

Product Guide







Comprehensive Curriculum 100% Aligned to the TEKS

ABOUT STUDIES WEEKLY

As a state-adopted publisher, Studies Weekly seeks to empower every young learner with a quality education based on the TEKS and backed by research. This comprehensive curriculum encourages Texas students to become engaged and responsible citizens who think critically, communicate effectively, solve problems, and make informed decisions.

Thousands of schools across the United States trust Studies Weekly to deliver rigorous educational solutions that engage students and support teachers and administrators.

With Studies Weekly, success is within reach of every student!







CONTENTS

Consumable Curriculum	1
Comprehensive vs. Supplemental Materials	2
Curriculum	
Science	3
Social Studies	19
Health and Wellness	33
Early Learning	45
ELA/Summer School	55
Studies Weekly Online	65
Support and Professional Development	67
Español	69
Academic Rigor	
Important Issues	
Resources	

CONSUMABLE





	STUDIES WEEKLY	TEXTBOOKS
Comprehensive curriculum	⊗	⊗
Works for federal funding	$\mathbf{\otimes}$	\bigcirc
Units can be rearranged according to teacher need	⊘	
Accessible 1 unit at a time	\bigcirc	
Written specifically for your state without unnecessary content	⊘	
Can be folded, cut, glued, and made into projects		
Students can write on it	\bigcirc	
Highly adaptable to remote learning	\bigcirc	
STUDENTS CAN KEEP THEM		
Overwhelming and heavy		
Less expensive!	Ø	

COMPREHENSIVE



	COMPREHENSIVE	SUPPLEMENTAL
THE BACKBONE OF CLASSROOM INSTRUCTION	⊘	
Heavily based on educational research	\bigcirc	
Addresses all state standards and foundational skills		
Used for Tier 1 instruction	\bigcirc	
Includes formative and summative assessments		
Complements student materials with rich teacher materials		
May include extra topics and depth	⊘	\bigcirc
Can be used for Tier 2 or 3 instruction	\bigcirc	\bigcirc
MAY INCLUDE REMEDIATION, ENRICHMENT, AND EXTENSION ACTIVITIES		
Teachers can differentiate class materials to meet diverse student needs		
Studies Weekly!		

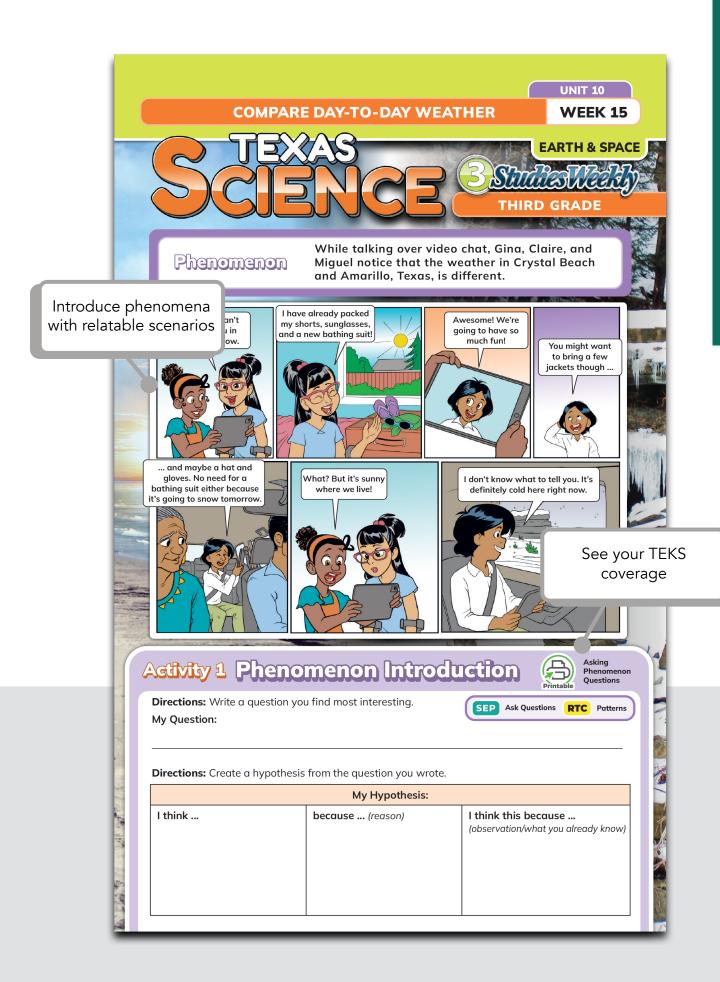
K-5 SCIENCE

Comprehensive curriculum based on the 5E Model and 100% aligned with the **UPDATED SCIENCE TEKS** and **ELPS**.



IN THIS SECTION:

- Hands-On Student Edition
- Robust Teacher Edition
- Supporting Resources



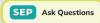
Know when to use your printables

Activity 2

Wind Direction



Make a Wind Vane





Directions: Explore wind direction by creating a wind vane.

- 1. Use the **Make a Wind Vane** printable to create a wind vane.
- 2. Choose three locations outside.
- **3.** At each location, observe and record the wind direction on the "Wind Vane Observation Table."

