Standards: ELA Standards: 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within 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.9 Compare and contrast the most important points presented by two texts on the same topic.

2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. e) Identify words with inconsistent but common spelling-sound correspondences.

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. c) Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

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. e) Use adjectives and adverbs correctly. k) With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.

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.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.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.

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

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.

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.

Science Standards: 2.LS2: Ecosystems: Interactions, Energy, and Dynamics 1) Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live. 2) Predict what happens to animals when the environment changes (temperature, cutting down trees, wildfires, pollution, salinity, drought, land preservation).

Comprehension skill: Sequence   **Phonics:** Prefixes un, re, pre, dis

Grammar/Writing: Singular and Plural Pronouns   **Unit Focus:** Ecosystems

Culminating Task: Components of an ecosystem

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	Before Reading: Ask **Do you think wolves are good or bad? Why do you think that?** Read through the entire story The Wolves are Back.	• Tranquil • Yearned • Marveled • Aspens • Kaleidoscope	Why do you think the author wrote this story? Share with a partner-do you think it was a good idea to remove the wolves. Why/Why not? Have you come to appreciate the wolves and the importance they play in the ecosystem?	Describe the setting (p. 7) of the Yellowstone Park after the wolves were gone. In your opinion, was the setting a good one or not?	**https://app.discoveryeducation.com/learn/videos/e5aabf03-cfbf-45d4-8ce2-a797840ba74c/**
T U E S D A Y	Reread p. 1-12. Make sure students have ample time to look at the illustrations to help them with their writing prompt.	• Tranquil • Yearned • marveled	Using p. 4 (with the bear and the ravens), read aloud or show under camera. Identify the adjectives-two, golden, grizzly, three, calcium-filled, two, sexton, Why were the wolves killed? What ultimately happened at Yellowstone?	How did the author and illustrator make you feel as if you were in Yellowstone Park through its imagery and use of adjectives?	Tracking the Grey Wolf https://www.youtube.com/watch?v=PhRIIAQYu1w

W E D N E S D A Y	Reread p. 13- end.	• Aspen • Kaleidoscope	What was the visitor's defense in bringing back the wolves? (no wolf attacked a person in N.A.) Share with a partner the relationship between the bison and the flycatcher. Who helped? What does the author mean when she writes, "Like pieces in a kaleidoscope, the broken parts of the wilderness were tumbling into place"? Is a kaleidoscope a good image for the wilderness? Why? What does the author mean at the end of the story when she writes, "The wilderness is in balance again?"	Complete the following: The wolves hunted the <u>bison</u> and drove them back from the river. The <u>aspens</u> began to grow and the <u>flycatcher</u> could sit on the limbs. Erosion stopped along the riverbanks. <u>Willows</u> grew. <u>Beavers</u> came and formed dams. The dams formed <u>ponds</u> and <u>waterbirds, fish, and frogs</u> came. Because the wolves thinned out the <u>coyotes</u>, squirrel numbers increased. <u>Badgers</u> came back. The wolves scared the <u>mountain sheep</u> and the flowers began to grow. <u>Bees, butterflies, warblers and hummingbirds</u> were again seen in the wilderness. All of this happened because the wolves came back!	https://www.readworks.org/article/Invaders-of-the-Ecosystem/10d0bf3f-fcb4-44a8-b9b3-1298d77f2936#!articleTab:content/ Higher Level: https://www.getepic.com/app/read/7607
T H U R S D A Y	Watch the video on Ecosystems: https://app.discoveryeducation.com/learn/videos/0ec7ef0a-6d86-4a15-ada2-4dfa47516b64/		Preview this video and prepare a T chart. As the class watches the video a second time, list the item, pause the video and ask what role it plays in the ecosystem. Check your answers at the end of the video.	Students will copy the T-chart made while watching the video. Add two more items to the list and identify their role.	There are many books on EPIC about the ecosystem. Preview and pick ones appropriate for your students.
F R I D A Y	Read aloud from Readworks: https://www.readworks.org/article/Producers-Consumers-and-Decomposers/fdabd7e2-f218-46b0-923a-c22b8a427be6#!articleTab:content/ Watch the video on Ecosystems: https://www.youtube.com/watch?v=bJEToQ49Yjc	• Consumers • Producers • Decomposers	What 3 categories can every living thing in a forest ecosystem be sorted into? What is a producer? Share with a partner: How do consumers interact with producers. Support your answer with evidence from the text. Describe what a decomposer like a worm does with dead organic matter. Support your description with details from the text.	Write a paragraph about the 3 categories every forest ecosystem needs.	