

## Week 5: November 16-20 Weekly Assignments

Date	Daily Agenda and To Do List.
<b>Monday</b> <b>November 16, 2020</b> 9:00am to 12:30pm	<input type="checkbox"/> Math: "Place Value Showdown" U2M2S3, pgs. 1-6 <input type="checkbox"/> Skills Block: Words Rule 1-1-1 Doubling <input type="checkbox"/> ELA: Close Read-aloud, Session 4→ "Out of the Rubble" from <i>Off to Class</i> , pgs 18-19
<b>Tuesday</b> <b>November 17, 2020</b> 9:00am to 12:30pm	<input type="checkbox"/> Math: "Addition & Subtraction Practice" U2M3S1, pgs. 1-2 <input type="checkbox"/> Skills Block: Engagement Text "Spelling Bee" <input type="checkbox"/> ELA: Close Read-aloud, Part 1-Session 5 "Water, Water, Everywhere" from <i>Off to Class</i> , pgs. 8-9
<b>Wednesday</b> <b>November 18, 2020</b> 9:00am to 12:30pm	<input type="checkbox"/> Math: "Tens & Time", U2M3S3, pgs. 1-2 <input type="checkbox"/> Skills Block: Interactive Writing Cycle 9 Word List <input type="checkbox"/> ELA: Close Read-aloud, Part 2-Session 6→ "Water, Water, Everywhere" from <i>Off to Class</i> , pgs. 8-9
<b>Thursday</b> <b>November 19, 2020</b> 9:00am to 12:30pm	<input type="checkbox"/> Math: "Facts & Numbers" U2M3S5, pgs. 1-2 <input type="checkbox"/> Skills Block: Fluency "The "Spelling Bee" <input type="checkbox"/> ELA: Readers Theater → Practicing with Criteria
<b>Friday</b> <b>November 20, 2020</b> 11:10am to 12:10pm	<input type="checkbox"/> Crew with Kumu Kalani <input type="checkbox"/> Progress Monitor with Kumu Folau

**Lesson 5→ Close Read-aloud, Session 4: "Out of the Rubble" from *Off to Class*, pages 18-19**



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



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

**Vocabulary:** collaboration, UNICEF

**Material:** pencil, color pencils/crayons, worksheets

**Direction:** Read "How to Take Notes" to help you in writing your informative paragraph. Any questions about "How to Take Notes", be prepared to ask your question during class.

## How to Take Notes

- ☐ • Think about one idea at time that answers the question.
- ☐ • Think of a few important words for that idea.
- ☐ • Think of a picture to help you remember the notes if possible.
- ☐ • Write down your notes
- ☐ • Draw your picture.

Problem and Solution Informative Paragraph: "Out of the Rubble"	
Job of each part	Student Writing:
<b>Focus Statement:</b> Introduces the topic	<b>Focus statement:</b>
<b>Information about the Problem:</b> Describes the problem using key details from the text.	<b>Information about the Problem:</b>
<b>Information about the Solution:</b> Describes the solution using key details from the text	<b>Information about the Solution:</b>
<b>Conclusion Statement:</b> Reminds readers of the topic	<b>Conclusion Statement:</b>

Name: \_\_\_\_\_ Date: Tuesday Nov. 17, 2020 ELA U2 Lesson 6

Lesson 6 → Close Read-aloud, Part 1 - Session 5: "Water, Water, Everywhere"

from *Off to Class*, pages 8-9



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

Vocabulary: Chalanbeel Region, Bangladesh; monsoon season, flood

Material: Performance criteria; Readers Theater Script: Boat School; and your performing voice

Direction: After listening to the close read-aloud, read and participate in our first Readers Theater Script: *Boat School*

## Readers Theater Script: Boat School

RF.2.4

### "Water, Water, Everywhere"

**Challenge to Overcome:** Floods

**Solution:** Boat schools

**Fill in your name.**

Narrator:

Student 1:

Student 2:

Student 3:

Architect:

Student 4:

Student 5:

Student 6:

**Narrator:** This is a play about a group of students in Chalanbeel Region, Bangladesh. The skit you are about to hear has been written using information from the text *Off to Class: Incredible and Unusual Schools around the World* by Susan Hughes.

**Student 1:** It's raining again! When will this monsoon season stop?

**Student 2:** This rain is creating floods. You know when there are floods, it gets very hard to get to school.

**Student 3:** I don't think our school will be able to handle this much water.

**Architect:** Hello, my name is Mohammed Rezwan, and I think I can help. What if we found a way to work with all this water?

