

California

Wonders

FOR ENGLISH LEARNERS

English Language Development Teacher's Edition

Mc
Graw
Hill
Education

EMERGING EXPANDING BRIDGING

Grade 2



Different Places

ESSENTIAL QUESTION

What makes different parts of the world different?

Day 1 Components

Companion Worktext
ELD Visual Vocabulary Cards
Visual Vocabulary Cards

Day 2 Components

Language Development Cards/Practice
Foundational Skills Kit
Companion Worktext

	DAY 1	DAY 2
15	Language Support, 414-415 Set Purpose, 414 Oral Language, 414 <ul style="list-style-type: none">• Explore the Essential Question	Language Support, 422-423 Set Purpose, 422 Vocabulary ●■◆ 423 <ul style="list-style-type: none">• Review Vocabulary• Domain words
20	Shared Read 416-420 “Alaska: A Special Place” ● 416-417 <ul style="list-style-type: none">• Make Connections: Review the Essential Question	Close Read, 424-427 “Alaska: A Special Place” ● 424-425 <ul style="list-style-type: none">• Respond to the Text
25	“Alaska: A Special Place” ■◆ 418-420 <ul style="list-style-type: none">• Make Connections: Review the Essential Question	“Alaska: A Special Place” ■◆ 426-427 <ul style="list-style-type: none">• Respond to the Text
30	Language Support, 414-415 More Vocabulary ●■◆ 415 <ul style="list-style-type: none">• Introduce Vocabulary <i>features, among, frozen, sunlight, set, darkness</i>• Review Weekly Vocabulary	Language Support, 422-423 Oral Language ●■◆ 422 <ul style="list-style-type: none">• Academic Language: Offer Opinions• Language Development Practice
35	Words and Phrases, 415 <ul style="list-style-type: none">• Suffix -er ●• Suffix -est ■◆	Grammar ●■◆ 423 <ul style="list-style-type: none">• Linking Verbs• Language Development Cards
40		Fluency ●■◆ 423 <ul style="list-style-type: none">• Pronunciation and Expression• Foundational Skills Kit: Choral Reading, Echo Reading, High-Frequency Words, Phonics
45	Language Support, 421 Speaking and Writing, ●■◆ 421 <ul style="list-style-type: none">• Talk About It• Write About it• Present and Discuss	Language Support, 422-423 Listening Comprehension ●■◆ 422 “Where Do You Live?”
50		
55		
60		

CALIFORNIA ELD STANDARDS

Part I

 ELD.PI.2.1 ● ■ ◆
 ELD.PI.2.2 ● ■ ◆
 ELD.PI.2.8 ● ■ ◆

Part II

 ELD.PII.2.2 ● ■ ◆
 ELD.PII.2.4 ● ■ ◆
 ELD.PII.2.5 ● ■ ◆

Part III

 Foundational Skills
 Phonics
 Fluency

KEY

- Emerging
- Expanding
- ◆ Bridging

Day 3 Components

 Companion Worktext
 Literature Anthology

Day 4 Components

 Differentiated Text
 Companion Worktext
 Literature Anthology

Day 5 Components

 Companion Worktext
 Differentiated Text

DAY 3

Writing, 429-430

Write to Sources ● 429

Write to Sources ■ ◆ 430

- Analyze the Prompt
- Review the Graphic Organizer
- Examine Student Model
- Talk About It
- Text Evidence
- Grammar
- Connect Ideas
- Your Turn

Language Support, 428

Set Purpose, 428

Oral Language ● ■ ◆ 428

- Retell
- Review Vocabulary

Literature Anthology, 431

Set Purpose, 431

Rain Forests

● ■ ◆ 431

DAY 4

Differentiated Text, 432-433

Set Purpose, 432

"The Grand Canyon" ● ■ ◆ 432

Respond to the Text ● ■ ◆ 433

- Partner Discussion
- Write

Writing, 434

Write to Two Sources ● ■ ◆ 434

- Set purpose
- Analyze the prompt
- Gather Text Evidence
- Analyze Text Evidence

Literature Anthology, 435

Set Purpose, 435

Rain Forests

● ■ ◆ 435

DAY 5

Writing, 436

Set Purpose, 436

Write to Two Sources ● ■ ◆ 436

- "Alaska: A Special Place" and "The Grand Canyon"
- Analyze the Model
- Write the Response
- Revise
- Present

Progress Monitoring, 437

Written Production ● ■ ◆ 437

- Diagnose and Prescribe

Progress Monitoring, 437

Oral Production ● ■ ◆ 437

- Diagnose and Prescribe

Language Support

Language Objectives

- Expand on lesson vocabulary
- Recognize and understand suffixes

Content Objectives

- Understand expository text
- Compare and contrast

Materials >> Go Digital

- Companion Worktext for Emerging pp. 4–7 and Expanding/Bridging pp. 224–227
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards



ELD ELD.PI.2.1.Em, ELD.PI.2.1.Ex, ELD.PI.2.1.Br, ELD.PI.2.5.Em, ELD.PI.2.5.Ex, ELD.PI.2.5.Br, ELD.PI.2.6.Em, ELD.PI.2.6.Ex, ELD.PI.2.6.Br, ELD.PI.2.12a.Em, ELD.PI.2.12a.Ex, ELD.PI.2.12a.Br

Set Purpose

This week we will be studying the language in the expository text “Alaska: A Special Place.” Discussing the language in the text will help you understand what the author is saying. Today we will find out why Alaska is a special place and how it is different from other places in the world.

Oral Language

EXPLORE THE ESSENTIAL QUESTION

What makes different parts of the world different?

Use the Graphic Organizer Direct children’s attention to the graphic organizer on the right-hand page of the Weekly Opener. *We have seen this type of graphic organizer many times before. What is it called? (an idea web)* Point to the center circle and choral read the title of the idea web with children: *Where I Live*. Then have children complete the web to tell what it is like where they live. Ask them to share their answers with the class.



Talk About It Focus partners on the photograph on the left-hand page of the Weekly Opener and have them discuss how this part of the world is different from other parts. *Who do you see in the photograph? (a family) Where is the family walking? (in a forest) What is like there? Describe it.* Provide the following sentence frames as needed:

The trees are **tall and green**. The weather is **warm**. The **Sun** is shining through the trees.

Discuss the word *different* (cognate: *diferente*). Display two identical small balls: *These balls are the same. They are both red. They are both small.* Next, display one of the small red balls alongside a larger ball of a different color: *These balls are different. Hold the smaller ball higher: This ball is small and red. Hold up the larger ball: This ball is big and blue. Hold up the larger ball again: How is this ball different from the other ball? This ball is big and blue.*

Next, display a globe: *This is our world.* Have children point to the globe and repeat. Place small sticky notes on several countries. Point to each: *This is a part of our world. This is a place in our world. These places are different. They are different sizes. They are different shapes, but they are all part of our world.* Ask children to complete the frame: **These places are all different, but they are all part of our world.**



EMERGING Direct children’s attention to the sentence frames at the bottom of page 5. Choral read the sentence frames. Have partners use the words from the idea web to complete the sentences.



EXPANDING/BRIDGING Direct children’s attention to the sentence frames at the bottom of page 225. Have partners choral read the sentence frames and use the words from their idea webs to complete the sentences.

More Vocabulary

For each level, introduce **More Vocabulary** from “Alaska: A Special Place,” using the **ELD Visual Vocabulary Cards**. Follow the **Define/Example/Ask** routine for each word. Highlight morphology and identify any cognates in the children’s primary language. Then have children complete the **Partner Talk** activity.

EMERGING Teach vocabulary *frozen* (p. 10) and *darkness* (p. 11). Discuss the photos and examples on page 6. Have children complete the activities about the words. Model answering the questions using the sentence frames and have children do the same.

EXPANDING/BRIDGING Teach vocabulary *among* (p. 230), *darkness* (p. 231), *features* (p. 229), *frozen* (p. 230), *set* (p. 231), and *sunlight* (p. 231). Highlight any morphology that will help children. For example, point out that *-ness* at the end of *darkness* tells children that the word is a noun. Have children circle the *-ness*.

After children complete the vocabulary sentence frames on pages 226–227, have partners ask each other questions using the vocabulary words.



COLLABORATIVE **Review Weekly Vocabulary** Display the **Visual Vocabulary Cards** *eerie*, *growth*, *layers*, *lively*, *location*, *region*, *seasons*, *temperate*. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words, using the sentence frames.



PRODUCTIVE **ALL LEVELS** Have children write phrases that include the weekly vocabulary words and More Vocabulary words in their notebooks—pairing each adjective with a noun in a way that makes sense.