	Wind Vane Observation Table						
Outdoor Location Wind Direction							





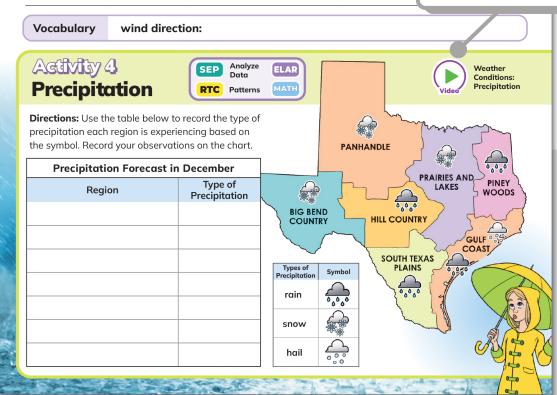
Have you ever been outside and noticed a tree swaying to the right? Or maybe to the left? If you have, you may wonder what is causing the tree to move in that direction. This is caused by wind, Wind is air moving outside. **Wind direction** is the direction the wind is blowing. To measure the wind direction, meteorologists use wind vanes. This can help determine what kind of weather is being blown

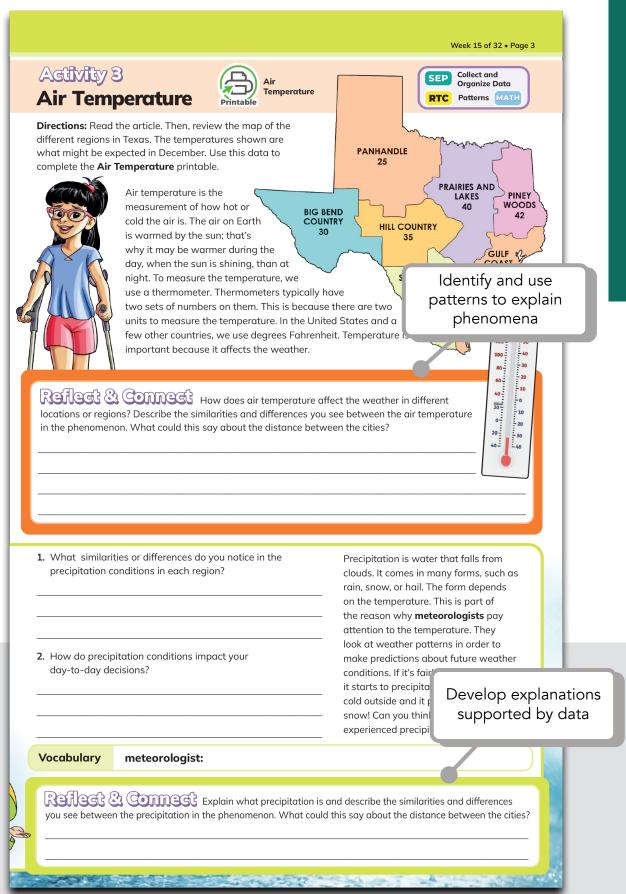
toward or away from where you live. We measure the speed of the wind because the wind affects how the weather will change. Imagine that you are outside and there's no wind. Compare that to if you are outside with a strong wind. It feels different! Wind direction is measured using the directions: north,

south, east, and west. The wi using an anemometer and rec

Watch supporting videos on Studies Weekly Online

Explain how wind direction affects what the weather will be.





4	Activity 5 Phenomeno	n Explanat	ion	SE T	- exas-speci
- -	Neather may be different in different ocations at the same time. Just because it summertime and hot where you live does		reate a	ns: With a partner, bar graph of the te tion of Crystal Bea	emprature and
	not mean that the temperature is the same in			Crystal Bea	ich AAA
	another part of the world.		Date	Air Temperature	Types of
	Gina created a five-day weather chart to compare and describe the weather in Crystal		Dec. 1	(in °F)	Precipitation rain
	Beach to where her friend lives in Amarillo.		Dec. 1	59°	rain
			Dec. 3	62°	no precipitation
	Temperatures of Crystal Beach and	d Amarillo	Dec. 4	60°	rain
	70°-		Dec. 5	62°	rain
	60° –			Amarillo	
	50°- 40°- 30°-		Date	Air Temperature	Types of
- ,	30°-		Dec. 1	(in °F) 33°	Precipitation snow
	20°— 10°—		Dec. 2	30°	snow
	0		Dec. 3	28°	snow
	Dec. 1 Dec. 2 Dec. 3 Dec. 4	Dec. 5	Dec. 4	25°	no precipitation
	Crystal Beach Amarillo	ain 🍚 Snow	Dec. 5	28°	snow
	Compare the data from the bar graphs. Who Explain how comparing day-to-day weather Compare the data from the bar graphs. Who Explain how comparing day-to-day weather Compare the data from the bar graphs. Who Explain how comparing day-to-day weather Compare the data from the bar graphs. Who Explain how comparing day-to-day weather Compare the data from the bar graphs. Who Explain how comparing day-to-day weather Compare the data from the bar graphs. Who Explain how comparing day-to-day weather Compare the data from the bar graphs. Who Explain how comparing day-to-day weather Compare the data from the bar graphs.				activities.
	3. According to the article, what are some diffe	rent aspects of weathe	er?		Student deduc
	 What region do you think Crystal Beach is lo What region do you think Amarillo is located 				



STAAR Tested

Science Standards 3.10A

Compare and describe day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation.

