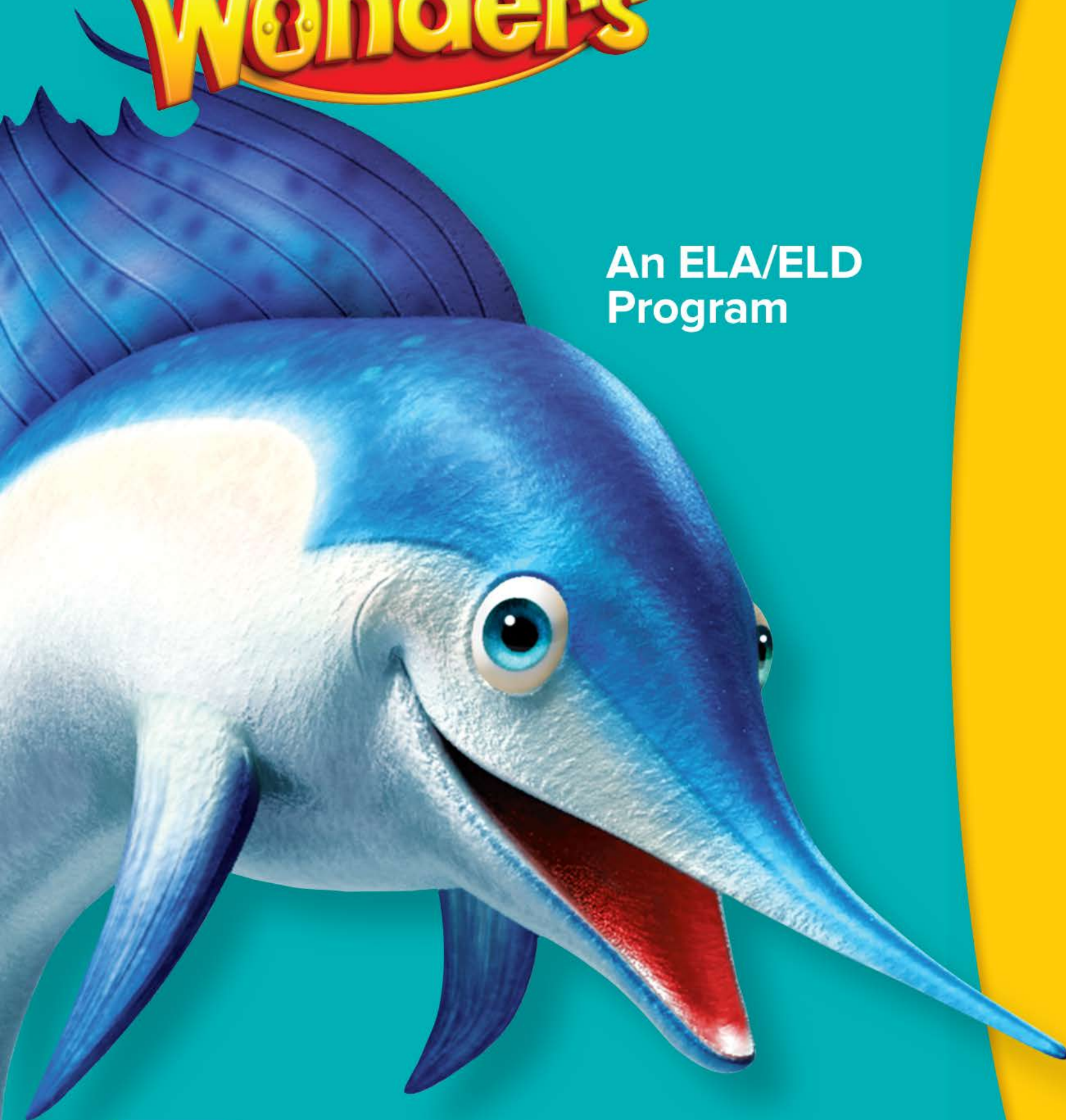


Wonders

California

Grade 2
Unit 4

An ELA/ELD
Program



Mc
Graw
Hill
Education



Master the California
Common Core
State Standards!

WEEKLY OVERVIEW

Build Knowledge

Our Life/Our World

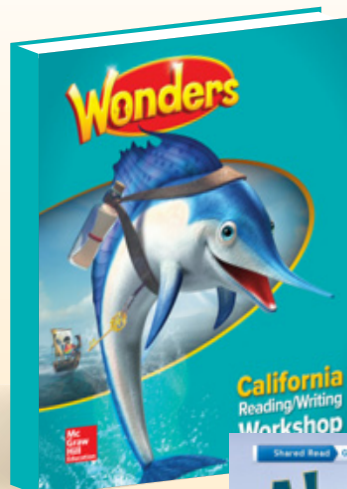


Essential Question:

What makes different parts of the world different?

Teach and Model

Close Reading and Writing



Reading Writing Workshop



"Alaska: A Special Place," 262-265
Genre Expository Text Lexile 560L ETS *TextEvaluator* 20

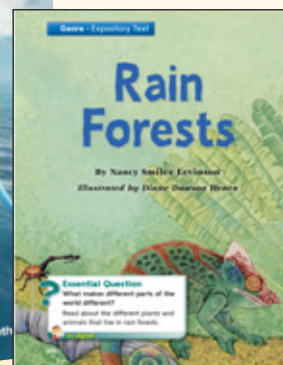


Practice and Apply

Close Reading and Writing



Literature Anthology



Rain Forests, 300-317
Genre Expository Text Lexile 580L ETS *TextEvaluator* 10



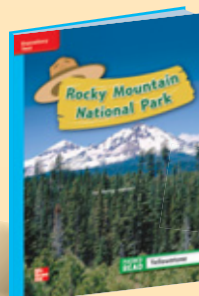
"African Savannas," 320-321
Genre Expository Text Lexile 680L ETS *TextEvaluator* 28



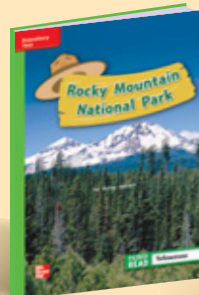
Differentiated Texts



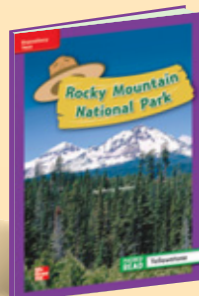
APPROACHING
Lexile 320
ETS *TextEvaluator* 17



ON LEVEL
Lexile 540
ETS *TextEvaluator* 23



BEYOND
Lexile 630
ETS *TextEvaluator* 21



EL
Lexile 430
ETS *TextEvaluator* 18

Leveled Readers

Extended Complex Texts



Volcanoes
Informational Text
Lexile 380L
ETS *TextEvaluator* 6



Where Do Polar Bears Live?
Informational Text
Lexile 690L
ETS *TextEvaluator* 30

Classroom Library

Student Outcomes

Meaning Making

- Ask and answer questions to demonstrate understanding of key details in a text.
- Describe the connection between a series of concepts.
- Compare and contrast important points in two texts

RI.2.1, RI.2.3, RI.2.9

Effective Expression

Write to Sources

- Draw evidence from expository texts
- Write informational texts
- Conduct short research on different places

Writing Process

- Prewrite a Fictional Narrative

Speaking and Listening

- Engage in collaborative discussions about different places
- Paraphrase portions of "Where Do You Live?" and presentations on different places
- Present information on different places

SL.2.1c, SL.2.2, SL.2.3, SL.2.6, W.2.2, W.2.8, W.2.10

Content Knowledge

- Explore maps around the world.



HSS HSS.2.2.2

Language Development

Conventions

- Use linking verbs and learn the capitalization of proper nouns

Vocabulary Acquisition

- Acquire and use academic vocabulary
eerie growth layers lively
location region seasons temperature
- Demonstrate understanding of compound words

RI.2.4, L.2.1, L.2.2, L.2.2a, L.2.4, L.2.4d, L.2.5

Foundational Skills

Phonics/Word Study

- Silent Letters *wr, kn, gn, mb, sc*
- Blend Words with Silent Letters *wr, kn, gn, mb, sc*

Spelling Words

comb	eat	very	scent
gnat	crumb	scene	know
wrist	sign	knife	music
don't	writing	cube	

Fluency

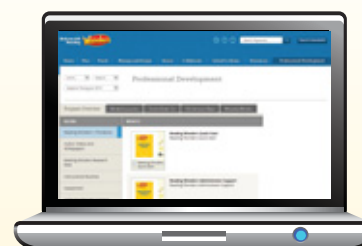
- Pronunciation

RF.2.4a, RF.2.4b, RF.2.4c

Professional Development

Support to make the most of your instructional time:

- See lessons in action in real classrooms.
- Get expert advice on instructional practices.
- Collaborate with other teachers.
- Access PLC Resources



Go Digital! www.connected.mcgraw-hill.com.

INSTRUCTIONAL PATH

1

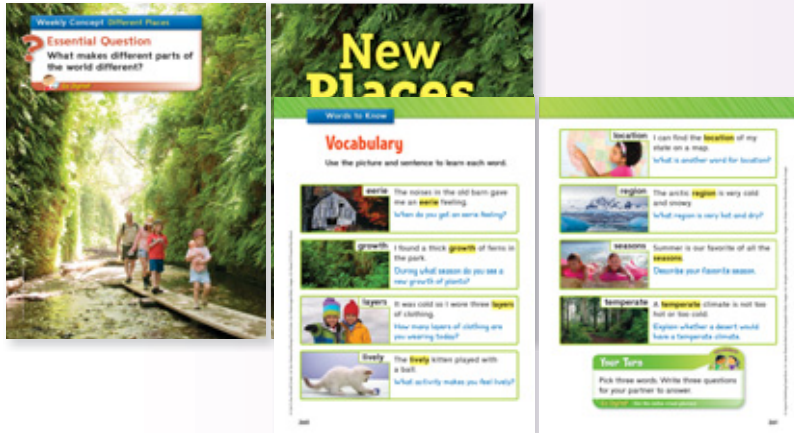
Talk About Regions

Guide children in collaborative conversations.

Discuss the essential question: *What makes different parts of the world different?*

Develop academic language.

Listen to “Where Do You Live?” and discuss the seven regions of the United States.



2

Read “Alaska: A Special Place”

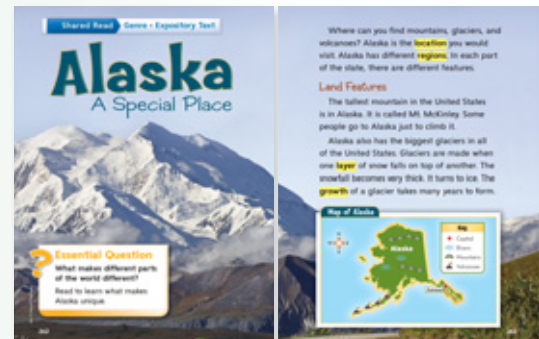
Model close reading with a short complex text.

Read

“Alaska: A Special Place” to learn what makes Alaska unique, citing text evidence to answer text-dependent questions.

Reread

“Alaska: A Special Place” analyze text, craft, and structure, citing text evidence.



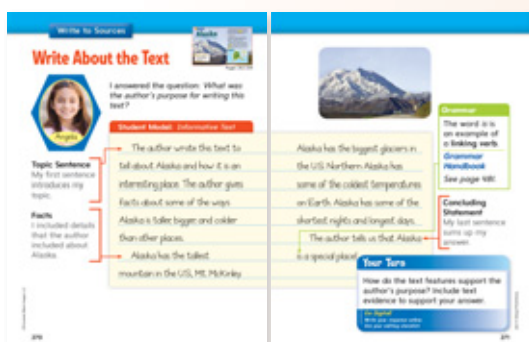
3

Write About Alaska

Model writing to a source.

Analyze a short response student model.

Use text evidence from close reading to write to a source.



4

Read and Write About Different Regions

Practice and apply close reading of the anchor text.

Read

Rain Forests to learn about the different plants and animals that live in rain forests.

Reread

Rain Forests and use text evidence to understand how the author presents information about the features of a rain forest.

Write a short response about *Rain Forests*.

Integrate

Information about different regions of the world.

Write to Two Sources, citing text evidence from *Rain Forests* and “African Savannas.”



5

Independent Partner Work

Gradual release of support to independent work



- Text-Dependent Questions
- Scaffolded Partner Work
- Talk with a Partner
- Cite Text Evidence
- Complete a Sentence Frame
- Guided Text Annotation

6

Integrate Knowledge and Ideas

Connect Texts

Text to Text Discuss how each of the texts answers the question: What makes different parts of the world different?

Text to Poetry Compare information about regions in the texts read with the poem “Foreign Lands.”

Conduct a Short Research Project

Create a visual display about a region.

DEVELOPING READERS AND WRITERS

Write to Sources



Day 1 and Day 2

Build Writing Fluency

- Quick write on “Alaska: A Special Place,” p. T20

Write to a Source

- Analyze a student model, p. T37
- Write about “Alaska: A Special Place,” p. T37
- Apply Writing Trait: Ideas: Focus on a Topic, p. T37
- Apply Grammar Skill: Linking Verb, p. T37



Day 3

Write to a Source

- Write about *Rain Forests*, independent practice, p. T46
- Provide scaffolded instruction to meet student needs, p. T46



Day 4 and Day 5

Write to Two Sources

- Analyze a student model, p. T52, p. T58
- Write to compare *Rain Forests* with “African Savannas,” p. T58

WEEK 1: PREWRITE

WEEK 2: DRAFT AND REVISE WEEK 3: PROOFREAD/EDIT, PUBLISH, EVALUATE

Writing Process

Go Digital



Writer's Workspace

Genre Writing: Narrative Text/Poetry

Fictional Narrative Expert Model

- Discuss features of narrative writing
- Discuss the expert model

Prewrite

- Discuss purpose and audience
- Plan the topic

Expert Model • Fictional Narrative • 61

The Camping Trip

by Raj S.

Mai woke up to a hammering sound. That's when she remembered she was camping. She poked her big sister on the other side of the tent. "Why is someone hammering in the woods?" she asked.

Kim said, "That's not a person hammering. It's a woodpecker. It uses its beak to find bugs in a dead tree. It's probably looking for its breakfast."

Thinking about breakfast made Mai's stomach growl. So she got dressed and went outside to the cooler to get something to eat. When she got there, the cooler was open and there were empty food containers littered all around the campsite.

"Who ate all our food?" cried Mai.

Then Dad came out of his tent. "Oh, no! It looks like one of us forgot to lock the cooler. A clever raccoon must have opened it up and had a late night snack."

Unit 8 • Fictional Narrative

Expert Model



Features of a Fictional Narrative



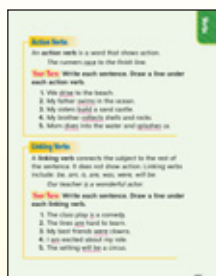
Model Graphic Organizer



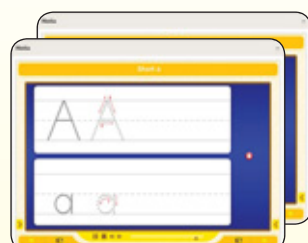
Graphic Organizer

Grammar and Spelling Resources

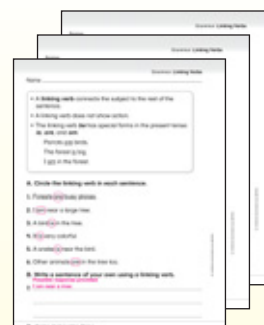
Online PDFs



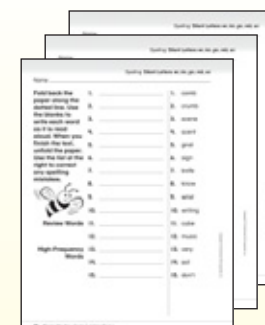
Reading/Writing Workshop Grammar Handbook, p. 481



Online Spelling and Grammar Games



Grammar Practice, pp. 76-80



Phonics/Spelling Practice, pp. 76-80

For additional support for Standard English Learners, see the online SEL Handbook.

SUGGESTED LESSON PLAN

READING		DAY 1	DAY 2
Whole Group	Teach, Model and Apply 	Build Background Different Places, T8–T9 Oral Vocabulary T10 Word Work/Vocabulary T12–17 • Phonemic Awareness: Phoneme Identity • Phonics/Spelling: Introduce Silent Letters <i>wr, kn, gn, mb, sc</i> • High-Frequency Words/Words in Context Close Reading “Alaska: A Special Place” T18–T19	Oral Language Different Places, T22 Word Work T25 • Structural Analysis: Prefixes/Suffixes Close Reading “Alaska: A Special Place” T28–T35 • Genre: Expository Text • Skill: Connections Within Text: Compare and Contrast • Strategy: Reread • Vocabulary Strategy: Compound Words
		Listening Comprehension Strategy: Reread, T11 • Interactive Read-Aloud: “Where Do You Live?”	Listening Comprehension Strategy: Reread, T23 • Interactive Read-Aloud: “Where Do You Live?” Word Work/Vocabulary T24–T27 • Phonemic Awareness: Categorization • Phonics/Spelling: Words with Silent Letters <i>wr, kn, gn, mb, sc</i> • High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T22
LANGUAGE ARTS			
Writing Grammar	Core	Grammar Linking Verbs, T21	Write About the Text Ideas, T36–T37 Grammar Linking Verbs, T38–T39
	Options	Write About the Text Writing Fluency, T20	
 Writing Process: Narrative Fictional Narrative, T472–T477 Use with Weeks 1–3			
Differentiated Instruction Use your data dashboard to determine each student’s needs. Then select instructional support options throughout the week.			
Small Group	APPROACHING LEVEL		ON LEVEL
	Leveled Reader <i>Rocky Mountain National Park</i> , T62–T63 “Yellowstone,” T63 Literature Circles, T63 Phonemic Awareness Phonemic Identity, T64 Phonemic Categorization, T64 Phoneme Blending, T65	 Phonics Connect <i>wr</i> to /r/, <i>kn</i> and <i>gn</i> to /n/, <i>mb</i> to /m/, <i>sc</i> to /s/; T66 Blend with Silent Letters, T66–T67 Build Words with Silent Letters, T67 Structural Analysis Review Prefixes/Suffixes, T68 High-Frequency Words/Vocabulary Review Words, T69	Comprehension Read for Fluency, T70 Identify Key Details, T70 Review Connection Within Text: Compare and Contrast, T71 Self-Selected Reading, T71 Leveled Reader <i>Rocky Mountain National Park</i> T72–T73 “Yellowstone,” T73 Literature Circles, T73 Phonics Build Words with Silent Letters, T74
DESIGNATED ELD See pages 412–437 of the ELD Teacher’s Edition.			
Emerging, Expanding, Bridging 		Oral Language/Vocabulary • Explore the Essential Question: What makes different parts of the world different? • Develop Vocabulary and Academic Language	



CUSTOMIZE YOUR OWN LESSON PLANS

www.connected.mcgraw-hill.com

WEEK 1

DAY 3	DAY 4	DAY 5
Word Work T42–T43 <ul style="list-style-type: none"> Phonemic Awareness: Phenome Blending Phonics/Spelling: Words with Silent Letters <i>wr, kn, gn, mb, sc</i> Fluency T44 <ul style="list-style-type: none"> Pronunciation High-Frequency Words Close Reading “Rain Forests,” T45A–T45L	Word Work T49 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Prefixes, T51 Close Reading “African Savannas,” T51A–T51B	Word Work T56–T57 <ul style="list-style-type: none"> Phonemic Awareness Phonics/Spelling: Silent Letters Structural Analysis: Prefixes/Suffixes High-Frequency Words Vocabulary Integrate Ideas Text Connections, T60–T61
Oral Vocabulary “Where Do You Live?” T40 Comprehension Maintain Skill: Main Topic and Key Details, T41 Word Work T43 <ul style="list-style-type: none"> Structural Analysis: Prefixes/Suffixes Vocabulary Reinforce Vocabulary, T45	Oral Language T48 Word Work T49–T50 <ul style="list-style-type: none"> Phonics/Spelling: Words with Silent Letters High-Frequency Words Structural Analysis: Prefixes/Suffixes Fluency T51 <ul style="list-style-type: none"> Pronunciation Integrate Ideas Research and Inquiry, T54–T55	Integrate Ideas T60–T61 <ul style="list-style-type: none"> Research and Inquiry Speaking and Listening
Grammar Mechanics: Capitalization of Proper Nouns, T47	Write About Two Texts T52 Grammar Mechanics: Capitalization of Proper Nouns, T53	Write About Two Texts T58 Grammar Linking Verbs, T59
Grammar Linking Verbs, T47 Write About the Text T46	Grammar Linking Verbs, T53	Grammar Mechanics: Capitalization of Proper Nouns, T59
 Writing Process: Narrative Fictional Narrative, T472–T477 Use with Weeks 1–3		
	BEYOND LEVEL	ENGLISH LEARNERS
Vocabulary Words Review Words, T74 Comprehension Review Connections within Text: Compare and Contrast, T75 Self-Selected Reading, T75	Leveled Reader <i>Rocky Mountain National Park</i> T76–T77 “Yellowstone,” T77 Literature Circles, T77 Vocabulary Domain-Specific Words, T78 Compound Words, T78 Comprehension Review Compare and Contrast T79 Self-Selected Reading, T79	Shared Read “Alaska: A Special Place” T80–T81 Leveled Reader <i>Rocky Mountain National Park</i> , T82–T83 “Yellowstone,” T83 Literature Circles, T83 Vocabulary Preteach Vocabulary, T84 Review Vocabulary, T84 Compound Words, T85 Additional Vocabulary, T85 Writing/Spelling Writing Trait: Ideas, T86 Words with Silent Letters, T86 Grammar Linking Verbs, T87
Close Reading <ul style="list-style-type: none"> Read Aloud: <i>Where Do You Live?</i> <i>Alaska: A Special Place</i> Differentiated Texts: <i>The Grand Canyon</i> 	Writing/Grammar <ul style="list-style-type: none"> Write to one Source Write to two Sources Grammar: Helping verbs 	Progress Monitoring <ul style="list-style-type: none"> Written Production Oral Production Diagnose and Prescribe

DIFFERENTIATE TO ACCELERATE



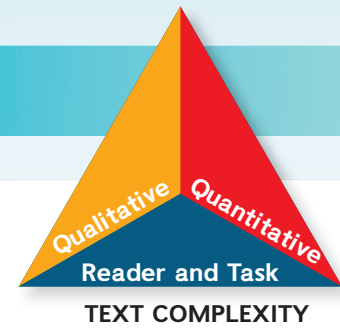
Scaffold to Access Complex Text

IF

the text complexity of a particular selection is too difficult for children

THEN

use the Access Complex Text prompts to scaffold instruction.



	Reading/Writing Workshop	Literature Anthology	Leveled Readers	Classroom Library
Quantitative	 <p>"Alaska: A Special Place" Lexile 560 <i>TextEvaluator™</i> 20</p>	 <p>Rain Forests Lexile 580 <i>TextEvaluator™</i> 10</p> <p>"African Savannas" Lexile 680 <i>TextEvaluator™</i> 28</p>	 <p>Approaching Level Lexile 320 <i>TextEvaluator™</i> 17</p> <p>Beyond Level Lexile 630 <i>TextEvaluator™</i> 21</p> <p>On Level Lexile 540 <i>TextEvaluator™</i> 23</p> <p>EL Lexile 430 <i>TextEvaluator™</i> 18</p>	 <p>Volcanoes Lexile 380 <i>TextEvaluator™</i> 6</p> <p>Where Do Polar Bears Live? Lexile 690 <i>TextEvaluator™</i> 30</p>
Qualitative	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> • Genre Text Features, T19 • Specific Vocabulary Domain-Specific Vocabulary, T29 <p>ACT See Scaffolded Instruction in Teacher's Edition T19 and T29.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> • Specific Vocabulary Domain-Specific Vocabulary T45B, T45E, T45H, T51A • Genre Text Features, T45B, T45C <p>ACT See Scaffolded Instruction in Teacher's Edition T45B, T45C, T45E, T45H, T51A.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> • Specific Vocabulary • Prior Knowledge • Sentence Structure • Connection of Ideas • Genre <p>ACT See Level Up lessons online for Leveled Readers.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> • Genre • Specific Vocabulary • Prior Knowledge • Sentence Structure • Organization • Purpose • Connection of Ideas <p>ACT See Scaffolded Instruction in Teacher's Edition T488-T489.</p>
Reader and Task	<p>The Introduce the Concept lesson on pages T8-T9 will help determine the reader's knowledge and engagement in the weekly concept. See pages T18-T19, T28-T31, T32-T35, T54-T55, and T60-T61 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T8-T9 will help determine the reader's knowledge and engagement in the weekly concept. See pages T45A-T45L, T51A-T51B, T54-T55, and T60-T61 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T8-T9 will help determine the reader's knowledge and engagement in the weekly concept. See pages T62-T63, T72-T73, T76-T77, T82-T83, T54-T55, and T60-T61 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T8-T9 will help determine the reader's knowledge and engagement in the weekly concept. See pages T488-T489 for questions and tasks for this text.</p>

WHERE DO POLAR BEARS LIVE? by Sarah L. Thomson. Text copyright © 2009 by Sarah L. Thomson. Illustration copyright © 2009 by Jason Chin. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Universal Access

Monitor and Differentiate

Quick Check

To differentiate instruction use the Quick Checks to assess students' needs and select the appropriate small group instruction focus.