Words and Phrases



INTERPRETIVE **EMERGING** **Suffix -er** Have children turn to page 227. On the board, write: *cold + er = colder*. To indicate that you are cold, rub your hands and arms, as if you are trying to warm yourself. Make gestures indicating that you are cold

as you say: *I am cold*. Have children echo and mimic. Then rub your arms and hands again, but more swiftly; act as though you are shivering: *I am colder!* Have children echo and mimic. Point out the word *cold* on the board. Read it aloud, and have children echo. Then point to *-er*, and say: *I can add the suffix -er to the word cold to mean “more,” so when I say I am colder, this means that I am more cold. Repeat a similar routine with warm + er = warmer*. Have partners complete the frames on page 7: **Winter is colder than summer. Summer is warmer than winter.**

EXPANDING/BRIDGING **Suffix -est** Have children turn to page 227. *The suffix -est compares three or more things*. On the board, draw a simple sketch of three stick figures in row, making each noticeably taller than the one that precedes it. Pointing to each figure as appropriate, say: *tall, taller, tallest*. Repeat, having children echo and point along with you. Write *tall + est = tallest* as you explain: *You can add the suffix -est when you compare three or more things*. Repeat the routine with three circles in a row and *big, bigger, biggest*. Have children complete the Words and Phrases activities on page 227.

EXPANDING Display a simple picture you have drawn of three flowers in a row—to illustrate *tall, taller, tallest*. All three flowers should have the same appearance—except for height and color. Have pairs take turns coming forward, pointing to the tallest flower, and then using the color to describe the tallest flower while pointing to it. As necessary, provide this frame: **The pink flower is the tallest flower.** Repeat the routine with a picture of three boxes of different colors and sizes: **The red box is the biggest box.**

BRIDGING Utilizing the flower and box pictures you have drawn, ask partners to discuss the pictures, describing them with the words *tallest, shortest, biggest, and smallest*, as well as the color adjectives, for example, *The blue flower is the shortest flower.*

EXPANDING/BRIDGING **Write** Have partners write two original sentences—one each for the words *tallest* and *biggest*—and orally share them. Then have them record their sentences, underlining the words *tallest* and *biggest*, in their notebooks.

Shared Read

Language Objectives

- Demonstrate understanding of cohesion
- Connect ideas
- Ask and answer questions
- Expand noun phrases
- Locate and discuss text evidence
- Understand and use suffixes

Content Objectives

- Compare and contrast
- Identify key details

Materials >> Go Digital

- Companion Worktext for Emerging pp. 8–11



ELD ELD.PI.2.1.Em, ELD.PI.2.2.Em, ELD.PI.2.6.Em, ELD.PI.2.12a.Em, ELD.PII.2.2.Em, ELD.PII.2.4.Em, ELD.PII.2.6.Em, ELD.PII.2.7.Em, RF.PIII.2.1

Read “Alaska: A Special Place”

Reading Routine

- **Build On** In preparation for today’s discussions, have children share and discuss what they’ve learned so far about Alaska.
- **Read** Choral read each paragraph with children. Ask questions and use strategies provided to help children understand the text.
- **Discuss** Use the prompts and sentence frames to guide the discussion. Have children point to or identify text evidence to support their responses.

PAGE 8



1 Talk About It Have pairs of children chorally read the title, the Essential Question, and the sentence below the Essential Question. Remind children that we read from left to right. Ask a volunteer to point to where to begin reading the text. Remind children that the photos in an informational text will help them understand the text.

Have partners take turns reading the questions in the side column and then work together to answer them, using the boldfaced words at the top of the column: *Alaska*, *mountain* (cognate: *montaña*), and *snow*. Point out that *Alaska* is a proper noun; it names a specific place. Remind children to take notes as they read the text.

PAGE 9

Paragraph 1

1 Specific Vocabulary **ACT** Chorally read the paragraph. *What is a land feature? A land feature is a large or important part of the land. What are two words in the paragraph that name land features? (mountains, glaciers)* Have children circle these words.

Paragraph 2

Read the section title and remind children what this section is about. Remind children of the pronunciation of *Mt.* Then have children choral read the paragraph. Point out that *Mt.* is an abbreviation often used in the name of a mountain. Remind children that an abbreviation is a short form of a word.

2 Comprehension: Compare and Contrast Have children answer the question in the prompt. *Mt. McKinley is different because it is taller than the other mountains.* Have partners work together to locate and underline the answer in the text.

Paragraph 3

3 Sentence Structure **ACT** Have pairs read the paragraph. Have them draw a box around the word and in the third sentence. *What two things happen to the layers of snow to make a glacier? The snow builds up and turns to ice.*

PAGE 10

Paragraphs 1–2

Read the section title and remind children what this section is about. Choral read the

paragraphs with children. Point out the cognate *región*.

1 Comprehension: Compare and Contrast Have children use this sentence frame to tell how the temperature is different in the south of Alaska: **The temperature is warmer in the south of Alaska than in northern Alaska.** Guide children in drawing a box around the sentence *It is warmer there*. Point out the *-er* suffix in *warmer* as you remind children that *warmer* means “more warm.”

Connect Ideas Have partners read the second paragraph again. Point out the connecting word *So*. Explain that this connecting word makes the text clearer and smoother. Point out that *so* in this sentence means “as a result” or “because of this.” On the board, write: *It is cold in northern Alaska. Most people live in the south of Alaska. It is cold in northern Alaska, so most people live in the south of Alaska.* Ask children to tell which word connects the two sentences. **The word so connects the two sentences.**

2 Specific Vocabulary **ACT** Chorally read the prompt and have children circle the word *soil*. Have children reread the second paragraph and answer the question in the prompt. **(the south of Alaska)**

Paragraph 3

Read the section title and remind children what this section is about. Point out the cognate *animales*. Choral read the paragraph. Review the meaning of the verb *spot*.

INTERPRETIVE **3 Sentence Structure** **ACT** On the board, write: *Black bears fish in the streams. Brown bears fish in the streams.* Read each sentence aloud and have children repeat. Then write: *Black bears and brown bears fish in the streams.* Point out the first two sentences. *How did the author put these two sentences together?* Have partners use this sentence frame to answer. **The author put the two sentences together by adding the word and.** Guide children in recognizing and discussing the fact that putting the sentences together makes the information more interesting and easier to understand. Have pairs work together to find and underline the part of the sentence that tells what black bears and brown bears do. **(fish in the streams)**

PAGE 11

Paragraphs 1–2

Read the section title and remind children what this section is about. Chorally read the paragraphs.

1 Comprehension: Compare and Contrast Have children scan the two paragraphs for ways Alaska is different in the summer and the winter. Have pairs work together to draw boxes around the two seasons being compared. **(summer, winter)** Then have children answer the question in the prompt by completing the sentence frames. **In summer, the Sun does not set for days. In winter, the Sun does not rise in some places.**



2 Talk about It Have partners use this sentence and frame to talk about why people are used to days without sunshine in Alaska. **People spend many days without sunlight in Alaska. There may be more than 60 days of darkness in some places.** After children have their discussions, tell them to complete the sentence frame in their books to answer the question in the prompt. **(60 days of)**

Paragraph 3

Have children choral read the final sentence on the page. Point out the cognate *interesante*.

Ask children to use this frame to identify the word the author uses to tell about Alaska: **The author says that Alaska is an interesting place.** Write these adjectives on the board and have pairs discuss the state as they add a different adjective to tell about Alaska: *big, cold, icy*. **Alaska is a/an _____ place.**



Make Connections Review the Essential Question and have partners use the vocabulary they have learned to discuss the features that make Alaska an interesting place. Then have them discuss how Alaska is different from the place where they live—and how it is the same. Provide sentence frames as necessary, and have children write answers after discussing them. **Alaska is interesting because it has _____, _____, and _____. Alaska is different from where I live because it has _____. Alaska is like where I live because it has _____.**

Shared Read

Language Objectives

- Demonstrate understanding of cohesion
- Connect ideas
- Ask and answer questions
- Offer opinions
- Expand noun phrases
- Locate and discuss text evidence
- Understand and use suffixes

Content Objectives

- Compare and contrast
- Identify key details

Materials >> Go Digital

- Companion Worktext for Expanding/Bridging pp. 228–231
- Visual Vocabulary Cards



ELD ELD.PI.2.1.Ex, ELD.PI.2.1.Br, ELD.PI.2.2.Ex, ELD.PI.2.2.Br, ELD.PI.2.6.Ex, ELD.PI.2.6.Br, ELD.PI.2.12a.Ex, ELD.PI.2.12a.Br, ELD.PII.2.2.Ex, ELD.PII.2.2.Br, ELD.PII.2.4.Ex, ELD.PII.2.4.Br, ELD.PII.2.6.Ex, ELD.PII.2.6.Br, ELD.PII.2.7.Ex, ELD.PII.2.7.Br, RF.PIII.2.1, RF.PIII.2.4

Read “Alaska: A Special Place”

Reading Routine

- **Build On** In preparation for today’s discussions, have partners share what they have learned so far about Alaska. Have pairs discuss and ask each other questions about such topics as Alaska’s seasons, the darkness in Alaska, and why the ground there is frozen for such long periods of time.
- **Read** Choral read each paragraph with children. Ask questions and use strategies provided to help them understand the text.
- **Discuss** Use the prompts and sentence frames to guide the discussion. Ask children to identify text evidence to explain or justify their responses.

PAGE 228



1 Talk About It Have pairs of children chorally read the title, the Essential Question, and the sentence below it. Remind children that we read from left to right. Ask a volunteer to point to where to begin reading the text. Remind children that Alaska is a location, or a place, in the United States. Point out that Alaska is a part of the United States. Explain that *unique* means “like no other.” Tell children this means that Alaska is different from all other places.

