

ELA

Week 4: November 9 - 13 Weekly Assignments

Date	Daily Agenda and To Do List
Monday November 9, 2020 9:00am to 12:30pm	<ul style="list-style-type: none"><input type="checkbox"/> Math: Home Connection Unit 2 Module 1 Session 1 (U2M1S1), pgs. "These Beans Have Got To Go!", pgs. 1-4<input type="checkbox"/> Skills Block: Engagement Text "Where's Goldie?"<input type="checkbox"/> ELA: Speaking and Listening → Schools Around the World
Tuesday November 10, 2020 9:00am to 12:30pm	<ul style="list-style-type: none"><input type="checkbox"/> Math: "Tens, Dollars & Quarters" U2M1S3, pgs 1-2<input type="checkbox"/> Skills Block: Interactive Writing<input type="checkbox"/> ELA: Close Read-aloud, Session 1 → <i>Off to Class</i>, pgs. 12-13 "Protecting the Amazon"
Wednesday November 11, 2020 9:00am to 12:30pm	<ul style="list-style-type: none"><input type="checkbox"/> Math: "Cubes & Tens" U2M1S5, pgs. 1-2<input type="checkbox"/> Skill Block: Fluency Decodable Reader Cycle 8<input type="checkbox"/> ELA: Close Read-aloud, Session 2 → <i>Off to Class</i>, pgs. 12-13
Thursday November 12, 2020 9:00am to 12:30pm	<ul style="list-style-type: none"><input type="checkbox"/> Math: "Add, Subtract & Compare" U2M2S1, pgs. 1-2<input type="checkbox"/> Skills Block: Decoding, Fluency, and Spelling<input type="checkbox"/> ELA: Close Read-aloud, Session 3 → "Out of the Rubble" from <i>Off to Class</i>, pgs. 18-19
Friday November 13, 2020 11:10am - 12:10pm	<ul style="list-style-type: none"><input type="checkbox"/> Crew with Kumu Kalani<input type="checkbox"/> Progress Monitor with Kumu Folau

Noticing and Wondering about Pictures Response Sheet

Name: _____ Date: _____



What did you notice about the schools you just closely viewed? Describe the picture of the school you'd like to know more about.



What do you wonder? Ask a question about what you want to know about this school.

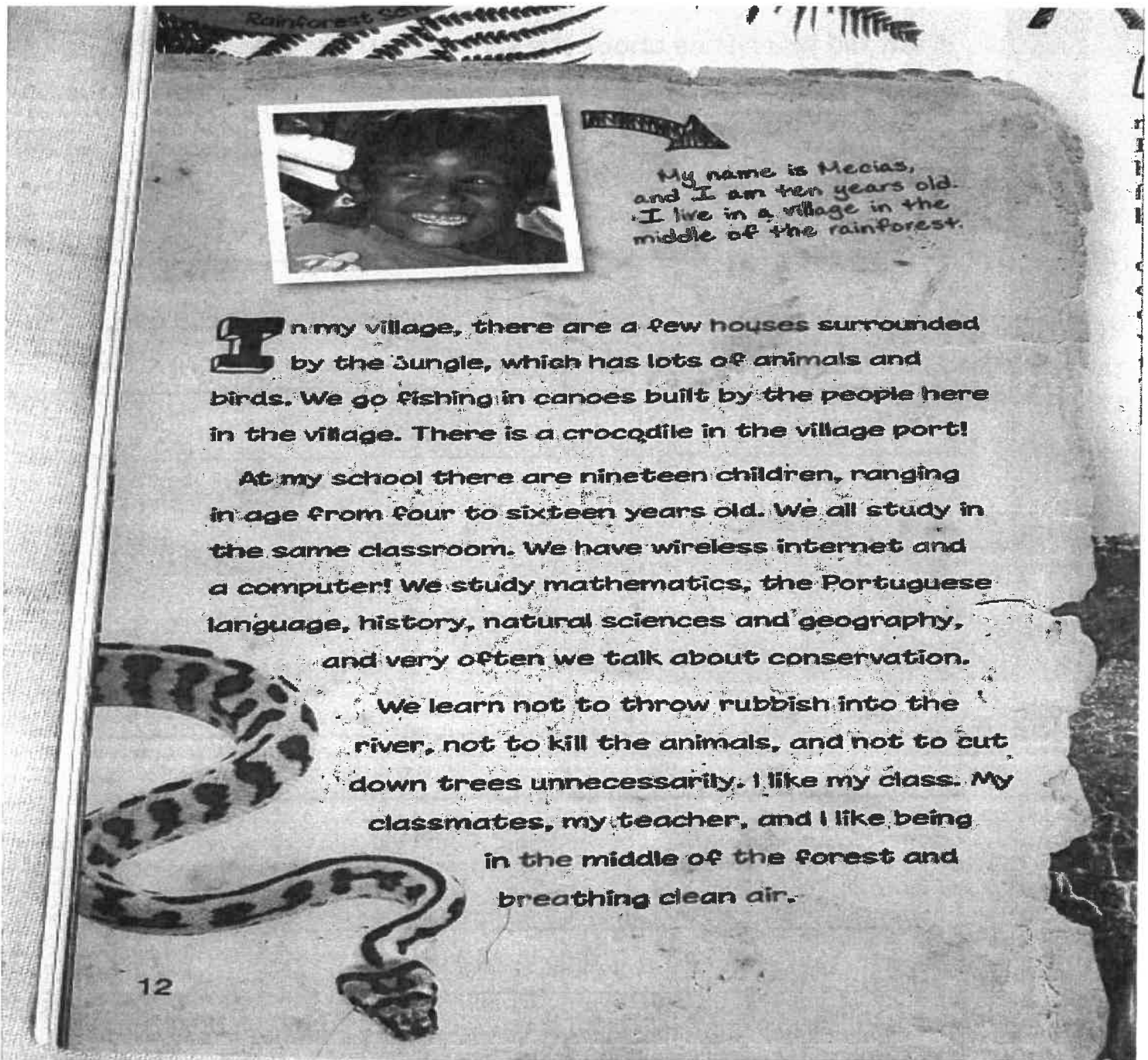
Lesson 2 → Close Read-aloud, Session 1: *Off to Class*, pages 12-13 "Protecting the Amazon"