**Student 4:** Work WITH the water?!

**Student 5:** What do you mean?

**Architect:** My idea is that you all can go to school on a boat. In fact, the boat school can pick you up tomorrow!

**Student 6:** I can't wait to see this!

**Narrator:** The next day, the boat school picked up the children from different spots in the village.

**Student 1:** I am surprised to see it looks like a classroom inside!

**Student 2:** Even if it rains during school, we will still be able to get home too. The boat school can float on top of all this water, and school won't have to close.

**Student 3:** Did you see the solar panels on top of the boat? That's how the computers are working!

**Student 4:** The boat can protect our materials and give them electricity!

**Student 5:** We can learn everything just like we used to, like English, Bengali, reading. The boat school also helps us make sure we don't miss any days of school!

**Narrator:** You can thank Mohammed Rezwan, the architect of the boat school!

**Student 6:** THANK you, Mr. Rezwan!

Name: \_\_\_\_\_

Lesson 7 → Close Read-aloud, Part 2 - Session 6: "Water, Water, Everywhere" from *Off to Class*, pgs. 8-9

Date: Wednesday Nov. 18, 2020 ELA U2 Lesson



Learning Target: I can write about the problem in the section "Water, Water, Everywhere" using details from the text. (W.2.2, L.2.2)

**Vocabulary:** shore, Bengali

**Material:** Pencil, coloring pencils, Problem and Solution Informative Paragraph

**Direction:** After participating in the Readers Theater, fill out the informative paragraph items below.

**Problem and Solution Informative Paragraph: "Water, Water, Everywhere"**

**Job of each part**

**Student Writing:**

**Focus Statement:** Introduces the topic

**Focus statement:**

**Information about the Problem:**  
Describes the problem using key details from the text.

**Information about the Problem:**

**Information about the Solution:**  
Describes the solution using key details from the text

**Information about the Solution:**

**Conclusion Statement:** Reminds readers of the topic

**Conclusion Statement:**

Time: \_\_\_\_\_  
Lesson 8 → Readers Theater: Practicing with Criteria

Learning Target: I can read a Readers Theater script with fluency and expression. (RF.2.4)

**Vocabulary:** collaboration, script, perseverance, criteria  
**Material:** pencil, Criteria for Readers Theater, Readers Theater script "Rainforest School"  
**Action:** After participating in the Readers Theater, write down the informative paragraph items below.

## Criteria for Readers Theater

- ☐ I can speak loudly enough for the audience to hear me.
- ☐ I can read smoothly and with emotion.
- ☐ I can listen to others to keep track of my turn.

### Readers Theater Script: Rainforest School

RF.2.4  
**Challenge to Overcome:** Remote/no electricity  
**Solution:** Solar panels

Fill in your name.

Narrator:

Student 1:

Student 2:

Student 3:

ELF helper:

Student 4:

Student 2's Parent:

Student 4's Parent:

**Narrator:** This is a play about a group of students in Xixuaú, Brazil, deep in the rainforest. The skit you are about to hear has been written using information from the text Off to Mass: Incredible and Unusual Schools around the World by Susan Hughes.

**Student 1:** Have you been to the city of Manaus lately?

**Student 2:** No. My dad says it will take us two days to get there even on our fastest boat.

**Student 3:** I heard my neighbor moved to the city because our school only goes up to third grade.

**ELF helper:** Hello, I am from the Solar Electric Light Fund, and I think I can help. What if we found a way to bring all the fun to you?

**Student 4:** What do you mean? Will we have electricity?

**SELF helper:** My idea is that we can bring in solar panels for electricity and computers to connect you to the internet.

**Student 2's Parent:** I will help you; that sounds like a good idea.

**Student 4's Parent:** I will get the community to help bring all these things in!

**Narrator:** The next day, the solar panels were in place and students had electricity and internet to use.

**Student 1:** I can get all the books I need right on the internet!

**Student 2:** We won't have to go to the city to get anything we need.

**Student 3:** Those solar panels are so helpful. The electricity is helping our school stay open.

**Student 4:** My mom/dad said that we don't have to move to the city because our school teaches us through high school.

**Student 2's Parent:** I even use the school to take online classes at night.

**Student 4's Parent:** The school helps me sell my crafts to people around the world.

**Narrator:** You can thank your community and the helpers from the Solar Electric Light Fund!

**Problem and Solution Informative Paragraph: "Protecting the Amazon"**

**Job of each part**

**Student Writing:**

**Focus Statement:**

Introduces the topic

**Focus statement:**

**Information about the**

**Problem:** Describes the problem using key details from the text.

**Information about the Problem:**

**Information about the**

**Solution:** Describes the solution using key details from the text

**Information about the Solution:**

**Conclusion Statement:**

Reminds readers of the topic

**Conclusion Statement:**