Have partners take turns reading the questions in the side column and then work together to answer the questions orally. Then have partners write their

answers on the lines provided. (Possible answers: The title tells me that Alaska is a special place. I can learn from the photo that Alaska has mountains covered in snow and ice.)

Remind children to take notes as they read the text.

PAGE 229

Paragraph 1

1 Sentence Structure **ACT** Have children choral read the paragraph. Point out cognates *montañas*, *volcanes*, and *regiones*. Have partners discuss the three named features that can be found in Alaska. Then have children circle the names of these items in the text. (mountains, glaciers, volcanoes) Point out that all of these are nouns, as they name things. Explain that the commas are used to separate items in a list.

Paragraph 2

Read the section title and remind children what this section is about.

Write *Mt. McKinley* on the board. Circle *Mt.* Say: *This is an abbreviation. It is a short way of writing the word Mount, which is often used as part of the name of a mountain.* Point to *Mt.* Ask: *How do you pronounce this abbreviation? What does the abbreviation stand for? (Mount)*

Fluency Model reading aloud the second paragraph, emphasizing the words *tallest* and *just*. Point out that saying these words in this way shows that they are very important words in the paragraph. Choral read the paragraph with children.

2 Comprehension: Compare and Contrast Have partners identify the sentence that compares Mt. McKinley to other mountains in the United States. (*The tallest mountain in the United States is in Alaska.*) Tell children to underline the sentence in the text. Then have children complete the following sentence frame: **Mt. McKinley is the tallest mountain in the United States.**

Remind children that the suffix *-er* compares two things and that the suffix *-est* compares three or more things.

EXPANDING Have children draw three pictures in a row to show mountains that are tall, taller, and tallest. Tell children to write a phrase below each picture to describe it, for example, *tall mountain*. Have children circle the suffix in *taller* and *tallest*. Tell them to draw an arrow to the mountain that shows how tall Mt. McKinley is. (*tallest*) Tell pairs to discuss the reason for drawing the arrow to the selected mountain. As necessary, provide the following sentence frames: **I drew an arrow to this mountain because it is the tallest mountain. Mt. McKinley in Alaska is the tallest mountain in the United States.**

BRIDGING Have children draw three pictures in a row to show glaciers that are big, bigger, and biggest. Tell children to write a sentence below each picture to describe it, for example, *This is a big glacier*. Have children circle the suffix in *bigger* and *biggest*. Tell them to draw an arrow to the glacier that shows how big the glaciers are in Alaska. (*biggest*) Tell pairs to discuss the reason for drawing the arrow to the selected glacier and to then write a sentence to tell the reason.

Paragraph 3

3 Specific Vocabulary **ACT** Have partners take turns reading aloud the paragraph and the prompt. Tell them to discuss the answer to the question and then to write the answer in their books. (*It turns to ice.*)

PAGE 230

Paragraphs 1–2

Read the section title and remind children what this section is about. Choral read the paragraphs with children.

Cohesion Point out the phrase *As a result* at the beginning of the second paragraph. *Linking words and phrases can help you better understand a text. This sentence begins with the linking phrase as a result. You can see that a comma follows the linking phrase. This linking phrase tells you that the author is explaining why.* Also point out that the phrase connects the second paragraph with the first one. Have pairs discuss why most people live in the south of Alaska.

1 Comprehension: Compare and Contrast Ask a volunteer to read aloud the question in the prompt. Point out that children have just discussed the answer to this question. Tell them to write the answer in their books: *It is warmer than the Arctic region.*

2 Sentence Structure **ACT** Ask a volunteer to read aloud the prompt. Point out that the commas separate items in a list. Have children circle the commas in the text. Tell pairs to work together to identify the predicate, the part of the sentence that tells about the three things. Then have children underline the telling part of the sentence in their own books. (*are almost always frozen*)

Condensing Ideas On the board, write: *The ground is almost always frozen. The lakes are almost always frozen. The rivers are almost always frozen.* Then point out the sentence in the book that children have just been discussing. *By putting together the nouns in the subject of the sentence with the word and, the author makes the sentence more interesting.* Have pairs discuss how four sentences have been put together to form this sentence in the third paragraph: *You can see a black or brown bear fishing in a river or stream. (You can see a black bear fishing in a river. You can see a black bear fishing in a stream. You can see a brown bear fishing in a river. You can see a brown bear fishing in a stream.)*

Paragraph 3



3 Talk About It Have small groups discuss the animals of Alaska. Tell them to draw a picture to illustrate the three types of bears. Before they begin their work, point out that a polar bear is white. Have children write the answer to the question in their books. (*polar bear, black bear, brown bear*)



EXPANDING

Have children write a phrase as a label for each bear: *polar bear*, *black bear*, *brown bear*. Tell them to discuss how they decided which label to write below each bear.

BRIDGING

Have children write one or two sentences to describe each bear.

PAGE 231

Paragraphs 1–2

Read the section title and remind children what this section is about. Choral read the paragraphs with children.

1 Comprehension: Compare and Contrast Have a volunteer read aloud the question in the prompt. Then have pairs discuss the answer. (*summer, winter*) Tell children to underline details that tell about daylight and darkness during summer and winter.

2 Specific Vocabulary **ACT** Explain that different states have different names for the people who live there. Point out *Alaskans*. *Alaskans are people who live in Alaska*. Tell children the word that names people in your state. Have a volunteer read aloud the question in the prompt. Tell pairs to work together to identify the answer. Then have children write the answer on the lines provided. (*afternoon soccer practice in the dark*)

EXPANDING Have children write to complete this sentence frame: **People who live in Alaska are called Alaskans**. Then have children orally tell the noun that names people in your state.

BRIDGING Tell children to write one sentence that includes the noun that names people who live in Alaska and one sentence that names people who live in your state. Then have children use both proper nouns in a short paragraph.

Paragraph 3

Have children choral read the final sentence on the page. Then tell pairs to read it aloud to one another. Point out the cognate *interesante*.

Compare and Contrast: Offering Opinions

Have a volunteer read aloud the final question: *How is where you live different from Alaska? How is it the same?*

EXPANDING

Have small groups divide a sheet of paper into two columns. Tell them to label the columns *Same* and *Different*. Guide children in writing phrases or creating illustrations to complete the columns. Point out that children may use phrases from the text to tell about Alaska. Circulate as groups do their work, and prompt as necessary. When the columns are complete, have children use this sentence frame to tell whether they would rather live in Alaska or in the location where they live now: **I think it is better for me to live in _____.**

BRIDGING

Have small groups discuss the answer to the question regarding similarities and differences. Then tell group members to discuss whether they would rather live in Alaska or in their current location. Tell children to explain why. Have them use phrases such as: *I think, I feel, I agree with _____*. *I do not agree with _____*.

Make Connections

Review the Make Connections Essential Question: *What are three things that make Alaska interesting?*

EXPANDING

Have small groups discuss the answer to the question. As needed, provide these sentence frames: **One thing that is interesting about Alaska is _____**. **Another thing that is interesting about Alaska is _____**. **A third thing that is interesting about Alaska is _____**.

BRIDGING

Have small groups discuss the answer to the question. Based on comments by group members, have children compile a list of things about Alaska that are interesting. Then have groups share their lists with the class.

Language Support

Language Objectives

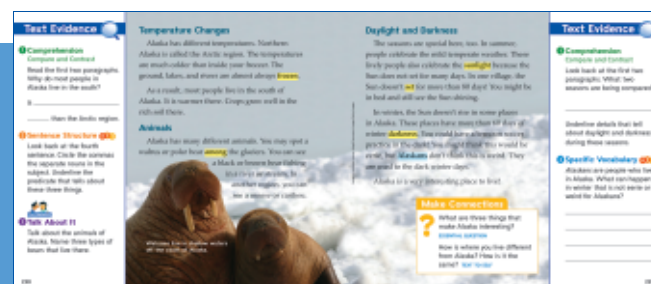
- Paraphrase Information
- Form opinions
- Present information

Content Objectives

- Write sentences to respond to a statement.

Materials >> Go Digital

- Companion Worktext for Emerging pp. 8–11 and Expanding/Bridging pp. 228–231



ELD ELD.PI.2.1.Em, ELD.PI.2.1.Ex, ELD.PI.2.1.Br, ELD.PI.2.2.Em, ELD.PI.2.2.Ex, ELD.PI.2.2.Br, ELD.PI.2.3.Em, ELD.PI.2.3.Ex, ELD.PI.2.3.Br, ELD.PI.2.4.Em, ELD.PI.2.4.Ex, ELD.PI.2.4.Br, ELD.PI.2.5.Em, ELD.PI.2.5.Ex, ELD.PI.2.5.Br, ELD.PI.2.9.Em, ELD.PI.2.9.Ex, ELD.PI.2.9.Br, ELD.PI.2.10.Em, ELD.PI.2.10.Ex, ELD.PI.2.10.Br

Speaking and Writing



Talk About It Have partners discuss this statement: **There are many interesting kinds of land features.** Tell children to name one place where people can see mountains and glaciers; have them explain how glaciers are formed. Ask children to cite evidence from the selection and answer in complete sentences.

People can see mountains and glaciers in Alaska.

Glaciers form from layers of snow. The snow turns into ice.



Write About It Have partners work together to write 2–4 sentences to describe land features.

EMERGING Provide sentence frames to help children record their ideas.