 Learning Target: I can answer questions using key details about the problem in "Protecting the Amazon" from "Off to Class". (RI.2.1, RI.2.2, L.2.4)

Vocabulary: problem, research informational, perseverance, remote (Xixuau, Brazil)

Material: Pencil, coloring pencils, "Off to Class" note-catcher

Direction: Follow and listen to the read-aloud of pages 12-13. Write and draw in each box regarding "Protecting the Amazon" on your note-catcher below.



In my village, there are a few houses surrounded by the jungle, which has lots of animals and birds. We go fishing in canoes built by the people here in the village. There is a crocodile in the village port!

At my school there are nineteen children, ranging in age from four to sixteen years old. We all study in the same classroom. We have wireless internet and a computer! We study mathematics, the Portuguese language, history, natural sciences and geography, and very often we talk about conservation.

We learn not to throw rubbish into the river, not to kill the animals, and not to cut down trees unnecessarily. I like my class. My classmates, my teacher, and I like being in the middle of the forest and breathing clean air.

12

Write and draw in each box.

School	Location (place)
Problem	Solution
Why is this school important to the community?	

School:

Location:

Problem:

Solution:

Why is this school important to the community?

Name: _____ Date: Wednesday Nov. 11, 2020 ELA U2 Lesson 3

Lesson 3 → **Close Read-aloud, Session 2: Off to Class, pages 12-13**



Learning Target: I can answer questions using key details about the solution in "Protecting the Amazon" from "Off to Class". (RI.2.1, RI.2.2, L.2.4)

Vocabulary: solution, recount, solar panels

Material: pencil, coloring pencil, note-catcher

Direction: Look and listen to the continuation of the read-aloud we started yesterday. What is a solution? Write, draw, and finish the rest of your work.

School: Rainforest School

Location:

Problem:

Solution:

Why is this school important to the community?

Lesson 4 → **Close Read-aloud, Session 3: "Out of the Rubble" from *Off to Class*, pages 18-19**



Learning Target: I can answer questions using key details about the problem in "Out of the Rubble" from *Off to Class*. (RI.2.1, RI.2.2, W.2.8, L.2.4, SL.2.1a)



I can write about the problem in the section "Out of the Rubble" using details from the text. (W.2.2, L.2.2)

Vocabulary: focus statement, revising, edit

Material: Pencil, color pencil,

Direction: Read the excerpt. Then write your own focus statement using the example and sentence frames below.

Focus statement: In a rainforest in Brazil, it was hard for students to go school, and their community solved this problem. The problem is that _____

_____.

This is a problem because _____

_____.

So, they solved this problem by _____

_____.

Now students can _____

_____.

That is how the community solved the problem.

