



Read to Be Ready plans for: Beginner's World Atlas 2nd Grade (Week 4 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:

- 2.17 Compare and contrast regions of the U. S. (i.e., Southeast, Northeast, Great Plains, Southwest, Rocky Mountain, and Pacific Northwest) in terms of climate, physical features, and population
- 2.18 Analyze how the location of regions affects the way people live, including their: food, clothing, shelter, transportation, and recreation.

Comprehension skill: Sequence, Summarize

Phonics: r-controlled vowels er, ir, ur

Grammar/Writing: Singular and Plural Nouns

Unit Focus: U.S. Regions

Culminating Task: Travel Brochure

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>Concentration this week is on U.S. Regions.</p> <p>**Before watching today's video, assign students to 6 different groups – giving each group a different region of the United States.</p> <p>While watching the video, students will pay particular attention to their assigned region.</p> <p>DE Video on Regions of the United States 3:33 https://tinyurl.com/yc43gjdj</p>	<ul style="list-style-type: none"> • Climate • Region • Landforms • Culture <p>Regions to be assigned:</p> <ul style="list-style-type: none"> • Northeast • Southern (Southeast) • Rocky Mountains • Central Plains (Great Plains) • Southwest • Pacific (Northwest) • The video separates the Great Lake States as well. 	<p>How are specific areas identified as being in a region? (similar climate, landforms, adjoining borders, etc.)</p> <p>What is the climate in our area? (hot, humid, varied seasonal changes)</p> <p>What landforms and bodies of water are in the Memphis area?</p> <p>Culture – What stands out culturally in our area? (music, many different religions, foods – bbq, agriculture and big businesses)</p> <p>*Teachers – Consider modeling a travel brochure for Memphis during the questioning above using the PDF of the travel brochure found on the lesson plan page.</p> <p>Student teams will then use the travel brochure template to create their own, based on the region of the U. S. they were assigned.</p>	<p>Student teams will meet to brainstorm what they know about their assigned regions and determine what questions they need to research.</p> <p>**The travel brochure expectations are included in writing prompts.</p>	<p>EPIC collection of books on 5 regions of the U.S. - https://tinyurl.com/y8tvcvcm</p> <p>**The EPIC book collection can be used as a research resource for the culminating task.</p> <p>If technology is not available for this please use your, classroom, school and community libraries as resources. Students will benefit from research practices.</p>

T U E S D A Y	<p>1. DE Video clip on Regions: 3:40 The regions are divided a little differently on this video but the information about how regions can differ is good: https://tinyurl.com/y7ytqlfg</p> <p>2. <u>Beginner's World Atlas:</u> Use the physical maps for Africa (p. 46-47) and Australia (p. 52-53) to lead a discussion on how regions are identified.</p>		<p>Looking at the physical map of Africa, how might we divide the continent into regions? (desert area in north, desert area in the south, mountains to the east, plains and jungles in the center, etc.)</p> <p>How would life be different in the Sahara Desert and along the Congo River area?</p> <p>Looking at the physical map of Australia, how might we divide the continent into regions?</p> <p>Because it is surrounded by water what kind of landform can Australia be considered?</p> <p>**Teachers - review the directions and expectations for the culminating task – development of the regional travel brochure.</p>	<p>Student teams will meet to develop the rough draft of their travel brochure. They need to spend time peer editing so that the final copy (to be worked on either today or tomorrow) will be worthy of presentation.</p>	<p>Travel Brochure expectations:</p> <ul style="list-style-type: none"> • Region is identified. • Interesting facts to convince someone to visit the region are included under region's name. • Major landforms and bodies of water named and capitalized. • Climate and culture includes supporting details about weather, clothing, transportation, recreation, food, etc. • Illustrations or photos are included in the 3 boxes. • Writing is neat and legible. • Spelling is up to 2nd grade standards.
W E D N E S D A Y	<p>Divide students into their groups. Have each group read their EPIC book listed on the right column and make notes about their region.</p>		<p>Have students verbally share with their group their ideas. Have students divide up and write a section of the brochure.</p>	<p>Begin the rough draft of their brochure. Look to see if all parts are included.</p>	<p>You may decide to work with your CTT and make a technology project with the different regions.</p>
T H U R S D A Y	<p>Studies Weekly 7 & 8 See Lesson Plans on Studies Weekly in Clever</p> <p>Go over Studies Weekly 7 & 8 and ask students to add any information to their rough draft.</p>		<p>Students will write their final drafts for their brochures. Make sure students are including all components of the brochure. See right hand column for listing.</p>	<p>Continue working on final draft.</p>	<ul style="list-style-type: none"> •
F R I D A Y	<p>Today's focus is on the completion and presentation of the Travel Brochure</p>		<p>Presentation of Travel Brochures.</p>	<p>Completion of final copy of Travel Brochure.</p> <p>Allow time for teams to present their brochure to the class.</p> <p>This is also a great opportunity for using Seesaw or some other app to record the presentations.</p>	