EXPANDING Have partners work collaboratively to write a few sentences about the statement. If children have difficulty remembering land features, point out parts of the text that contain helpful information.

BRIDGING Tell partners to work together to write a paragraph about the statement. If children have difficulty finding text evidence to support their sentences, remind them to go back through the selection, noting text and photos.

Present and Discuss After children have finished their writing, have groups of four children work

together. Tell each pair of children to read their texts, and have the listening pair restate the information presented. Children should use these words: **I heard you say _____. I agree/disagree _____.**

Then have children reverse their roles.

Videotape presentations for children to watch and critique.

PRESENTATION CHECKLIST

Remind children to:

- ✓ Speak clearly and slowly.
- ✓ Speak loudly enough for all to hear.
- ✓ Practice your presentation.

Word Wall Add the following words to your Word Wall for children to refer to during the week.

Word	Cognate
different	diferente
features	
location	
mountain	montaña
place	
region	región

Language Support

Language Objectives

- Understand linking verbs
- Use academic and domain-specific vocabulary
- Read aloud fluently
- Adjust language appropriately for a specific setting

Content Objectives

- Offer and support opinions related to the text

- Answer questions about the Interactive Read Aloud

Materials >> Go Digital

- Language Development Practice
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards
- Language Development Card 15A
- Fluency Cards 1 and 5A
- Routine Card R5A
- Phonics Cards 33 and 34

Interactive Read Aloud



- Interactive Read Aloud

ELD ELD.PI.2.1.Em, ELD.PI.2.1.Ex, ELD.PI.2.1.Br, ELD.PI.2.3.Em, ELD.PI.2.3.Ex, ELD.PI.2.3.Br, ELD.PI.2.4.Em, ELD.PI.2.4.Ex, ELD.PI.2.4.Br, ELD.PI.2.9.Em, ELD.PI.2.9.Ex, ELD.PI.2.9.Br, ELD.PI.11.Em, ELD.PI.11.Ex, ELD.PI.11.Br, ELD.PI.2.12b.Em, ELD.PI.2.12b.Ex, ELD.PI.2.12b.Br, ELD.PII.2.3.Em, ELD.PII.2.3.Ex, ELD.PII.2.3.Br, RF.PIII.2.2, RF.PIII.2.3, RF.PIII.2.4

Set Purpose

Today, we will continue looking closely at the informational text “Alaska: A Special Place.” Reading the text again will help you understand the text and answer the Essential Question: What makes different parts of the world different? You will also offer opinions about which part of Alaska would be better a better place to live. And we will learn about the different parts of our country when we listen to “Where Do You Live.”

Oral Language



COLLABORATIVE

Academic Language: Offer

Opinions Remind children that an opinion tells what someone thinks or feels.

EMERGING Offer Opinions Model an example of offering an opinion: *I think Alaska is a good place to live.* Then ask: *What is your opinion about Alaska?* Provide this sentence frame: **I think Alaska _____.** Provide children with language options to complete the sentence: *looks pretty, is nice, sounds fun.* Then have children share their opinions with the group. For more sentence frames for offering an opinion, see **Language Development Practice**.

EXPANDING Provide an example of offering an opinion: *I think I would like to live in the south of Alaska. What is your opinion?* Provide sentence frames: **I think _____ because _____. I do not think _____ because _____.**

BRIDGING Have children write a few sentences offering an opinion about Alaska.

EXPANDING/BRIDGING Have children exchange opinions with partners and provide details from the selection to justify their opinions. For more instruction on offering an opinion, see **Language Development Practice**.

Listening Comprehension

Interactive Read Aloud: *Where Do You Live?*

This passage is about the different parts of our country. As you listen, write down any words or ideas you do not understand. After the first listen, have partners discuss what they have written. Then have them complete this sentence frame: The main idea is there are seven regions of our country.



COLLABORATIVE

EMERGING Have partners discuss how two regions of the country are different using these sentence frames: **These two regions—(name of region) and (name of region)—are different. One is (answers will vary). The other is (answers will vary).**

EXPANDING Ask children to tell how two regions are different: **These two regions—(name of region) and (name of region)—are different because (answers will vary).**

BRIDGING Ask children to choose two regions and discuss how they are the alike and different.

Vocabulary

EMERGING Review Vocabulary Use the **ELD Visual Vocabulary Cards** to review *frozen*. Write the synonym *icy*. Explain that *icy* has a similar meaning to *frozen*. Model using *icy* in a sentence, and have children repeat. Then have children describe the picture on *frozen* card. **The water in the ____ is frozen.** Then have partners ask and answer questions using *icy*. **Why is the ____ icy?**

Domain Words: Science Display and pronounce this domain word and have children repeat: *polar bear*. Have children find the word in the text. Have children complete this sentence frame, using the words *spot* and *Alaska*: **You may spot a polar bear in Alaska.**



COLLABORATIVE EXPANDING/BRIDGING Review Vocabulary Use the **Visual Vocabulary Cards** to review the Wonders weekly vocabulary words and **More Vocabulary** words. Have children work in small groups. Ask one child to display a card as others use the word in a sentence to tell something they learned while reading and discussing texts.

Domain Words: Science Display and pronounce these domain words, and have children repeat and review meanings: *glaciers*, *snowfall*, *temperatures*. Have partners discuss how these words are related. *How are all of these words related? As needed, provide sentence frames: **Glaciers and snowfall are related because ____.** **Snowfall and temperatures are related because ____.***

Grammar

EMERGING Linking Verbs Remind children that a linking verb connects one part of a sentence with the other part; it connects the subject to the rest of the sentence. Provide written sentences on the board. Have children identify the linking verb in each sentence, for example: *I am happy.* (**am**) *You are my friends.* (**are**) For more instruction on linking verbs, use **Language Development Card 15A**.

EXPANDING/BRIDGING Linking Verbs Remind children that a linking verb connects the subject of the sentence to the rest of

the sentence. Have children find examples of linking verbs in “Alaska: A Special Place.” Then have pairs identify the linking verb in each of the following sentences. Have them use each linking verb in a new oral sentence. *My teachers are helpful.* (**are**) *The girls have a good time.* (**have**) For more instruction on linking verbs, use **Language Development Card 15A**.

Fluency

EMERGING Pronunciation Model reading the first paragraph on page 10 of “Alaska: A Special Place” as you carefully, but naturally, pronounce each word. Then read the passage chorally with children. For practice, have children record their voices while they read a few times. Have children play their recordings to you and choose the best.

EXPANDING/BRIDGING

Pronunciation Echo read the third paragraph on page 229 of “Alaska: A Special Place,” carefully, but naturally, pronouncing each word. Then have children take turns reading a paragraph aloud, focusing on correct pronunciation. For more practice, have children record their voices while they read a few times. Have them play their recordings to you and choose the best recording.

Foundational Skills Kit For more support in choral reading, see **Fluency Choral Reading Card 1**. For more support in echo reading, see **Fluency Echo Reading Card 5A**. For High Frequency Words, use the **Read/Spell/Write High-Frequency Words Routine Card R5A** with these words from the selection: *part*, *very*, *also*, *another*, *years*, *there*. For practice with the phonics skill silent letters, use **Phonics Cards 33** and **34**.

LANGUAGE TRANSFERS

Refer to the grammar transfers chart in the **Language Transfers Handbook** to identify grammatical forms that do not transfer in Spanish, Cantonese, Vietnamese, Hmong, Korean, Haitian Creole, and Khmer. Cantonese, Haitian Creole, Hmong, and Vietnamese speakers omit the linking verb.

Close Read

Language Objectives

- Demonstrate understanding of a text by reconstructing sentences
- Understand cohesion
- Understand organization
- Exchange information with peers
- Use academic and domain-specific vocabulary
- Use appropriate language to give and support opinions

Content Objectives

- Demonstrate understanding of reading selection through responding to text
- Closely read a map
- Understand map symbols

Materials >> Go Digital

- Companion Worktext for Emerging pp. 8–13



ELD ELD.PI.2.1.Em, ELD.PI.2.2.Em, ELD.PI.2.3.Em, ELD.PI.2.6.Em, ELD.PI.2.10.Em, ELD.PI.2.11.Em, ELD.PI.2.12.b.Em, ELD.PII.2.1.Em, ELD.PII.2.2.Em

Close Read “Alaska: A Special Place”

Reading Routine

- **Build On** Explain that children are going to read just a few sections of the text and examine the information in a very detailed way. Explain that children will be focusing on things that make Alaska different from other parts of the world. Ask children to tell what they know about how Alaska is different from other parts of the world. Have children ask and answer each other’s questions about what they know.
- **Reread** Read the passages indicated below with children. Ask questions and use strategies provided to help children understand the text.
- **Take Notes** Have children take notes as they read.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have children point to or identify text evidence to support their answers.

these sentence frames as they identify and talk about the additional section heads in the selection, for example: This section head is **Land Features**. It means that the following information is about **land features**.

Paragraph 3

Organization **ACT** Have children chorally read the paragraph and then reread together the fourth sentence. *What does This refer to in the fourth sentence? (the third sentence: The snow builds up and turns to ice.)*

Genre **ACT** Direct children’s attention to the map. Point out that the word **Key** here means “part of a map that tells what the pictures stand for.” Ask children to use the following sentence and sentence frame to tell about the key. **The parts of the key tell that different pictures stand for different features. The star stands for capital.** Continue with the remaining features identified in the key. Identify cognates *montañas* and *volcánes*.