Comprehension Strategy Reread, T29

Comprehension Skills Connections Within Text:
Compare and Contrast, T31

Genre Expository Text, T33

Vocabulary Strategy Compound Words, T35

Phonics/Fluency Silent Letters, Pronunciation,
T42, T51

If No → **Approaching Level** Reteach T62–T71

EL

Develop T80–T87

If Yes → **On Level** Review T72–T75

Beyond Level

Extend T76–T79

Using Weekly Data

Check your data Dashboard to verify assessment results and guide grouping decisions.



Level Up with Leveled Readers



children can read their leveled text fluently and answer comprehension questions



assign the next level up to accelerate children reading with more complex text.



ENGLISH LEARNERS

Integrated ELD

Language Development

Develop academic vocabulary related to different places and participate in collaborative conversations about different places.

Meaning Making

Read "Alaska: A Special Place" and *Rain Forests* using scaffolded prompts to support accessing meaning of the complex texts.

Effective Expression

Write about "Alaska: A Special Place" and *Rain Forests* to show understanding of different places.

Designated ELD

Extended Language Interactions

Participate in conversations about different places, using academic vocabulary, supported by sentence frames and sentence starters.

Focus on Meaning

Annotate "Alaska: A Special Place" and *Rain Forests* differentiated texts using differentiated scaffolded prompts.

Focus on Forms

Write about the texts "Alaska: A Special Place" and *The Grand Canyon* using scaffolded support to understand text structure and using text evidence.



Wonders for ELs
Teacher Edition
and Companion
Worktexts

WHOLE GROUP DAY 1

Materials



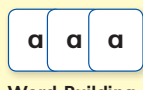
Reading/Writing Workshop



Visual Vocabulary Cards

eerie
growth
layers
lively

location
region
seasons
temperate



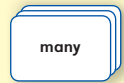
Word-Building Cards



Interactive Read Aloud Cards



Think-Aloud Clouds



High-Frequency Word Cards



Sound-Spelling Cards



Introduce the Concept



Build Background

ESSENTIAL QUESTION

What makes different parts of the world different?

Have children read the Essential Question on page 258 of the **Reading/Writing Workshop**. Tell them that a large part of Earth's surface is called a **region**.

Discuss the photograph with children and identify a **location**, or place, such as a forest. Focus on the characteristics of a forest and other regions.

- A desert region is dry, hot, and sandy with little water.
- A polar region is very cold with lots of ice and snow.
- A prairie region is flat land covered with grass. It has no trees.

Talk About It



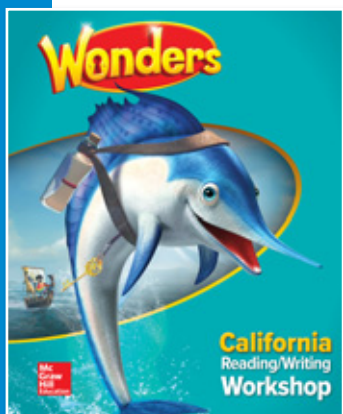
Ask: *What is the **location** where you live? What plants and animals live in your **region**? What is the weather in your region?* Have children discuss in pairs or groups.

- Model using the Concept Web to generate words and phrases.

Collaborative Conversations

Ask and Answer Questions As children engage in partner, small-group, and whole-class discussions, encourage them to

- ask questions about ideas that are unclear.
- wait a few seconds after asking a question to give others time to respond.
- answer questions using sentences, not one-word responses.



Reading/Writing Workshop

OBJECTIVES

CCSS

Ask for clarification and further explanation as needed about the topics and texts under discussion. **SL.2.1c**

CCSS

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **SL.2.6**

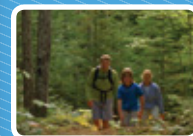
ACADEMIC LANGUAGE

location, region

Go Digital



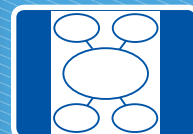
Different Places



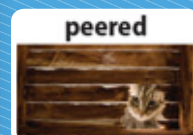
Video



Photos



Graphic Organizer



Visual Glossary

Weekly Concept Different Places

Essential Question
What makes different parts of the world different?

 Go Digital!

New Places

Have you ever been to a forest? This region offers tall trees and many plants and animals. There are many different regions around the world. Here are a few:

- ▶ Deserts
- ▶ Polar Regions
- ▶ Prairies

Talk About It 

What is it like where you live? Talk to a partner about your location. Write your ideas on the web.



Our Region

258
259

READING/Writing WORKSHOP, pp. 258–259



ENGLISH LEARNERS SCAFFOLD

Emerging

Use Visuals Point to trees in the photograph, and say: *This photograph shows a forest region. These are tall trees. There are tall trees in a forest.* Have children repeat after you. Model correct pronunciation as needed.

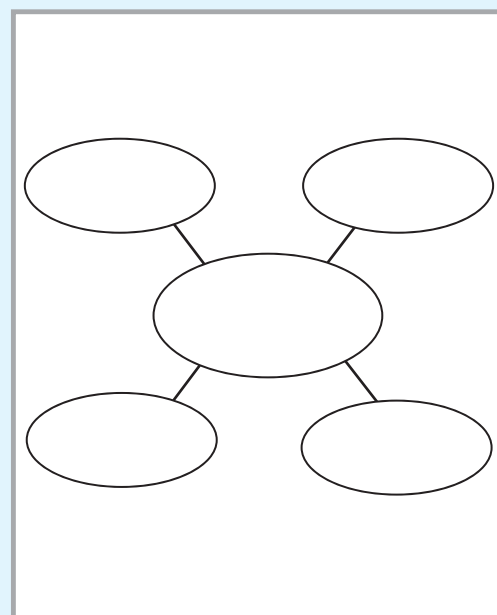
Expanding

Describe Have children describe what they see in the photograph of the forest. Ask: *What kind of region is this? What kinds of things can you see in a forest?* Encourage children to use a concept word in their responses. Allow children ample time to respond.

Bridging

Discuss Ask children to describe the features of a forest region. Ask questions to help them elaborate, such as *What kinds of trees does a forest have? What plants and animals might a forest have?* Clarify children's responses as needed by providing vocabulary.

GRAPHIC ORGANIZER





Build the Concept

MINILESSON

5

Mins

Oral Language

OBJECTIVES



Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.3

- Develop oral language.
- Discuss the essential question.

ACADEMIC LANGUAGE

coastline, coal mining



HSS HSS 2.2.2



COLLABORATE

ESSENTIAL QUESTION

Remind children that this week you'll be talking and reading about how different parts of the world are different.

Oral Vocabulary Words

Use the **Define/Example/Ask** routine to introduce the Oral Vocabulary words below. Prompt children to use the words as they discuss different regions of the world.

Oral Vocabulary Routine

Define: **Valleys** are the land between hills or mountains.

Example: Rivers flowed through the valleys of the mountain region.

Ask: What else might you find in valleys?

Define: **Harbors** are where ships enter and leave a larger body of water.

Example: Large ships sail from the Atlantic Ocean into the harbors along the coast.

Ask: What else might you find in harbors?

Define: **Factories** are buildings where many goods, such as clothing or cars, are made.

Example: Many factories in Detroit, Michigan, make cars.

Ask: What goods, or things, can you name that were made in factories?

Define: **Produce** is farm products, especially fruits and vegetables.

Example: We bought corn and other produce at the farm store.

Ask: What types of produce would you like to grow?

Define: **Timber** means trees with wood that is good for building.

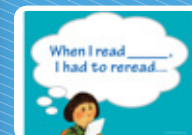
Example: Our house is made with timber from nearby forests.

Ask: What have you seen that is made with timber?

Go Digital



Where Do You Live?



Reread

→ Listening Comprehension

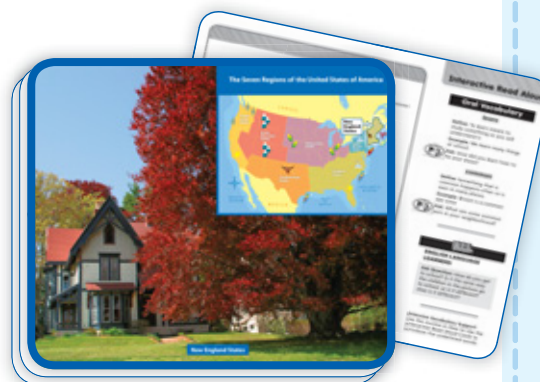
MINILESSON

10
Mins

Interactive Read Aloud

Read “Where Do You Live?”

Tell children that you will be reading an informational text about different regions of the United States. Display the Interactive Read-Aloud Cards.



Interactive Read-Aloud Cards

Strategy: Reread

- 1 Model** Explain to children that when they come across a word or information that is unclear when they are reading, they can go back and reread part of the text. This can help them understand what’s happening.

Think Aloud You can go back and reread a word, a page, or an earlier part of a selection. This will help you understand important information. Today, as we read “Where Do You Live?,” think about the parts that are hard to understand. We will go back and reread these parts.

- 2 Apply** As you read, use the Think Aloud Cloud to model applying the strategy.

Think Aloud Remember that you can stop and reread when something in the selection does not make sense. When I read about the Southeast region, I wondered where it was located. I reread the text and found that the region has beaches along the Atlantic Ocean and the Gulf of Mexico. I located these on the map, so I know that Florida is in the Southeast region.

Make Connections



Text to World After reading, have children share what they learned about different regions of the United States. Then have them name words or ideas that were unclear to them. Reread parts of the selection to enhance children’s understanding.

ENGLISH LEARNERS

Directionality Use the Interactive Read-Aloud Cards to demonstrate where you start reading (top left). Have a volunteer point to where you finish reading (bottom right).

Word Work

Quick Review

Build Fluency: Sound Spellings:

Display the **Word-Building Cards**: u, u_e, ew, ue, o, oa, ow, oe, i, igh, ie, y, e, ee, ea, y, ey, ie, a, ai, ay, ea, ei, eigh. Have children say each sound.



Phonemic Awareness

OBJECTIVE

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

ACADEMIC LANGUAGE

blend, silent

Phoneme Identity

1 Model Model for children how to identify the same sound in different words. *Listen carefully as I say three words: light, fine, bike. What sound is the same in light, fine, and bike? The middle sound in light, fine, and bike is the same. Each word has the /ī/ sound in the middle.* Repeat with *wrap, cab, sad*.

2 Guided Practice/Practice Have children practice identifying the same phoneme in a group of words. Do the first one together. *Listen to this group of words. Tell me the sound that you hear that is the same in all three words.*

write, mine, file wait, race, pail comb, road, phone
scene, week, beach few, view, hew pie, tie, fly



Phonics

Introduce Silent Letters

wr, kn, gn, mb, sc



Sound-Spelling Card

1 Model Display the *Rose Sound-Spelling Card*. Teach /r/ spelled *wr* using the word *write*. Explain that in some consonant combinations, one of the letters is silent. Model writing the letters *wr*. Point out that the *w* is silent and you only pronounce the /r/ sound. *This is the Rose Sound-Spelling Card. The sound is /r/. Sometimes the /r/ sound is spelled with the letters wr, as in write. The w is silent. Say it with me /rrr/. I'll say /r/ as I write the letters wr several times.* Follow the same procedure to teach the silent letter combinations *kn, gn, mb, and sc* with the *Nest, Map, and Sun Sound-Spelling Cards* and words *gnat, lamb, and scent*.

2 Guided Practice/Practice Have children practice connecting the sounds /r/, /n/, /m/, and /s/ to the letter pairs that can spell them, *wr, kn, gn, mb, and sc*. *Say /r/ as I write the letters wr. This time, write the letters wr five times as you say the /r/ sound.* Repeat for *kn, gn, mb, sc*.

Go Digital



Phonemic Awareness



Phonics

SKILLS TRACE

Silent Letters: wr, kn, gn, mb, sc

Introduce Unit 4 Week 1
Day 1

Review Unit 4 Week 1
Day 2, Day 3, Day 4, Day 5

Assess Unit 4

Blend Words with Silent Letters *wr, kn, gn, mb, sc*

1 Model Display **Word-Building Cards** *s, c, e, n, t*. Model how to blend the sounds. *This is the letter s. This is the letter c. The letter c is silent. The letter s stands for /s/. This is the letter e. It stands for /e/. This is the letter n. It stands for /n/. This is the letter t. It stands for /t/. Listen as I blend these sounds together: /ssseennt/. Say it with me: scent.*

Continue by modeling the words *wreck, gnat, climb, and knife*.

2 Guided Practice/Practice Display the **Day 1 Phonics Practice Activity**. Read each word in the first row, blending the sounds, for example, /thumb/. *The word is thumb.* Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

thumb	wreck	kneel	gnat	knock	
comb	wrist	scent	knit	scene	lamb
knee	crumb	sign	knot	wrong	
gnu	crew	huge	knew	flute	

Do you know how to write a play?

The cat climbs out on the tree limb.

Ted cuts the cake with a knife.

Also online

Phonics Practice

Corrective Feedback

Sound Error Model the sound that children missed, then have them repeat the sound. Say: *My turn.* Tap under the two letters at the beginning and say: *Sound? /r/. What's the sound?* Return to the beginning of the word. Say: *Let's start over.* Blend the word with children again.

ENGLISH LEARNERS

Phonemic Awareness: Minimal Contrasts Focus on articulation. Say /ē/ and note your mouth position. Have children repeat. Use the articulation photos. Repeat for /ō/, /ā/, and /ū/. Have children repeat the sounds after you, and notice the differences. Continue with: *write/ wrote, fail/feel, peel/pile, cute/coat, male/mule.*

Phonics: Variations in Language In some languages, such as Cantonese, Vietnamese, and Hmong, there is no sound transfer for /r/. Emphasize the sound /r/ and show correct mouth position. Practice with Approaching Level phonics lessons.

ELD ELD.PIII.2

ON-LEVEL PRACTICE BOOK p. 152

In some letter pairs, one of the letters is silent.
In *wr*, the *w* is silent as in *wrong*. In *kn*, the *k* is silent as in *know*.
In *gn*, the *g* is silent as in *gnat*.

A. Choose two words from the box that have the same silent letter as each of the words below. Write the words on the line.

wrap gnu knife wrist knock gnome

- write wrap wrist
- knot knife knock
- gnaw gnu gnome

- The prefix *re-* means "again."
- The prefixes *un-* and *dis-* mean "not" or "opposite of."
- The suffix *-ful* means "full of," *-less* means "without."

B. Read each word. Write its meaning.

- playful full of play
- dishonest not honest
- unsafe not safe
- sleepless without sleep
- resend send again

APPROACHING
p. 152

BEYOND
p. 152

EL
p. 152



Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review last week's high-frequency words: *America, beautiful, began, country, give, live, come, didn't, turned, climbed.*



Spelling

OBJECTIVES

CCSS

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.2**

CCSS

Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). **L.2.2d**

CCSS

Know and apply grade-level phonics and word analysis skills in decoding words. **RF.2.3**

CCSS

Recognize and read grade-appropriate irregularly spelled words. **RF.2.3f**

Words with Silent Letters *wr, kn, gn, mb, sc*

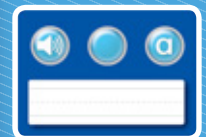
Dictation Use the spelling dictation routine to help children transfer their growing knowledge of sound-spellings to writing. Follow the **Dictation Routine**.

Pretest After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask children to say each word softly, stretching the sounds, before writing it. After the pretest, display the spelling words and write each word as you say the letter names. Have children check their words.

comb	I comb my hair after my bath.
crumb	A crumb falls when the boy eats a cookie.
scene	That is a funny scene in the play!
scent	A dog can track a person by her scent .
gnat	The gnat is buzzing by my ear!
sign	What does that street sign say?
knife	Mom will use this sharp knife to cut the carrots.
know	Do you know the way to the library?
wrist	Pablo wears a watch on his left wrist .
writing	Rachel likes writing poems.
cube	This box is in the shape of a cube .
music	Rebecca loves to listen to music .
don't	Don't throw the ball in the house.
eat	I will eat a sandwich for lunch.
very	Those elephants are very big.

For Approaching Level and Beyond Level children, refer to the Differentiated Spelling Lists for modified word lists.

Go
Digital



Spelling Word Routine



High-Frequency Word Routine

EL

ENGLISH LEARNERS

Spelling Review the meaning of these words by using pictures, pantomime, or gestures when possible. Have children repeat or act out each definition as they repeat the word.

ELD ELD.PI.2.1.Em



High-Frequency Words

many, morning, through, very, sleep, eat, colors, down, below, don't

1 Model Display the High-Frequency Word Cards *many, morning, through, very, sleep, eat, colors, down, below, and don't*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *many*. *This is the word many. Say it with me: Many. There are many children in our school.*
- **Spell** *The word many is spelled m-a-n-y. Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter: m-a-n-y.*
- Follow the same steps to introduce *morning, through, very, sleep, eat, colors, down, below, and don't*.
- As children spell each word with you, point out the irregularities in sound/spellings, such as the /e/ sound spelled with the letter a in the word *many*.



2 Guided Reading Have children read the sentences. Prompt them to identify the high-frequency words in connected text and to blend the decodable words.

1. There are **many** fish in the sea.
2. Mom runs in the **morning**.
3. We take a walk **through** the park.
4. That joke is **very** funny!
5. The baby will **sleep** in the crib.
6. Do you like to **eat** spicy food?
7. The **colors** on the flag are blue and white.
8. Kate goes **down** the slide.
9. The mole lives **below**.
10. Please **don't** be late.

Monitor and Differentiate



Quick Check

Can children read and decode words with silent letters *wr, kn, gn, mb, sc*?
Can children recognize and read high-frequency words?



Small Group Instruction

If No →	Approaching	Reteach pp. T66-T69
	EL	Develop pp. T80-T87
If Yes →	On Level	Review pp. T74-T75
	Beyond Level	Extend pp. T78-T79

→ Vocabulary



Reading/Writing
Workshop

OBJECTIVES

CCSS Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **RI.2.4**

CCSS Demonstrate understanding of word relationships and nuances in word meanings. **L.2.5**

ACADEMIC LANGUAGE

location, region



Words in Context

Model the Routine

Introduce each vocabulary word using the Vocabulary Routine found on the Visual Vocabulary Cards.

Visual Vocabulary Cards



Vocab
Define:
Example
Ask:

Vocabulary Routine

Define: If something is **eerie**, it is strange in a way that makes you feel afraid or nervous.

Example: The noises in the old barn gave me an eerie feeling.

Ask: When do you get an eerie feeling?

Definitions

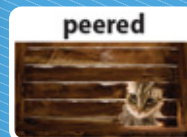
- **growth** A **growth** is something that grows or has grown.
- **layers** If something has **layers**, it is made up of different parts or levels sitting on top of one another.
- **lively** Something that is **lively** is active and full of life and energy.
- **location** A **location** is a place.
- **region** A **region** is a large part of the surface of Earth.
- **seasons** The **seasons** are the four parts of the year that each have their own kind of weather.
- **temperate** A **temperate** place is a place that is never very hot or very cold.

Talk About It



Have partners look at each picture and explain what each word means. Tell each partner to pick three words and write three questions for their partner to answer.

Go
Digital



Visual Glossary

Words to Know

Vocabulary

Use the picture and sentence to learn each word.



eerie The noises in the old barn gave me an **eerie** feeling.
What do you get an eerie feeling?



growth I found a thick **growth** of ferns in the park.
During what season do you see a new growth of plants?



layers It was cold so I wore three **layers** of clothing.
How many layers of clothing are you wearing today?



lively The **lively** kitten played with a ball.
What activity makes you feel lively?



location I can find the **location** of my state on a map.
What is another word for location?



region The arctic **region** is very cold and snowy.
What region is very hot and dry?



seasons Summer is our favorite of all the **seasons**.
Describe your favorite season.



temperate A **temperate** climate is not too hot or too cold.
Explain whether a desert would have a temperate climate.

Your Turn

Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

READING/WRITING WORKSHOP, pp. 260–261



ENGLISH LEARNERS SCAFFOLD

Emerging

Use Visuals Say: Let's look at the picture for the word *eerie*. This is an old barn. Imagine you stepped inside an old barn. Then you heard strange noises. How would you feel? Elaborate on children's responses, incorporating the word *eerie*.

Expanding

Describe Have children talk about the picture for *eerie*. Help them with the pronunciation. Ask: *What is an eerie feeling? Do you feel happy or scared?* Ask children to show how they would look if they had an eerie feeling. Then have children turn to a partner and explain what an eerie feeling is like, using words or short phrases.

Bridging

Discuss Ask partners to define the word *eerie*, based on the picture and the sentence. Repeat children's responses, correcting for grammar and pronunciation as necessary.

ON-LEVEL PRACTICE BOOK p. 151

eerie growth layers lively
location region seasons temperate

Choose the word from the box that makes sense in each blank. Then write the word on the line.

- This high area of the country is the mountain
_____ **region** _____
- A _____ **growth** _____ of wildflowers fills the meadow.
- Our class had a _____ **lively** _____ party at the end of the year.
- The weather is different in the winter and summer
_____ **seasons** _____
- The empty house gave us an _____ **eerie** _____ feeling.
- The gardener digs down through _____ **layers** _____ of sand and dirt.
- It is not too hot or cold in a _____ **temperate** _____ climate.
- Where is the _____ **location** _____ of your town on the map?

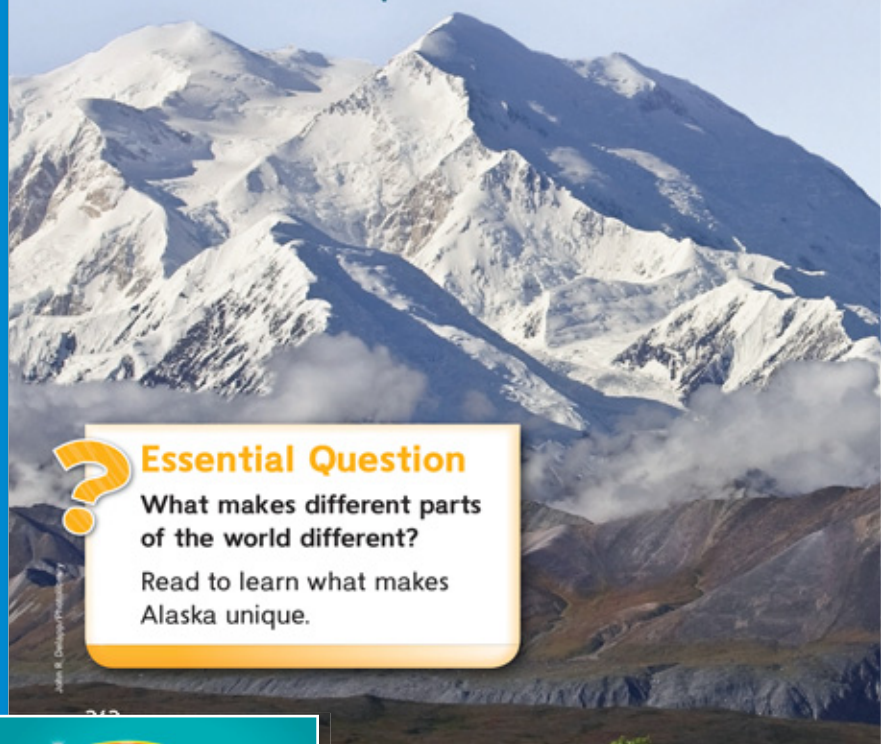
APPROACHING
p. 151

BEYOND
p. 151

EL
p. 151

Alaska

A Special Place



Essential Question

What makes different parts of the world different?

Read to learn what makes Alaska unique.

Where can you find mountains, glaciers, and volcanoes? Alaska is the **location** you would visit. Alaska has different **regions**. In each part of the state, there are different features.

Land Features

The tallest mountain in the United States is in Alaska. It is called Denali. Some people go to Alaska just to climb it.

Alaska also has the biggest glaciers in all of the United States. Glaciers are made when one **layer** of snow falls on top of another. The snowfall becomes very thick. It turns to ice. The **growth** of a glacier takes many years to form.

Map of Alaska



263

READING/Writing WORKSHOP, pp. 262–263

Shared Read



Lexile 560
TextEvaluator™ 20

Close Reading Routine

Read

DOK 1–2

- Identify key ideas and details about what makes different parts of the world different.
- Take notes and retell.
- Use **ACT** prompts as needed.