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Phenomenon

While talking over video chat, Gina, Claire, a weather in Crystal Beach and Amarillo, Texa

See your unit TEKS coverage

Unit Objectives

Students will be able to compare and describe data from day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation.

SEP		RTC
	3.2A: Analyze Data Analyze data by identifying any significant patterns.	3.5A: Patterns Identify and use patterns to explain scientific phenomena or to design solutions.

Unit 10.1 Compare Day-to-Day Weather — Week 15

▲ StudiesWeekly

Activity Summary Lesson Time 5E Page Optional: Prior Knowledge Engage 10.6 1. Review Vocabulary [5 minutes] 2. Compare Day-to-Day Weather: Prior Knowledge Article [10 minutes] 3 Hours Week 15: Compare Day-to-Day Weather 5 Minutes Total 1. Phenomenon Introduction 15 minutes Explore 10.8 Day 1 15 min. Elaborate 10.9 Optional: Wellness: Decision-Making [20 minutes] Day 2 2. Wind Direction 35 minutes Explore 10.10 35 min. Day 3 3. Air Temperature 45 minutes Explore 10.12 45 min. 10.14 4. Precipitation 45 minutes Explain Day 4 45 min. [15 minutes] Elaborate 10.15 Optional: Applied Science Writing Day 5 10.16 5. Phenomenon Explanation 45 minutes Explore 45 min. 10.18 **Optional: Extension Activities** 1. Travel Brochure [30 minutes] Elaborate

Budget time for lessons and optional activities

Unit 10.2 Compare Day-to-Day Weather — Week 15

See the standards coverage in each unit

	Standards Coverage *Bolded elements are covered within this unit.	
Earth and Space	 3.10: Earth and space. The student knows that there are received that change Earth over time. The student is expected to: A: compare and describe day-to-day weather in different same time, including air temperature, wind direction, and 	nt locations at the
SEP Scientific and Engineering Practices	 3.1: Ask Questions and Define Problems A: Ask questions and define problems based on observation from text, phenomena, models, or investigations. (Activity 3.1: Collect Evidence E: Collect observations and measurements as evidence. 3.1: Collect and Organize Data F: Construct appropriate graphic organizers to collect dobar graphs, line graphs, tree maps, concept maps, Venn dissequence maps, and input-output tables that show cause are (Activities 2, 3) 3.2: Analyze Data B: Analyze data by identifying any significant features, perror. (Activities 3, 4, 5) 3.3: Develop Explanations and Propose Solutions A: Develop explanations and propose solutions supported (Activities 3, 4, 5) 	(Activity 4) lata, including tables, agrams, flow charts or and effect.
RTC Recurring Themes and Concepts	 3.5: Patterns A: Identify and use patterns to explain scientific phenon solutions. (Activities 1, 3, 4, 5) 	nena or to design
ELAR English Language Arts and Reading	3.6: Comprehension Skills E: Make connections to personal experiences, ideas in o (Activity 4)	other texts, and society.
	1: Learning Strategies E: Internalize new basic language by using and reusing in speaking activities that build concept and language atta 3: Speaking E: Share information in cooperative learning interaction F: Ask and give information ranging from using a very lin high-frequency, high-need, concrete vocabulary, including expressions needed for basic communication in acader.	sinment. (Activity 3) s. (Activity 4) mited bank of g key words and
ELPS English Language Proficiency Standards	contexts, to using abstract and content-based vocabulary speaking assignments. (Activity 1) G: Express opinions, ideas, and feelings ranging from words and short phrases to participating in extended variety of social and grade-appropriate academic topic	Reference which activities cover certain standards
	 H: Narrate, describe, and explain with increasing specific acquired. (Activity 5) 4: Reading C: Develop basic sight vocabulary, derive meaning of envocomprehend English vocabulary and language structures us written classroom materials. (Activity 1) F: Use visual and contextual support and support from read grade-appropriate content area text, enhance and cor and develop vocabulary, grasp of language structures, and 	vironmental print, and sed routinely in peers and teachers to nfirm understanding,
Init 10.3 Compare Day-t	o-Day Weather — Week 15	≤ StudiesWeekly

knowledge needed to comprehend increasingly challenging language (Activities 1, 3, 4, 5) G: Demonstrate comprehension of increasingly compl Incorporate Math and participating in shared reading, retelling or summarizing m Health standards questions, and taking notes commensurate with conter needs. (Activity 2) 5: Writing B: Write using newly acquired basic vocabulary and content-based grade-level vocabulary. (Activity 4) 3.1 Mathematical Processes D: Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language Connection as appropriate. (Activities 3, 4, 5) WELL Decision-Making (Activity 1) Connection Wellness precipitation wind Review temperature Vocabulary weather New meteorologist: a scientist who studies the weather Vocabulary wind direction: the direction the wind is blowing Materials list for hands-on activities • Weather is the same everywhere at the same time. (Activity Common