PAGE 9

Paragraph 2

Organization: Text Structure **ACT** Point out the section head: *Land Features*. Read it aloud, and have children repeat. *This is a section head. This section head tells you that the following information is about land features. The author uses these section heads to organize the information in the text. This makes information easier to find and easier to understand.* Have pairs read ahead to use

PAGE 10

Paragraph 1

Select Vocabulary **ACT** Have children echo read the paragraph. Point out the phrase *Arctic region*. Remind children that a region (Spanish cognate: *región*) is a large part of Earth’s surface. Have children tell whether the Arctic region is cold or hot. **The Arctic region is cold.** Ask children to tell how they know the Arctic region is cold. Offer the following sentence and sentence frame: **I know**

the Arctic region is cold because the text says that northern Alaska is called the *Arctic region*. The text also says that the temperature in northern Alaska is colder than a freezer.

PAGE 11

Paragraph 2



Text Reconstruction Read the paragraph aloud while children just listen.

Read the paragraph a second time, instructing children to listen for key words *winter*, *darkness*, and *sunshine*.

Read the paragraph a third time while children listen and take notes on what they hear.

Have children discuss their notes with a partner and work together to reconstruct the text from their notes. Help children write complete sentences as needed.

Next, have children look at the original text. Ask children how many days of darkness are experienced by some parts of Alaska. **In some parts of Alaska, there are more than 60 days of darkness.** Tell children they are going to look at the way the author gives context clues to guide the reader in understanding the meaning of the word *darkness*. Remind children that they find context clues through information in nearby words and phrases. *What are two context clues the author gives to help you understand what the word darkness means?* **One context clue is afternoon soccer practice in the dark. Another context clue is people there are used to days with no sunshine.**

Then have partners compare similarities and differences between their text reconstructions and the original text. Tell children to check to see if they have correctly used context clues. Then have partners share and discuss this information with the whole group.

Respond to the Text

Have children turn to page 12. Guide children through the following instruction.



Partner Discussion Review the information children have learned that is related to the Essential Question: *What makes different parts of the world different?* Then have children apply this information to facts they have learned about Alaska and how it is different from other parts of the country. Model each sentence frame. Then have partners complete the sentence frames with information they have learned. Tell them to cite text evidence to support their statements.

Group Discussion Provide a model for discussion: **I learned that Alaska is different from some parts of the country because it has ____.** To help children respond to others' opinions, repeat children's opinions aloud, correcting their responses as needed. Then have children retell the opinions and respond. **The group said that ____.** **I agree/disagree with ____ because ____.** Remind children to provide text evidence to support their statements.



Write Help partners complete the paragraph on page 13 by encouraging them to refer to their notes as they work to remember key details from the text. Discuss the vocabulary words children can use in their responses. Correct children's sentences as needed.

Share Writing Have children read their sentences aloud to the class. Repeat their responses, correcting as needed. Remind children to speak slowly and clearly as they support their responses through text evidence. Encourage children to use the sentence frames on the bottom of page 13 as they agree or disagree with another classmate's opinion.

Close Read

Language Objectives

- Demonstrate understanding of a text by reconstructing sentences
- Understand cohesion
- Understand organization
- Exchange information with peers
- Use academic and domain-specific vocabulary
- Use appropriate language to give and support opinions

Content Objectives

- Demonstrate understanding of reading selection through responding to text
- Closely read a map
- Write a caption that shows understanding of text and image

Materials >> Go Digital

- Companion Worktext for Expanding/Bridging pp. 228–233



ELD ELD.PI.2.1.Ex, ELD.PI.2.1.Br, ELD.PI.2.2.Ex, ELD.PI.2.2.Br, ELD.PI.2.3.Ex, ELD.PI.2.3.Br, ELD.PI.2.6.Ex, ELD.PI.2.6.Br, ELD.PI.2.10.Ex, ELD.PI.2.10.Br, ELD.PI.2.11.Ex, ELD.PI.2.11.Br, ELD.PI.2.12b.Ex, ELD.PI.2.12b.Br, ELD.PII.2.1.Ex, ELD.PII.2.1.Br, ELD.PII.2.2.Ex, ELD.PII.2.2.Br

Close Read “Alaska: A Special Place”

Reading Routine

- **Build On** Explain that children are going to read just a few sections of the text and examine the information in a very detailed way. Explain that children will be focusing on things that make Alaska different from other parts of the world. Ask children to tell what they know about how Alaska is different from other parts of the world. Have children ask and answer each other’s questions about what they know.
- **Reread** Read the passages indicated below with children. Ask questions and use strategies provided to help children understand the text.
- **Take Notes** Have children take notes as they read.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have children point to or identify text evidence to support their answers.

Authors use section heads because these headings help readers understand and find information. Have partners continue through the text by continuing to note the section heads. Tell children to take turns pointing out and reading aloud each section head. Ask children to discuss why the author uses these section heads.



Genre ACT Direct children’s attention to the map and key. *The map key is a tool to help you understand the map features.*

EXPANDING Have children in small groups work together to orally name each feature shown in the key and point it out on the map.

BRIDGING Have pairs work together to orally name each feature named in the key and point it out on the map. Then have each child write a sentence to tell why the key is important in understanding the map.

► PAGE 230

Organization ACT Direct children’s attention to the photograph of the walrus. Point out the caption. *This is a caption. It tells information about the photograph. The author uses photos and captions to help organize a text and make information clearer.* Have a volunteer read aloud the caption. Ask pairs to draw the walrus image on their own paper and write a new caption.

► PAGE 229

Paragraph 2

Organization ACT Direct children’s attention to the section head *Land Features*. Invite a volunteer to read it aloud. *This is a section head. It tells the subject of the information that follows it.*

EXPANDING Tell children to write one or two phrases for the caption.

BRIDGING Have children write one or two sentences for the caption.

► PAGE 231

Paragraph 2

EXPANDING/BRIDGING



Text Reconstruction Read the paragraph aloud while children just listen.

Read the paragraph a second time, instructing children to listen for key words and phrases *winter*, *Sun doesn't rise*, and *afternoon soccer practice in the dark*.

Read the paragraph a third time while children listen and take notes on what they hear.

Have children discuss their notes with a partner and work together to reconstruct the text from their notes. Help them write complete sentences as needed.

Next, have children look at the original text. Ask children how many days of winter darkness are experienced by some parts of Alaska. (*more than 60 days of darkness*) Tell children they are going to look at the way the author gives context clues to guide the reader in understanding the meaning of the word *darkness*. Remind them that they find context clues through information in nearby words and phrases. *What are some context clues the author gives to help you understand what the word darkness means?* (*Possible answers: Sun doesn't rise, afternoon soccer practice in the dark*)

Then have partners compare similarities and differences in their text reconstructions and the original text. Tell children to check to see if they have correctly used context clues. Then have partners share and discuss this information with the whole group.

Respond to the Text

Have children turn to page 232. Guide children through the following instruction.



Partner Discussion Review with children what they have learned about the Essential Question: *What makes different parts of the world different?* Then have children apply this information to facts they have learned about Alaska and how it is different from other parts of the country. Have partners follow this routine for their discussion. 1. Review the Essential Question. 2. Make sure each student in a pair has a chance to speak about what they have learned about what makes Alaska a special place. 3. Have partners refer to the text to help them come up with answers. 4. Remind children to find evidence in the text to support their answers.

Group Discussion Remind children to include evidence for their answers: **I learned that seasons are ____ in Alaska because ____.** Have children retell their opinions and respond: **The group said that ____.** **I agree/disagree with ____ because ____.**



Write Discuss with children what information they will use in their response to the question on page 233, as well as vocabulary words they may wish to include. Have children read their sentences aloud, decide whether they have answered the Essential Question, and explain the decision. As needed, ask them to revise.

Share Writing Have children read their sentences aloud to the group. Repeat their responses, correcting them as needed. Remind children to speak slowly and clearly as they support their responses through text evidence.

Word Wall Add the following words to your Word Wall:

Word

Arctic

Cognates

ártico

» Go Digital

Have children get ready to read a selection in the Literature Anthology on Day 3. Provide access to written or audio summaries of the selection they will read.

Language Support

Language Objectives

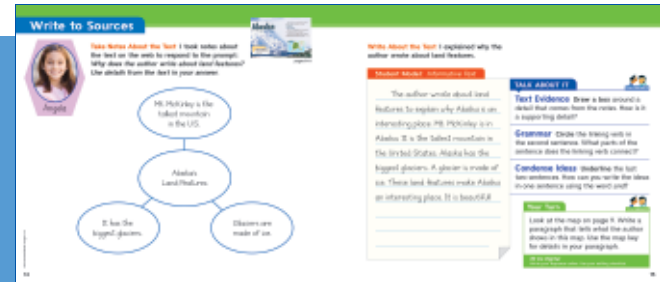
- Retell a text
- Use academic and domain-specific vocabulary
- Analyze language in a text
- Apply understanding of connecting words
- Use linking verbs
- Connect ideas

Content Objectives

- Use a graphic organizer to take notes
- Answer questions about a text
- Write to a specific prompt

Materials >> Go Digital

- Companion Worktext for Emerging pp. 8–15 and Expanding/Bridging pp. 228–231
- Oral Language Cards



ELD ELD.PI.2.3.Em, ELD.PI.2.10.Em, ELD.PI.2.12a.Em, ELD.PI.2.12a.Ex, ELD.PI.2.12a.Br, ELD.PI.2.12b.Em, ELD.PI.2.12b.Ex, ELD.PI.2.12b.Br, ELD.PII.2.3a.Em, ELD.PII.2.7.Em

Set Purpose

Today we will review some of the information and vocabulary we've learned about Alaska. Then we will discover how one student applied all that she learned to write about "Alaska: A Special Place." Afterwards, you'll write your own paragraph.

