



Read to Be Ready plans for: Earth's Changing Surface - 2nd Grade Week 3

ELA Standards:

- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound correspondences for additional common vowel teams.
- 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. a) Read grade-level text with purpose and understanding.
- 1.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. i) Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **(1st grade skill review/expectation)**
- 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.
- 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
- 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally, or through other media.
- 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 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.RBP.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.
- 2.ESS1: Earth's Place in the Universe** 1) Recognize that some of Earth's natural processes are cyclical, while others have a beginning and an end. Some events happen quickly, while others occur slowly over time.
- 2.ESS2: Earth's Systems** 1) Compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 2) Observe and analyze how blowing wind and flowing water can move Earth materials (soil, rocks) from one place to another, changing the shape of a landform and affecting the habitats of living things. 3) Compare simple maps of different land areas to observe the shapes and kinds of land (rock, soil, sand) and water (river, stream, lake, pond).
- 2.ETS1: Engineering Design** 1) Define a simple problem that can be solved through the development of a new or improved object or tool by asking questions, making observations, and gather accurate information about a situation people want to change. 2) Develop a simple sketch, drawing, or physical model that communicates solutions to others. 3) Recognize that to solve a problem, one may need to break the problem into parts, address each part, and then bring the parts back together. 4) Compare and contrast solutions to a design problem by using evidence to point out strengths and weaknesses of the design.

Comprehension skill: compare and contrast

Phonics/Syllabication: syllable C +LE

Grammar/Writing: adjectives

Unit Focus: Weathering as a form of erosion

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	Read Earth's Changing Surface with minimal interruptions. Concentration this week will be on formation of glaciers, earthquakes, and volcanoes	<ul style="list-style-type: none"> Earthquakes Faults Glacier volcano 	What is the earth's surface made of? How much of the earth's surface is land? What are the bumps and grooves in the earth's surface called? What are cracks between the slabs called? What starts an Earthquake? What is an opening in the Earth's surface called? What spews out of it? What are two examples of quick changes? What occurs after the water goes away?	Write 2 factual sentences about faults and slabs.	
T U E S D	https://www.getepic.com/app/read/14817 Epic: Learning About the Earth Glaciers	These are words that the students are exposed to in this book but are not Tier 2 words.	What are glaciers made of? Why do you think most glaciers are found in Antarctica? Identify the three parts of glaciers. Discuss why they might be in this order.	Write 3 sentences about glaciers (formation, parts, etc)	https://www.lsu.edu/mns/files/exhibit/Antarctica8.pdf https://www.youtube.com/

A Y		<ul style="list-style-type: none"> • crevasse • fjord • iceberg • meltwater • moraine 	<p>(middle layer is a mixture of both top and bottom layer)</p> <p>How does the bottom layer become ice?</p> <p>What is a crack in a glacier called? How do the cracks form?</p>		<p>watch?v=vwSCsJ9ta0g (corn flour is corn starch)</p>
W E D N E S D A Y	<p>https://www.getepic.com/app/read/11969</p> <p>Epic: Earthquakes</p>	<p>These are words that the students are exposed to in this book but are not Tier 2 words.</p> <ul style="list-style-type: none"> • Epicenter • Magnitude 	<p>Which sense do you use when there is an earthquake? Can you prepare for an earthquake? Why or why not?</p> <p>What is it called where the pieces of layer fit together?</p> <p>What is the spot above an earthquake called?</p> <p>Break apart the word aftershocks into two words—what do you think this word means?</p> <p>What measure determines if the earthquake can hurt people and buildings?</p> <p>What do you do when you feel an earthquake?</p> <p>Are earthquakes short or long?</p>	<p>Write 3 sentences about earthquakes (how do you prepare, what causes, etc)</p>	<p>https://www.youtube.com/watch?v=nXra-p5jl-l</p> <p>This video shows how you can demonstrate an earthquake using modeling clay.</p>
T H U R S D A Y	<p>https://www.getepic.com/app/read/11684</p> <p>Epic: Volcanoes</p> <p>Read from the beginning of the story to p. 11.</p>	<p>These are words that the students are exposed to in this book but are not Tier 2 words.</p> <ul style="list-style-type: none"> • magma 	<p>What does this author call volcanoes? (fire-breathing monsters)</p> <p>What is magma made up of?</p> <p>What layer is below the crust?</p> <p>How does the author describe the crust?</p> <p>Where are most volcanoes found?</p> <p>The author says the when an eruption occurs, it can happen in two ways. Share those two ways.</p> <p>Discuss what causes an eruption.</p>	<p>Write a paragraph on 3 new facts you learned about volcanoes.</p>	<p>Make a volcano</p> <p>https://www.youtube.com/watch?v=N1TL_vpM8Ec</p>
F R I D A Y	<p>Quickly review the 3 Epic stories. Review vocab words. See class writing activity.</p>			<p>Together as a class write about how earthquakes, volcanoes and glaciers are examples of the earth's changing surface. This could be in paragraph form. Students will add to their writing journals.</p> <p>Or</p> <p>Have students write an opening paragraph. Add their writing from Tuesday, Wednesday and Thursday to form paragraphs 2, 3, 4 and then a closing paragraph.</p>	<p>Green Screen Activity—have students be a news reporter standing in front of a volcano, glacier, or after an earthquake giving facts about them.</p>