

Week 6: November 23-24 Weekly Assignments

Date	Daily agenda and to do list.
Monday November 23, 2020 9:00 to 12:30pm	<ul style="list-style-type: none"><input type="checkbox"/> Math: "Make Tens" U2M3S7, pgs. 1-2<input type="checkbox"/> Skills Block: "Star Words" Word Workout<input type="checkbox"/> ELA: Readers Theater → Performing Our Scripts, Part 1
Tuesday November 24, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"><input type="checkbox"/> Math: "Twos & More" U2M4S1, pgs. 1-2<input type="checkbox"/> Skills Block: Words Rule Syllable Sleuth<input type="checkbox"/> ELA: Readers Theater → Performing Our Scripts Part 2
Wednesday November 25, 2020 NO SCHOOL	<ul style="list-style-type: none"><input type="checkbox"/> THANKSGIVING BREAK
Thursday November 26, 2020 NO SCHOOL	<ul style="list-style-type: none"><input type="checkbox"/> THANKSGIVING DAY
Friday November 27, 2020 NO SCHOOL	<ul style="list-style-type: none"><input type="checkbox"/> THANKSGIVING BREAK

Lesson 9 → Readers Theater: Performing Our Scripts Part 1



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

Vocabulary: reflect, criteria, expression, fluency

Material: pencil, Readers Theater script, Problem and Solution Informative Paragraph

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

Readers Theater Script: Tent School

RF.2.4

"Out of the Rubble"

Challenge to Overcome: Earthquake

Solution: Tent schools

Fill in your name.

Narrator:

Student 1:

Student 2:

Student 3:

UNICEF Worker:

STF Worker:

Student 5:

Teacher:

Narrator: This is a play about a group of students in Port-au-Prince, Haiti. 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: I was so scared. The earthquake collapsed so many buildings.

Student 2: The earthquake destroyed a lot of schools that my friends went to.

Student 3: I'm not sure how we will be able to build a school fast enough. It could take months!

UNICEF Worker: Hello, I am from UNICEF.

STC Worker: And I am from Save the Children.

UNICEF and STF Workers: We are here to help you get back to school fast.

Student 4: How do you plan to do that?

Student 5: Our schools and our materials are all gone.

STC Worker: We will set up a tent. It will go up fast, and you can go to school tomorrow.

UNICEF Worker: We will also bring you school-in-a-box kits that have everything you need for a classroom.

Teacher: I will help to make school a happy place to be.

Narrator: The next day, the tent school was up and students went back to school.

Student 1: This tent went up really fast.

Student 2: There are chairs and desks, just like we had before.

Student 3: Did you see the school-in-a-box kit? It has paint to make the box into a blackboard.

Student 4: Sometimes I still feel sad, but the teacher works really hard to make me happy.

Teacher: We will sing songs and play games and talk about all the feelings you have.

Student 5: Thank you to ALL the people who helped us with a quick idea.

Lesson 9 → Readers Theater: Performing Our Scripts Part 2



Learning Target: I can reflect on my learning from this unit.

Vocabulary: reflect

Material: pencil, color pencils, Problem and Solution Informative Paragraph “Out of the Rubble”

Direction: In your own words, write out the focus statement, the problem, the solution, and the conclusion.

Problem and Solution Informative Paragraph: “Out of the Rubble”	
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: