFS.2.W.1.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.K12.W.1.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

MAFS.2.G.1.2

Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

**MAFS.2.MD.1.4**

**Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.**

**MAFS.2.MD.2.5**

**Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.**

**MAFS.2.MD.3.7**

**Tell and write time from analog and digital clocks to the nearest five minutes.**

MAFS.2.MD.4.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

SC.2.L.14.1

Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

SC.2.N.1.1

Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

SC.2.N.1.3

Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

SC.K2.CS-CP.1.3

Propose a solution to a problem or question based on an analysis of the data and critical thinking, individually and collaboratively.

SC.K2.CS-CS.1.3

Describe how models represent a real-life system (e.g., globe or map).

SC.2.E.7.4

Investigate that air is all around us and that moving air is wind.

SS.2.C.2.2

Define and apply the characteristics of responsible citizenship.

Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.

SS.2.C.2.4

Identify ways citizens can make a positive contribution in their community.

**SS.2.E.1.1**

**Recognize that people make choices because of limited resources.**

**SS.2.E.1.2**

**Recognize that people supply goods and services based on consumer demands.**

SS.2.G.1.1

Use different types of maps (political, physical, and thematic) to identify map elements.

**SS.2.G.1.2**

**Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.**

**VA.2.F.3.2**

**Work with peers to complete a task in art.**

TH.2.O.2.1

Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

PE.2.L.3.7

Identify healthful benefits that result from regular participation in physical activity.

PE.2.L.4.7

Identify appropriate stretching exercises.

MU.2.F.1.1

Create a musical performance that brings a story or poem to life.

HE.2.C.1.4

Describe ways to prevent childhood injuries in the home, school, and community settings.

## Lesson 1 Learning Goal:

Students will describe the how supply goods are transported and delivered to local grocery stores.

**Notes:** This lesson is designed as a Project Based Learning opportunity. The steps in this project may take either several days or several weeks. These lessons are not designed to be rushed to completion but to allow students to gain a deeper understanding of how goods become available to consumers and of how important the trucking industry is to the global and local economy and to the way of life for an industrialized society.

## ENGAGEMENT

Option 1: Show *Dole-Growing Pineapples* video in order to introduce the concept of goods being transported from suppliers to retail locations.

<https://www.youtube.com/watch?v=0McXwYYBnnI>

Option 2: Read *My Big Truck Book* by Roger Priddy. Use this book to introduce the concept of transportation of goods.

<http://www.barnesandnoble.com/w/my-big-truck-book-roger-priddy/1100440288>

**EXPLORATION:** Research Question: How does your food get to your table?

Students will work in collaborative groups of 2-4 to trace the path that a grocery good takes from its original location to the dining room table. Students will use online research sources to locate information about the transportation of goods. They will choose a specific good to research and record the steps that are taken to deliver that good to the local grocery store. Students should include information about the different types of workers that are involved in the process, how long the process takes from start to finish, the different modes of transportation necessary for the delivery of goods, distance that the good may have to travel, and whether or not all of the steps are necessary.

### Questions that students need to answer through their research:

What is the good you are researching?

Where does your product come from?

How is your product collected/packaged?

How is your product delivered from its original location to your local grocery store? What modes of transportation are involved with the process?

What are the different types of jobs associated with the packing and delivery of your product?

How long does it take for your product to reach your local store?

**\*Worksheets are available at the end of this document.**

## EXPLANATION

- Students will use their research information to present on their chosen good and the process it goes through to end up in the local grocery store.
- Student Presentation Roles: Product Expert(s) and Transportation Expert(s)
- Students can utilize one of several modes of presentation. Some examples include PowerPoint or Google Slides, Poster Presentation, Digital or Paper Timeline, and Physical Model of Process.

\*Note: Student groups will collaborate in choosing their presentation medium once their initial research is completed.

## **ELABORATION – Vocabulary**

Show video called *Things that Go: Trucks and Trains*

<https://www.youtube.com/watch?v=0Cks5F8EfF8>

Use vocabulary instruction strategies to build students' background knowledge and understand of the vocabulary terms.

Examples can be found at <http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary>. Vocabulary strategy worksheets are included at the end of this document.

**Goods, Transportation, Transport, Product, Logistics, Economy, Producers, Consumers, Tractor, Trailer, Refrigerator Truck, Dry Goods Truck, Tracking, Service Hours, Loading, Produce**

## **EVALUATION**

- Students will be evaluated on their collaborative work presentations.
- Students will complete a delivery timeline which includes where specified goods come from, how they are packaged, and how they are delivered.

**Lesson 2 Learning Goal:**

Students will generate math word problems for based on information they have learned about the trucking industries transportation of goods. Word problems will include 3 digit addition and 3 digit subtraction.

**Notes:** This lesson is designed as a Project Based Learning opportunity. The steps in this project may take either several days or several weeks. These lessons are not designed to be rushed to completion but to allow students to gain a deeper understanding of how goods become available to consumers and of how important the trucking industry is to the global and local economy and to the way of life for an industrialized society.

Information for this lesson was taken from <http://www.arrowtruck.com/blog/wp/index.php/when-the-trucks-stop-america-stops-the-importance-of-truckers-in-america/>.

**ENGAGEMENT**

“...if it weren’t for trucks, most of the country’s businesses wouldn’t be able to operate, says Gill. This “upstream” component—delivering goods to businesses that can then make money thanks to those deliveries—is the industry’s most important contribution to the country’s economic well-being.” – Vijay Gill

Students will discuss with partners how their city/town would be different if stores were not able to order goods from other areas.

Trucks are necessary for our way of life. Our economy and our way of life has grown dependent on trucks delivering goods to our stores. Most of the items we buy come from many miles and can range from fruit to tennis shoes.