Materials List	Activities	Quantity Needed
glue bottles	2	6
markers	2	6
paper	2	24 sheets
paper cups	2	6
paper plates	2	6
pencils	2	6
scissors	2	6 pairs
straight pins	2	24
straws	2	6
tape	2	as needed

Unit 10.4 Compare Day-to-Day Weather — Week 15

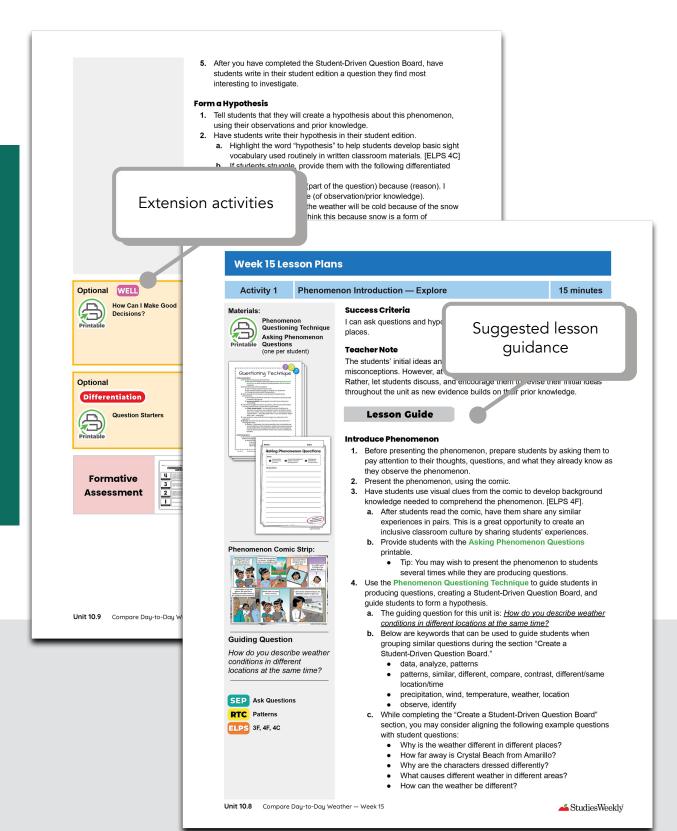
Misconceptions

Organized teacher resources

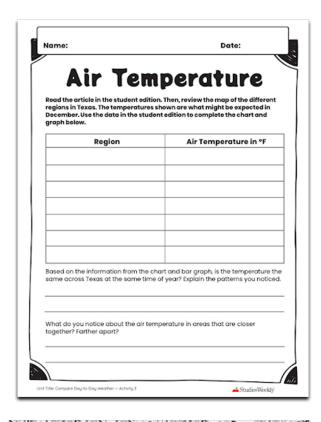
Teacher Support Resources				
Title	Media	Description		
Compare Day-to-Day Weather: ELD Lesson	PDF	Differentiated language scaffolds that can be projected to students and taught before or after the core science activities		
Compare Day-to-Day Weather: Topic Background Information	Podcast	A podcast that discusses information to aid teachers in instructional strategies, content, and misconceptions students might have in the unit		
Compare Day-to-Day Weather: Answer Keys	Printable	In this document, you will find answer keys, rubrics, and feedback suggestions for all activities in the unit.		
Compare Day-to-Day Weather: Reading Comprehension Questions	Printable	Multiple choice questions that help students assess their own reading comprehension of an article (Activities 2, 3, 4)		
Compare Day-to-Day Weather: Unit Assessment	Printable	Summative assessment that evaluates states assessment uses a variety of quest multiple dimensions of learning.		
Compare Day-to-Day Weather: Performance Task	Printable	Summative assessment that gives stude what they've learned to a novel situation students to demonstrate understanding	resources	

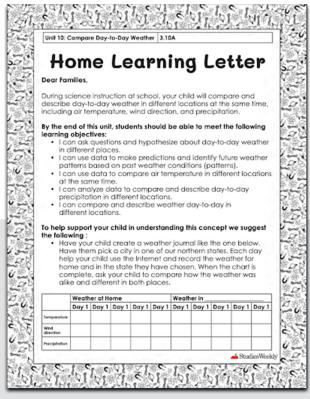
Student Support Resources				
Title	Media	Description		
Compare Day-to-Day Weather: Home Letter	Printable	This letter to caregivers is a helpful resource to guide teacher communication. It provides information about the design of the program and how caregivers can reinforce student learning and development.		
Weather Conditions: Precipitation	Video	This video shows students different examples of precipitation. It will be used in Activity 4.		