Reread

DOK 2–3

- Analyze the text, craft, and structure.
- Use the Reread Minilessons.

Integrate

DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.

Read

Connect to Concept: Different Places Tell children they will learn what makes Alaska unique.

Note Taking Read page 263 together. As you read, model how to take notes. *I will think about the Essential Question as I read and note key ideas and details.* Then model how to note questions and identify unfamiliar words.

Paragraph 1: Ask: *What do you think you will read about in this selection?* The text asks: *Where can you find mountains, glaciers, and volcanoes?* and gives the answer, *Alaska*. So, I think this selection will tell me about land features in different parts of Alaska.



Reading/Writing Workshop

EL

See pages T80–T81 for the Interactive Question Response routine for the Shared Read.

Temperature Changes

Alaska has different temperatures. Northern Alaska is called the Arctic region. The temperatures are much colder than inside your freezer. The ground, lakes, and rivers are almost always frozen.

As a result, most people live in the south of Alaska. It is warmer there. Crops grow well in the rich soil there.

Animals

Alaska has many different animals. You may spot a walrus or polar bear among the glaciers. You can see a black or brown bear fishing in a river or stream. In another region, you can see a moose or caribou.



Walrus live in shallow waters off the coast of Alaska.

264

Daylight and Darkness

The **seasons** are special here, too. In summer, people celebrate the mild **temperate** weather. These **lively** people also celebrate the sunlight because the sun does not set for many days. In one village, the Sun doesn't set for more than 80 days! You might be in bed and still see the sun shining.

In winter, the Sun doesn't rise in some places in Alaska. These places have more than 60 days of winter darkness. You could have afternoon soccer practice in the dark! You might think this would be **eerie**, but Alaskans don't think this is weird. They are used to the dark winter days.

Alaska is a very interesting place to live!

Make Connections



What are three things that make Alaska interesting? **ESSENTIAL QUESTION**

How is where you live different from Alaska? How is it the same? **TEXT TO SELF**

265

READING/Writing WORKSHOP, pp. 264–265



HSS HSS 2.2.2

“Land Features”: Model how to use the text to find the meaning of an unfamiliar word. Point out the word *glacier*. *I’m not sure what a glacier is. I can reread the second paragraph in the section “Land Features.” The text tells me that a glacier is a build-up of snow layers that turns to ice.*

Make Connections



Essential Question Encourage children to work with a partner to look back over the text for evidence as they talk about how Alaska is unique. Use these sentence starters to focus discussion:

I read that Alaska has . . .

The seasons in Alaska are . . .

ACT Access Complex Text

Genre

Children may need help reading the map on page 263 or in relating the map to the text.

- Say: *The map shows Alaska.* Discuss each symbol in the map key. Explain that the compass rose shows the four directions.
- Point to each symbol on the map and ask what it stands for. Then ask: *How does the map help you understand the text on page 263? (The map shows the locations of land features that are described in the text.)*



Language Arts



Reading/Writing Workshop

OBJECTIVES

CCSS

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.5

ACADEMIC LANGUAGE

- *prompt, expository text, linking verb, action, present tense*
- Cognates: *texto, verbo, sujeto, acción, presente*



Write to Sources

Build Writing Fluency

Write to a Prompt Provide children with the prompt: *Describe Alaska.*

Have children share their ideas about what Alaska is like. Ask them to think about what makes Alaska unique. When children finish sharing ideas, have them write continuously for eleven minutes in their Writer's Notebook. If children stop writing, encourage them to continue.

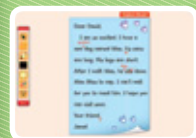


When children finish writing, have them work with a partner to compare their ideas about what Alaska is like. Partners should make sure that they both have a clear idea of the topic.

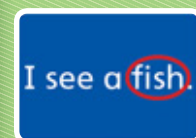
Go Digital



Writing Lines



Writer's Workspace



Grammar



Genre Writing

Narrative Text: Fictional Narrative, pp. T472-T477

First Week Focus: Over the course of the week, focus on the following stages of the writing process:

Expert Model: Analyze with children the features of a fictional narrative and the Expert Model found online in Writer's Workspace.

Prewrite: Discuss with children the purpose for writing fictional narratives and analyze their audience. Teach the *Sequence* Minilesson then have children choose their topics and plan their writing. Children can record their ideas for their fictional narratives on Graphic Organizer 64 found online in Writer's Workspace.

Conferencing Routines

Teacher Conference

- STEP 1** Talk about the strengths of the writing.
- STEP 2** Focus on the target trait.
- STEP 3** Make concrete suggestions for revisions.

Peer Conferences

Provide questions to guide peers as they review a partner's draft.

- ☒ Does the writing have a clear topic?
- ☒ Do all the sentences focus on the topic?
- ☒ Did the writer use linking verbs correctly?

MINILESSON

10
Mins

Grammar

Linking Verbs

- 1 Explain/Model** Tell children that a linking verb connects the subject to the rest of the sentence. It does not show action. Explain that the verb *be* is a linking verb. It has special forms in the present tense: *am*, *is*, *are*. Display the following sentences:

I am at my house.

She is at school.

They are at the store.

Model identifying the verb form in the first sentence.

Think Aloud When the subject of the sentence is *I*, use the verb form *am*.

Repeat with the remaining sentences, identifying each subject and explaining the verb form used with each. Point out that the verb form *is* is used with a singular subject, such as *she*, *he*, and *it*. The verb form *are* is used with a plural subject, such as *they*, *we*, and *you*. It is also used with the singular subject *you*.

- 2 Guided Practice/Practice** Display the sentences below and read them aloud together. Ask children to tell whether *am*, *is*, or *are* should be used in each sentence. Prompt them by asking, *Is the subject I? Is the subject singular? Is it plural?*

A walrus ____ in the water. (*is*)

The bears ____ big. (*are*)

I ____ tired. (*am*)

Talk About It



Sentences with *Be* Have partners take turns telling what they learned about Alaska. Tell them to use the linking word *be* in their sentences.

GRAMMAR PRACTICE BOOK p. 76

- A **linking verb** connects the subject to the rest of the sentence.
- A linking verb does not show action.
- The linking verb **be** has special forms in the present tense: **is**, **are**, and **am**.
Parrots **are** birds.
The forest **is** big.
I **am** in the forest.

A. Circle the linking verb in each sentence.

1. Forests **are** busy places.
2. I **am** near a large tree.
3. A bird **is** in the tree.
4. It **is** very colorful.
5. A snake **is** near the bird.
6. Other animals **are** in the tree too.

B. Write a sentence of your own using a linking verb.

Possible response provided
7. I **am** near a river.

Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the new concept and oral vocabulary words. Ask: *What region did we learn about today? What facts do you know about Alaska now?*
- Prompt children to share what skills they learned. How might they use those skills?

WHOLE GROUP DAY 2

Materials



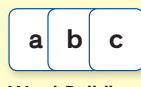
Reading/Writing Workshop



Visual Vocabulary Cards

eerie
growth
layers
lively

location
region
seasons
temperate



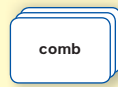
Word-Building Cards



Interactive Read-Aloud Cards



High-Frequency Word Cards



Spelling Word Cards

➔ Build the Concept



Oral Language

OBJECTIVES



Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.2**

- Develop oral language.
- Discuss the Essential Question.
- Retell story events.

ACADEMIC LANGUAGE

reread



HSS HSS 2.2.2

ESSENTIAL QUESTION



Remind children that this week you are talking and reading about how different parts of the world are different. Remind them of the regions they learned about in “Where Do You Live?” and “Alaska: A Special Place.” Guide children to talk about the Essential Question using information from what they have read and talked about on Day 1.

Review Oral Vocabulary

Review the oral vocabulary words *valleys*, *harbors*, *factories*, *produce*, and *timber* using the Define/Example/Ask routine. Encourage children to discuss different regions of the United States when coming up with examples for each word.

Go Digital



Where Do You Live?



Retell Routine

→ Listening Comprehension



Interactive Read Aloud

Reread “Where Do You Live?”

Tell children that you will reread “Where Do You Live?” Display the Interactive Read-Aloud Cards.



Interactive Read-Aloud Cards

Strategy: Reread

Remind children that if something does not make sense when they are reading, they can go back and reread part of the text. This can help them understand important information. Say: *As we read “Where Do You Live?” we may come across words or facts that are not familiar to you. For instance, I may not know why many people first moved to the West Coast. When I reread the text, I learned that gold was found many years ago. That’s why many people moved West.*

Read aloud “Where Do You Live?”. Pause to model using the strategy. Prompt children to indicate when a fact is unfamiliar to them. Work with them to reread the part of the text to clear up the confusion.

Model Retelling

Pause to retell parts of the selection. *I will put the information from the text in my own words. I read that the United States is divided into seven regions. Each region has its own geography and products that make it special. The first region was New England in the northeastern corner of the United States.*

Explain that when children retell a selection, they should tell the important facts and details in the correct order.

Retell the Selection

After reading, guide children to retell the entire selection. Remind them to tell the important facts and details in order. You may wish to let children use the map and photographs on the Interactive Read-Aloud Cards to help them retell information about each region.

ENGLISH LEARNERS

Retell Guide children to retell by using a question prompt for each card, such as *What region does the map show?* Use sentence frames, such as *The map shows the ____ region. This region is known for ____.* (The map shows the Midwest region. This region is known for its rich soil.)

ELD ELD.PI.2.5.Em

Word Work

Quick Review

Build Fluency: Sound-Spellings

Display the **Word-Building Cards**:
kn, gn, mb, sc, wr, u, u_e, ew, ue, o, oa, ow, oe, i, igh, ie, y, e, ee, ea, y, ey, ie. Have children say each sound. Repeat, and vary the pace.



Phonemic Awareness

OBJECTIVE

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

Categorize words by phoneme.

ACADEMIC LANGUAGE

prefix, silent, suffix

Phoneme Categorization

1 Model Have children listen for the medial sound /ē/ in the following words: *kneel, mice, feet*. Identify the two words that have /ē/ in the middle. *Listen carefully as I say three words: kneel, mice, feet. Two words have /ē/ in the middle, and one does not. The words kneel and feet have the /ē/ vowel sound. The word mice does not. It doesn't belong.* Repeat with *boat, hate, soak*.

2 Guided Practice/Practice Have children practice with the following examples. Do the first one together. *I will say three words. Tell me which word does not belong and why.*

leaf, neat, shine	sign, night, loaf
comb, make, goat	rude, dune, scene
knob, limb, fin	knife, huge, kite



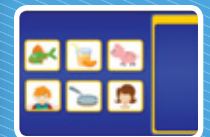
Phonics

Review Silent Letters *wr, kn, gn, mb, sc*

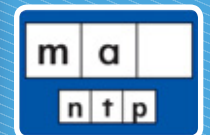
1 Model Display the **Word-Building Cards** *c, o, m, b*. Review that in some consonant combinations, one of the letters is silent. Remind children that when the letters *mb* appear together in a word, such as in the word *comb*, the *b* is silent. Remind children that the letters *mb* stand for the /m/ sound. Also review the silent letters *wr, kn, gn*, and *sc*.

2 Guided Practice/Practice Point to each pair of letters and say the sounds: /m/, /r/, /n/, and /s/. Have children connect the letters and the sounds. Ask: *What are these letters? Which letter is silent? What is the sound?*

Go Digital



Phonemic Awareness



Phonics



Structural Analysis

Blend Words with Silent Letters *wr, kn, gn, mb, sc*

- 1 Model** Display **Word-Building Cards** *s, i, g, n*. Model how to generate and blend the sounds to say the word. *This is the letter s. It stands for /s/. This is the letter i. It stands for /ī/. This is the letter g and this is the letter n. When g comes before n, it is silent. The letter n stands for /n/. Listen as I blend these sounds together: /sīnnnn/. Say it with me: sign.*

Continue by modeling the words *wrist, knob, climb, and scent*.

- 2 Guided Practice/Practice** Repeat the routine with children with *thumb, know, scene, gnat, wrong*.

Build Words with Silent Letters *wr, kn, gn, mb, sc*

- 1 Model** Display **Word-Building Cards** *k, n, o, t*. Blend: /n/ /o/ /t/, /nnnot/, *knot*.

- Replace *t* with *b* and repeat with *knob*.
- Change *b* to *ck* and repeat with *knock*.

- 2 Guided Practice/Practice** Continue with *wreck, wren, wrench; gnat, gnu; lamb, limb, climb; scene, scent*. Guide children to build and blend each word.



Structural Analysis

Prefixes/Suffixes

- 1 Model** Write the words *repack, unhappy, and disobey*. Underline the prefix in each word. Explain that a prefix can be added to the beginning of a word to make a new word. The prefix *re-* means “again,” the prefix *un-* means “not,” and the prefix *dis-* means “opposite of.” Model how to define *repack, unhappy, and disobey*, based on each prefix and root word. Use the same procedure with the words *hopeful* and *spotless* to discuss the suffixes *-ful* (full of) and *-less* (without).
- 2 Guided Practice/Practice** Write the following words on the board: *useful, unmade, painless, disagree, rewrap*. Ask children to identify each prefix or suffix and define each word.



ENGLISH LEARNERS

Phonics: Build Vocabulary

Review the meanings of example words that can be explained or demonstrated in a concrete way. For example, give a thumbs up, point to your wrist, knock on a door, or point to a sign in the classroom. Have children repeat the actions and say the words with you. Provide sentence starters such as “*I can climb ____*” for children to complete. Correct grammar and pronunciation as needed.

ELD ELD.PI.2.1.Em • ELD.PI.2.5 Em • ELD.PIII.2

ON-LEVEL PRACTICE BOOK p. 152

In some letter pairs, one of the letters is silent.

In *wr*, the *w* is silent as in *wrong*. In *kn*, the *k* is silent as in *know*.
In *gn*, the *g* is silent as in *gnat*.

A. Choose two words from the box that have the same silent letter as each of the words below. Write the words on the line.

wrap gnu knife wrist knock gnome

1. write wrap wrist
2. knot knife knock
3. gnaw gnu gnome

- The prefix *re-* means “again.”
- The prefixes *un-* and *dis-* mean “not” or “opposite of.”
- The suffix *-ful* means “full of,” *-less* means “without.”

B. Read each word. Write its meaning.

4. playful full of play 7. dishonest not honest
5. unsafe not safe 8. sleepless without sleep
6. resend send again

APPROACHING
p. 152

BEYOND
p. 152

EL
p. 152

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words: *many, morning, through, very, sleep, eat, colors, down, below, don't*.



Spelling

OBJECTIVES

- CCSS** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.2**
- CCSS** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). **L.2.2d**
- CCSS** Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**
- CCSS** Recognize and read grade-appropriate irregularly spelled words both in isolation and in text. **RF.2.3f**

ACADEMIC LANGUAGE
form, suffix

Word Sort with *wr, kn, gn, mb, sc*

1 Model Display the **Spelling Word Cards**, one at a time. Ask children to read each word and pay attention to silent letters.

Use cards for *comb, scene, gnat, knife, and wrist* to create a five-column chart. Say each word and pronounce the sounds: /k/ /ō/ /m/; /s/ /ē/ /n/; /n/ /a/ /t/; /n/ /ī/ /f/; /r/ /i/ /s/ /t/. Say each word again. Ask children to chorally spell each word.

2 Guided Practice/Practice Have children place each remaining Spelling Word Card in the column with the same silent letter spelling (*mb, sc, gn, kn, wr*). Point out that *gn* can come at the beginning or end of a word.

When completed, have children chorally read the words in each column. Have them identify the silent letter in each word.

3 Build Fluency: Word Automaticity Have children chorally read words to build fluency. Conclude by writing these words: *wrong, sign, know, thumb, scenic, knock, wrap, climb*. Read the words together.



High-Frequency Words

many, morning, through, very, sleep, eat, colors, down, below, don't

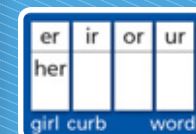
1 Guided Practice Say each word and have children Read/Spell/Write it. Ask children to picture the word, and write it the way they see it. Display the word for children to self-correct. Point out irregularities in sound/spellings, such as the short e sound spelled *a* in *many*.

2 Practice Add the high-frequency words to the cumulative word bank. Have partners create sentences using the words.

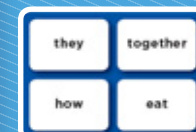


Cumulative Review Review last week's words using the **Read/Spell/Write** routine. Repeat the above routine, mixing the words and having children say each one.

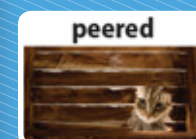
Go Digital



Spelling Word Sort



High-Frequency Word Routine



Visual Glossary

Vocabulary



Expand Vocabulary

Have children use the **Visual Vocabulary Cards** to review this week's vocabulary words: *eerie*, *growth*, *layers*, *lively*, *location*, *region*, *seasons*, *temperate*.

- 1 Explain** Tell children that words have different forms. Help them generate different forms of this week's words by adding the suffix *-ly*, the inflectional endings *-ed* and *-ing*, and *-s*. Review the meaning of each ending.
- 2 Model** Write the word *eerie*. Model how to add the suffix *-ly* to the word *eerie*. Read aloud the words with children.
Point out how the suffix changes the meaning of *eerie*. Discuss each form of the word and its meaning.
Have children share aloud sentences using *eerie* and *eerily*.
- 3 Guided Practice** Have partners work together to add the endings *-ed* and *-ing* to *layer* and the ending *-s* to *growth*. Ask them to read the different forms of the words and use them in sentences.



ENGLISH LEARNERS

More Practice Practice spelling by helping children generate more words with silent letters *wr*, *kn*, *gn*, *mb*, *sc*. Provide clues: *This means the opposite of right. It rhymes with song.* Write the word (*wrong*) and have children practice reading it. Correct their pronunciation, if needed.

ELD ELD.PI.II.2

Monitor and Differentiate



Quick Check

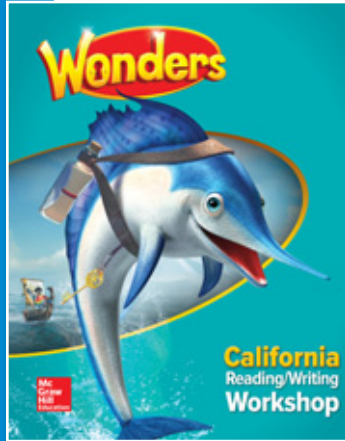
Can children read and spell words with silent letters *wr*, *kn*, *gn*, *mb*, *sc*?
Can children recognize and read high-frequency words?



Small Group Instruction

- If No → **Approaching** Reteach pp. T66-T69
EL Develop pp. T80-T87
 If Yes → **On Level** Review pp. T74-T75
Beyond Level Extend pp. T78-T79

Comprehension Strategy



Reading/Writing
Workshop



Reread

1 Explain

Explain that when children read an informational text, they may come across unfamiliar words, ideas, or explanations. Say: *Stop and reread new information or difficult parts of the text to make sure that you understand what you read.*

- Children should reread any information that is new or unclear.
- Children can stop and go back and reread a word, a page, or an earlier part of the selection to clarify the information. They may need to reread more than once to understand unclear or difficult text.
- Rereading text can also help children remember key details from the text.

2 Model Close Reading: Text Evidence

Model how rereading can help children understand how a glacier forms. Reread the second paragraph of “Land Features” on page 263 of “Alaska: A Special Place.” Discuss the formation of a glacier.

3 Guided Practice of Close Reading



Have children work in pairs to offer details about the Arctic region. Direct them to reread the section titled “Temperature Changes” on page 264. Have children tell how this region is different from the southern part of Alaska. Ask: *Which region would you prefer to live in? Why?*

OBJECTIVES

CCSS

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **RI.2.1**

CCSS

Read with sufficient accuracy and fluency to support comprehension. **RF.2.4**

CCSS

Read on-level text with purpose and understanding. **RF.2.4a**

Reread difficult sections to increase understanding.

ACADEMIC LANGUAGE

reread

Go
Digital



Alaska: A
Special Place



Present the
Lesson

Comprehension Strategy

Reread

As you read, you may come across words, facts, or explanations that are new to you. You can reread these parts to make sure you understand them.



Find Text Evidence

After reading page 263 of "Alaska: A Special Place," I am not sure how glaciers form. I will reread this page.

Land Features

The tallest mountain in the United States is in Alaska. It is called Denali. Some people go to Alaska just to climb it.

Alaska also has the biggest glaciers in all of the United States. Glaciers are made when one **layer** of snow falls on top of another. The snowfall becomes very thick. It turns to ice. The **growth** of a glacier takes many years to form.

page 263

I read that over time, layers of snow turn to ice. These huge pieces of ice are glaciers.
Rereading helped me understand this part.

Your Turn

What is the Arctic region? Reread page 264 of "Alaska: A Special Place" to answer the question.

266

READING/WRITING WORKSHOP, p. 266

A C T

Access Complex Text

► Specific Vocabulary

This selection contains domain-specific vocabulary which may be unfamiliar to children. Have children reread the last sentence in "Temperature Changes" on page 264.

- Explain that *crops* are plants that are grown for use, such as corn or cotton.
- Focus on the phrase *rich soil*. Ask: *What do plants grow in? (the ground, or soil) Plants grow in soil.* Explain that when soil is *rich*, it has the materials that plants need in order to grow.
- Help children with unknown words or words used in unfamiliar contexts, such as *set* (as in "the sun does not set") on page 265.

ON-LEVEL PRACTICE BOOK pp. I53-I55

Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

In a Redwood Forest

A forest is a large area of land covered by trees growing close together. There are different kinds of forests. Some have hardwoods. These forests have trees that lose their leaves each year. Some forests have evergreen trees with needles. One of the most amazing kinds of forests is the redwood forest.

52 What Is a Redwood Tree?

57 In a redwood forest, you will find some of the tallest trees in the world. A redwood tree can grow over 78 300 feet tall. That's as tall as a 35-story skyscraper, a building found in big cities.

95 Redwoods are some of the oldest trees in the world. 105 A redwood tree can live to be 2,000 years old. One 116 reason is these trees can survive fire. Their thick bark 126 keeps them from burning.

APPROACHING
pp. I53-I55BEYOND
pp. I53-I55EL
pp. I53-I55

Monitor and Differentiate



Quick Check

Do children reread to understand text to make sure they understand it? Do they reread text more than once if necessary?



Small Group Instruction

If No → **Approaching** Reteach pp. T62-T63

EL

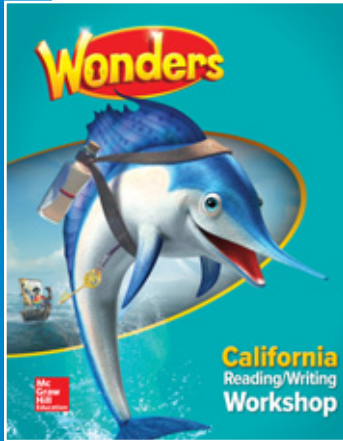
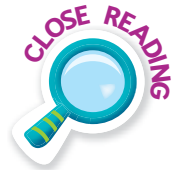
Develop pp. T80-T81

If Yes → **On Level** Review pp. T72-T73

Beyond Level

Extend pp. T76-T77

Comprehension Skill



Reading/Writing Workshop

OBJECTIVES

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.3**

ACADEMIC LANGUAGE

connections, compare, contrast



Connections Within Text: Compare and Contrast

1 Explain

Tell children that when readers compare, they tell how things are alike. When they contrast, they tell how things are different.

- To compare things in a selection, think about ways in which they are alike. For example, the map on page 263 shows that the north and south of Alaska are alike in that both have mountains.
- To contrast things in a selection, think about ways in which they are different. For example, you could contrast temperature in two parts of Alaska. The north is colder than the south.
- Look for clue words that signal a comparison and a contrast. Look for *like*, *alike*, *just as*, and *also* for a comparison. Look for *on the other hand*, *different*, *but* and *unlike* to signal a contrast.

2 Model Close Reading: Text Evidence

Model how to use the graphic organizer to compare and contrast two of Alaska's land features: Denali and a glacier. Explain that the middle section tells how Denali and the glacier are alike. The left section tells only about Denali. The right section will tell only about the glacier.



Write About Reading: Sentences Model for children how to use the notes from the graphic organizer to write sentences about the land features.

3 Guided Practice of Close Reading



Have partners use the graphic organizer to compare and contrast the seasons in Alaska, going back to the text for details.