Focus statement: In _____, it was hard for students to go school, and their community solved this problem. The problem is that

_____.

This is a problem because _____

_____.

So, they solved this problem by _____

_____.

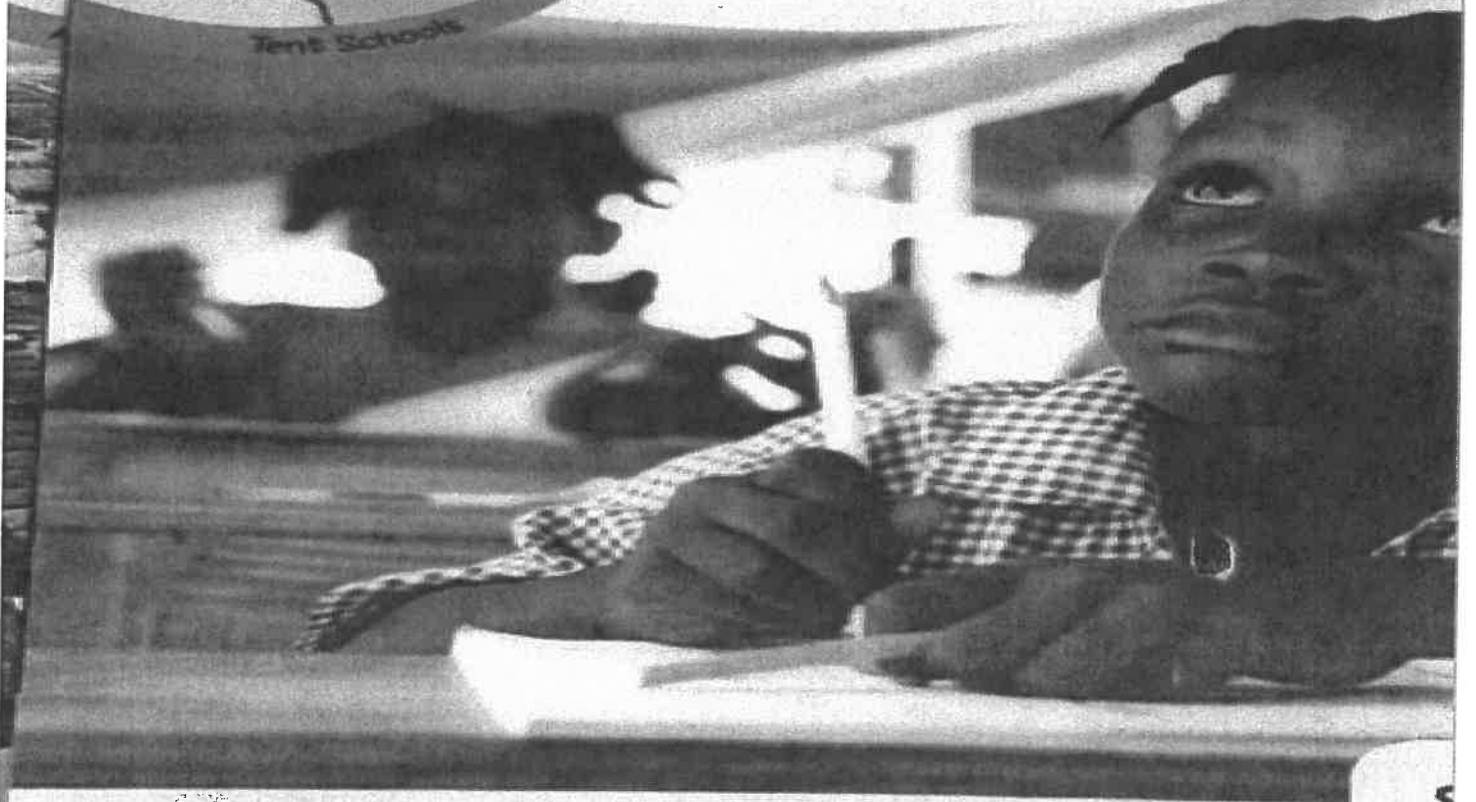
Now students can _____

_____.

That is how the community solved the problem.



Out of the P



What if you woke up one morning and found that the world around you was completely different? That your house, your neighborhood, your family, and your friends were all gone?

That's what thousands of kids in Haiti faced on January 12, 2010, when a powerful earthquake took their world and turned it upside down. The severe earthquake collapsed buildings as if they were made of cards. Streets disappeared under rubble. By the end of that day, more than 200,000 people had died. Life on the island slammed to a halt.



School: Tent School

Location:

Problem:

Solution:

Why is this school important to the community?