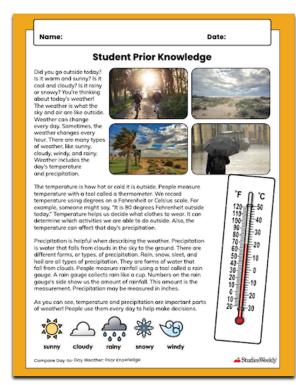
Unit 10.5 Compare Day-to-Day Weather — Week 15

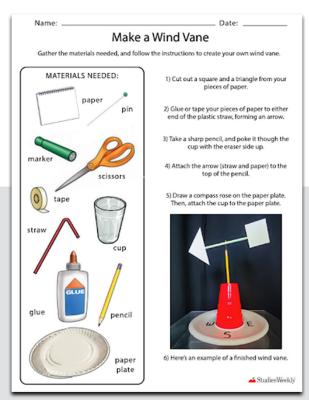


STUDENT SUPPORTS



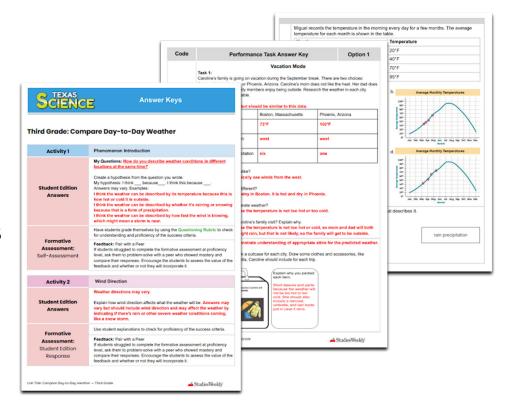




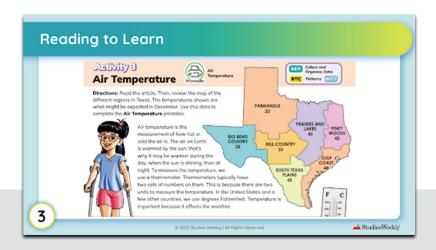


Printables reinforce connections to the material.

TEACHER SUPPORTS



Answer Keys

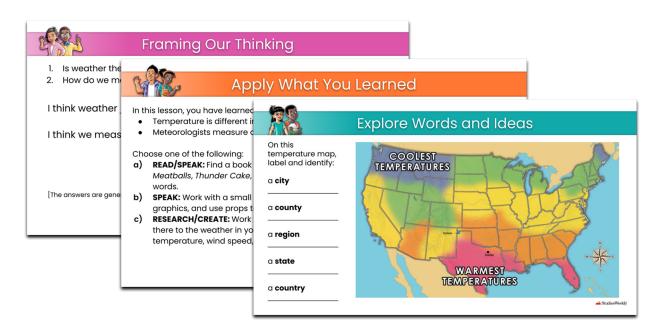


Pre-made slide presentations make lesson prep more efficient.

Background Podcasts give teachers a quick refresher on the Science topics they'll teach.



LANGUAGE SUPPORTS



Scaffolded **English Language Development** slides contain differentiated supports for the core science activities.



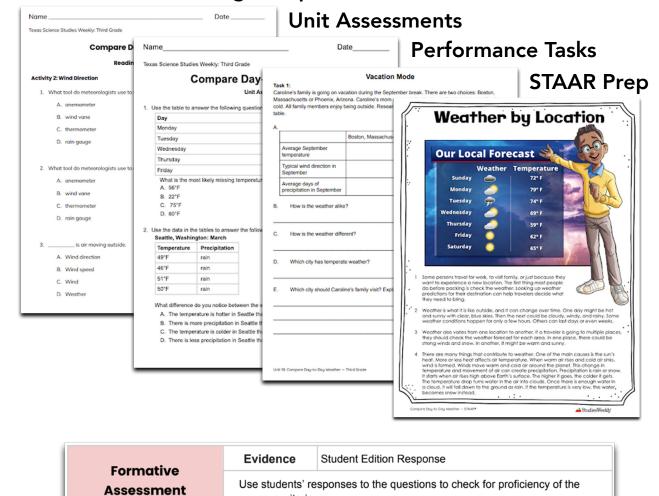
Reach ALL readers with lower lexile articles.



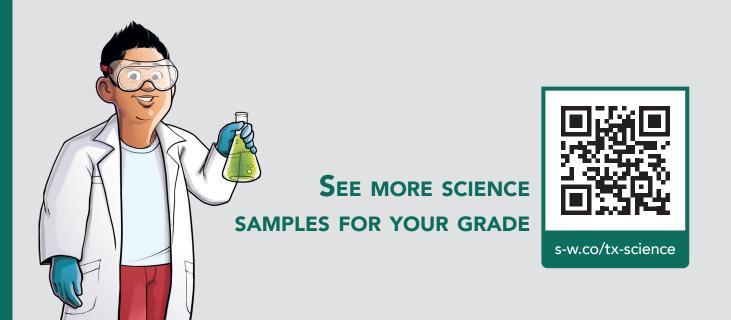
Picture Walk slides help younger students learn vocabulary.