Write About Reading: Sentences Have children work in pairs to write sentences telling how the seasons are different in Alaska. Provide sentence frames: *In the winter, the Sun _____. In the summer, the Sun _____. Select pairs to share their sentences with the class.*

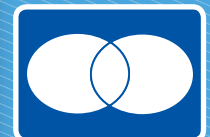
Go Digital



Alaska: A Special Place



Present the Lesson



Graphic Organizer

SKILLS TRACE

Connections Within Text: Compare and Contrast

Introduce Unit 4 Week 1

Review Unit 4 Week 4

Assess Unit 4

Comprehension Skill

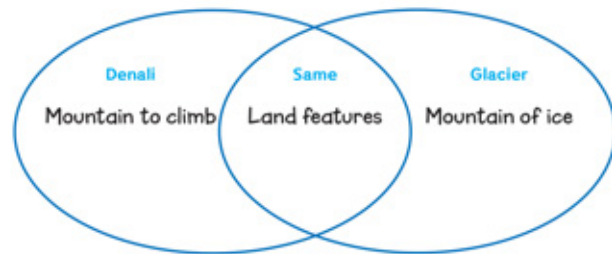
Compare and Contrast

To compare is to tell how things are alike.
To contrast is to tell how they are different.



Find Text Evidence

When I read page 263 of "Alaska: A Special Place," I can compare and contrast the land features in Alaska.



Your Turn

Reread page 265 with a partner. Fill in the graphic organizer to compare how winter is different from summer in Alaska.

Go Digital!
Use the interactive graphic organizer

267

READING/WRITING WORKSHOP, p. 267



ENGLISH LEARNERS SCAFFOLD

Emerging

Help children reread "Temperature Changes" on page 264. Explain difficult words such as *temperatures*, *frozen*, *ground*, and *soil*. Then help children compare parts of Alaska: *In the south part of Alaska, the soil is _____. In the north part of Alaska, the ground is almost always _____. Correct children's responses as needed.*

Expanding

Have children reread "Temperature Changes." After each sentence ask: *What part of Alaska is this about, the north or south?* Help them compare and contrast parts of Alaska: Ask: *Which part is warmer? Which has rich soil?* Restate children's responses as comparisons. Remind children that comparing and contrasting can help them understand a selection.

Bridging

Have children reread "Temperature Changes." Help children compare and contrast parts of Alaska. Ask: *How warm is it in the north of Alaska? How is the temperature in the south of Alaska different? How is the ground in the north different from the ground in the south?* Repeat correct answers slowly and clearly to the class.

ELD ELD.PI.2.5.Em • ELD.PI.2.5.Ex • ELD.PI.2.5.Br

ON-LEVEL PRACTICE BOOK p. 155

A. Reread the passage and answer the questions.

1. How are some forests different from others?

In some forests, trees lose their leaves each year. In other forests, there are evergreen trees with needles.

2. How is a redwood tree like a 35-story skyscraper?

They can both be 300 feet tall.

3. How was the past different for redwood trees than today?

In the past, people cut down many redwood trees. Today, they are protected in parks.

B. Work with a partner. Read the passage aloud. Pay attention to pronunciation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

APPROACHING
p. 155

BEYOND
p. 155

EL
p. 155

Monitor and Differentiate



Quick Check

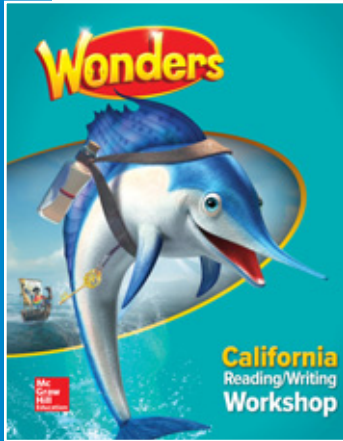
As children complete the graphic organizer, do they compare and contrast accurately? Do they understand how to use the graphic organizer to compare and contrast the seasons in Alaska?



Small Group Instruction

If No → **Approaching** Reteach pp. T70-T71
EL Develop pp. T80-T83
If Yes → **On Level** Review pp. T74-T75
Beyond Level Extend pp. T78-T79

Genre: Informational Text



Reading/Writing
Workshop



Expository Text

1 Explain

Share with children the following key characteristics of **expository text**.

- Expository text gives important facts about a topic. Topics may include a real person, a real event, a real place, or a real thing. Expository text can also explain why or how something happens.
- Expository text includes text features, such as headings, photographs with captions, diagrams with labels, and maps. These features give additional information about the topic. However, a text may still be expository even if it does not have these features.

2 Model Close Reading: Text Evidence

Model identifying and discussing the genre of “Alaska: A Special Place.” Then model using the text features on page 263.

Map Point out the map. Explain that a map is a flat picture of part of Earth. Ask: *Why do you think the author includes a map of Alaska in this selection?* (Since the selection is about Alaska, including its land features, the author wants to show the state and give information about the land features in it.)

Map Key Point out the map key. Mention that a map key explains the symbols on a map. Ask children to identify each symbol in the map key and then find examples on the map.

3 Guided Practice of Close Reading



Have children work with partners to tell the information they learned from the map and the map key. Then have them share what they learned with the class.

OBJECTIVES

CCSS

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **RI.2.5**

CCSS

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **RI.2.7**

Recognize the features of expository text.

ACADEMIC LANGUAGE

map, map key

Go
Digital



Main Topic		
Detail	Detail	Detail

Graphic
Organizer



Present the
Lesson

Genre Informational Text

Expository Text

"Alaska: A Special Place" is an expository text.

Expository text:

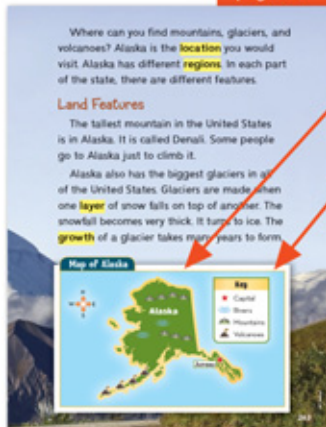
- gives facts and information about a topic.
- includes text features.



Find Text Evidence

"Alaska: A Special Place" is an expository text. It gives facts about Alaska. We also learn about Alaska by looking at the text features.

page 263



Text Features

A map is a flat picture of part of the earth.

A map key tells you what symbols on a map mean.

Your Turn

Talk about what information you learned from the map and map key.

268

READING/WRITING WORKSHOP, p. 268



ENGLISH LEARNERS SCAFFOLD

Emerging

Describe each symbol in the map key and read aloud each label. Have children repeat the labels. Then point to symbols on the map and ask questions such as, *Is this a river or a volcano?* Help children pronounce *Juneau* and lead them to understand that this city is the capital of Alaska.

Expanding

Read aloud each item in the map key. Help children with pronunciation, including the capital city, *Juneau*. Have partners work together to find one example of each map key symbol on the map.

Bridging

Have partners take turns pointing to symbols on the map and naming aloud the place or land feature it represents. Ask them to find and name the capital of Alaska. Help with pronunciation as needed.

ON-LEVEL PRACTICE BOOK p. 157

The Oasis of Mara

The Oasis of Mara is a place with water in the dry Mojave Desert. The water comes from underground. Plants can grow there. Native Americans once lived there.



Answer the questions about the text.

1. How do you know this is expository text?

It gives facts about the Oasis of Mara. It has a map and key.

2. What is the Oasis of Mara?

It is an area of water in the dry Mojave Desert.

3. What does the map show you?

It shows what part of the map is desert and what part is oasis.

APPROACHING
p. 157

BEYOND
p. 157

EL
p. 157

Monitor and Differentiate



Quick Check

Are children able to tell what they learned from the map and map key in "Alaska: A Special Place"?



Small Group Instruction

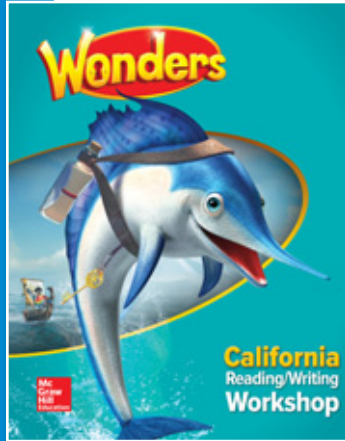
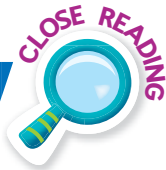
If No → **Approaching** Reteach pp. T62-T63

EL Develop pp. T80-T83

If Yes → **On Level** Review pp. T72-T73

Beyond Level Extend pp. T76-T77

Vocabulary Strategy



Reading/Writing
Workshop



Compound Words

1 Explain

Explain that a compound word is made up of two smaller words. Remind children that they can figure out the meaning of a compound word by breaking it into **word parts**.

- Children can look for the two words that make up the compound word.
- Children can think about what each smaller word means. Then they can put together the meanings to understand what the compound word means.

2 Model Close Reading: Text Evidence

Model how to use the two smaller words *snow* and *fall* to figure out the meaning of the compound word *snowfall* on page 263.

3 Guided Practice of Close Reading



Have children work in pairs to figure out the meanings of *sunlight* and *afternoon* based on using the smaller words and context clues. Confirm children's definitions of the words.

OBJECTIVES

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. **L.2.4**

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). **L.2.4d**

ACADEMIC LANGUAGE

compound word

Go
Digital



Present the
Lesson

SKILLS TRACE

Compound Words

Introduce Unit 3 Week 2

Review Unit 3 Week 3;
Unit 4 Weeks 1, 2

Assess Units 3, 4

Vocabulary Strategy

Compound Words

A compound word is made up of two smaller words. You can put together the meanings of each smaller word to help you learn the meaning of the compound word.



Find Text Evidence

In the word snowfall, I see two smaller words: snow and fall. I think snowfall means snow that falls to the ground. Yes, that makes sense in this sentence.



Your Turn

Use the smaller words to figure out the meanings of these compound words in "Alaska: A Special Place."
sunlight, page 265
afternoon, page 265

269

READING/WRITING WORKSHOP, p. 269



ENGLISH LEARNERS SCAFFOLD

Emerging

Point out the two smaller words *sun* and *light* and define them simply for children. Ask them to repeat each definition. Then explain what the compound word *sunlight* means. Repeat for *afternoon*. Use drawings or a clock if necessary.

Expanding

Point out the word *sunlight*. Divide the compound word into two smaller words. Model how to define each smaller word: *Sun is "the bright star we see during the day."* *Light means "energy we can see."* *Sunlight means ____.* Ask children to complete the sentence frame. Repeat for *afternoon*.

Bridging

Point out the words *sunlight* and *afternoon*. Ask children to define each word. Have partners think of a sentence using each word. Have children share their sentences. Repeat correct sentences slowly and clearly to the class.

ON-LEVEL PRACTICE BOOK p. 158

A compound word is a word made of two smaller words.

Read each sentence. Write the compound word and draw a line between the two smaller words. Then write the meaning of the compound word.

- Some have hardwoods. hardwoods
trees whose wood is hard and strong
- Some forests have evergreen trees with needles. evergreen
always green
- One of the most amazing kinds of forest is the redwood forest. redwood
a tree with red wood
- That's as tall as a 35-story skyscraper. skyscraper
a building that is very tall
- These forests are not found everywhere. everywhere
in all places

APPROACHING
p. 158

BEYOND
p. 158

EL
p. 158

Monitor and Differentiate



Quick Check

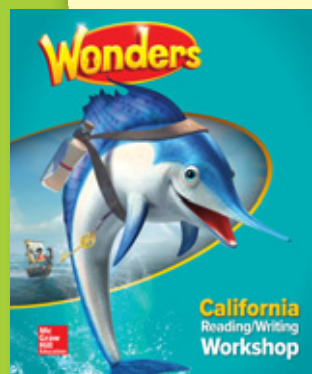
Can children define the compound words *sunlight* and *afternoon*?



Small Group Instruction

- If No → **Approaching** Reteach pp. T62-T71
EL Develop pp. T84-T85
 If Yes → **On Level** Review pp. T74-T75
Beyond Level Extend pp. T78-T79

→ Language Arts



Reading/Writing
Workshop

OBJECTIVES

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

CCSS With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **W.2.4**

CCSS Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.1**

ACADEMIC LANGUAGE

- *prompt, details, text evidence, author's purpose, topic sentence, facts, concluding sentence*
- Cognates: *detalles, evidencia de texto, autor*



Write to Sources

Write to the Reading/Writing Workshop Text

Analyze the Prompt Read aloud the prompt on page 270 of the **Reading/Writing Workshop**. Say: *What is the prompt asking? Let's reread "Alaska: A Special Place" to find details that help answer the question. We can note text evidence.*

Analyze Text Evidence Say: *Let's take a look at how one student, Ángela, took notes about why the author wrote "Alaska: A Special Place." She noticed that the title has a special place in it. This gave her a clue about the author's purpose for writing, so she wrote it in her notes. She also included the page number and the title of the source.* Display Graphic Organizer 31 found online in **Writer's Workspace** and guide the class through the rest of Ángela's notes.

Analyze the Student Model Explain how Ángela used text evidence from her notes to write a response to the prompt.

- **Topic Sentence** Ángela's first sentence introduces the topic. It answers the question about the author's purpose for writing. **Trait: Organization**
- **Facts** Ángela includes details that the author uses to tell about Alaska. She chose details that show why Alaska is a special place. These details help support her topic sentence. **Trait: Ideas**
- **Concluding Statement** Ángela's final sentence sums up her response. She reminds the reader that the author's purpose for writing is to tell that Alaska is a special place. **Trait: Organization**

For additional practice with the writing trait ideas, assign **Your Turn Practice Book**, p. 159.

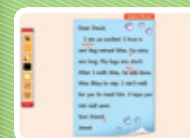
Go
Digital

Main Topic		
Detail	Detail	Detail

Graphic
Organizer



Writing



Writing Trait
Minilesson

Write to Sources

Write About the Text



I answered the question: *What was the author's purpose for writing this text?*

Student Model: Informative Text

Topic Sentence
My first sentence introduces my topic.

Facts
I included details that the author included about Alaska.

The author wrote this text to tell about Alaska and how it is an interesting place. The author gives facts about some of the ways Alaska is taller, bigger, and colder than other places.

Alaska has the tallest mountain in the U.S., Denali.



Alaska has the biggest glaciers in the U.S. Northern Alaska has some of the coldest temperatures on Earth. Alaska has some of the shortest nights and longest days.

The author tells us that Alaska is a special place!

Grammar

The word *is* is an example of a linking verb.

Grammar Handbook

See page 481.

Concluding Statement

My last sentence sums up my answer.

Your Turn

How do the text features support the author's purpose? Include text evidence to support your answer.

Go Digital!

Write your response online.
Use your editing checklist.

270

271

READING/WRITING WORKSHOP, pp. 270–271

Your Turn: Write About the Text Read the Your Turn writing prompt on page 271 of the **Reading/Writing Workshop** aloud: *How do the text features support the author's purpose? Include text evidence to support your answer.* Discuss the prompt with children.

Have children take notes as they find text evidence to respond to the prompt. Remind them to include the following elements as they craft their response from their notes:

- Topic Sentence
- Facts
- Concluding Statement

Have children use **Grammar Handbook** page 481 in the **Reading/Writing Workshop** to edit for errors with linking verbs.

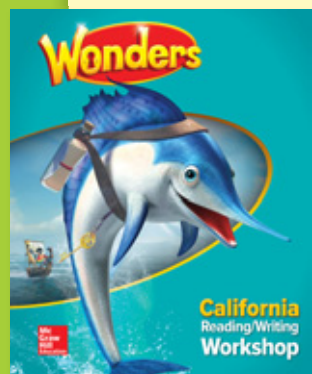
EL

ENGLISH LEARNERS

Write Support children as they write their drafts by asking questions such as, *Is it cold (hot, rainy, snowy) where you live? Is it cold (hot, rainy, snowy) in Alaska?* As children respond, help them write a simple sentence to state each fact.

ELD ELD.PI.2.5.Ex • ELD.PI.2.10.Em • ELD.PI.2.10.E

→ Language Arts



Reading/Writing
Workshop

OBJECTIVES

CCSS Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **L.2.1d**

ACADEMIC LANGUAGE

- *linking verb, the verb be, subject, action, present tense, past tense*
- Cognates: *verbo, sujeto, acción, presente*



Grammar

Linking Verbs

- 1 Explain/Model** Remind children that a linking verb connects the subject to the rest of the sentence. It does not show action. Explain that the past-tense form for *am* is *was*, the past-tense form for *is* is *was*, and the past-tense form for *are* is *were*. Point out that *was* is used with *I* and the singular subjects *he*, *she*, and *it*. *Were* is used with plural subjects and the singular *you*. Read aloud the following sentences to show each past-tense form of *be*. Model identifying each subject and how to connect it to the correct verb form.

I was in a forest.

The girl was by the pond.

The squirrels were in a tree.

Think Aloud What is the subject in the first sentence? *I* is the subject. *I* is singular, so the past-tense linking verb is *was*. *The girl* is the subject in the second sentence. *The girl* is also singular, so the past-tense linking verb is *was*. In the third sentence, the subject, *the squirrels*, is plural. This means we need to use the linking verb *were*. *Was* and *were* connect the subjects to the rest of the sentence.

- 2 Review** Remind children of the present-tense forms of the linking verb *be*: *am* (used with *I*), *is* (used with singular subjects), *are* (used with plural subjects and the singular *you*). Remind them that the verb form *am* is used with singular subjects such as *I*, *he*, *she*, and *it* and the verb form *are* is used with plural subjects such as *they*, *we*, and *you*. Display the following sentences and model identifying the verb form in the first sentence.

I am in the rain forest.

It is outside under the sun.

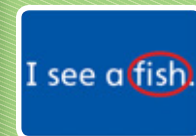
We are at the Natural History Museum.

Think Aloud The subject in the first sentence is *I*. I know that *I* is singular and that when the subject of the sentence is singular, I use the verb form *am*. *Am* is the linking verb. It connects the subject *I* to the rest of the sentence.

Go
Digital



Writing



Grammar

- 3 Guided Practice** Write the following sentences on the board and read them aloud. Work with children to write the correct past-tense form of *be* to complete each sentence. Remind them to use the subject to help them decide whether *was* or *were* should be used.

The grass ____ tall. (was)

Birds ____ in the air. (were)

I ____ happy. (was)

They ____ happy, too. (were)

- 4 Practice** Have partners write if the subject is singular or plural and the correct form of *be* to complete each sentence. Then have pairs compare their answers.

The walrus ____ on the glacier. (present tense) (singular, is)

They ____ ready to go hiking. (past tense) (plural, were)

The monkeys ____ in the trees. (present tense) (plural, are)

She ____ excited for the trip. (past tense) (singular, was)

It ____ dark in the winter in Alaska. (present tense) (singular, is)

We ____ in science class. (past tense) (plural, were)



Talk About It Have partners talk about what they know about Alaska. As children share ideas, tell them to make sure they use the correct form of *be*. Then have volunteers share a sentence about Alaska that contains the linking verb *be*.



Link to Writing Say: *Look back at your response to the Your Turn writing prompt to see if you used linking verbs. Did you use them correctly?* Point out that Ángela uses linking verbs in her response. Provide support, if needed.

Daily Wrap Up

- Discuss the Essential Question and encourage children to use the oral vocabulary words.
- Prompt children to review and discuss the skills they used today. How do those skills help them?

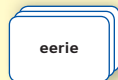
Materials



Reading/Writing Workshop



Literature Anthology
"Rain Forests"

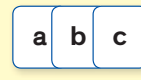


Visual Vocabulary Cards

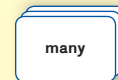
eerie location
growth region
layers seasons
lively temperate



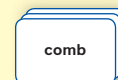
Interactive Read-Aloud Cards



Word-Building Cards



High-Frequency Word Cards



Spelling Word Cards

Build the Concept



Interactive Read Aloud

OBJECTIVES

CCSS Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **RI.2.1**

CCSS Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. **RI.2.2**

- Develop oral language.
- Discuss the Essential Question.

ACADEMIC LANGUAGE

key details, main topic

ESSENTIAL QUESTION

Remind children that this week they are talking and reading about how different parts of the world are different. Remind them of the regions of the United States in "Where Do You Live?" and the different regions of Alaska in "Alaska: A Special Place." Guide children to discuss the Essential Question using information from what they have read and discussed throughout the week.

Review Oral Vocabulary

Review the oral vocabulary words *valleys*, *harbors*, *factories*, *produce*, and *timber* using the **Define/Example/Ask** routine. Encourage children to discuss the land features, farms, and cities in their region when coming up with examples for each word.

Reread "Where Do You Live?"

Tell children that you will reread "Where Do You Live?". Model how to reread difficult parts to better understand the information. Prompt children to identify the main topic and key details of the selection.



Interactive Read-Aloud Cards



Write About Reading

Have children write about two regions described in "Where Do You Live?". Ask children to use key details to write about how the two regions are alike and different.

Go Digital



Where Do You Live?



Alaska: A Special Place

→ Comprehension



Main Topic: Key Details

- 1 Explain** Remind children that this week they have been using key details to compare and contrast information in a selection. Remind them that in earlier weeks, they learned about identifying the main topic and key details of a selection. Use the Shared Read, “Alaska: A Special Place,” to review this skill.

Review the definitions of the terms *main topic* and *key details*.

- The main topic is what the selection is mostly about.
- The key details tell about and support the main topic.

- 2 Model** Display pages 262–263 of “Alaska: A Special Place.”
“Alaska: A Special Place” gives a lot of information about why Alaska is a special place. That is the main topic of this selection. As I read “Land Features,” I can look for key details that tell about this topic. Here are some: The tallest mountain in the United States is in Alaska. Alaska also has the biggest glaciers in the United States.

- 3 Guided Practice** Reread pages 264–265 of “Alaska: A Special Place.” Model how to reread for clarification of words and information. Prompt children to identify key details that tell about the main topic: why Alaska is a special place.
 - Page 264: Guide children to identify key details. *Look at the section called “Temperature Changes.” What key details do you learn about temperatures in different parts of Alaska? Look at the section called “Animals.” What key details do you learn about animals in Alaska?*
 - Page 265: *Look at the section called “Daylight and Darkness.” What do the key details tell about?*
 - Encourage children to point out places in the text where information seemed unclear to them. Guide them to reread these parts of the text to clarify information.



ENGLISH LEARNERS

Use Visuals Have children use the photograph on pages 264–265 to help them describe what a walrus looks like. Ask them to tell where these walrus are. (*on ice, near water*) Have children tell whether they think the place in the picture is hot or cold, and give reasons for their answer. (*cold, because the picture shows ice*)

ELD ELD.PI.2.9.Em • ELD.PI.2.11.Em • ELD.PI.2.11.Ex

Word Work

Quick Review

Build Fluency: Sound-Spellings: Display the **Word-Building Cards** *kn, gn, mb, sc, wr, u, u_e, ew, ue, o, oa, ow, oe, i, igh, ie, y, e, ee, ea, y, ey, ie*. Have children say each sound. For fluency in connected text, see the Decodable Reader lesson in Small Group.



Phonemic Awareness

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

CCSS Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.2**

CCSS Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). **L.2.2d**

Blend phonemes to form new words.

ACADEMIC LANGUAGE

blend, silent

Phoneme Blending

1 Model Demonstrate how to say a word sound by sound, and then blend the sounds to say the word as a whole. *Listen as I say the three sounds in a word: The beginning sound is /r/. The middle sound is /ī/. The ending sound is /t/. Now I'll blend the sounds together to say the word, /rrrīīt/, write. The word is write.*

2 Guided Practice/Practice *Let's do some together. I will say one sound at a time. Then we will blend the sounds to say the word. Do the first one together.*

lamb	knob	wren	wrap
scent	gnat	scene	thumb



Phonics

Blend Words with Silent Letters *wr, kn, gn, mb, sc*

1 Model Display **Word-Building Cards** *k, n, e, e, l*. Model how to blend the sounds. *This is the letter k. This is the letter n. When you see the letters kn together, the k is silent and the letter n stands for /n/. This is the letter e and this is the letter e. Together, the letters ee stand for /ē/. This is the letter l. It stands for /l/. Let's blend all three sounds: /nēēēl/. The word is kneel.*

Continue by modeling the words *scene, wreck, sign, and crumb*.

2 Guided Practice/Practice Repeat the routine with *know, climb, scent, write, knock, gnu, lamb, wrist, knife*.

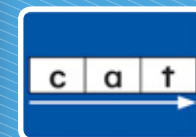
Decodable Reader

Have children read "The Thumb's-Up Rain Forest" (pages 1-8) to practice decoding words in connected text.

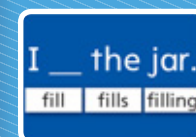
Go Digital



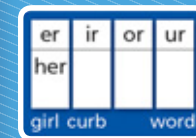
Phonemic Awareness



Phonics



Structural Analysis



Spelling Word Sort



Structural Analysis

Prefixes/Suffixes

- Model** Write the words *unkind*, *refill*, *distrust*, *peaceful*, and *sleepless*. Tell children that these words have prefixes and suffixes, word parts that are added to root words and change their meanings. Point out and define the prefixes in the first three words. Point out and define the suffixes in the last two words.
- Guided Practice/Practice** Help children blend the words *displease*, *resell*, *helpful*, *unreal*, and *shapeless*. Ask them to identify each prefix or suffix and tell the meaning of each word.



Spelling

Word Sort with *wr*, *kn*, *gn*, *mb*, *sc*

- Model** Make index cards for *wr*, *kn*, *gn*, *mb*, and *sc* and place them in columns in a pocket chart. Point out each silent letter and say the sound of the other letter.

Hold up the **Spelling Word Card** *gnat*. Say and spell it. Pronounce each sound clearly: /n/ /a/ /t/. Blend the sounds, stretching the beginning sound to emphasize it: /nnnat/. Repeat this step with *sign*. Place both words in the *gn* column. Read both words with children. Guide them to see that both words contain the silent letter pair *gn*, in the beginning in *gnat* and in the end in *sign*.
- Guided Practice/Practice** Display the remaining Spelling Word Cards. Read and spell the words with children. Together, decide how to sort each word.

Write these additional words on the board: *scent*, *knew*, *wrong*, *wrap*, *knot*, *design*, *limb*, *thumb*. Underline the silent letter pairs in the words.

GRAMMAR PRACTICE BOOK p. 78

comb	crumb	scene	scent	gnat
sign	knife	know	wrist	writing

A. Word Sort

Look at the spelling words in the box. Match the spelling word with the spelling pattern and write the word.

<i>wr</i>	<i>kn</i>	<i>gn</i>
1. <u>wrist</u>	3. <u>knife</u>	5. <u>gnat</u>
2. <u>writing</u>	4. <u>know</u>	6. <u>sign</u>
<i>mb</i>	<i>sc</i>	
7. <u>comb</u>	9. <u>scene</u>	
8. <u>crumb</u>	10. <u>scent</u>	

B. Rhyme Time

Write the spelling word that rhymes with each word below.

11. fist <u>wrist</u>	12. bent <u>scent</u>
13. bat <u>gnat</u>	14. life <u>knife</u>
15. thumb <u>crumb</u>	

Monitor and Differentiate



Quick Check

Can children blend words with silent letters *wr*, *kn*, *gn*, *mb*, *sc*?



Small Group Instruction

If No → **Approaching** Reteach pp. T66-T69
EL Develop pp. T80-T87
 If Yes → **On Level** Review pp. T74-T75
Beyond Level Extend pp. T78-T79

→ Fluency

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words *below, colors, don't, down, eat, many, morning, sleep, through, very*.



Pronunciation

OBJECTIVES

CCSS Demonstrate understanding of word relationships and nuances in word meanings. **L.2.5**

CCSS Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). **L.2.5a**

ACADEMIC LANGUAGE

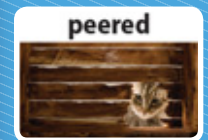
illustration,
punctuation marks,
title

- 1 Explain** Tell children that correct pronunciation is an important part of reading. Explain that informational text often has more difficult words. That means readers should slow down their reading to make sure they pronounce longer or unfamiliar words correctly.
- 2 Model** Model prosody by reading page 264 of the Model Read Aloud. Point out how you slowed down to read longer or more difficult words, such as *temperature, walrus, and caribou*, with correct pronunciation. Model using strategies, such as rereading and using context to self-correct word recognition and understanding.
- 3 Guided Practice** Have children read the text on page 264 aloud to a partner. Observe children's ability to pronounce words correctly. Offer corrective feedback as needed.

Fluency Practice **FLUENCY**

Children can practice fluency using Practice Book passages.

Go
Digital



Visual Glossary

→ Vocabulary



Reinforce Vocabulary

- 1 **Guided Practice** Use the **Visual Vocabulary Cards** to review this week's and last week's vocabulary words. Work together with children to generate a new context sentence for each word.
- 2 **Practice** Have children work with a partner to orally complete each sentence stem using this week's and last week's vocabulary words.
 1. Our school's band will hold a ____ tomorrow night. (concert)
 2. Mark plays a musical _____. (instrument)
 3. My grandfather loves to listen to classical _____. (music)
 4. Ashley practiced her dance _____. (movements)
 5. Mr. Chavez helped me ____ my math homework. (understand)
 6. Katie danced to the ____ of the drums. (rhythm)
 7. The desert is a very dry _____. (region)
 8. Sam's parents ____ when he hit a home run. (cheered)
 9. The weather changes with the four _____. (seasons)
 10. I can find the ____ of my school on this map. (location)
 11. Chad piled up ____ of bricks to build a wall. (layers)
 12. The owl's ____ hoot made Val shiver. (eerie)
 13. We can swim in the lake when the weather is _____. (temperate)
 14. Look at the ____ kitten run! (lively)
 15. The heavy rain caused a ____ of weeds. (growth)
 16. I love to listen to the ____ different instruments can make. (sounds)

Genre • Expository Text

Rain Forests

By Nancy Smiler Levinson

Illustrated by Diane Dawson Hearn

A rain forest is a wet forest. It is thick with many kinds of trees and plants. Many animals live in it. Rain falls most of the year.

Essential Question

What makes different parts of the world different?

Read about the different plants and animals that live in rain forests.

Go Digital!



Literature Anthology

LITERATURE ANTHOLOGY, pp. 300–301

“Rain Forests”



Lexile 580
TextEvaluator™ 10

Close Reading Routine

Read

DOK 1–2

- Identify key ideas and details about what makes different parts of the world different.
- Take notes and retell.
- Use **ACT** prompts as needed.

Reread

DOK 2–3

- Analyze the text, craft, and structure.
- Use *Close Reading Companion*, pp. 100–102.

Integrate

DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.

Read

ESSENTIAL QUESTION

Read aloud the Essential Question. Tell children that as they read they should think about what makes a rain forest different from other places. Have children predict what they might learn about rain forests from the selection.

Story Words Read and spell the words *Amazon*, *equator*, and *tropical*. Review word meaning as needed. Explain that children will read these words in the selection.



Note Taking: Graphic Organizer As children read the selection, guide them to fill in **Your Turn Practice Book** page 156.



LITERATURE ANTHOLOGY, pp. 302-303



HSS HSS 2.2.2

1 Skill: Connections Within Text/ Compare and Contrast

How are the rain forests alike and different? Let's begin a Compare and Contrast graphic organizer.

Reread

Text Features: Maps

How does the map help you understand the text?

(There are more tropical than temperate rain forests and most rain forests are equatorial.)

Build Vocabulary page 302

equator: line around the center of the Earth

tropical: warm and wet

A C T

Access Complex Text

► What Makes This Text Complex?

Specific Vocabulary This selection has many domain-specific words. Help children with pronunciation of unfamiliar words and guide them to use context clues and illustrations to determine word meanings.

Genre The selection includes a map, map key, and illustrations. Help children use these text features to gain further information as they read. Identify the purpose of the map. Read the map key together and guide children to find the rain forests on the map.



LITERATURE ANTHOLOGY, pp. 304–305

Read

Access Complex Text

Genre

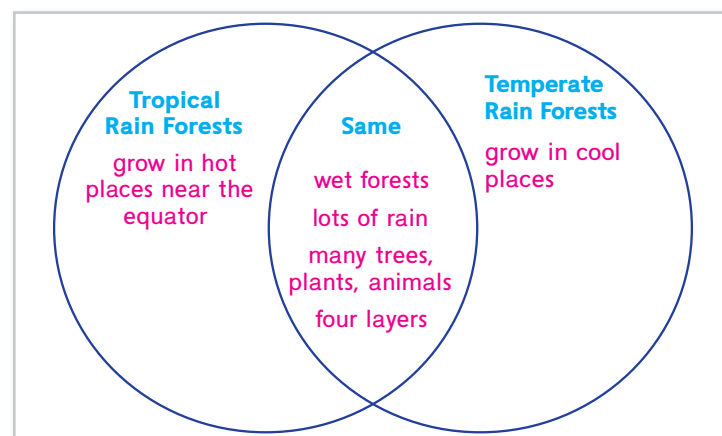
Support children's understanding of the purpose and content of the diagrams in the selection.

- Focus on the diagram on page 304. Explain that the diagram represents the rain forest. The highlighted portion at the top shows one layer of the rain forest and the label gives its name, *emergent*.
- As you continue to read, identify each layer in the diagrams on pages 306, 308, and 310.

2 Skill: Compare and Contrast



How are all rain forests alike? Turn to a partner and discuss. We can add this fact to our Compare and Contrast graphic organizer.





LITERATURE ANTHOLOGY, pp. 306–307

3 Compound Words

To understand the word *treetops*, we can break it down into two smaller words: *tree* and *tops*. What does *treetops* mean? (the tops of trees)

4 Maintain Skill: Main Topic and Key Details

The main topic is what a selection is mostly about. The details tell about the main topic. What is the main topic and key details here? (The main topic is the rain forest canopy. Some key details are that the canopy is a roof formed by the treetops.)

Build Vocabulary page 306
canopy: cover

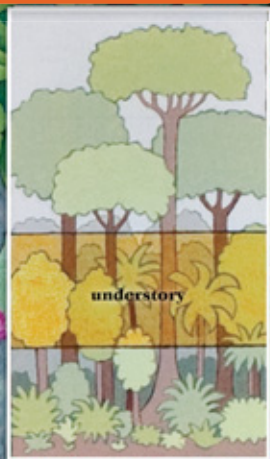
Reread

Close Reading Companion, 100

Text Features: Diagrams

How do the diagrams and illustrations help you understand the different parts of the rain forest? (The diagrams help me understand that each layer of the rain forest has a different name. I can see where the layers are and what they look like. The illustrations help me know what animals live in those layers.)

Build Vocabulary page 307
nectar: sweet drink



The third layer is the *understory*. It gets little sunlight. Sun cannot get through the canopy. Few flowers grow. Jaguars wait in trees to leap down and catch prey on the ground.

5

309

LITERATURE ANTHOLOGY, pp. 308-309

Read

5 Summarize

Teacher Think Aloud I know that expository text can have a lot of information. To make sure I understand all of the key details and important information on page 309, I can summarize what I have read. I can summarize page 309 by telling about the main idea and important details in my own words. The understory is the third layer of the rain forest. It has little light and not many flowers. Jaguars live there.

Build Vocabulary page 309

leap: to jump quickly

prey: an animal that is food for another animal

A

C

T

Access Complex Text

► Specific Vocabulary

Prompt children to look at the animals and plants in the illustrations and help them read the labels. Point out that each label tells the name of the animal or plant. Explain that sometimes animals and plants that are mentioned in the text are illustrated on the page. Read the last sentence on page 309. Ask children to find the illustration of the jaguar.



LITERATURE ANTHOLOGY, pp. 310–311

6 Strategy: Reread for Understanding

Teacher Think Aloud I'm not sure I understand why the forest floor is eerie. I'll reread this page. There are dead leaves and billions of ants. It's also dark. This could make it eerie.

7 Skill: Compare and Contrast



Discuss with a partner how the third and fourth layers of the rain forest are alike and different.

Reread

Close Reading Companion, 101



CONNECT TO CONTENT REGIONS OF THE WORLD

Have partners choose a region they have read about and compare and contrast it to the rain forest. Prompt children to think of land features, animals, and plants. Have them write sentences that compare and contrast.

Author's Craft: Text Structure

Reread page 311. Why does the author discuss the forest floor last? (It is the last layer and it is the darkest.)

Build Vocabulary page 311

mosses: green, carpet-like plants without roots



LITERATURE ANTHOLOGY, pp. 312-313

Read

8 Strategy: Reread for Understanding

Teacher Think Aloud There is a lot of information about the forest floor on pages 310-313. How can we remember what types of plants and animals live there?

Student Think Aloud I can reread the pages that tell about the forest floor. I can also paraphrase what I read. This will help me remember the types of plants and animals that live there. The forest floor has many plants like mosses, ferns, and dead leaves. It also has a lot of insects that can be seen everywhere, such as ants, termites, and beetles. Some animals that live on the forest floor are deer, pigs, and snakes.

9 Compound Words

To figure out the meaning of *everywhere*, we can break it into two words: *every* and *where*. What does *everywhere* mean? (in all places)

STOP AND CHECK

Reread Why do some tree frogs never touch the ground? Reread to check your understanding. (The frogs climb leaves to get around. Their sticky toe pads help them stay in the trees. The text says that they live most of their lives in the trees.)

Build Vocabulary page 312

swarms: groups of insect

colonies: a group of insects living together

path: trail or way



LITERATURE ANTHOLOGY, pp. 314–315

10 Author's Craft: Word Choice

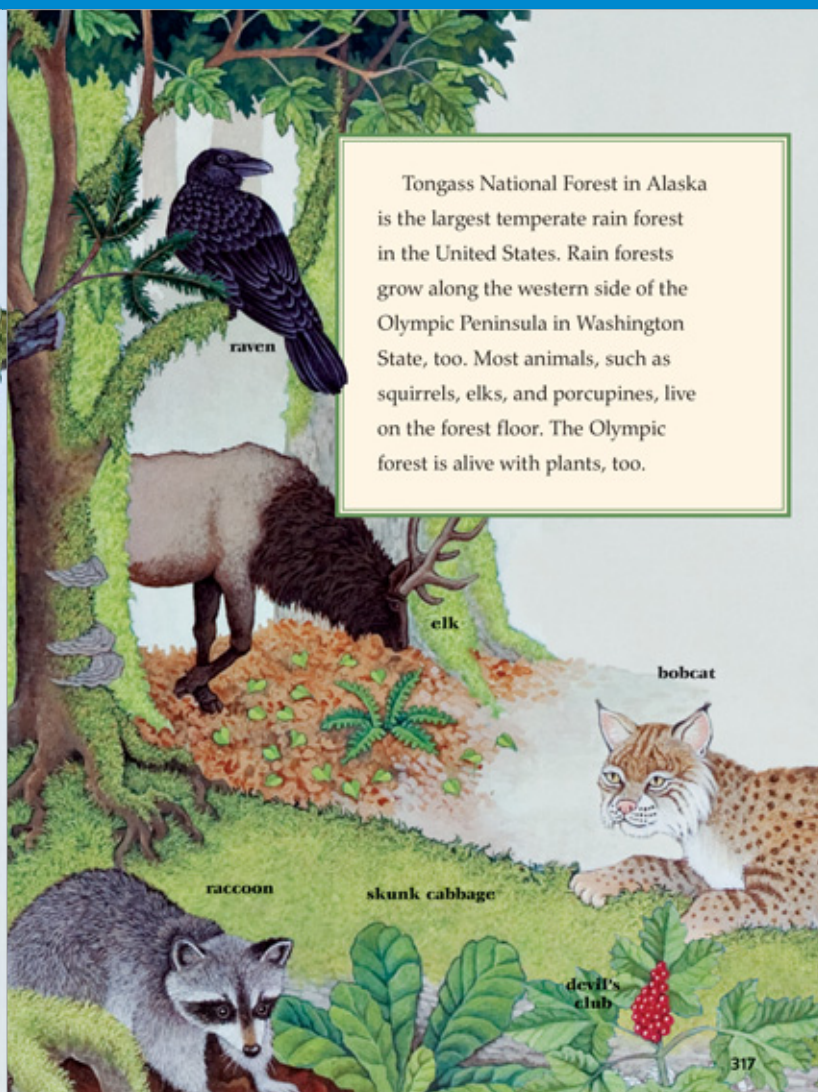
Author's choose descriptive words to add meaning. What words does the author use to describe the tree frogs' toe pads and the leaves? (*sticky, slippery*) These words give you a good idea of just how the toe pads and the leaves feel.

ACT Access Complex Text**► Specific Vocabulary**

Explain that sometimes authors explain difficult words within the text. Point out the word *epiphytes* on page 315. Reread the page together and then ask children to tell the meaning of *epiphytes*.

Reread*Close Reading Companion, 102***Author's Craft: Text Structure**

Why does the author discuss tree frogs and air plants side by side? (*because they both live in trees without ever having to touch the ground*)



LITERATURE ANTHOLOGY, pp. 316–317

STOP AND CHECK

Ask and Answer Questions How do temperate rain forests look different than tropical ones? Go back to the text to find the answer.

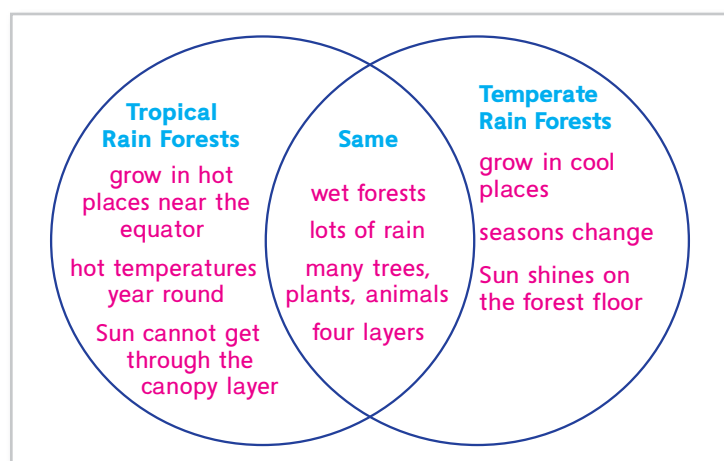
Skill: Compare and Contrast

Have children complete the graphic organizer.

Reread


Text Features: Labels

How does the author use labels to support the text? (They give more information. They tell names of animals that live in the temperate rain forest.)




Return to Purposes

Review children's predictions and guide them to use text evidence to confirm or revise their predictions. Discuss what children learned.




About the Author and Illustrator

Nancy Smiler Levinson became interested in writing children's books when she began reading to her kids. Nancy likes to research and write nonfiction books because they let her share the things that interest her. She also writes fiction. People sometimes ask her whether she likes writing fiction or nonfiction best. She usually replies, "Both!"




Diane Dawson Hearn has illustrated more than fifty books. Diane draws everything from funny cartoon characters to beautiful pictures of real plants and animals. She worked for two years on the illustrations for *Rain Forests*.



Author's Purpose

How does Nancy use diagrams and illustrations to help you understand the layers of the rain forest?



318

LITERATURE ANTHOLOGY, p. 318

Meet the Author

Read

Nancy Smiler Levinson

Read aloud page 318 with children. Ask: *Why do you think Nancy Smiler Levinson wrote about the rain forest?*

Author's Purpose

Have children write about something they learned from the selection's diagrams and illustrations in their Response Journals. *From the diagram of _____, I learned _____. From the illustration of _____, I learned _____.*

AUTHOR'S CRAFT

Organization

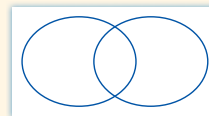
Explain that authors of expository text try to organize their writing in a way that is easy to understand.

- Have children turn to page 303. The heading "Tropical Rain Forests" tells what this section will be about. The sentences under the heading tell all about tropical rain forests.
- Have children locate the second heading. Discuss how the headings help them to understand the information presented in the text.

Respond to the Text

Summarize

Use important details from *Rain Forests* to summarize the selection. Information from your Compare and Contrast chart may help you.



Write

How does the author organize the information about tropical rain forests? Use these sentence starters:

- The author discusses the forest layers...
- The author describes animals and plants...
- The author uses diagrams and illustrations to show...

Make Connections



What makes rain forests different? **ESSENTIAL QUESTION**

Tell about a plant or animal you learned about that lives in the rain forest. **TEXT TO WORLD**

319

LITERATURE ANTHOLOGY, p. 319

Respond to the Text

Read

Retell

Guide children in retelling the selection. Remind them that as they read “Rain Forests,” they noted key details and answered questions about the text. Tell them that now they will use that information as well as the information they noted in their Compare and Contrast graphic organizers to retell the selection.

Reread



Analyze the Text

After children retell the selection, have them reread to develop a deeper understanding of the text and answer the questions on

pages 100–102 of the **Close Reading Companion**. For children who need support in citing text evidence use the scaffolded instruction from the Reread prompts on pages T45D–T45H.

Write About the Text

Review the writing prompt with children. Remind them to use their responses from the **Close Reading Companion** and to cite text evidence to support their answers. For a full lesson on writing a response using text evidence, see page T45L.

Answer: The author organizes the text about tropical rain forests by its different layers. She uses diagrams and illustrations to help me know which layer she is writing about. She starts at the top layer and ends at the bottom layer. This helps me understand how the layers are connected. **Evidence:** On pages 304, 306, 308, and 310, the author includes diagrams on the top left of the page. The diagrams help me understand that each layer is different. They each have a different name and position. I know that the illustrations of the plants and animals on the pages live in those layers. The author starts with the top layer and ends with the bottom layer of the tropical rain forest. On page 311, I read about the forest floor. The author talks about this layer last because it comes last and it's the darkest. I read that the understory, the layer above it, doesn't get a lot of sunlight because the light can't get through the canopy. Since the forest floor is below these layers, it must be the darkest. The author also organizes the text by putting plants and animals that are similar on the same page. For example, on pages 314 and 315, she talks about tree frogs and air plants. They are similar because they both have special traits that let them live in trees without ever touching the ground.

Integrate

Make Connections



Essential Question **Answer:** Rain forests are different because they are very wet. It rains for most of the year. **Evidence:** On page 303, I read that between 80 and 200 inches of rain falls in a tropical rain forest each year. It also rains a lot in temperate rain forests. On page 316, the text says it rains about 100 inches each year.

Text to World **Answer:** I learned about tree frogs in the tropical rain forest. **Evidence:** On page 314, I read that tree frogs live in the trees and some never touch the ground. They have pads on their toes that are sticky and help them climb on slippery leaves.



ENGLISH LEARNERS

Retell Help children by looking at each page of the selection and providing a prompt, such as: *What part of the rain forest is this? What kind of animal is this?* Point to and name the rain forest layers and some of the more familiar animals and plants. Then provide sentence frames to help children retell the selection, such as: *This is the ____ layer. A ____ lives here.*

ELD ELD.PI.2.5.Em • ELD.PI.2.5.Ex • ELD.PI.2.9.Em

→ Language Arts



Write to Sources

Write to the Literature Anthology Text

Scaffolded Instruction For children who need support to complete the writing assignment on page 319 of the **Literature Anthology** use the lesson below.

Literature Anthology

OBJECTIVES

- CCSS** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **W.2.2**
- CCSS** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **L.2.1d**
- CCSS** Capitalize holidays, product names, and geographic names. **L.2.2a**

ACADEMIC LANGUAGE

- *expository text, prompt, text evidence, linking verb, subject, action, present tense, past tense, proper noun, capital letter*
- Cognates: *texto, expositivo, evidencia de texto, verbo, sujeto, acción, presente*

Analyze the Prompt Explain that children will write about “Rain Forests” on **Literature Anthology** pages 300–317. Provide the following prompt: *How does the author organize the information about tropical rain forests in a way that helps you understand the text?* Ask: *What is the prompt asking you to do?* (to tell about the way the author organizes the text to help make the information about tropical rain forests clear)

Analyze Text Evidence Help children note evidence from the text.

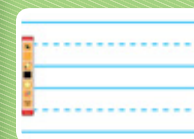
Pages 304, 306, 308, and 310 Where does the diagram of the layers appear on the page? Why?

Page 311 How is the forest floor different from the canopy layer? Why is the forest floor dark?

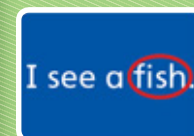
Pages 314–315 How are tree frogs and air plants similar?

Have children take notes as you analyze text evidence together. Tell children that after they take notes, they will craft a short response to the prompt using their new notes and the notes they took for the Reread prompts.

Go Digital



Writing



Grammar



Grammar

Linking Verbs

Review Review with children that a linking verb connects the subject of the sentence to the rest of the sentence. It does not show action. Review the present-tense forms of the linking verb *be*: *am* (used with *I*), *is* (used with singular subjects), *are* (used with plural subjects and the singular *you*). Point out the past-tense forms of the linking verb *be*: *was* (used with *I* and singular subjects), *were* (used with plural subjects and the singular *you*).

Practice Display the following sentences. Have partners complete each sentence with the correct form of *be* in the present tense. Then have them complete each sentence with the correct form of *be* in the past tense.

The monkey ____ in the tree. (*is, was*)

Flowers ____ growing here. (*are, were*)

I ____ in the rain forest. (*am, was*)

Mechanics: Capitalization of Proper Nouns

1 Explain/Model Remind children that a proper noun names a specific person, place, or thing. The names of cities, states, countries, and continents are all proper nouns. Tell children that each proper noun begins with a capital letter.

Point out *Alaska* in the student model and tell children that this is the name of a state. Tell children that Ángela capitalized this proper noun each time she wrote it in her writing.

2 Guided Practice/Practice Write the following sentences on the board and read them aloud. Ask children to explain why the place names are written incorrectly and how they should be revised.

The yukon river is in Alaska. (*Yukon River*)

Is it cold in antarctica? (*Antarctica*)

Talk About It



Alike and Different Have partners choose two regions they have read about this week. Ask them to compare and contrast the regions. As children share ideas, have them use the verb *be* in its correct forms in their responses.



ENGLISH LEARNERS

Linking Verbs Display the following sentences:

Today, I am hungry.

