New Core Program

{grade}

{unit}

{week}

{day}

{lessonnumber}

{lessontype}

Resources

2

TK

Target Outcomes

2

Content

TK

ELA

TK

{lesson}

2

TK min.

TK min.

TK min.

TK min.

TK

{lessoncontentcode}

(Please put number of activities that are within this lesson.)

Activate Prior Knowledge

Blah blah

TK min

TK

TK

TK

TK

TK

TK

TK

slide Slide: Essential Question, How does Earth change over time?

What do you already know about Earth and how it changes? Talk with a partner
and then we’ll share our ideas together as a group.

Allow students time Turn and Talk and then share what they already know about Earth’s changes. Record thoughts and ideas on a web anchor chart.

slide Graphic Organizer, center circle: How does Earth change over time?, 8 circles around it top circle: oceans change coastline, right circle: rain and snow eathers rock, bottom circle, wind blows away sand, left circle, rain wash away soil, empty circles in between.

If necessary, after students have shared their knowledge, review the Earth and Space Science slides to give students a brief cumulative review of the topics they have covered in prior grades.

In this unit, we’re going to focus on these, and other ways earth changes over
time.

Watch the Unit Video

TK min

2

TK

TK

TK

TK

Let’s view a video to get us thinking about this new unit about Earth changes. As you watch, think about questions you have. We’ll make a list of them later.

Play the Unit 5 Introduction Video.

slide unit 5 video and qr code

Based on what you saw in the video, what are some causes of Earth’s changes that you can add to the web?

Have partners use the Turn and Talk protocol. Allow multilingual learners to share ideas in their home language.

Invite a few students to share something their partner told them

Introduce the Texts for Close Reading

TK min

3

TK

TK

TK

TK

Distribute copies of the Texts for Close Reading: Earth’s Changes Over Time. Read aloud the title. Have students briefly preview the Table of Contents and then have students turn to pages 2–3.

Ield If possible, group multilingual learners who share the same home language.
Allow them to generate questions in their home language first.

Access For more support to generate questions, use the Question Words slide and Sample Modelling.

Slide cover of unit tcr, tcr pages 2-3 w captions

Point to one photo at a time. Read each caption aloud. Ask 2-3 students to name and describe the images.

Point to and label key objects in the photos (e.g. rock formation, volcano,
cave, fossil). Have students add the labels to their student books. Multilingual
learners may wish to label photos in their first language as well.

Make Connections: Invite students to share connections or prior knowledge they
have, based on the images. Keep in mind that students may have experienced
traumatic Earth-changing events in their own lives.

Brainstorm Questions

TK min

4

TK

TK

TK

TK

Slide Questions We Have About Earth’s Changes, bullet list: What are some ways water and wind change Earth?, Why do volcanoes erupt?, What causes earthquakes?, How do caves form?, How can you predict a volcano will happen?

Based on the video and your preview of Texts for Close Reading, what questions do you have about how Earth changes over time?

Tell students they will use the protocol to generate 1–2 questions. First each student jots ideas and then groups of 4–5 collaborate. Each group needs a recorder, moderator, and question editor.

Bring the class together. Have groups share their questions. Record and save
them for later use.

Set Goals

TK min

5

TK

TK

TK

TK

Point out the goal-setting note on the unit introduction.

Use the Brainstorn Questions list that the class generated together to model setting some possible reading and knowledge goals for the unit.

Remind students that during independent time, they will use the Goal-Setting Protocol to set personal knowledge and reading goals for this unit.

Introduce the Independent Reading

TK min

6

TK

TK

TK

TK

Have students turn to the Independent Reading pages and introduce the unit subtopics.

Tell students they will be choosing a subtopic to read about during independent reading time each day.

Explain that they will share ideas in their Expert Knowledge-Building reading
groups each week. At the end of the unit, they will each have an opportunity to
share their expertise and teach others about their subtopic.

Slide student book unit 5 pages 4-5

TK

TK min

7

TK

TK

TK

TK

Have students turn to the Independent Reading pages and introduce the unit subtopics.

Tell students they will be choosing a subtopic to read about during independent reading time each day.

Explain that they will share ideas in their Expert Knowledge-Building reading
groups each week. At the end of the unit, they will each have an opportunity to
share their expertise and teach others about their subtopic.

Slide student book unit 5 pages 4-5

Professional Learning

3

Supporting All Students

The core lessons in this unit seamlessly incorporate multiple means of engagement, representation, and action/expression based on the principals of Universal Design

for Learning. These built-in

strategies support students

with many different needs, including struggling learners, advanced learners,
and multilingual learners.

Access The Access icon found in many lessons identifies additional scaffolds that support diverse learning needs. Some of these scaffolds include resources

accessed through a link in your digital Teacher’s Resource System.

Ield The iELD icon found in most lessons identifies integrated support for multilingual learners. These supports may also include resources accessed through a

link in your digital Teacher’s Resource System.

Professional Learning

4

Tk

Professional Learning

5

Question Why? The Science Behind the Practice

Asking Questions to Support Knowledge Building

”Asking questions is at the heart of learning. It is through questioning that we identify gaps in our knowledge and construct new meaning.”

—Linda Darling-Hammond, 2017