ASSESSMENTS

Reading Comprehension

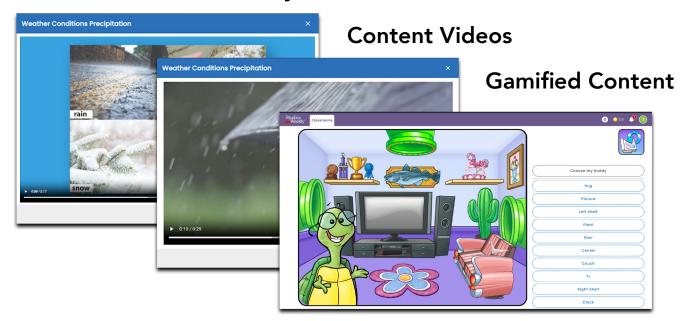


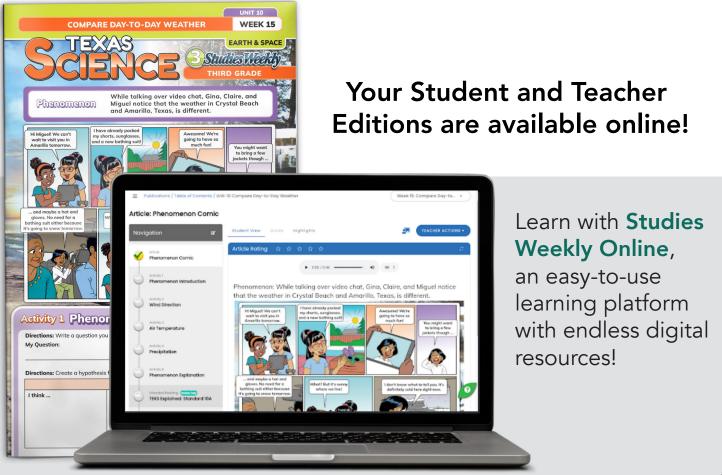
Formative Assessments



AVAILABLE ONLINE!

Summary Videos





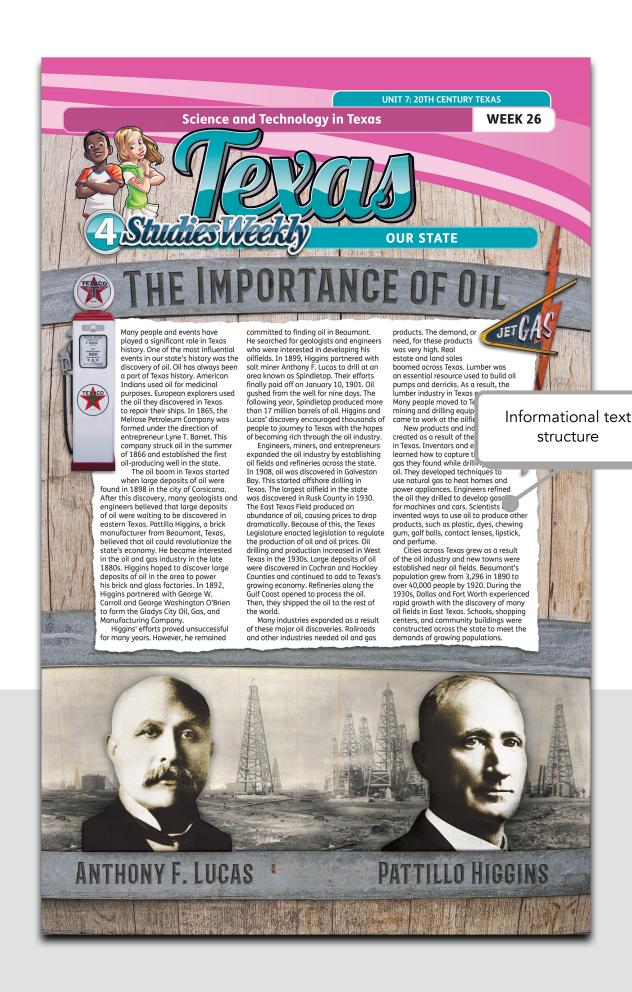
PRE K-6 SOCIAL STUDIES

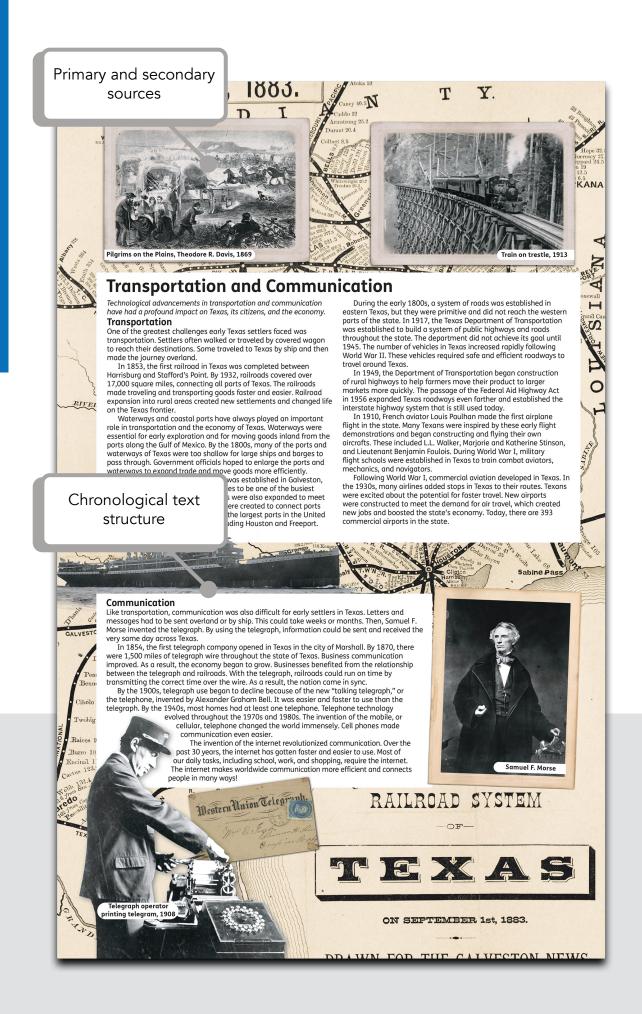
A comprehensive curriculum that encourages students to become **ENGAGED** and **RESPONSIBLE CITIZENS** who think critically, communicate effectively, solve problems, and make decisions using democratic procedures.

