



## Read to Be Ready plans for: Beginner's World Atlas 2<sup>nd</sup> Grade (Week 3 of 4 Maps)

### ELA Standards:

- 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.
- 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a) Use collective nouns h) Capitalize holidays, product names, and geographic names.
- 2.FL.VA.7a 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. v) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.
- 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.
- 2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
- 2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.W.TTP.2 Write informative/explanatory texts a) Introduce a topic. b) Use facts and definitions to provide information c) Provide a concluding statement or section.
- 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
- 2.W.PDW.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.

### Geography:

2.16 Compare physical features of the earth including: island, lake, mountain, ocean, peninsula, plain, plateau, river, valley

**Comprehension skill:** Realism and Fantasy

**Phonics:** contractions

**Grammar/Writing:** Proper Nouns

**Unit Focus:** Landforms and Bodies of Water

**Culminating Task:** Discussion on different landforms discussed this week

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
<b>M O N D A Y</b>	<p>Concentration this week is on landforms and bodies of water.</p> <p><b>Option 1:</b> Play full video found on DE BOARD for landforms – and bodies of water. 14:34 Allow about 40 minutes to view the video with pauses along the way for students to discuss and answer questions.</p> <p><b>Option 2:</b> Today play the video only until 9:14 to learn about landforms. Allow about 15 minutes with pauses. Tomorrow view video from 9:15 until the end to learn about bodies of water and a review of the whole video.</p>	<ul style="list-style-type: none"> <li>Island</li> <li>Lake</li> <li>Mountain</li> <li>Ocean</li> <li>Peninsula</li> <li>Plain</li> <li>Plateau</li> <li>River</li> <li>valley</li> <li>canyon</li> </ul>	<p>*Teachers – stop the video when it prompts students to think/consider a question. Open up for student engagement with partners.</p> <p>**Students can also use the PDF available for writing answers to some of the questions.</p> <p>If using Option 2, today, they will be able to answer questions 1-3 on the PDF. Save the page to complete tomorrow during video about bodies of water.</p>	<p>*Teachers – there is a <b>VIDEO Review PDF</b> available for questions students can answer <u>while viewing the video</u>.</p>	<p>**A PDF of a <b>vocabulary quiz</b> related to the video is available for independent work.</p>
<b>T U E S D A Y</b>	<p>Using the 5 copies of <u>Beginner's World Atlas</u>, students will respond to questions about landforms and bodies of water shown on the physical maps of the continents.</p> <p>There are so many questions that can be asked about each of the</p>	<p>Teachers – Please make sure that all vocabulary words from Week 1 and Week 2 remain posted and accessible for student use in speaking and writing tasks.</p>	<p>Peninsula – explicitly teach this word, then ask – Looking at page 19, identify a peninsula of the U.S. (Florida)</p> <p>Pages 18-19 – Using the map key, identify the large grassland (plains) area.</p>	<p>Use a double bubble map to compare and contrast life on Greenland and life on Hawaii. (both islands)</p> <p>*Teachers, look for students to use vocabulary learned</p>	

	<p>physical maps found in the Atlas. The question column in this plan focuses solely on the continent of North America.</p> <p>Questions can be posed about the other continent pages using the map key as a central focus for forming questions about landforms and bodies of water, as well as the differences in life in each place based on these elements.</p>		<p>What water source runs through the Great Plains?</p> <p>What two major mountains are found in the U.S.? Based on the video from yesterday, how are they different? (Rocky's are jagged/sharp at top, Appalachian's are smoother, tree covered)</p> <p>What large island is shown in the northern portion of page 19? (Greenland)</p> <p>What would you infer about life on Greenland? (very cold, snow all around, glaciers, fishing is a major part of life, need warm clothing, etc.)</p> <p>Pages 10-11, 14-15 Compare life on the island of Greenland to life on the islands of Hawaii. How and why is life so different for the people who live in those two places? (climate; location)</p>	<p>such as island, equator, north pole, as well as information gleaned from the Atlas such as the names of the two oceans, etc.</p>	
W E D N E S D A Y	<p>Bookmark this four EPIC Read Alouds for today.</p> <p>Read Epic: P. 5-13 Landform: Islands <a href="https://www.getepic.com/app/read/60217">https://www.getepic.com/app/read/60217</a></p> <p>p. 4-15 Lakes: Learning About the Earth <a href="https://www.getepic.com/app/read/14818">https://www.getepic.com/app/read/14818</a></p> <p>p. 4-15 Oceans: Learning About the Earth <a href="https://www.getepic.com/app/read/14828">https://www.getepic.com/app/read/14828</a></p> <p>p. 4-16 Rivers <a href="https://www.getepic.com/app/read/52055">https://www.getepic.com/app/read/52055</a></p>	<p>Island Lake Ocean River</p>	<p>Make a tree map with the four landforms. Write facts about each landform.</p> <p>Describe an island. What is the largest island on earth? Are all islands the same? Why not? Have students describe what they learned about how islands are formed? How are lakes different from each other? How were some lakes formed? (glaciers-describe the process) Which of the four landforms covers most of the earth? Name all 5 oceans. What is the place called where the ocean meets the land? Can you guess what might happen over time to the shoreline? What are some of the things that we use rivers for? How do rivers form? How do rivers shape the land? Discuss.</p>	<p>Using the tree map, write a paragraph about the 4 landforms discussed today.</p>	<p><b>For students who are interested in more about islands, lakes, oceans, rivers have them read the entire book in small groups, centers, etc.</b></p>
T H U R S D A Y	<p>p. 4-15 Learning about the Earth: Mountains <a href="https://www.getepic.com/app/read/14826">https://www.getepic.com/app/read/14826</a></p> <p>p. 4-13 Landforms: Valleys <a href="https://www.getepic.com/app/read/60227">https://www.getepic.com/app/read/60227</a></p> <p>p. 4-14 Landforms: Canyons <a href="https://www.getepic.com/app/read/">https://www.getepic.com/app/read/</a></p>	<p>Mountain Valley Canyon</p>	<p>Make a new Tree Map for the three landforms. What are Mountains? Describe mountains. How are they different? What is a valley? What happens if a river valley becomes very deep? Discuss how Valleys are formed. Where can you find canyons? Where is the largest known canyon?</p>	<p>Using the tree map, write a paragraph about the 3 landforms discussed today.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<a href="#">ad/60211</a>		Why do canyons exist? Canyons take many years to form. Discuss why?		
F R I D A Y	Peninsula-Read aloud <a href="https://www.nationalgeographic.org/encyclopedia/peninsula/">https://www.nationalgeographic.org/encyclopedia/peninsula/</a> p. 4-13 Landforms: Plains <a href="https://www.getepic.com/app/read/60221">https://www.getepic.com/app/read/60221</a>  4-13 Landforms: Plateaus <a href="https://www.getepic.com/app/read/60225">https://www.getepic.com/app/read/60225</a>  Studies Weekly #6 See Studies Weekly Lesson Plans on Clever.	Peninsula Plain Plateau	Make a new Tree Map for the three landforms. What is a peninsula? How is a peninsula different from an island? Where can we find peninsulas? Fill in the tree map about words to describe plains. How are plains formed? What is a plateau? What two things might sit below a plateau? Where are plateaus found?	Using a paragraph about the 3 landforms discussed today.	Discuss all the landforms from this week. What did you learn? How are some alike? How are they different? How could you group them?