**Task**

Students will write math stories that are related to the trucking industry and the goods hauled by truckers. Students are encouraged to write 3-digit addition and 3-digit subtraction problems.

Students will use dice to help them come up with 3-digit numbers to use in their math story problems.

Ex. John loaded his truck full of 248 bunches of grapes and began his trip to the local grocery store. Steve, the grocery store manager, realized that for the next week he needed to order even more bunches of grapes because shoppers had purchased all of the grapes. Steve decided to double his order from the week before. How many bunches of grapes did Steve order for John to haul for the next week?

$$\begin{array}{r} 1 \\ 248 \\ +248 \\ \hline 496 \end{array}$$

**Collaboration**

Students will work to solve their partners’ word problems making sure to show their work. When one partner is finished solving the problems he or she will pass their answers for a different partner to check. The checker will evaluate whether the problems are correct by solving them on their own.

## References and Resources:

<http://www.investopedia.com/university/teaching-financial-literacy-kids/teaching-financial-literacy-kids-goods-and-services.asp>

<https://www.selectusa.gov/logistics-and-transportation-industry-united-states>

<http://www.kidzsearch.com/>

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

<http://www.factmonster.com/>

<http://learningtasks.weebly.com/vocabulary-strategies.html>

<http://www.thefreedictionary.com/Transportation+of+goods>

<https://www.youtube.com/watch?v=BFGtse525UE>

<https://www.youtube.com/watch?v=0CsuzhWsenQ>

<https://www.youtube.com/watch?v=pomULZumUkw>

<https://www.youtube.com/watch?v=k0Y3bYRC5QU>

<https://www.youtube.com/watch?v=0Cks5F8EfF8>

<http://blog.aimsedu.org/2013/06/11/making-word-problems-more-engaging-part-one/>

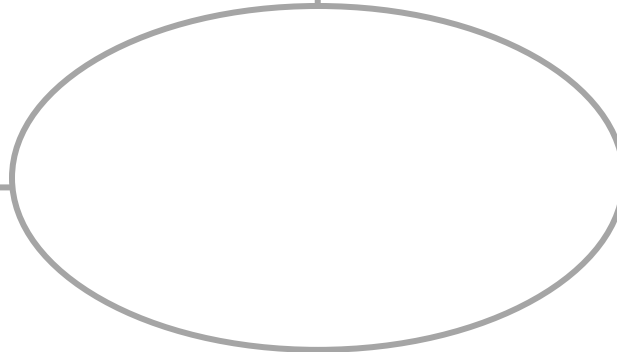
<https://www.teachervision.com/tv/printables/MM-28.pdf>

[http://www.arrowtruck.com/blog/wp/index.php/when-the-trucks-stop-america-stops-the-importance-of-truckers-in-america/.](http://www.arrowtruck.com/blog/wp/index.php/when-the-trucks-stop-america-stops-the-importance-of-truckers-in-america/)

Lesson 1

**DESCRIPTION:** Define the term using your own words.  
term.

**FACTS:** Give at least 3 interesting facts about the



**SYNONYM:** What is it like?  
like?

**ANTONYM:** What is it not

## Lesson 1

### \* Directions for Graffiti Vocabulary Project

When the vocabulary words are associate with subject specific concepts, have the student create word posters. Provide recognition for good work by transforming the student work into the class word wall!

#### **Graffiti Criteria**

1. Vocabulary word is drawn using bubble letters
2. Description of term using own words
3. At least 3 images representing the term
4. All white space must be colored in

#### Example of Graffiti Art Vocabulary Wall



\*See rubric on page 2.

# Lesson 1

## Graffiti Vocabulary

Name: \_\_\_\_\_ Class: \_\_\_\_\_

GRADING CRITERIA	FULL CREDIT - 10 points	HALF CREDIT - 5 points
Social Studies Content Score: _____	<ul style="list-style-type: none"><li>• Word is appropriately defined</li><li>• At least 2 facts/features that show understanding</li><li>• Historical relevance</li></ul>	<ul style="list-style-type: none"><li>• Definition is incomplete</li><li>• Lacks facts/features that show understanding</li></ul>
Artistic Representation Score: _____	<ul style="list-style-type: none"><li>• Word is drawn artistically</li><li>• The entire page has visual interest</li><li>• Additional information is illustrated</li></ul>	<ul style="list-style-type: none"><li>• Little artistic representation of the word</li><li>• No additional information was illustrated</li></ul>
Literacy Skill Score: _____	<ul style="list-style-type: none"><li>• Poster contains no grammatical errors</li></ul>	<ul style="list-style-type: none"><li>• Grammatical errors</li></ul>

**Total =**

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**Total =**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

# Process Steps

1

2

3

4

5

6

7

8

9

10

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## Grade 3 Math Word Problems Worksheet

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*Read and answer each question. Show your work!*

### Subtraction Word Problems A1

Winter is almost here and most animals are migrating to warmer countries.

1. There are 167 bird families living near the mountain. If 132 bird families flew away for winter, how many bird families were left near the mountain?
2. At the river, 325 out of 455 salmon families went to warmer waters to avoid being frozen. How many salmon families were left in the river?
3. The wolves, though accustomed to cold weather, also wanted to move away from the incoming winter. If there are 243 packs of wolves living in the forest and 131 packs went away, how many wolf packs were left in the forest?
4. Some deer families are also moving out to avoid the shortage of grass that will result from occasional blizzards. If there are 379 deer in the area and around 245 of them stayed, how many deer families moved out?
5. Even the chipmunks are trying to get away to find other warmer places to stay. If 219 chipmunk left from the original 386, how many chipmunks went away?

## 5E Lesson Plan