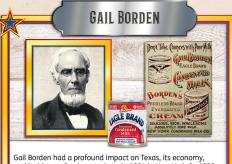


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Gail Borden had a profound impact on Texas, its economy, and its history. Borden was born in 1801 in New York. In 1829, Borden moved to Galveston Island, Texas. He quickly became the chief surveyor for Stephen F. Austin's colony, located in southeast Texas, near the Colorado River.

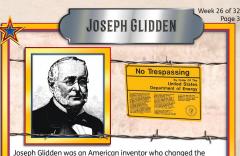
In addition to being a successful land surveyor, Borden

In addition to being a successful land surveyor, Borden also published newspapers, served as a land agent, and was an avid inventor. In 1853, Borden applied for a patent for a process to condense milk. When milk is condensed, water is removed and the milk is canned. Canned condensed milk can last for years if it is not opened. Borden knew this process would help millions of people around the world who did not have access to fresh milk.

In 1858, Borden moved to Connecticut to be closer to centers of trade. There, he opened a factory to produce condensed milk. He experienced great success with this invention. The demand for condensed milk increased with the outbreak of the Civil War. Borden expanded his interests after the Civil War ended. He built sawmills, copperworks, and meatpacking plants across Texas.

For the remainder of his life, Borden spent the winter

For the remainder of his life, Borden spent the winter months in Texas. He supported many communities in the state. He built many churches and schools. He also provided funds to teachers, ministers, and students. Borden died in 1874 in Borden, Texas. He revolutionized the food industry and improved the economy of Texas.



Joseph Glidden was an American inventor who changed the landscape of Texas. Glidden was born in 1813 in New Hampshire. As an adult, Glidden moved with his wife and children to Illinois. He purchased 600 acres of land and started his own farm.

Glidden's wife often complained that livestock wandered into their yard and ruined the plants. He searched for a way to prevent this from happening. In the winter of 1872-1873, he invented a new form of fencing using his wife's hairpins, fence wire, and a repurposed coffee grinder. He used the coffee grinder to form small coils out of the hairpins. Then, he wrapped the coils around a piece of smooth fence wire. Today, this invention is known as barbed wire.

Glidden received his first patent for his invention in 1874. At first, he made his borbed wire fencing by hand. Eventually, he used one horse to help him move the equipment he needed for making the wire. Glidden demonstrated the effectiveness of his fencing at his own home. Within two years, he opened a factory in Dekalb County to produce his barbed wire fencing.

Glidden's barbed wire fencing had be effects on Texas. Barbed wire fencing al their crops from roaming livestock. It we than traditional fencing materials. Befo could move their herds freely across the Barbed wire fencing limited travel throu ranchers were forced to find new ways. It also restricted the movement of the r Indian tribes of Texas and created many cratural resources.

Learn about influential people in history

MILLIE HUGHES-FULFORD





Space Shuttle Columbia, 1991

Dr. Millie Hughes-Fulford has spent her life studying biology and medicine in the hopes of making the world a sofer and healthier place to live. Hughes-Fulford was born on December 21, 1945, in Mineral Wells, Texas. She was 16 when she started college, and she earned a degree in biology and chemistry in 1968. She earned her doctoral degree at Texas Woman's University. After completing her studies, Hughes-Fulford taught at Southwestern Medical School in Dallas. During this time, she also completed extensive research on metabolism. Metabolism is the process in which the body breaks down food and converts it to energy.

Hughes-Fulford joined the U.S. Army Reserve Medical Corps in 1981. She served as an officer until 1995. In 1983, Hughes-Fulford was selected by NASA to train and serve as a payload specialist. A payload specialist is someone chosen by NASA to participate in space programs for specific research purposes. In June 1991, Hughes-Fulford served aboard the STS-40 Spacelab Life Sciences. She collected medical data that helped NASA scientists understand the effects that space travel has on the human body.

After her time as an astronaut, Hughes-Fulford continued to conduct medical research for NASA. She examined the effects of space travel on bone cell growth. She worked as a professor at the University of California Medical Center. She also serves as the director of the Hughes-Fulford Laboratory. Dr. Hughes-Fulford continued to work with NASA and conduct research that will make space travel safer for astronauts until her death on Feb. 2. 2021.

MICHAEL DEBAKEY



Dr. Michael DeBakey was an accomplished doctor and surgeon who revolutionized medical practices and education. DeBakey was born in 1908 in Lake Charles, Louisiana. As a child, he was interested in many subjects and excelled in school. He often spoke with doctors who visited his father's pharmacy, which piqued his interest in science and medicine. DeBakey attended Tulane University in New Orleans, Louisiana, and received his medical degree in 1932. During World War II, he worked with the U.S. Army to improve surgical practices near the front lines of battle.