Today, he is hungry.

Today, they are hungry.

Review that *am*, *is*, and *are* tell about something that is happening now. Read each sentence and have children repeat. Ask them to complete the sentence frame *Today, I ____ tired*.

Replace *today* in the same sentences with *yesterday*. Replace *am*, *is*, and *are* with *was*, *was*, and *were*. Review that *was* and *were* tell about something that happened in the past. Read each sentence and have children repeat. Ask them to complete the sentence frame *Yesterday, I ____ tired*.

ELD ELD.PI.2.5.Em • ELD.PI.2.3a.Em
• ELD.PI.2.3b.Em • ELD.PI.2.3a.Ex

Daily Wrap Up

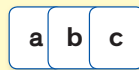
- Review the Essential Question and encourage children to discuss it using the oral vocabulary words.
- Prompt children to review and discuss the skills they used today. Help them give examples of how they used each skill.

WHOLE GROUP DAY 4

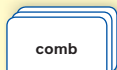
Materials



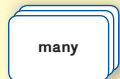
Literature Anthology
"Rain Forests"



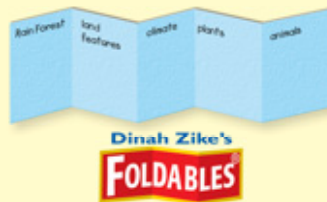
Word-Building
Cards



Spelling
Word Cards



High-Frequency
Word Cards



→ Extend the Concept



Oral Language

OBJECTIVES

CCSS Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. **SL.2.1**

CCSS Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.2**

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

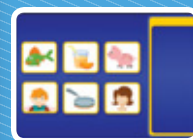
ESSENTIAL QUESTION

Remind children that this week they have been learning about what makes different parts of the world different. Guide children to discuss the question using information from what they have read and discussed.

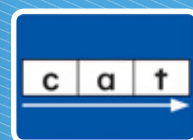
Use the Define/Example/Ask routine to review the oral vocabulary words *valleys, harbors, factories, produce, and timber*. Prompt children to use the words as they talk about this week's selections. Ask: *What did you learn about different regions of the world? Which region would you like to know more about? Why?*

Review last week's oral vocabulary words *tradition, communicate, squeezing, festivals, and respect*.

Go Digital



Phonemic
Awareness



Phonics



Structural
Analysis

Word Work



Phonemic Awareness

Phoneme Categorization

- Model** Say: *I will say three words. Listen for the word that does not belong. Huge, mule, fun. Huge and mule have /ū/ in the middle. Fun does not. It doesn't belong.*
- Guided Practice/Practice** Have children tell which word does not belong in each group and why. Do the first one together: *float, coat, leaf; high, day, by; feed, rain, lace.*



Phonics

Blend and Build Words with Silent Letters *wr, kn, gn, mb, sc*

Review Remind children that some pairs of letters contain a silent letter, such as *wr, kn, gn, mb*, and *sc*. Display each letter pair and indicate the silent letter and the sound of the other letter.

Display the **Word-Building Cards** *k, n, e, e, l* and blend the sounds to read the word *kneel*. Take away the *l* and blend and read the new word, *knee*. Continue with *know, knew; comb, crumb; scene, scent; sign, resign*.

Decodable Reader

words in connected text.

Have children read "Acadia Scenes" (pages 9-12) to practice decoding



Structural Analysis

Prefixes/Suffixes

Review Write the words *endless, retest, playful, discolor*, and *unpaid*. Remind children that a prefix or a suffix can be added to a root word. Discuss the meaning of each word.

Practice Write the following words on the board and read them with children: *retell, disrespect, hopeless, unwise, thankful*. Have children work in pairs to read and define each word, using their knowledge of each prefix or suffix. Ask them to use each word in a sentence.

Quick Review

Build Fluency: Sound-Spellings:
Display the **Word-Building Cards**:
kn, gn, mb, sc, wr, u, u_e, ew, ue, o, oa, ow, oe, i, igh, ie, y, e, ee, ea, y, ey, ie. Have children say each sound. Repeat, and vary the pace. For fluency in connected text, see the Decodable Reader lesson in Small Group.

Monitor and Differentiate



Quick Check

Can children read and decode words with silent letters *wr, kn, gn, mb, sc*?



Small Group Instruction

- If No → **Approaching** Reteach pp. T66-T69
EL Develop pp. T80-T87
 If Yes → **On Level** Review pp. T74-T75
Beyond Level Extend pp. T78-T79



Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review this week's high-frequency words: *many, morning, through, very, sleep, eat, colors, down, below, don't*.

MINILESSON

5

Mins

Spelling

OBJECTIVES

CCSS

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.2**

CCSS

Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). **L.2.2d**

CCSS

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

CCSS

Recognize and read grade-appropriate irregularly spelled words. **RF.2.3f**

CCSS

Read with sufficient accuracy and fluency to support comprehension. **RF.2.4**

CCSS

Read on-level text with purpose and understanding. **RF.2.4a**

ACADEMIC LANGUAGE

prefix, pronunciation, silent

Word Sort with Silent Letters *wr, kn, gn, mb, sc*

Review Provide pairs of children with copies of the **Spelling Word Cards**. As one partner reads the words one word at a time, the other partner should orally segment the word and then write the word. After reading all the words, have partners switch roles.

Practice Have children correct their own papers. Then have them sort the words according to silent letter pairs: *wr, kn, gn, mb, sc*. Remind children that *gn* can come at the beginning or the end of a word.

MINILESSON

5

Mins

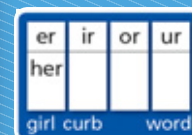
High-Frequency Words

many, morning, through, very, sleep, eat, colors, down, below, don't

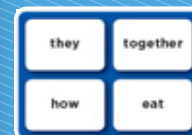
Review Display **High-Frequency Word Cards** *many, morning, through, very, sleep, eat, colors, down, below, and don't*. Have children Read/Spell/Write each word.

- Point to a word and call on a child to use it in a sentence.
- Review last week's words using the same procedure.

Go Digital



Spelling Word Sort



High-Frequency Word Routine

Fluency/Vocabulary Strategy



Pronunciation

Review Remind children that correct pronunciation is an important part of reading. Explain that informational text often has more difficult words. Say: *To pronounce longer or unfamiliar words correctly, slow down your reading.*

Practice Have children read a passage from the Shared Read aloud to a partner. Remind them to pause for punctuation. Observe children’s ability to pronounce words correctly. Offer corrective feedback as needed.

Fluency Practice

Children can practice fluency using Practice Book passages.



MINILESSON

5 Mins

Prefixes



- 1 Explain/Model** Review that a prefix can be added to the beginning of a word to make a new word. The meaning of the prefix changes the meaning of the word.
- Write and read *rethink*. Model how to use the meaning of the prefix *re-* (again) to understand the meaning of *rethink*.
- 2 Guided Practice** Write the words *disconnect*, *refreeze*, and *unlike*. Have children work with a partner to name each prefix and tell the meaning of each word.

Monitor and Differentiate



Quick Check

Can children read fluently with correct pronunciation?



Small Group Instruction

If No →	Approaching	Reteach pp. T62-T71
	EL	Develop pp. T80-T87
If Yes →	On Level	Review pp. T72-T75
	Beyond Level	Extend pp. T76-T79

Comprehension



"African Savannas"

As children read and reread "African Savannas," encourage them to think about the Essential Question: *What makes different parts of the world different?* Tell children to think about how rain forests compare with African savannas. Have them take notes.

Literature Anthology

OBJECTIVES

CCSS

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **RI.2.1**

CCSS

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

ACADEMIC LANGUAGE

- subheadings, caption, key, map, compass
- Cognate: *mapa*



HSS HSS 2.2.2

Read

1 Text Features: Photographs and Captions

What does the small photograph and the caption on page 320 help you learn about the African savanna? (*The savanna has grass, acacia trees, and zebras.*)

2 Skill: Compare and Contrast

Reread page 321. How is the rainy season different from the dry season in the African savanna? (*In the rainy season, it rains for a few hours each day over months. In the dry season, it doesn't rain at all.*)

Retell

Guide children to use the key details to retell the selection.



Access Complex Text

► Specific Vocabulary

Point out the words *savanna*, *region*, *grasslands*, and *equator*. Tell children that they will need to know the meaning of these words before they read the selection. Discuss definitions. Use illustrations to support comprehension.

Go Digital



African Savannas

Genre • Expository Text

Compare Texts

Read about a special region in Africa.

African Savannas

Plants and Animals

A savanna is a special **region** in Africa. In this part of Africa tall grasses grow. The savanna does not have groups of trees like in a forest. It has lots of single trees scattered across the grassland. Acacia (uh kay shuh) trees grow in the savanna. They have huge thorns. The leaves of this tree are a favorite food for giraffes. Baobab (bay oh bab) trees grow here, too. They are some of the oldest trees in the world. They can grow to be as wide as a house! Just one baobab can be a home for lizards, snakes, frogs, and birds for their entire life.

Many different kinds of animals live in the savanna. Zebras, lions, and meerkats all make the savanna their home.



Herds of zebra roam the savanna. Here they are next to an acacia tree.

1

There are more types of hoofed animals in the African savanna than anywhere else in the world. Elephants, antelopes, giraffes, buffaloes, and rhinos are just some of the hoofed animals found in the savanna.

Seasons

Think about where you live. What is the weather like in each season? African savannas have a rainy season and a dry season. During the rainy season, it may rain for hours each day. The rain lasts for months. Then, there may be five months with no rain at all.

An African savanna is near the Equator, the imaginary line that is in the middle of Earth. That makes a savanna a warm **location** all year. A savanna is a special place, filled with interesting animals and plants.

2



Make Connections

What makes an African savanna different? **ESSENTIAL QUESTION**

How are a savanna's land features different from those of another region you have read about? **TEXT TO TEXT**

LITERATURE ANTHOLOGY, pp. 320–321 Lexile 680 TextEvaluator™ 28

Reread



After children retell, have them reread to develop a deeper understanding of the text by annotating and answering questions on pages 103–105 of the **Close Reading Companion**.

For children who need help citing text evidence, use these Reread questions:

- How does the author use figurative language to help you understand the baobab tree on page 320?
- How does the map and caption on page 321 help you understand the text?
- How does the author use headings to organize the text?
- How is a savanna different than a forest?

Integrate

Make Connections

Essential Question Answer: An African savanna is a grassland. It only has two seasons. **Evidence:** On page 320, the text says the savanna has tall grasses and trees that are far apart. On page 321, I read that there is a rainy season and a dry season.

Text to Text Answers may vary, but encourage children to use text evidence from “Rain Forests” and “African Savannas” to support their responses.



Language Arts



Write to Sources

Write to Two Sources

Analyze the Prompt Explain that today children will compare “Rain Forests” and “African Savannas” in the **Literature Anthology**. Provide children with the following prompt: *How are rain forests similar to and different from African savannas? Use evidence from both texts to support your answer. Ask: What is the prompt asking you to do? (to find evidence in both texts that supports how rain forests and African savannas are similar and different)* Say: *On page 302 of “Rain Forests,” I read that most rain forests grow in hot places near the equator. On page 321 I read that African savannas are warm and are near the equator. This is one way rain forests and African savannas are similar. I will write this in my notes. I will also note the page number and the title of the source.*

Analyze Text Evidence Display Graphic Organizer 32 found online in Writer’s Workspace. Say: *Let’s see how one student took notes to answer the prompt. Here are Ángela’s notes.* Read through the text evidence for each selection and have children discuss how rain forests are similar to and different from African savannas.

Share the Prompt Provide the following prompt to children: *How do the authors of “Rain Forests” and “African Savannas” use text features in similar and different ways? Use evidence from both texts to support your answer.*

Find Text Evidence Have children take notes. Help them find text evidence and give guidance where needed. If necessary, review with children how to use their own words to describe the words and meaning. Remind them to write down the page number and source of information.

Literature Anthology

OBJECTIVES

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

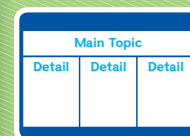
CCSS Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **L.2.1d**

CCSS Capitalize holidays, product names, and geographic names. **L.2.2a**

ACADEMIC LANGUAGE

- *prompt, compare, text evidence, linking verb, present tense, past tense, proper noun, capital letter*
- Cognates: *comparar, evidencia de texto, verbo, presente*

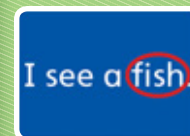
Go Digital



Graphic Organizer



Writing



Grammar



Grammar

Linking Verbs

Review Review the present-tense forms and the past-tense forms of the linking verb *be*.

Display the following pairs of sentences and point out the form of the verb *be* in each one.

I am early./I was early. Pam is late./Pam was late.

The boys are on time./The boys were on time.

Practice Display the following sentences. Have children rewrite each sentence to tell about the past, using the correct form of the verb *be*.

The zebra is under the tree. (was) The leaves are falling. (were)

Mechanics: Capitalization of Proper Nouns

Review Remind children that some proper nouns name special places. Review that each proper noun begins with a capital letter.

Practice Write the following sentences on the board. Have children identify each proper noun and write it correctly.

We visited florida. (Florida)

trenton is the capital of new jersey. (Trenton, New Jersey)

Talk About It



Tell About a Region Have partners choose a region they find interesting. Ask them to describe the land features, climate, animals, or plants there, using the linking verb *be* in their sentences.

Daily Wrap Up

- Review the Essential Question and encourage children to discuss it using the vocabulary words.
- Prompt children to discuss the skills they practiced and learned today. Guide them to share examples of how they used each skill.

OBJECTIVES

CCSS Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **W.2.7**

CCSS Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. **SL.2.1**

HSS HSS 2.2.2



RESEARCH AND INQUIRY

Make a Visual Display

Tell children that today they will work in a small group to do a research project. The project will be about a region of the world they have read about, including the region's land features, plants, animals, and climate. Review the steps in the research process.

STEP 1 Choose a Topic

Guide partners or small groups to pick one region of the world they have read about this week to research.

STEP 2 Find Resources

Discuss how to use the selections, reference materials, and online sources. Have children use the Research Process Checklist online.

STEP 3 Keep Track of Ideas

Have children make an Accordion Foldable® to keep track of ideas and facts from different sources. Model recording the names of sources.



Go Digital

Research Roadmap

Resources:
Research and Inquiry

Collaborative Conversations

Ask and Answer Questions As children engage in partner, small-group, and whole-group discussions, encourage them to:

- ask questions about ideas that are unclear.
- wait a few seconds after asking a question to give others time to respond.
- answer questions using sentences, not one-word responses.

STEP 4 Create the Project: Visual Display

Tell children that they can make a visual display about their region. Explain the characteristics of a visual display.

- **Format** A visual display can be made in different forms, such as a poster, a flip chart, or a slide show.
- **Information** The purpose of a visual display is to give information about a topic mainly through images. In this project, the visual display will give facts about the features and characteristics of a region of the world.
- **Images and Text** Most of the information in a visual display is shown through vivid pictures or photographs. These may include captions that provide further information.

Have groups work together to create a visual display.

- Guide children to draw or choose photographs of land features, plants, animals, and other features of their region.
- Prompt children to write an informative caption for each image they include in their visual display.
- Encourage children to include a map with labels to indicate the location of their region.



• Polar bears live in Alaska. They make dens on sea ice or on land.

VISUAL DISPLAY

John Schwieder/Alamy

STEM**ENGLISH LEARNERS****SCAFFOLD****Emerging**

Use Sentence Frames Use sentence frames to help children identify the topic of their visual displays. For example: *Our display is about _____. This region has _____. The weather is _____. The land is _____.*

Expanding

Discuss Guide children to focus on the most important information to include in their visual displays. Ask: *What are the most important plants and animals of your region? How can you show the weather or the seasons? How can you describe the land features? Provide sentence frames, and revise as needed.*

Bridging

Describe Prompt children to name and describe the land features, plants, animals, and climate of their region. Encourage them to think of interesting details they can include in their captions.

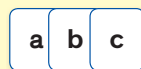
Materials



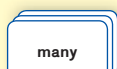
Reading/Writing Workshop



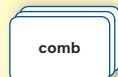
Literature Anthology



Word-Building Cards



High-Frequency Word Cards



Spelling-Word Cards



Dinah Zike's Foldables



Word Work

Phonemic Awareness

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

CCSS Recognize and read grade-appropriate irregularly spelled words. **RF.2.3f**

CCSS Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.2**

CCSS Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). **L.2.2d**

Blend phonemes to form words.

ACADEMIC LANGUAGE

blend, prefix, suffix

Phoneme Blending

Review Guide children to blend phonemes to form words. *Listen as I say a group of sounds. Then blend those sounds to form a word.*

/th/ /u/ /m/ /s/ /e/ /n/ /t/ /n/ /o/ /b/
/n/ /a/ /t/ /r/ /e/ /n/ /ch/ /k/ /r/ /u/ /m/



Phonics

Blend and Build Words with Silent Letters *wr, kn, gn, mb, sc*

Review Have children read and say the words *wrote, knot, sign, and thumb*. Then have them follow the word building routine with **Word-Building Cards** to build *wrist, write, wrote; know, knew, knee; gnat, gnu; lamb, limb, climb, comb; scene, scent*.

Word Automaticity Help children practice word automaticity. Display decodable words and point to each word as children chorally read it. Test how many words children can read in one minute. Model blending words children miss.

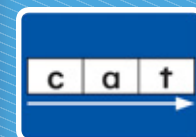


Structural Analysis

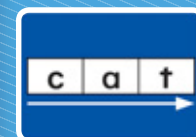
Prefixes/Suffixes

Review Have children tell the meanings of the prefixes *re-, un-, and dis-* and the suffixes *-ful* and *-less*. Then ask them to read each of the following words, name the prefix or suffix, and tell the word's meaning: *rejoin, unclean, wishful, clueless, disown*.

Go Digital



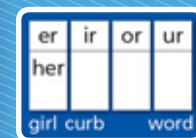
Phonemic Awareness



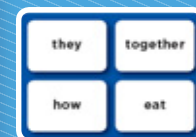
Phonics



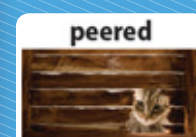
Structural Analysis



Spelling Word Sort



High-Frequency Word Cards



Visual Glossary



Spelling

Word Sort with Silent Letters *wr, kn, gn, mb, sc*

Review Have children use the Spelling Word Cards to sort the weekly words by silent letter pairs. Remind children that five of the words do not have consonant silent letter pairs.

Assess Assess children on their ability to spell words with silent letters *wr, kn, gn, mb, sc*. Say each word and provide a sentence so that children can hear the words used in a correct context. Then allow them time to write the words. In order to challenge children, you may wish to provide an additional word for each spelling pattern to assess whether they understand the concept.



High-Frequency Words

many, morning, through, very, sleep, eat, colors, down, below, don't

Review Display High-Frequency Word Cards for *many, morning, through, very, sleep, eat, colors, down, below, and don't*. Have children Read/Spell/Write each word. Have them write a sentence with each word.



Vocabulary Words

eerie, growth, layers, lively, location, region, seasons, temperate

Review Display Visual Vocabulary Cards for *eerie, growth, layers, lively, location, region, seasons, temperate*. Provide a clue for each word and have children name it.

Quick Review

Build Fluency: Sound-Spellings

Display the **Word-Building Cards**

kn, gn, mb, sc, wr, u, u_e, ew, ue, o, oa, ow, oe, i, igh, ie, y, e, ee, ea, y, ey, ie. Have children say each sound. Repeat, and vary the pace.

Monitor and Differentiate



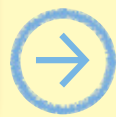
Quick Check

Can children read and decode words with silent letters *wr, kn, gn, mb, sc*?
Can children recognize and read high-frequency words?



Small Group Instruction

If No →	Approaching	Reteach pp. T66-T69
	EL	Develop pp. T80-T87
If Yes →	On Level	Review pp. T74-T75
	Beyond Level	Extend pp. T78-T79



Language Arts

MINILESSON

5
Mins

Write to Sources

Write to Two Sources

Analyze the Student Model. Review the prompt and Ángela's notes from Day 4. Display the Student Model on page 160 of the Your Turn Practice Book. Explain to children that Ángela used her notes to write a response to the prompt. Discuss the Student Model with children.

Write the Response Review the prompt from Day 4 with children. Remind them that they took notes on this prompt on Day 4. Have children use their notes to craft a short response. Tell children to include the titles of both sources and the following elements:

- Topic Sentence
- Facts
- Concluding Statement

Have children use **Grammar Handbook** page 481 in the **Reading/Writing Workshop** to edit for errors with linking verbs.

Use the **Conferencing Routines** to check children's writing.

Share and Reflect Have children share their responses with a partner. Use the peer conferencing routines.



Literature Anthology

OBJECTIVES

CCSS

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **W.2.5**

CCSS

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **L.2.1d**

ACADEMIC LANGUAGE

- topic sentence, facts, linking verb

Conferencing Routines

Teacher Conference

- STEP 1** Talk about the strengths of the writing.
- STEP 2** Focus on the target trait.
- STEP 3** Make concrete suggestions for revisions.

Peer Conferences

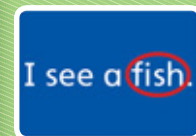
Provide questions to guide peers as they review a partner's draft.

- ☒ Does the writing have a clear topic?
- ☒ Do all the sentences focus on the topic?
- ☒ Did the writer use linking verbs correctly?

Go
Digital



Writing



Grammar



Grammar

Linking Verbs

Review Review that the linking verb *be* has the forms *am*, *is*, and *are* in the present tense. Review that with the subject *I* you use *am*, with a singular subject you use *is*, and with a plural subject you use *are*. In addition, with the singular subject *you*, you use *are*. The verb *be* has the forms *was* and *were* in the past tense. Review that with a singular subject, you use *was* and with a plural subject you use *were*. In addition, with the singular subject *you*, you use *were*.

Practice Display the following sentences. Have children rewrite each sentence to tell about the present, using the correct form of the verb *be*.

I was on a hike. (am)

Ants were on the ground. (are)

A bee was on the flower. (is)

Mechanics: Capitalization of Proper Nouns

Review Remind children that proper nouns begin with a capital letter.

Practice Review with children that a proper noun names a specific person, place, or thing. Have partners write a list of place names they read about this week. Remind them to begin each word in a proper noun with a capital letter. Have partners check each other's lists for correct spelling and capitalization.

Reteach

If children have difficulty using the correct form of the linking verb *be* or capitalizing proper nouns, review the use of each. Provide opportunities for children to practice the skills in a small group, with a partner, or independently.

Talk About It



In Your Own Words Have children talk about the weekly selections and orally summarize the one they particularly liked. Ask them to write their brief summary and to include the correct form of the linking verb *be* in one or two of the sentences.

GRAMMAR PRACTICE BOOK p. 80

Circle the present-tense form of the linking verb *be* in each sentence. Rewrite the sentence. Change the verb to the past tense.

1. I am in the grasslands.

I was in the grasslands.

2. Zebras are nearby.

Zebras were nearby.

3. The grass is brown.

The grass was brown.

4. Animals are in the grass.

Animals were in the grass.

5. We are near the water hole.

We were near the water hole.

6. Water is all around us.

Water was all around us.



Daily Wrap Up

- Review the Essential Question and encourage children to discuss using the oral vocabulary words.
- Review the comprehension strategy and skill.
- Review silent letters *wr*, *kn*, *gn*, *mb*, *sc*.
- Use the High-Frequency Word Cards to review the Words to Know.
- Review the purpose for writing expository text.

→ Integrate Ideas

Close Reading Routine

Read DOK 1–2

- Identify key ideas and details about different places.
- Take notes and summarize.

Reread DOK 2–3

- Analyze the text, craft, and structure.
- Use the **Close Reading Companion**.

Integrate DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.
- Use *Close Reading Companion*, p. 106.



TEXT CONNECTIONS



Connect to the Essential Question

Write the Essential Question on the board: *What makes different parts of the world different?* Read the Essential Question aloud. Tell children that they will think about all of the information that they have learned about different regions of the world. Say: *We have read many selections on this topic. We will compare the information from this week's **Leveled Readers** and "Alaska: A Special Place," **Reading/Writing Workshop** pages 262–265.*

Evaluate Text Evidence Guide children to review the selections and their completed graphic organizers. Have children work with partners to compare information from all the week's reads. Children can record notes using a Foldable®. Guide them to record information from the selections that helps them to answer the Essential Question.

Alaska	Savanna
land features	land features
plants/animals	rhinos, lions

Dinah Zike's
FOLDABLES
Study Organizer

Take Action

OBJECTIVES

- CCSS** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.) **W.2.7**



RESEARCH AND INQUIRY



Make a Visual Display

Have children create a checklist and review their visual displays:

- Does their display contain facts about the features and characteristics of a region of the world?
- Did they share information through pictures and photographs?
- Have they written captions to accompany the images?
- Have they included a map with labels?