Oral Language



COLLABORATIVE ALL LEVELS Retell Remind children that retelling information in a text can help improve understanding of the text. Use the Oral Language Cards to exchange ideas and opinions about the Shared Read.

EMERGING Choral read the section "Land Features." Then have partners discuss and retell the section. Provide sentence frames as needed: **This section is mostly about mountains and glaciers. This section tells that Mt. McKinley is taller than all other mountains in the United States. It tells that Alaska also has the biggest glaciers.**



COLLABORATIVE EXPANDING/BRIDGING Have partners retell the sections "Temperature Changes" and "Daylight and Darkness." Ask them to reread these sections and then retell the information. Listen in and provide sentence frames as needed for retelling. Then have partners share their retellings with the class.

Vocabulary

Review Vocabulary



COLLABORATIVE EMERGING Preview that children will be writing about what the author shows in the map on page 9, using some domain-specific words. Review some of the domain-specific words from this week, such as *capital*, *rivers*, *mountains*, and *volcanoes*. Say each word and have children repeat. Then, have partners find the words in the map key on page 9 and take turns finding the features on the map. Have partners share their information with the class.



COLLABORATIVE EXPANDING/BRIDGING Preview that children will be writing about why the author used the map on page 9, using some domain-specific words. Review some of the domain-specific words from this week, such as *capital*, *rivers*, *mountains*, and *volcanoes*. Say each word and have children repeat. Then, have partners find the words in the map key on page 9 and take turns finding the features on the map. Have partners share their information with the class, using complete sentences, and write those sentences on the board.

BRIDGING Review More Vocabulary word *among* and have partners discuss what animals people may spot among the glaciers in Alaska. Tell partners to create sentences about the animals.

Write to Sources

Analyze the Prompt Remind children that before writing, it is important to read and understand the prompt. The prompt tells you what you will be writing about. Read aloud the paragraph at the top of page 14, indicating the prompt with your finger: **Why does the author write about land features? Use details from the text in your answer.** *This is the prompt.* Then point to the picture of Angela. *This is the question that Angela will need to answer in her writing.*

Ask children to tell what information Angela will need as she works to answer the question. (*what the land features are, what the author says about the land features*) Have children explain how Angela will find the information. (*in the text—below the section head “Land Features”*) Provide support as needed.

Review the Graphic Organizer Explain that Angela used an idea web to organize information the author wrote about land features. Point out each relevant circle as you say: *Let’s see how Angela organized the information. She wrote the topic in the middle. Read the topic aloud. The topic comes from the writing prompt. Each circle has a detail about a land feature.* Point to the upper circle. *What did Angela write here?* (*Mt. McKinley is the tallest mountain in the U.S.*) Continue the routine with the lower left and right circles.



Examine Student Model Read aloud the boldfaced sentence above the student model at the top of page 15. Clarify that *I* refers to Angela. *What did Angela use to write her paragraph?* (*her idea web*)

Read aloud the first sentence of the model, and have children repeat. Explain that this sentence tells what the paragraph will be about. *This is the topic sentence.* Point out that the sentence includes words from the middle of Angela’s idea web.

Continue reading aloud each sentence of the model and connecting it to the idea web. Point out that these sentences tell supporting details, which give the reader more information about the topic.

Read aloud the last two sentences, and have

children repeat. *Note that Angela added these ideas. They were not included in her web. You can add more information after you begin to write if this will make information clearer or more interesting.* Point out that these last two sentences are the conclusion, or the end, of Angela’s text.



Talk About It Have children work with a partner to look more closely at Angela’s paragraph about land features.

Text Evidence Chorally read the prompt. Have students draw a box around a detail that comes from Angela’s notes. After partners have selected a sentence, discuss how it is a supporting detail. Provide sentence frames as needed.

Grammar Remind children that a linking verb connects the subject of the sentence to the rest of the sentence. Have partners locate and underline the linking verb in the second sentence. (*is*) Then ask them to discuss and share with the group the subject and the second part of the sentence. Provide this frame as needed for discussion: **The subject of the sentence is Mt. McKinley. The linking verb in the sentence is is. The second part of the sentence is in Alaska.**

Condense Ideas Ask volunteers to read aloud the last two sentences. Then have partners work together to rewrite the sentences with the word *and*. Invite volunteers to read aloud their condensed sentence. (*These land features make Alaska an interesting and beautiful place.*)

Your Turn Discuss the prompt at the bottom of page 15 with children. Remind them to use what they learned from examining Angela’s work to guide them in writing their paragraph.

WRITER’S CHECKLIST

Remember to:

- ✓ Read the prompt carefully
- ✓ Write your notes in a graphic organizer
- ✓ Respond to the prompt

Writing

Language Objectives

- Use academic and domain-specific vocabulary
- Analyze language in a text
- Apply understanding of connecting words
- Use linking verbs
- Connect ideas

Content Objectives

- Use a graphic organizer to take notes
- Answer questions about a text
- Write to a specific prompt
- Analyze the text, craft, and structure in *Rain Forests*

Materials >> Go Digital

- Companion Worktext for Expanding/Bridging pp. 234–235



- Literature Anthology, pp. 300–317

ELD ELD.PI.2.1.Ex, ELD.PI.2.1.Br, ELD.PI.2.6.Ex, ELD.PI.2.6.Br, ELD.PI.2.10.Ex, ELD.PI.2.10.Br, ELD.PI.2.12a.Ex, ELD.PI.2.12a.Br, ELD.PI.2.12b.Ex, ELD.PI.2.12b.Br, ELD.PII.2.3a.Ex, ELD.PII.2.3a.Br, ELD.PII.2.6.Ex, ELD.PII.2.6.Br

Write to Sources

Analyze the Prompt Remind children that before they begin to write, it's important for them to read and understand the prompt. Read aloud the paragraph at the top of page 234, and indicate the prompt. Have a volunteer read it aloud. Then point to the picture of Angela. *This is the question Angela will need to answer in her writing.*

Ask children what text information is needed in order to answer the question. (*why the author thinks Alaska is a special place*)

Review the Graphic Organizer Point out that Angela used an idea web to organize what the author said about Alaska. Then explain that each of the outer circles has a detail about Alaska. Have a volunteer read aloud information in the circles.



Examine the Student Model *What did Angela use to write her paragraph? (her notes)* Have volunteers take turns reading Angela's paragraph aloud. Review that the first sentence is the topic sentence and tells what the paragraph will be about. Have children connect each sentence to the web as they read, identifying supporting details. *How does a supporting detail relate to the topic sentence? (A supporting detail gives more information about the topic sentence.)*

Point out the final sentence. *Angela added this sentence to her paragraph. This information does not appear in her web. Why do you think a writer*

might add information while writing? (to make the text clearer and more interesting) After the last sentence is read, remind children that this sentence is the conclusion.



Talk About It Have children work with a partner to look more closely at Angela's paragraph.

Text Evidence Have partners read the prompt. Tell them to draw a box around a sentence that came from Angela's notes. Ask why Angela might have decided to use the information as a detail.

Grammar Remind children that a linking verb connects the subject of the sentence to the second part of the sentence. Ask partners to underline the linking verb in the fifth sentence. (*are*)

Connect Ideas Have a volunteer read aloud the sentences that tell about summer and winter. Then have partners work together to use the word *but* as they combine the sentences. (*There are long summer days, but winter is very dark.*)



Your Turn Discuss the prompt with children. Remind them to use what they have learned from examining Angela's work to guide them in writing their paragraph.

WRITER'S CHECKLIST

Remember to:

- ✓ Read the prompt carefully
- ✓ Write your notes in a graphic organizer
- ✓ Respond to the prompt

Literature Anthology



ELD ELD.PI.2.1.Em, ELD.PI.2.1.Ex, ELD.PI.2.1.Br, ELD.PI.2.6.Em, ELD.PI.2.6.Ex, ELD.PI.2.6.Br

Reread “Rain Forests”

Set Purpose

We are going to look more closely at “Rain Forests,” the story you have read with the whole class. We are going to focus on understanding some of the language and content.

Reading Routine

Read passages as noted below. Use the prompts and the sentence frames to guide the discussion. Tell children to speak in complete sentences.

► PAGE 302

ALL LEVELS Text Features: Maps Review what children have learned about rain forests so far. (They are wet forests. Lots of trees, other plants, and animals live in them.) Remind children that this text is nonfiction, and nonfiction texts about places often include maps. Ask children what maps show. (where places described in the text are located) Say: Maps often have something called a key. The key helps readers understand what the colors and symbols on the map stand for.