Guide partners to practice sharing their visual displays with each other. Children should practice speaking and presenting their information clearly.

Prompt children to ask questions to clarify when something is unclear: *What are the region's land features? What kind of plants and animals live in this region? How would you describe the climate in this region?* Have children use the Presentation Checklist online.





Text to Poetry

Read aloud with children the Integrate activity on page 106 of the **Close Reading Companion**. Guide partners to discuss how the poem “Foreign Lands” relates to the selections of the week. Have partners collaborate to complete the Integrate Lesson on page 106.



OBJECTIVES

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

Present Ideas and Synthesize Information

When children finish their discussions, ask for a volunteer from each pair to share the information from their Foldable® and their Integrate pages. After each pair has presented their ideas, ask: *How does learning about different regions help you answer the Essential Question: What makes different parts of the world different?* Lead a class discussion asking children to use the information from their visual displays to answer the Essential Question.

SPEAKING AND LISTENING



As children are working with partners in their **Close Reading Companion**, or on their visual displays make sure that children are actively participating in the conversation, and when necessary, remind them to use these speaking and listening strategies:

Speaking Strategies

- Have children present the information they learned by including specific, relevant details and ending with a strong conclusion.
- Ask children to explain how the illustrations on their visual display support the information they are sharing with the group.

Listening Strategies

- As children engage in small-group and whole-group discussions, encourage them to ask questions about ideas that are unclear.
- Remind children to listen respectfully by always looking at and listening to the speaker.
- Tell children to listen to each other’s presentations so they can remember and review the key points described on each visual display.

OBJECTIVES

CCSS Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.2.1a**

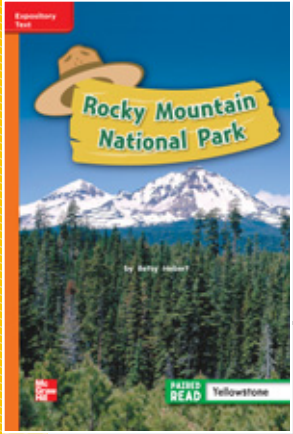
CCSS Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. **SL.2.4a**

CCSS Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. **SL.2.5**



Approaching Level

Leveled Reader: *Rocky Mountain National Park*



Lexile 320
TextEvaluator™ 17

OBJECTIVES

CCSS

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.3**

CCSS

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

CCSS

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W.2.10**



HSS HSS 2.2.2

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and author name and have children repeat. Preview the selection's images. Prompt children to predict what the selection might be about.

Review Genre: Expository Text

Have children recall that expository text gives important facts about a real person, place, thing, or event. An expository text may include text features, such as maps and photographs with captions.

ESSENTIAL QUESTION

Set a purpose for reading: *Let's read to find out how Rocky Mountain National Park is different from other places.*

Remind children that as they read a selection, they can ask questions about what they do not understand or want to know more about.

During Reading

Guided Comprehension

As children whisper read *the selection*, monitor and provide guidance, correcting blending and modeling key strategies and skills.

Strategy: Reread

Remind children to reread information they do not understand. Model using the strategy on pages 2–3. *I'm not sure where Rocky Mountain National Park is. I'll reread the text. The caption says it is in Colorado.*

Skill: Connections Within Text/Compare and Contrast

Explain that comparing and contrasting means telling how things are alike and different. After reading, ask: *How is the montane similar to and different from the subalpine?* Display a Compare and Contrast chart for children to copy.

Go
Digital



Leveled
Readers



Graphic
Organizer



Retelling
Cards

Model recording children's answers in the ovals. Have children record the answers in their own charts.

Think Aloud On page 7, I read that many animals live in the montane. On page 10, I read that animals also live in the subalpine. Let's add this comparison to the Compare and Contrast chart.

Guide children to add additional comparisons and contrasts.

After Reading

Respond to Reading

Have children complete the Respond to Reading questions on page 16.

Retell

Have children take turns retelling the selection, using retelling cards as a guide. Help children make a personal connection by asking: *Which life zone would you say is like where you live? Explain.*

Model Fluency

Read the sentences one at a time. Have children chorally repeat. Point out how slowing down your rate when reading difficult or unfamiliar words helps pronunciation.

Apply Have children practice reading with partners. Provide feedback as needed.

PAIRED READ ...

"Yellowstone"

Make Connections: Write About It

Before reading, ask children to note that the genre of this text is also expository text. Then discuss the Compare Texts statement. After reading, ask children to make connections between the information they learned from "Yellowstone" and *Rocky Mountain National Park*.

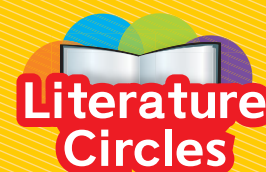


Leveled Reader



FOCUS ON SCIENCE

Children can extend their knowledge of the special features of Yellowstone or Rocky Mountain National Park by completing the science activity on page 20. **STEM**



Lead children to conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about the national parks from both selections in the Leveled Reader.

Level Up



Level-up lessons available online.

IF children read the **Approaching Level** fluently and answered the questions

THEN pair them with children who have proficiently read the **On Level** and have approaching children

- echo-read the **On Level** main selection.
- use self-stick notes to mark one key detail they would like to discuss in each section.

A C T Access Complex Text

The **On Level** challenges children by including more **specific vocabulary** and **complex sentence structures**.



Approaching Level

Phonemic Awareness

ELD ELD.PIII.2

PHONEME IDENTITY

TIER
2

OBJECTIVES

Identify phonemes.

I Do

Tell children they will be identifying the same sound in different words. Say: *Listen as I say three words: wrap, lamb, knack. One sound is the same in wrap, lamb, knack. The middle sound in wrap, lamb, knack is the same. Each word has the /a/ sound in the middle. /raaap/, /laaam/, /naaak/.*

We Do

Listen as I say three words: wrote, know, comb. These words have one sound that is the same. Wrote, know, comb have the same middle sound, /ō/. Repeat this routine with the following examples:

keep, team, seat fine, knight, climb job, knock, pot

You Do

Tell me the sound that you hear that is the same in all three words.

wreck, scent, bread day, play, way crumb, cut, run

Repeat the phoneme identity routine with additional words.

ELD ELD.PIII.2

PHONEME CATEGORIZATION

TIER
2

OBJECTIVES

Categorize words by phoneme.

I Do

Explain to children that they will be categorizing phonemes today. *Listen as I say three words lamb, sack, gate. When I say lamb and sack, I can hear the /a/ sound in the middle. Gate has the /ā/ sound. Gate does not belong.*

We Do

Listen as I say three words: hill, climb, write. Two have the sound /ī/ in the middle: climb and write. Hill does not have /ī/. It does not belong. Repeat this routine with the following examples:

comb, flute, know scene, kneel, wrench hot, wrote, knob

You Do

It's your turn. Which words go together and which word does not belong?

scent, wrap, mask slid, knit, wreck wreath, nine, knee

Repeat the categorization routine with additional medial sounds.

You may wish to review Phonemic Awareness with **EL** using this section.

PHONEME BLENDING

OBJECTIVES

Blend phonemes.

I Do

Explain to children that they will be blending sounds to form words. *Listen as I say two sounds: /nnn/ /ēēē/. Say the sounds with me: /nnn/ /ēēē/. I'm going to blend the sounds together to say a word: /nnn/ /ēēē/, /nnnēēē/, knee. We blended the word knee.*

We Do

Listen as I say three sounds: /k/ /ōōō/ /mmm/. Say the sounds with me: /k/ /ōōō/ /mmm/. Let's blend the sounds: /k/ /ōōō/ /mmm/, /kōōōmmm/, comb. We made one word: comb.

Repeat this routine with the following words:

lamb	wreck	wrist	knot	write
know	night	wreath	thumb	wren

You Do

It's your turn. I want you to blend the sounds I say together to form a new word.

gnat	wrench	knit	knob	knock
knead	climb	wrote	knack	crumb

Repeat the blending routine with additional words with silent letters.



ENGLISH LEARNERS

For the children who need **phonics**, **decoding**, and **fluency** practice, use scaffolding methods as necessary to ensure students understand the meaning of the words. Refer to the Language Transfer Handbook for phonics elements that may not transfer in students' native languages.

→ Approaching Level

Phonics

ELD ELD.PIIL.2

CONNECT *wr* TO /r/, *kn* and *gn* TO /n/, *mb* TO /m/, *sc* TO /s/TIER
2**OBJECTIVES**

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

I Do

Display the *rose* Sound-Spelling Card. *The sound is /r/. You know that the /r/ sound can be spelled with the letter r. The sound /r/ can also be spelled wr. The w is silent.* Display the Word-Building Cards *w, r*. Trace the letters *wr* while saying /r/ five times. Repeat with *kn, gn, mb*, and *sc*.

We Do

Have children trace *wr* on the Word-Building Cards with their finger while saying /r/. Trace the letters *wr* five times and say /r/ with children. Repeat with *kn, gn, mb*, and *sc*.

You Do

Have children connect the letters *wr* to the sound /r/ by tracing a lowercase *wr* with their finger while saying /r/. Once children have traced on paper five to ten times, they should then write the letters *wr* while saying /r/ five to ten times. Repeat with *kn, gn, mb*, and *sc*.

Repeat, connecting the letters *wr, kn, gn, mb, sc* to the sounds /r/, /n/, /m/, /s/ through tracing and writing the letters throughout the week.

Sound-Spellings Fluency Display the following Word-Building Cards: *kn, gn, mb, sc, u, u_e, ew, ue, o, oa, ow, oe, i, igh, ie, y, e, ee, ea, y, ey, ie*. Have children chorally say each sound. Repeat and vary the pace.

ELD ELD.PIIL.2

BLEND WORDS WITH SILENT LETTERS

TIER
2**OBJECTIVES**

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

Decode words with silent letters.

I Do

Display Word-Building Cards *w, r, a, p*. *The letters wr together stand for /r/. The w is silent. Say it with me: /r/. The letter a stands for the sound /a/. The letter p stands for /p/. I'll blend the three sounds: /rrraap/, wrap.* Repeat with *knit, gnat, lamb, scene*.

We Do

Guide children to blend the sounds and read: *write, knife, sign, climb, scent*.

You Do

Have children blend and decode: *wrist, knot, gnome, limb*.

Repeat, blending additional words with silent letters.

You may wish to review Phonics with **EL** using this section.

ELD ELD.PIII.2

BUILD WORDS WITH SILENT LETTERS

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

I Do

Display Word-Building Cards *k, n, o, t*. These are letters *k, n, o, t*. Letters *k* and *n* together can stand for /n/. The letter *o* stands for /o/. The letter *t* stands for /t/. Listen as I blend the sounds: /nnn/ /ooo/ and /t/, /nnnooot/, knot.

We Do

Now, let's do one together. Make the word *knot* using Word-Building Cards. Change the letter *o* in *knot* to *i*. Let's blend: /nnn/ /iii/ /t/, /nnniit/, knit.

You Do

Have children build *lamb, limb, climb; wrap, wrath; scene, scent*.

Decodable Reader Have children read "Acadia Scenes" (pages 9-12).

First Read Turn to page 2. Have children point to each word, sounding out decodable words and saying the high-frequency words quickly. Children should chorally read the story the first time through.

ELD ELD.PIII.2

BLEND WORDS WITH SILENT LETTERS

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

I Do

Display Word-Building Cards *k, n, o, c, k*. Say: These are the letters *kn*. Together they stand for /n/. The letter *o* stands for /o/. The letters *ck* together stand for /k/. Listen as I blend these three sounds: /nnn/ /ooo/ /k/, knock.

We Do

Let's do some together. Blend and read the words *wrote, sign, lamb, and scene* with children.

You Do

Display the following words: *wrench, knee, gnat, comb, scent*. Have children blend and read the words.

Decodable Reader Have children read "The Thumb's-Up Rain Forest" (pages 1-8).

Check Comprehension As children read, monitor their comprehension. Ask the following: *What does Franny ask her friends? Compare and contrast what Abe Ape and April Ant tell Franny.*

ELD ELD.PIII.2

BLEND WORDS WITH SILENT LETTERS

Fluency in Connected Text

Have children review the **Decodable Reader** selections. Identify words with silent letters and blend as needed. Have children reread the selections on their own or with a partner.

→ Approaching Level

Structural Analysis

TIER
2

REVIEW PREFIXES/SUFFIXES

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

CCSS Decode words with common prefixes and suffixes. **RF.2.3d**

I Do

Write and read aloud *rewrite*. Say: *A prefix is a word part added to the beginning of a root word. Underline re. The prefix re- means "again". Rewrite means to write again.* Repeat with prefixes *un-* and *dis-* with *unwrap* and *dislike*, and suffixes *-ful* and *-less* with *hopeful* and *hopeless*.

We Do

Write *painless*. Say: *I see the suffix -less in the word painless. The suffix -less means "without." What does painless mean? Yes, it means "without pain." Let's use painless in a sentence.*

You Do

Have children work with partners. Give them several words with prefixes *re-*, *un-*, *dis-* and suffixes *-ful*, *-less*. Partners can work to identify the prefix or suffix and the meaning of the word. Have children use their words in sentences.

RETEACH PREFIXES AND SUFFIXES

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

CCSS Decode words with common prefixes and suffixes. **RF.2.3d**

I Do

Write and read *tell*. Say: *The word tell means "to say something to someone." Add re- to the beginning of tell. When the prefix re- is added to the beginning of a word, the word meaning changes. Re- means again. Retell means to tell again.*

We Do

Write and read *play*. Say: *We can change the meaning of the word play by adding a suffix. A suffix is a word part we add to the end of a word. Add -ful to play to form playful. Say: The suffix -ful means "full of." Playful means full of play. A kitten is playful.* Repeat with: *untie, distrust, tasteless, frightful.*

You Do

Have children identify the prefix or suffix in each word and give its definition. Say: *Now it's your turn. Underline the prefix or suffix. Tell the word meaning.*

sockless reteach unlike stressful displace

Repeat Have children read other words with prefixes and suffixes.

You may wish to review Phonics with **EL** using this section.

High-Frequency Words/ Vocabulary

WEEK 1

TIER
2

REVIEW HIGH-FREQUENCY WORDS

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

CCSS Recognize and read grade-appropriate irregularly spelled words **RF.2.3f**

Review high-frequency words.

I Do

Use Word Cards 151-160. Display one word at a time, following the routine:

Display the word. Read the word. Then spell the word.

We Do

Ask children to state the word and spell the word with you. Model using the word in a sentence and have children repeat after you.

You Do

Display the word. Ask children to say the word then spell it. When completed, quickly flip through the word card set as children chorally read the words. Provide opportunities for children to use the words in speaking and writing. For example, provide sentence starters, such as *How many _____ do you have?* Ask children to write each word in their Writer's Notebook.

REVIEW VOCABULARY WORDS

OBJECTIVES

CCSS Use words and phrases acquired through conversations, reading and being read to. **L.2.6**

I Do

Display each Visual Vocabulary Card and state the word. Explain how the photograph illustrates the word. State the example sentence and repeat the word.

We Do

Point to the word on the card and read the word with children. Ask them to repeat the word. Engage children in structured partner talk about the image as prompted on the back of the vocabulary card.

You Do

Display each visual in random order, hiding the word. Have children match the definitions and context sentences of the words to the visuals displayed. Then ask children to complete Approaching Level Practice Book page 151.

→ Approaching Level

Comprehension

READ FOR FLUENCY

TIER
2
OBJECTIVES

CCSS Read with sufficient accuracy and fluency to support comprehension. **RF.2.4**

CCSS Read on-level text with purpose and understanding. **RF.2.4a**

I Do

Read the first paragraph of the Practice Book selection. Model correct pronunciation.

We Do

Read the next paragraph and have children repeat each sentence after you. Point out how you slow your reading rate to correctly pronounce difficult words.

You Do

Have children read the rest of the selection aloud. Remind them to use correct pronunciation.

IDENTIFY KEY DETAILS

TIER
2
OBJECTIVES

CCSS Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **RI.2.1**

I Do

Remind children that they have been reading expository texts. Tell them that when they read expository text they can look for important details. *When we read expository texts, we can look for important details in the words and in the text features, such as headings, maps, photographs, and captions.*

We Do

Read the first page of the Practice Book selection aloud. Pause to point out the key details in each paragraph. Identify the details and explain to children why they are important. *We read that a redwood forest has some of the tallest trees in the world. A redwood tree can grow as tall as a 35-story skyscraper.*

You Do

Guide children to read the rest of the Practice Book selection. After each page, prompt them to identify any important details they learned. Help children to explain why each detail is important.

REVIEW CONNECTIONS WITHIN TEXT: COMPARE AND CONTRAST

OBJECTIVES

CCSS Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.3**

I Do

Remind children that we should compare and contrast what we read.
When we compare two places, people, things, or events, we tell how they are alike. When we contrast them, we tell how they are different.

We Do

Read the first two paragraphs of the Practice Book selection together. Pause to point out comparisons and contrasts. Say: *I see that a redwood tree can grow as tall as a 35-story building. This helps me compare its size.*

You Do

After reading the last paragraph on page 154, say: *What did people do to redwood trees in the past? How is it different from what they do today?* Record children's ideas on the Compare and Contrast chart.

SELF-SELECTED READING

OBJECTIVES

CCSS Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.3**

CCSS Read with sufficient accuracy and fluency to support comprehension. **RF.2.4**

CCSS Read on-level text with purpose and understanding. **RF.2.4a**

Apply the strategy and skill to reread text.

Read Independently

Have children pick a fiction text selection that they have read for sustained silent reading. Remind them that:

- they should look for comparisons and contrasts.
- comparisons tell how two things are alike. Contrasts tell how they are different.
- they can reread to understand facts and explanations that didn't make sense the first time.

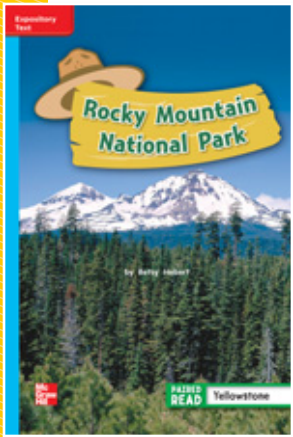
Read Purposefully

Have children record comparisons and contrasts on a Compare and Contrast chart. After reading, guide children to participate in a group discussion about the selection they read. Guide children to:

- share the information they recorded on their Compare and Contrast chart.
- tell what interesting information they learned reading the selections.
- share what they reread and how it helped them understand the information.



On Level



Lexile 540
TextEvaluator™ 23

OBJECTIVES

CCSS

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.3**

CCSS

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

CCSS

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W.2.10**

MATERIALS

Leveled Reader
Rocky Mountain National Park



HSS HSS 2.2.2

Leveled Reader: *Rocky Mountain National Park*

Before Reading

Preview and Predict

Have children turn to the title page. Read the title and author name and have children repeat. Preview the selection's images. Prompt children to predict what the selection might be about.

Review Genre: Expository Text

Have children recall that expository text gives facts about a topic. An expository text may include text features, such as maps and photos.

ESSENTIAL QUESTION

Remind children of the Essential Question: *What makes different parts of the world different?* Set a purpose for reading: *Let's read to find out how Rocky Mountain National Park is different from other places.*

Remind children that as they read a selection, they can ask questions about what they do not understand or want to know more about.

During Reading

Close Reading

Note taking: Ask students to use their graphic organizer while they read.

Pages 2–4 Turn to a partner and discuss terms you did not understand the first time you read these pages. Which part can you reread to help you? (Possible response: The term *ecosystem* was new to me, so I reread page 4 to find out that an ecosystem is a life zone with plants and animals.)

Pages 5–10 Explain to a partner how the montane is similar to and different from the subalpine. (Possible response: The montane and subalpine are both life zones in the Rocky Mountain National Park. Animals and plants grow in both zones. The subalpine is darker and wetter than the montane. The montane goes from 6,000 to 9,000 feet above sea level, but the subalpine goes from 9,000 to 11,000 feet.)

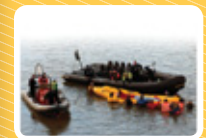
Go Digital



Leveled Readers



Graphic Organizer



Retelling Cards

Pages 11–12 What compound word is on page 11? (airplane) What phrases does the author use on page 12 to help readers understand that the alpine zone has a harsh climate? (winds howl; fierce winds)

Pages 13–14 What special text feature do you see on the bottom of page 13? (A colored box with a heading and facts about bighorn sheep.) Which page can you reread to quickly remember the parts you might like to visit in Rocky Mountain National Park? (page 4)

After Reading

Respond to Reading

Have children complete Respond to Reading on page 15 after reading.

Retell

Have children take turns retelling the selection, using the Retelling Cards. Help children make a personal connection. Ask: *Which ecosystem in Rocky Mountain National Park is most like where you live? Explain.*

Model Fluency

Read the sentences, one at a time. Have children chorally repeat. Point out how you slow down your reading rate when reading difficult words to focus on correct pronunciation.

Apply Have partners practice reading. Provide feedback.

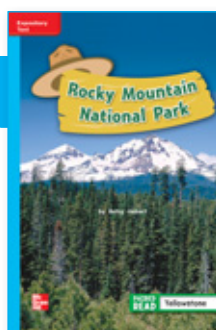
PAIRED READ ...

“Yellowstone”

Make Connections:

Write About It

Before reading, ask children to note that the genre of this text is also expository. Then discuss the Compare Texts statement. After reading, ask children to make connections between “Yellowstone” and *Rocky Mountain National Park*.

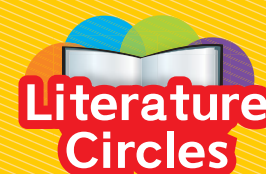


Leveled Reader



FOCUS ON SCIENCE

Children can extend their knowledge of the special features of Yellowstone or Rocky Mountain National Park by completing the science activity on page 20. **STEM**



Lead children to conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about the two national parks from both selections in the Leveled Reader.

Level Up



Level-up lessons available online.

IF children read the **On Level** fluently and answered the questions

THEN pair them with children who have proficiently read the **Beyond Level** and have on-level children

- partner-read the **Beyond Level** main selection.
- discuss the key details and main idea with their partners.

A C T Access Complex Text

The **Beyond Level** challenges children by including more **specific vocabulary** and **complex sentence structures**.

On Level

Phonics

BUILD WORDS WITH SILENT LETTERS

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.2.3**

- Build and decode words with silent letters.
- Read for fluency.

I Do

Display **Word-Building Cards** *w, r, i, t, e*. Say: *These are letters w, r. Together, they stand for /rrr/. This is the letter i. It stands for /īīī/. This is the letter t. It stands for /t/. I will blend these three sounds: /rrrīīt/, write. The word is write.*

We Do

Say: *Now, let's do one together. Make the word write. Change the letter i to o. Say: Let's blend: /rrr/ /ōōō/ /t/, /rrrōōōt/, wrote.*

Change the letter o to i. Say: *I am going to change the letter o in wrote to the letter i. Let's blend and read the new word: /r/ /ī/ /t/, /rīt/, write.*

You Do

Have children build and blend the words: *knob, knot, knock; lamb, limb; scene, scent.*

Decodable Reader Have children read "The Thumb's-Up Rain Forest" (pages 1-8) and "Acadia Scenes" (9-12).

Vocabulary

REVIEW WORDS

OBJECTIVES

CCSS Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). **L.2.6**

I Do

Use the **Visual Vocabulary Cards** to review each vocabulary word. Point to each word, read it aloud, and have children chorally repeat it.

We Do

Guide children to use the **Define/Example/Ask** routine for a few Vocabulary words using their **Response Boards**. Ask sample questions to help children respond and explain their answers.

You Do

Have children work with a partner to do the **Define/Example/Ask** routine on their own for the remaining vocabulary words. Then have children write sentences about this week's stories. Each sentence must contain at least one vocabulary word.

REVIEW CONNECTION WITHIN TEXT: COMPARE AND CONTRAST

OBJECTIVES

CCSS Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.3**

I Do

Remind children that as they read expository text, they can make comparisons and contrasts within the text. *When we read, we think about ways things are alike and different. We compare to tell how they are alike. We contrast to tell how they are different.*

We Do

Read the first pages of the Practice Book selection aloud. Pause to point out comparisons and contrasts. Say: *We read that redwood trees compare in size to a 35-story skyscraper.*

You Do

Guide children to read the rest of the Practice Book selection. Remind them to think about how things are alike and different. Then have children record the comparisons and contrasts on the Compare and Contrast Chart.

SELF-SELECTED READING

OBJECTIVES

CCSS Read with sufficient accuracy and fluency to support comprehension. **RF.2.4**

CCSS Read on-level text with purpose and understanding. **RF.2.4a**

CCSS Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.3**

Apply the strategy and skill to reread text.

Read Independently

Have children pick an expository text selection that they have read for sustained silent reading. Remind them to:

- make comparisons and contrasts within the text.
- reread to understand facts and explanations that didn't make sense the first time.

Read Purposefully

Have children record comparisons and contrasts on a Compare and Contrast Chart. After reading, guide partners to:

- share the information they recorded on their Compare and Contrast Chart.
- tell what interesting facts they learned reading the selections.
- share what they reread and how it helped them understand the information.



Beyond Level

Leveled Reader: *Rocky Mountain National Park*

Before Reading

Preview and Predict

Read the title and author name. Have children preview the title page and the images. Ask: *What do you think this book will be about?*

Review Genre: Expository Text

Have children recall that expository text gives facts and information about a topic. Prompt children to name key characteristics of expository text. Tell them to look for these as they read.

ESSENTIAL QUESTION

Remind children of the Essential Question: *What makes different parts of the world different?* Have children set a purpose for reading by saying: *What do you want to find out about Rocky Mountain National Park?*

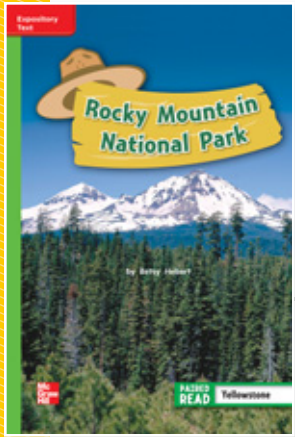
During Reading

Close Reading

Note taking: Ask students to use their graphic organizer while they read.

Pages 2–4 Turn to a partner and discuss terms you did not understand the first time you read these pages. Which part can you reread to help you? (Possible response: The terms *ecosystems* and *elevation* were new to me, so I reread the bold words and descriptive phrases after them on page 4 to better understand their meanings.)

Pages 5–10 Explain to a partner how the montane is similar to and different from the subalpine. (Possible response: The montane and subalpine are both life zones in the Rocky Mountain National Park. The subalpine is darker and wetter than the montane. The montane starts at 6,000 feet above sea level but the subalpine starts at 9,000.) What two compound words can you find on pages 6 and 7? (hillsides; bluebirds)



Lexile 630
TextEvaluator™ 21

OBJECTIVES

CCSS

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.3**

CCSS

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

CCSS

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W.2.10**

MATERIALS

Leveled Reader
Rocky Mountain National Park



HSS 2.2.2

Go Digital



Leveled Readers



Graphic Organizer

Pages 11–12 What phrases on page 12 show that the alpine zone has a harsh climate? (*winds howl; fierce winds*) How is the alpine tundra different from the other life zones? (Possible response: Only the alpine tundra has dozens of high peaks more than 12,000 feet high.)

Pages 13–14 What special text feature do you see on the bottom of page 13? (A colored box with a heading and facts about bighorn sheep.) Which page can you reread to quickly remember the parts you might like to visit in Rocky Mountain National Park? (page 4)

After Reading

Respond to Reading

Have children complete Respond to Reading on page 15 after reading.

Retell

Have children take turns retelling the selection. Help children make a personal connection by writing about which life zone they would most like to visit. Say: *Write about the life zone in Rocky Mountain National Park you would most like to visit. What would you expect to see?*

PAIRED READ ...

“Yellowstone”

Make Connections: Write About It



Before reading, have children preview the title page and identify the genre. Then discuss the Compare Texts statement. After reading, have partners discuss what they learned from “Yellowstone” and *Rocky Mountain National Park*. Ask children to make connections by comparing and contrasting the features in each national park. Prompt children to discuss what they learned about these places.

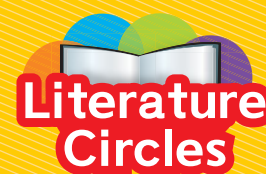


Leveled Reader



FOCUS ON SCIENCE

Children can extend their knowledge of the special features of Yellowstone or Rocky Mountain National Park by completing the science activity on page 20. **STEM**



Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about the two national parks from both selections in the Leveled Reader.

Gifted and Talented

SYNTHESIZE Challenge children to think about life zones in a different region of the world.

EXTEND Have children research another area, such as the Gobi desert. Children should do research to learn about the region. Then have them make a map or chart to compare and contrast the location's features.

Beyond Level

Vocabulary

REVIEW DOMAIN-SPECIFIC WORDS

OBJECTIVES

CCSS Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). **L.2.6**

Model

Use the Visual Vocabulary Cards to review the meaning of the words *region* and *location*. Write science-related sentences on the board using the words.

Write the words *absorb* and *area* on the board and discuss the meanings with children. Then help children write sentences using these words.

Apply

Have children work in pairs to review the meanings of the words *music* and *sounds*. Then have partners write sentences using the words.

COMPOUND WORDS

OBJECTIVES

CCSS Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. **L.2.4**

Model

Read aloud the first two paragraphs of the Comprehension and Fluency passage on Beyond Level Practice Book pages 153–154.

Think Aloud When I read these paragraphs, I want to understand the word *skyscraper*. I see two smaller words with in the word, so I know it is a compound word. The first word I see is *sky*. The second word is *scraper*. A *skyscraper* must be a building so tall that it looks like it's scraping the sky.

With children, read the next paragraph. Ask them to use context clues to determine the meaning of *redwood*.

Apply

Have pairs of children read the rest of the passage. Ask them to use their knowledge of compound words to determine the meaning of the following words: *throughout*, *evergreen*, *everywhere*, *anymore*, *everyone*.



Synthesize Challenge children to discuss what they know about how different parts of the world are different. Challenge them to use compound words as they discuss the regions.

CCSS Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*, *bookshelf*, *notebook*, *bookmark*). **L.2.4d**

REVIEW: CONNECTIONS WITHIN TEXT: COMPARE AND CONTRAST

OBJECTIVES

CCSS Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **RI.2.1**

CCSS Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.3**

Compare and contrast.

Model

Remind children that we should compare and contrast information as we read a text. Say: *When we compare information, we tell how it is the same, or similar. When we contrast information about a topic, we tell how it is different. Comparing and contrasting how information is the same or different will help us better understand the selection. It can help us organize information about a topic.*

Have children read the first page of the Comprehension and Fluency passage of Beyond Level Practice Book pages 153–154. Ask open-ended questions to facilitate discussion, such as *How can we compare the information in this paragraph? How is it the same? How is it different?* Children should support their responses with details in the text.

Apply

Lead children to compare and contrast information on each page as they independently fill in a Compare and Contrast chart. Then have partners use their work to determine how information about the topic is the same or different.

SELF-SELECTED READING

OBJECTIVES

CCSS Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **RI.2.1**

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

Reread difficult sections to increase understanding.

Read Independently

Have children choose an expository text selection that they have read for sustained silent reading.

- As children read, have them fill in a Compare and Contrast chart.
- Remind them to reread difficult sections of the text.

Read Purposefully

Encourage children to keep a reading journal. Ask them to read different books in order to learn about a variety of subjects.

- Children can write summaries of the books in their journals.
- Ask children to share their reactions to the books with classmates.



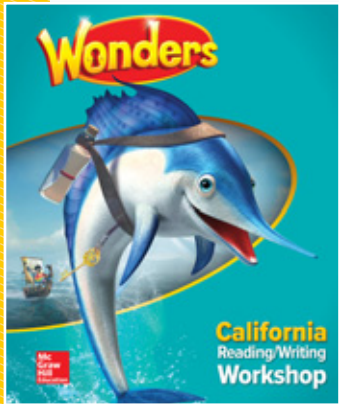
Independent Study Challenge children to discuss how their books relate to the weekly theme of what makes different places different. Have children compare the special places they have read about.



English Learners

Shared Read

Alaska: A Special Place



Reading/Writing
Workshop

OBJECTIVES

CCSS

Read with sufficient accuracy and fluency to support comprehension.
RF.2.4

CCSS

Read on-level text with purpose and understanding.
RF.2.4a

CCSS

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **RI.2.1**

ACADEMIC LANGUAGE

reread, compare, contrast

Before Reading

Build Background

Read the Essential Question: *What makes different parts of the world different?*

- Explain the meaning of the Essential Question: Display a map of the world. Point to Alaska on the map. Then point to Florida on the map. *The map shows us that Alaska and Florida are in different places in the world. As a result, the two places are very different.*
- **Model an answer:** *Different parts of the world are different. One place may be hot and sunny. Another place may be cold and snowy. One place may have mountains. Another place may be near an ocean. Each place may have different plants and animals, too.*
- Ask children a question that ties the Essential Question to their own background knowledge: *Turn to a partner and tell how the place you live in is different from a place you have read about. What makes the two places different?* Call on several pairs.

During Reading

Interactive Question-Response

- Ask questions that help children understand the meaning of the text after each paragraph.
- Reinforce the meanings of key vocabulary providing meanings embedded in the questions.
- Ask children questions that require them to use key vocabulary.
- Reinforce strategies and skills of the week by modeling.

Go
Digital



"Alaska:
A Special Place"



Graphic
Organizer

Alaska: A Special Place

Page 262

Point to the title. Listen as I read the title of the selection. Point to each word as you read it. What is the title? (Alaska: A Special Place) Alaska is a state in the United States. Let's say the name together: Alaska.

Point to Alaska on a world map. Then have children look at the photo and describe the land features. Now let's read the selection to see why Alaska is a special place.

Page 263

Let's read the first sentence together: Where can you find mountains, glaciers, and volcanoes? This question asks about three different land features: mountains, glaciers, and volcanoes. Point to the mountains in the photo. These are mountains. Some of them are covered with snow. A glacier is a huge piece of ice. A glacier forms in places where it is very cold. Point to the word volcanoes. What do we know about volcanoes? (Possible response: A volcano is an opening in the earth. Hot rock erupts from it.)

Explain and Model the Strategy Reread to help children understand glaciers. We can reread information we do not understand. I did not understand how glaciers are made so I reread this section. Now I see that glaciers are made when layers upon layers of snowfall turn to ice over time.

Explain and Model the Phonics Skill Read the last sentence of paragraph 2. Listen carefully. Raise your hand when you hear a word that has a silent b at the end. (climb) Now let's practice saying this word together: climb.

Let's read the title of the map: Map of Alaska This map shows Alaska's land features. Now let's read the key. The key tells us what the symbols on the map stand for. Let's read the names of the symbols together: Capital, Rivers, Mountains, Volcanoes.



Use the key to find the capital, rivers, mountains, and volcanoes on the map. Name each land feature as you find it.

Page 264

Let's look at Alaska on a world map. We read that Northern Alaska is called the Arctic region. Let's say the name of that region together: the Arctic region. Point to the Arctic region on the map. What is the temperature in the Arctic region? (It is very cold.) Point to the southern part of Alaska. What is the temperature in the southern region? (It is warmer)

Let's read the paragraph under the heading Animals. What kind of animals might you see in Alaska? (a walrus, a polar bear, a black or brown bear, a moose, and a caribou) Display photos of the animals and review their names. Point to a walrus on page 264. This is a walrus. Let's say it together: walrus. If there is more than one walrus, they are called walruses. Say it with me: walruses.



Why do most people live in the southern region of Alaska? (It is warmer there than in the northern region. Also, crops grow well in the southern region.)

Page 265

Let's read the first paragraph. What season does this paragraph tell about? (summer) What is summer like in Alaska? (There is mild weather. The sun does not set for days in certain places.)

Let's read the second paragraph. What season does this paragraph tell about? (winter) How is winter in Alaska different from winter where you live? (In certain places in Alaska, it stays dark for days.)

After Reading

Make Connections

- Review the Essential Question.



English Learners

Leveled Reader: Rocky Mountain National Park

Before Reading

Preview

Read the title. Ask: *What is the title? Say it again.* Repeat with the author's name. Preview the selection's images. Have children describe the images. Use simple language to tell about each page. Follow with questions, such as *What are the Rockies? Where are they?*

ESSENTIAL QUESTION

Remind children of the Essential Question: *What makes different parts of the world different?* Set a purpose for reading: *Let's read to find out what makes Rocky Mountain National Park special.* Encourage children to seek clarification when they encounter a confusing word or phrase.

During Reading

Interactive Question Response

Pages 2–3 Say: *Look at the photo. What does it show?* Review the map key with children. Point out the Rocky Mountains on the map. Have partners tell each other what the stars stand for and where they are.

Pages 4–5 Say: *The drawing, or diagram, on page 4 shows three different life zones. Each zone has different plants, animals, and climates, which means weather. What else is different about the zones?* Read aloud the word *elevation* and have children repeat. *Elevation means "height."*

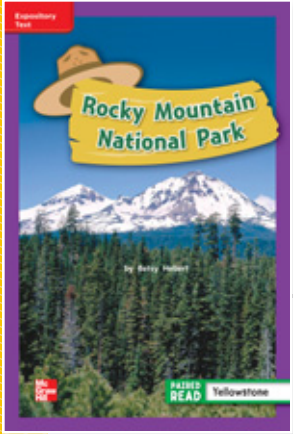
Pages 6–7 Ask: *What zone are we reading about on these pages?* (Montane) Explain that *temperate* weather is mild, not too hot or cold. *Tell a partner about the trees and animals in the montane zone.*

Pages 8–9 Ask: *Is the subalpine zone higher or lower than the montane?* (higher) *Why don't the trees in the subalpine grow straight? Let's read the sentences that tell us: The wind bends the trees. It changes their growth.*

Page 10 Ask: *What zone is this page about?* (subalpine) *Tell a partner about the animals in the subalpine zone.*

Pages 11–13 *Why aren't there many plants in the alpine tundra? (It is very windy and snowy.)*

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.2.9.Em • ELD.PI.2.9.Ex • ELD.PI.2.9.Br



Lexile 430
TextEvaluator™ 18

OBJECTIVES

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **RI.2.1**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W.2.10**

MATERIALS

Leveled Reader
*Rocky Mountain
National Park*

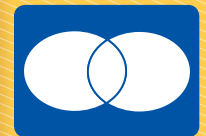


HSS HSS 2.2.2

Go
Digital



Leveled
Readers



Graphic
Organizer



Retelling
Cards

After Reading

Respond to Reading

Have partners answer the questions on page 15. Pair children with peers of varying language abilities.

Retell

Model retelling using the Retelling Card prompts. Then guide children to retell the selection to a partner.

Fluency: Pronunciation

Read the sentences in the book, one at a time. Help children echo-read using correct pronunciation. Model mouth placement as needed. Remind children to slow their rate when reading a difficult word.

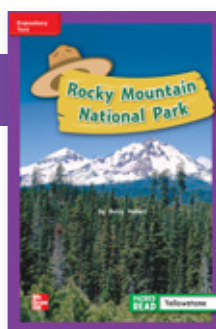
Apply Have children practice reading with a partner. Pair children with peers of varying language abilities. Provide feedback as needed.

PAIRED READ ...

“Yellowstone”

Make Connections: Write About It

Before reading, tell children that this text is also expository. Then discuss the Compare Texts statement. After reading, ask children to make connections between “Yellowstone” and *Rocky Mountain National Park*. Prompt children by providing sentence frames: *There are ____ in Yellowstone National Park. There are ____ in Rocky Mountain National Park.*



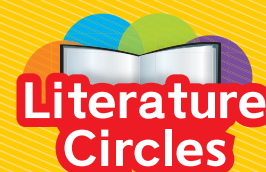
Levelled Reader



FOCUS ON SCIENCE

Children can extend their knowledge of the special features of Yellowstone or Rocky Mountain National Park by completing the science activity on page 20.

STEM



Lead children to conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what lessons children learned about what makes parts of the world different from both selections in the leveled reader.

Level Up



Level-up lessons available online.

IF children read the **EL Level** fluently and answered the questions

THEN pair them with children who have proficiently read the **On Level** and have children

- echo-read the **On Level** main selection with their partners.
- list difficult words and phrases and discuss them with their partners.

A C T Access Complex Text

The **On Level** challenges children by including more **specific vocabulary** and **complex sentence structures**.

English Learners

Vocabulary

ELD ELD.PI.2.12a.Em • ELD.PI.2.12a.Ex

PRETEACH VOCABULARY

OBJECTIVES

CCSS Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **RI.2.4**

LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Preteach vocabulary from “Alaska: A Special Place,” using the Vocabulary Routine found on the Visual Vocabulary Cards for words *eerie, growth, layers, lively, location, region, seasons, and temperate*.

We Do

After completing the Vocabulary Routine, point to each word on the Visual Vocabulary Card and read it with children. Have them repeat the word.

You Do

Have partners use two or more words in sentences or questions about an experience they have had. Then have each pair read the sentences aloud.

Emerging

Help children write two or three words correctly and read them aloud.

Expanding

Ask children to write the words, select two words, and write one sentence and one question.

Bridging

Challenge children to write one sentence and one question for each word.

ELD ELD.PI.2.12b.Em • ELD.PI.2.12b.Ex • ELD.PI.2.12b.Br

REVIEW VOCABULARY

OBJECTIVES

CCSS Demonstrate understanding of word relationships and nuances in word meanings. **L.2.5**

CCSS Determine the meaning of words and phrases in a text relevant to a grade 2 topic area. **RI.2.4**

Review vocabulary words.

LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Review the previous week’s vocabulary words. The words can be reviewed over a few days. Read each word aloud, pointing to the word on the Visual Vocabulary Card. Have children repeat after you. Then follow the Vocabulary Routine on the back of each card.

We Do

Ask children to guess the word you describe. Provide clues, such as synonyms or antonyms. Have children name the word and define or use it in a sentence.

You Do

Have partners make a list of clues for two or more words and read them aloud for the class to guess the word and define or use it in a sentence.

Emerging

Help children list clue words and read them aloud.

Expanding

Have children write clues as sentences.

Bridging

Ask children to use synonyms or antonyms in their clues.

ELD ELD.PI.II.2

COMPOUND WORDS

OBJECTIVES

CCSS Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). **L.2.4d**

LANGUAGE OBJECTIVE

Use compound words.

I Do

Read the last paragraph on page 263 of "Alaska: A Special Place." Pause and point out the word *snowfall*. Explain that a compound word is made up of two smaller words. Explain that looking for the two smaller words can help us read the word and understand the meaning of a compound word.

Think Aloud I'm not sure what this word is as I read this sentence. I see the words *snow* and *fall*. I know what *snow* is. I also know what it means to *fall*. I put the words together. *Snowfall* is snow falling from the sky.

We Do

Have children point to the word *daylight* on page 265. With children, separate the compound word into smaller words. Discuss the meaning of each. Write the meaning of the compound word on the board.

You Do

Have partners identify and write the meaning of *sunlight* on page 265.

Emerging

Help children separate the compound words into smaller words and read the word aloud.

Expanding

Help children separate the compound word into smaller words. Help them explain the meaning of the each word and the compound word.

Bridging

Ask children to write a definition of the word and explain how they applied the skill.

ELD ELD.PI.2.9.Em

ADDITIONAL VOCABULARY

OBJECTIVES

CCSS Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.2.3**

LANGUAGE OBJECTIVE

Use additional vocabulary.

I Do

List academic language and additional vocabulary from "Alaska: A Special Place": *region*, *location*; and "Rocky Mountain National Park": *zone*, *peak*. Define each word for children: *A peak is the point at the top of a mountain.*

We Do

Model using the words for children in a sentence: *This mountain peak is covered with snow. Mt. McKinley is the tallest mountain peak in the United States.* Then provide sentence frames and complete them with children: *This mountain peak is _____.*

You Do

Have pairs use the images in the selections to make up their own sentences with the words and share them with the class to complete.

Emerging

Help children copy the sentence frames correctly and read them aloud.

Expanding

Provide support to help children use the words in the activity.

Bridging

Lead children to define the words they used.

English Learners

Writing/Spelling

ELD ELD.PI.2.10.Em • ELD.PI.2.10.Ex • ELD.PI.2.10.Br

WRITING TRAIT: IDEAS

OBJECTIVES

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

LANGUAGE OBJECTIVE

Focus on a topic.

I Do

Explain that in nonfiction, writers write about one topic. All of the information relates to this topic. Write and read: *California is a state. It has mountains and beaches. The Pacific Ocean is California's western border.* Explain that these sentences tell about California.

We Do

Read the last paragraph on page 263 of *Alaska: A Special Place*. Emphasize the words *glaciers* and *glacier*. Ask children to identify the topic of the paragraph. (*glaciers*) Repeat with the first paragraph on page 265.

You Do

Have partners write and read a three-sentence paragraph telling about one season where they live.

Emerging

Help children write and read a paragraph. Provide sentence frames for them to copy and complete.

Expanding

Help children state three sentences telling about the season. Provide sentence frames.

Bridging

Ask children to describe a season where they live. Elicit details. *What is the temperature?*

ELD ELD.PI.2

WORDS WITH SILENT LETTERS *wr, kn, gn, mb, sc*

OBJECTIVES

CCSS Know and apply grade-level phonics and word analysis skills in decoding words. **RF.2.3**

LANGUAGE OBJECTIVE

Spell words with silent letters *wr, kn, gn, mb, sc*.

I Do

Read aloud the Spelling Words on T14. Segment the word *comb* into sounds. Attach a spelling to each sound. Point out the silent letter *b*. Read aloud, segment, and spell the remaining words. Have children repeat.

We Do

Read the first sentence from the Dictation Routine on page T14 aloud. Then read the silent letter word slowly and ask children to repeat. Have them write the word. Repeat the process for the remaining sentences.

You Do

Display the words. Have children work with a partner to check their spelling lists. Have children correct misspelled words on their list.

Emerging

Help children copy the words with correct spelling and say the word.

Expanding

After children have corrected their words, have pairs quiz each other.

Bridging

Challenge children to think of other words that have silent letters.

ELD ELD.PII.2.3a.Em • ELD.PII.2.3a.Ex • ELD.PII.2.3a.Br • ELD.PII.2.3b.Br

LINKING VERBS

OBJECTIVES

CCSS Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.1**

LANGUAGE OBJECTIVE

Use linking verbs.



EL Language Transfers

The verb *be* can be omitted with adjectives and prepositional phrases in Cantonese, Hmong, and Vietnamese. Children speaking these languages may therefore say “Kim visiting Alaska,” omitting the verb *is*. Model correct usage in additional examples, and have children repeat. Look for opportunities to point out how the verb *be* is used in other parts of the lesson and in the reading selections.

I Do

Review that a linking verb is a verb that does not show action. Point out that the linking verb *be* links the subject to words that tell about the subject. Review the present- and past-tense forms of the verb *be*. Write and read these sentences: *Our trip was great. Alaska is very interesting. Mt. McKinley is very tall.* Underline the linking verb in each sentence. Explain how the verb links the subject to another word in the sentence.

We Do

Write the sentences on the board. Lead children to read and then underline the linking verb in each sentence. Have them say: *The linking verb is _____.*

My dog is friendly.

Bowser is brown and white.

He was funny yesterday.

His tricks were amazing.

You Do

Write the following sentence frames on the board. Explain that they tell about the present. Have partners rewrite each sentence by changing the linking verb to tell about the past.

The polar bears are sleeping. (were)

The winter is very cold. (was)

He is freezing. (was)

Emerging

Help children say sentences using linking verbs to describe the photos in *Alaska: A Special Place*. Provide sentence frames for children to complete, such as *The walrus are _____*. Help children identify the linking verb and the words it links.

Expanding

Lead children to say sentences using linking verbs to describe the same photos. Have them identify the linking verb and tell the words it links.

Bridging

Ask children to describe the photo, adding more sentences and using the past and present tense and both plural and singular forms of linking verbs.

PROGRESS MONITORING



Unit 4 Week 1 Formal Assessment	Standards Covered	Component for Assessment	Alignment with California Smarter Balanced Assessment
Text Evidence	RI.2.1	<ul style="list-style-type: none"> Selection Test Weekly Assessment Approaching-Level Weekly Assessment 	Claim ①, Target ⑧
Connections Within Text/Compare and Contrast	RI.2.3, RI.2.9	<ul style="list-style-type: none"> Weekly Assessment Approaching-Level Weekly Assessment 	Claim ①, Target ⑫
Compound Words	L.2.4d	<ul style="list-style-type: none"> Selection Test Weekly Assessment Approaching-Level Weekly Assessment 	Claim ①, Target ⑩
Writing About Text	W.2.8	Weekly Assessment	Claim ②, Target ③a
Unit 4 Week 1 Informal Assessment	Standards Covered	Component for Assessment	Alignment with California Smarter Balanced Assessment
Research/Listening/ Collaborating	SL.2.1c, SL.2.2, SL.2.3	<ul style="list-style-type: none"> RWW Teacher's Edition 	For targets associated w/Claims ③ and ④
Oral Reading Fluency (ORF) Fluency Goal: 62–82 words correct per minute (WCPM) Accuracy Rate Goal: 95% or higher	RF.2.4a, RF.2.4b, RF.2.4c	Fluency Assessment	(not component of End of Year test)

WEEK 1

FLUENCY

Check your data Dashboard to verify assessment results and guide grouping decisions.



Data-Driven Recommendations

Use the appropriate sections of the *Placement and Diagnostic Assessment* as well as students' assessment results to designate students requiring:

TIER 3 WonderWorks Intervention Program