Choral read the text on page 302, making sure that children understand the words *tropical* and *temperate*. Point to the equator. Run your finger along the equator. Ask: What does the map show? (where the rain forests are in the world)

EMERGING The rain forests are shown in two colors: green and blue. What kind of rain forests are shown in green? (*tropical*) What kind of rain forests are shown in blue? (*temperate*) How do you know? The map key tells readers what the two colors stand for.

Point to rain forest number one, Pacific Northwest. Ask: Is this rain forest tropical or temperate? (*temperate*) How do you know? (*It is blue.*)

EXPANDING/BRIDGING Have children work in pairs to identify the temperate rain forests

on the map. *On what continents are they found?* Have partners share their answers with the group.

The temperate rain forests are Pacific Northwest and Tasmania. Pacific Northwest is in North America. Tasmania is part of Australia.

How did you find your answers? The rain forests on the map are shown in two colors: blue and green. The temperate rain forests are shown in blue, and the tropical rain forests are shown in green.

BRIDGING Have pairs of children look carefully at the two temperate rain forests. Ask: *What do they have in common?* Have partners share their ideas with the group. (Possible answers: They are both on the coast. They are both not as large as most of the tropical rain forests. They are both far from the equator.)

► PAGE 306

ALL LEVELS Text Features: Diagrams Review what children have learned about rain forests so far. (Rain forests have four layers, and different plants and animals live in each layer.) Remind children that this text is nonfiction, and nonfiction texts often include diagrams. Explain that diagrams are drawings showing the different parts of something. Diagrams usually have words on them to tell you the names of things.

Choral read the text on page 306, checking to see that children understand the word *canopy*.

EMERGING The second layer of the rain forest is the canopy. The diagram shows that tops of the trees are close together. They form a roof over the forest below.

EXPANDING/BRIDGING Have children work in pairs to identify details from the paragraph that are shown in the diagram. Ask them to share their ideas with the group.

The diagram shows that the second layer is called a canopy. The treetops are very close together. They form a roof over the forest below.

Differentiated Text

Language Objectives

- Ask and answer questions about a text
- Retell a text

Content Objectives

- Understand what makes different parts of the world different
- Gather text evidence

Materials >> Go Digital

- “The Grand Canyon,” Emerging, pp. 46–48
- “The Grand Canyon,” Expanding, pp. 31–32
- “The Grand Canyon,” Bridging, pp. 31–32
- Visual Vocabulary Cards
- ELD Visual Vocabulary Cards



ELD ELD.PI.2.1.Em, ELD.PI.2.1.Ex, ELD.PI.2.1.Br, ELD.PI.2.2.Em, ELD.PI.2.2.Ex, ELD.PI.2.2.Br, ELD.PI.2.6.Em, ELD.PI.2.6.Ex, ELD.PI.2.6.Br, ELD.PI.2.9.Br, ELD.PI.2.12a.Br

Set Purpose

Today you will learn about the Grand Canyon.

Read “The Grand Canyon”

Reading Routine

- **Build On** Review the vocabulary using all **Visual Vocabulary Cards**. Then review “Alaska: A Special Place.” Help children recall the text. (Alaska has mountains, volcanoes, and glaciers. Northern Alaska is very cold, so people live mostly in the south. Walruses, polar bears, black and brown bears, and moose live in Alaska. In summer, the sun doesn’t set for many days. In winter, the sun doesn’t rise for many days.) Have children look at page 31 of “The Grand Canyon” (or page 47 for Emerging learners). Ask them to talk about what they think the diagram shows.
- **Read** Children can read independently or partner read with a child of the same proficiency level. They can also listen to the audio selection while reading.
- **Take Notes** As they reread, have children take notes on important ideas in Graphic Organizer 50. Guide them also to note new words, unclear text, and questions about the text.
- **Discuss** Use the questions and sentence frames that follow to check comprehension and generate discussion. Have children cite text evidence to support their answers.

EMERGING

Paragraph 1: What different parts make up the Grand Canyon? The Grand Canyon has several parts, or regions. Paragraph 2: What animals live in the forest region? Deer and squirrels live in the forest region. Paragraph 3: What would you see in the woodland region? There are rocks, small trees, bobcats, and skunks in the woodland region. Paragraph 4: What is the desert like? The desert is hot and dry. Paragraph 5: What is at the bottom of the Grand Canyon? At the bottom of the canyon is the river region.

EXPANDING

Paragraph 1: You can see different environments in the Grand Canyon. Paragraph 2: The region at the top of the canyon is a forest. Paragraph 3: Below the forest region is the woodland region. Paragraph 4: Cactus, bighorn sheep, and lizards live in the desert region. Paragraph 5: At the bottom of the canyon is the river region.

BRIDGING

Have partners stop after each paragraph or two to retell the text to each other in their own words. Ask volunteers to share their retelling with the class. Assess and help with understanding.



COLLABORATIVE

EXPANDING/BRIDGING

Talk About It Have partners review the text and use the diagram to discuss how each region of the Grand Canyon is different.

Respond to the Text



Partner Discussion As they reread, have partners find text evidence and discuss their answers to the prompts. Then have them present their answers to the group.

EMERGING Guide partners in their close reading and discussion.

1. Have partners underline the text that tells what is at the top of the Grand Canyon. *(At the top of the Grand Canyon is the forest region. It has many tall pine trees.)*
2. Have partners circle the text that tells what the desert is like. *(Deep in the canyon, it is dry. The sunlight makes it hot./ Cactus plants, bighorn sheep, and lizards live here.)*
3. Have partners point to the text that tells what you might see in the forest and the woodlands. *(forest = paragraph 2, woodlands = paragraph 3)*

EXPANDING Provide support as partners discuss.

1. Have partners circle the text that describes the forest region. *(Tall pine trees grow at the top of the canyon./ It gets a lot of rain and snow.)*
2. Have partners underline text that describes the desert region. *(It is hot and dry. Cactus, bighorn sheep, and lizards live here.)*
3. Have partners circle the text that describes the woodland region. *(paragraph 3)*

BRIDGING Guide student discussion.

1. Have partners find the text that describes the forest region. *(paragraph 2)*
2. Have partners find the text that describes the desert region. *(paragraph 4)*
3. Have partners find text that tells what a visitor might see walking from the forest region to the woodland region. *(paragraphs 2 and 3)*



Write Guide partners to use text evidence and their notes from the discussion to answer the Essential Question.

EMERGING Help children complete the sentence frames.

- Have partners find text that tells about the trees in both regions. *(It has many tall pine trees./ There are many rocks and small trees.)*
- Have partners find text that tells what kinds of animals live in both regions. *(Deer and squirrels live here./ Bobcats and skunks live here.)*
- Have partners complete the sentence frames and share their answers in groups.

EXPANDING Partners can help each other complete the sentence frames.

- Have partners find text that tells about the trees in both regions. *(Tall pine trees grow at the top of the canyon. This region is a forest./ Woodland features include small trees and rocks.)*
- Have partners find text that tells about the climate in both regions. *(It gets a lot of rain and snow./ This part of the canyon gets little rain or snow.)*
- Have partners find text telling about the animals in both regions. *(Deer and squirrels live here./ Bobcats, birds, and skunks live in this region.)*
- Have partners complete the sentence frames and share their answers in groups.

BRIDGING Children can work with partners or independently in their writing.

- Have partners find text that explains how the two regions are different. *(paragraphs 2 and 3)*
- Have partners respond to the writing prompt and share their answers in groups.

Writing

Language Objectives

- Compare similar texts
- Use comparison words

Content Objectives

- Understand what makes different parts of the world different
- Gather text evidence
- Analyze the text, craft, and structure of “Rain Forests”

Materials >> Go Digital

- “The Grand Canyon,” Emerging, pp. 46–48
- “The Grand Canyon,” Expanding, Bridging, pp. 31–32
- “Alaska: A Special Place,” Emerging, pp. 8–11
- “Alaska: A Special Place,” Expanding/Bridging, pp. 228–231
- Literature Anthology, pp. 300–317



ELD ELD.PI.2.1.Em, ELD.PI.2.1.Ex, ELD.PI.2.1.Br, ELD.PI.2.6.Em, ELD.PI.2.6.Ex, ELD.PI.2.6.Br

Write to Two Sources

Set Purpose Remind children that when they wrote the Day 3 paragraph, they used one source, “Alaska: A Special Place.” The next paragraph they write will use two sources, “Alaska: A Special Place” and “The Grand Canyon.” Today children will prepare to write the paragraph. They will learn what prompt they will be writing to and take notes on the information they need in order to write.

Analyze the Prompt Explain that children will compare “Alaska: A Special Place” and “The Grand Canyon.” Provide the following prompt: **Compare the places described in the two texts. Use evidence from the two texts to support your ideas.**

EMERGING Provide sentence frames. The prompt is asking me to compare the places described in the two texts. What do you do when you compare things? I look for how they are alike and how they are different.

EXPANDING/BRIDGING Ask children what the prompt is asking them to do. (Compare the places described in the texts.) What do you do when you compare things? (Tell how the things are alike and how they are different.)

ALL LEVELS Have children think about what they’ve read and discuss what they could compare. Write children’s ideas on the board. Example: what plants grow in the places, what animals live there, and what the weather is like in both places. Tell children they can use these ideas to help guide their writing.

Gathering Text Evidence Guide children’s search for information. Say: *One idea to compare is what the weather is like in both places. Let’s look through the texts for details. On the third page of “Alaska: A Special Place,” we learn that northern Alaska is colder than your freezer. In my notes, I’ll write: Northern Alaska is very cold. Now I’ll look for details about the weather in the Grand Canyon. In “The Grand Canyon” we learn that the desert region is hot and dry. I’ll write: The desert region of the Grand Canyon is hot and dry.*

Have children continue to look for ways that the two places are different and also how they are alike. Remind children they will need to find evidence in the text to support their ideas.

Analyze Text Evidence Using children’s notes, create a chart comparing Alaska and the Grand Canyon. Guide partners to discuss this information.

EMERGING Provide sentence frames. Alaska has special land features. Northern Alaska is called the Arctic region. Walruses, polar bears, and moose live in Alaska. The Grand Canyon has different regions. Deer and squirrels live in the forest region. It rains more in the forest region than it does in the woodland region. Cactus plants grow in the desert region.

EXPANDING/BRIDGING Have partners use their notes to compare the two texts using comparison words such as *alike* and *different*.

Explain that for the next class, children will take their notes and the chart and write a paragraph in response to the prompt.

Literature Anthology



ELD ELD.PI.2.6.Em, ELD.PI.2.6.Ex, ELD.PI.2.6.Br, ELD.PII.2.1.Em, ELD.PII.2.1.Ex, ELD.PII.2.1.Br

Reread “Rain Forests”

Set Purpose

Today we are going to continue our close look at “Rain Forests.” We will continue focusing on understanding some of the language and content.

Reading Routine

Read passages as noted below. Use the prompts and the sentence frames to guide the discussion. Remind children to speak in complete sentences.

PAGE 311

ALL LEVELS Author’s Craft: Text

Structure Review what students have learned so far about the layers of the rain forest. Explain that authors organize their information with care to make sure that readers can understand it easily.

Choral read the paragraph on page 311. Have children think about how the information in the text is organized. Explain that the author describes the layers of the rain forest in order from top to bottom. Ask: *Does it get darker or lighter as you travel from the top of the rain forest to the bottom?* (**darker**) *Why is the amount of light important?* (**Certain plants and animals need sunlight. Other plants and animals do well in dark places.**)

Lead children in a discussion about how the structure of the text helps readers understand it.

EMERGING The author talks about the layers of the rain forest in order from **top to bottom**. As you go from the top of the **rain forest** to the bottom, the layers get **darker**. Different **plants and animals** live in each layer. The plants and animals that do well in dark places live on the **forest floor**.

EXPANDING/BRIDGING Ask: *How does the author organize the information in the text?* The author describes the layers of the rain forest **in order from top to bottom**. The author describes the floor last because **it is at the bottom of the rain**

forest. *How does the light change as you go from top to bottom?* The layers of the rain forest **get darker** as you go from **top to bottom**. *Why does the amount of light matter?* Different plants and animals need **different amounts of sunlight**.

PAGE 314

ALL LEVELS Author’s Craft: Text

Structure Tell children that sometimes authors present facts or ideas together to help readers see how they are related.

Choral read the paragraph on page 314. Display the sticky side of a piece of tape to confirm children’s understanding of the word *sticky*.

Ask: *Where do these animals live?* (**in trees**) *Do they stay there?* (**yes**) *How do you know?* (**The author says they live there “most of their lives.”**)

EMERGING The animals discussed in this paragraph are the **frog** and the **sloth**. These animals look very **different**. But they have the **same** home. They **live in** the trees.

Why do you think the author discusses the frog and the sloth in the same paragraph? The author discusses the sloth and the frog in the same paragraph because they both **live in the trees**.

EXPANDING/BRIDGING Have partners identify details about the frog and the sloth. Provide sentence frames as needed. Have partners share their answers with the group. Write their responses on the board in complete sentences.

The author discusses the sloth and the frog together because **they both live most of their lives in the trees**.

BRIDGING Look at the illustration. Which animal is in the illustration but is not mentioned in the paragraph? (**the eyelash viper**) *Why do you think the author put the picture of the snake on the page?* (**because it always stays in the trees like the frog and the sloth**)

Writing

Language Objectives

- Present writing to group
- As part of formative assessment, answer questions about writing

Content Objectives

- Use notes, chart, and discussion ideas to compare “Alaska: A Special Place” and “The Grand Canyon”

- Revise writing through collaboration
- For formative assessment, write a response to a prompt about different parts of the world

Materials >> Go Digital

- Wonders Your Turn Practice Book

ELD ELD.PI.2.1.Em, ELD.PI.2.1.Ex, ELD.PI.2.1.Br, ELD.PI.2.2.Em, ELD.PI.2.2.Ex, ELD.PI.2.2.Br, ELD.PI.2.9.Em, ELD.PI.2.9.Ex, ELD.PI.2.9.Br, ELD.PI.2.10.Em, ELD.PI.2.10.Ex, ELD.PI.2.10.Br, ELD.PII.2.3a.Em, ELD.PII.2.3a.Ex, ELD.PII.2.3a.Br

Set Purpose

Today we will write to compare the places in the texts “Alaska: A Special Place” and “The Grand Canyon.” We will use the information in our notes and charts. After we write, we will revise our writing and then present it to the group.

Write to Two Sources



COLLABORATIVE Analyze the Model Display the model for Writing to Two Sources in **Your Turn Practice Book**. Discuss with children how the author of the model used details from two sources to respond to the prompt.

Write the Response Review the prompt from Day 4. Remind children that they took notes, created a chart, and discussed the prompt. Have children use their notes, chart, and discussion of ideas to respond with the following support.

EMERGING Have partners collaborate. Display vocabulary words, academic words, domain words, and comparison words that children might use. Help them use linking verbs correctly as they write. Provide the following sentence frames for extra support: **The two texts are alike because ____.** **The two texts are different because ____.**

EXPANDING Have partners collaborate to write the paragraph. Ask them to use vocabulary words, academic words, domain words, and comparison words in their paragraphs. Remind them to use linking verbs correctly as they write.

BRIDGING Have children work collaboratively to organize their paragraphs and then write them independently. Ask children to use vocabulary words, academic words, domain words, and comparison words in their writing. Remind them to use linking verbs correctly.

Revise Have children work with a partner or another pair of partners to revise their writing. They should look for errors in spelling, punctuation, and capitalization. Partners should check each other’s work for the following features: the writing responds to the prompt appropriately, details are included from both texts, the ideas make sense, and no important ideas or details have been left out.

Present Tell children that they will present their paragraphs to the group. On the board, list the following reminders to help children present effectively: practice your presentation beforehand, make and maintain eye contact, and use the appropriate intonation for the presentation.



COLLABORATIVE ALL LEVELS Have children plan and practice a brief oral presentation of their paragraph and then present it to their group. Support Emerging students by helping with phrasing and pronunciation. Encourage Expanding and Bridging partners to evaluate each other’s performances before they present to their group. Videotape the presentations. When you watch the videos together, discuss what went well and what still needs practice.

Progress Monitoring


 Formative Assessment

ELD ELD.PI.2.10.Em, ELD.PI.2.10.Ex, ELD.PI.2.10.Br, ELD.PI.2.12b.Em, ELD.PI.2.12b.Ex, ELD.PI.2.12b.Br

Written Production

Now that children have completed the week, you can assess their language proficiency to help determine their readiness to move to the next scaffolding level.

EMERGING/EXPANDING Have children write a few sentences in response to the following prompt: **Think about what you have learned this week about different parts of the world. Tell three things you know about different parts of the world.** Tell children you will ask them questions about what they wrote.

BRIDGING Use the paragraph children wrote in Write to Two Sources for evaluation.

Oral Production

ALL LEVELS After children have finished their writing, meet with them one on one. After you've read their sentences or paragraphs, ask questions about what they wrote. You might ask them to expand on a fact or idea they included or to explain why they included certain information.

Diagnose and Prescribe Chart

Use the following chart to guide you in assessing children's work.

	Written Production	Oral Production
EMERGING	IF children don't use academic language and lesson vocabulary in their writing THEN review academic language and lesson vocabulary in context.	IF children respond to questions with one-word answers THEN repeat their answer using a complete sentence. Then have them try again.
EXPANDING	IF children aren't including enough details and vocabulary THEN review using descriptive words and richer vocabulary.	IF children don't use academic and domain-specific vocabulary THEN give appropriate vocabulary and have them restate their answers using the words.
BRIDGING	IF children make mistakes with cohesion THEN review sequence words and have them combine or condense ideas to improve the flow of their writing.	IF children realize that they used an incorrect term when answering a question THEN remind them to self-correct their speech.

LEVEL UP

If **EMERGING** children are able to write and/or use learned vocabulary that they've acquired during the week, they may be ready to move to the next level for some tasks.

If **EXPANDING** children are able to write and express ideas through recombination of learned vocabulary in different settings, with support, they may be ready to move to **BRIDGING** scaffolds for some tasks.

If **BRIDGING** children are able to write and express ideas to meet a variety of academic tasks, they may be ready to move to on-level for some tasks.