After the war, DeBakey worked as a consultant on various government medical programs. He eventually returned to Tulane University to teach medical studies. In 1948, DeBakey accepted a position at Baylor University College of Medicine in Houston, Texas. He improved the school's surgical studies programs and research labs. He continued to work with Baylor University until 1998. DeBakey pioneered many surgical techniques and tools used to repair the heart and lungs. In 1966, he became the first surgeon to implant a mechanical heart pump in a patient. His expertise and knowledge encouraged many people to move to Texas to learn from him.

Throughout his coreer, DeBakey advised many U.S. presidents and government agencies on medical research and health care policies. He even worked with NASA to develop medical technology for astronauts. DeBakey practiced medicine and performed surgeries until the age of 90. During his career, he performed over 60,000 surgeries. He continued to be a positive force for change until his death in 2008.

Week 26 of 32 • Page 4

Name



Agriculture

Agriculture is one of the largest industries in Texas. Texas has more farms than any other state in the United States. Each year, agriculture contributes an average of \$25 trillion to the state's economy. Texas is a leading producer of cotton, hay, corn, wheat, grains, and rice. Farms also produce large amounts of peanuts, sugarcane, sunflowers, olives, pecans, and citrus fruits.

Cattle is the leading industry of agriculture in Texas. About 13 percent of the cattle raised in the United States is from Texas.

se more cattle and beef cows than any other ise goats, chickens, and sheep. ess, Texas's agricultural industry faces many imate of Texas varies from coastal wetlands varied climate makes it difficult to grow ome areas of the state. Advances in irrigation nelped with this issue. Overuse of soil has

n Texas farms. In 1939, the Texas Legislature es apusnea the Texas State Soil and Water Conservation Board. This rganization helps farmers develop better techniques, such



as crop rotation, reduced tillage, and using mulch, to conserve the nutrients in the soil. This improves farming and puts less

Make connections to other disciplines

Technology Shapes Texas

Research and development is the process companies use to gain new knowledge to make or improve goods and services. The purpose of research and development is to expand human understanding in a way that benefits people and the economy. The United States government contributes about \$4 trillion to research and development

corporations in Texas per year. This funds the areas of life sciences, agriculture, energy, and global defense. The area of life sciences is a growing industry in Texas. This field includes finding new ways to prevent and treat diseases, as well as designing and manufacturing medical equipment and devices. Life science companies continue to experiment, learn, and grow while helping our citizens in many ways. There are hundreds of companies in Texas that research and develop medical devices and equipment. Many pharmaceutical companies have research and development facilities in Texas. Scientists are hard at work, studying what makes people healthy. They're also studying what makes people sick so that they can find new ways to fight illness

Research and development studies are important to farming and gariculture in Texas. Researchers work hard to develop new

techniques for farming and conserving natural resources. The U.S. Department of Agriculture's Rice Research Laboratory is located in Beaumont, Texas. At this facility, researchers and scientists conduct studies to develop new ways of growing rice in Texas. This will help establish new sources of food for millions of people and conserve natural resources. The Conservation and Production Research Laboratory, located in Bushland, works to develop more efficient forms of water irrigation and techniques that promote soil conservation.

Other scientists in Texas are also researching and developing alternative sources of energy that are more environmentally friendly. The University of Texas's Energy Institute is home to many energy research programs. Over 350 scientists, engineers, and researchers work together to develop safer, sustainable, and cleaner forms of energy. For example, engineers at the Center for Energy and Environmental Resources are researching ways to produce environmentally friendly fuels made from sugar cane, citrus waste, microalgae, and cottonseed. Texas is also home to 15 military bases that specialize in

global defense technology. Fort Bliss is home to the Air and Missile Defense Battle Laboratory. At this facility, scientists research ways to improve airborne missiles and defense. They also research, improve, and develop radar systems, high-energy lasers, and missiles. Technological innovations in the fields of defense have made the world a safer place to live.

Old-style Texaco gasoline pump image courtesy of Carol M. Highsmith Library of Congress

Aerospace Industry images courtesy of NASA.gov

UNIT 7: 20TH CENTURY TEXAS

Science and Technology in Texas

WEEK 26



TEKS Social Studies standards

Summary of the Week: Students will learn about the technological actimpacted the people, places, and economy of Texas. They will also explave made a profound impact on Texas through their occupations, innovations, and ingenuity.

Social Studies Standards:

- **4.5(B)** explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins
- **4.11(D)** explain how developments in transportation and communication have influenced economic activities in Texas
- **4.18(A)** identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions
- **4.18(B)** describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas
- **4.21(D)** create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

English Language Arts Standards:

4.6(B), 4.6(F), 4.6(G), 4.6(H), 4.6(I), 4.7(C), 4.7(D), 4.7(E), 4.7(G), 4.12(B) 4.13(E), 4.13(H)

English Language Proficiency Standards:

Teacher Background Knowledge: Students will learn about many of the historical time periods in which they occurred. This week will provide a deeper understanding of how technological innovations have impacted the economy of Texas.

Essential Questions:

- 1. How does the oil industry impact Texas?
- 2. What industries are important to the economy of Texas?
- 3. What were the contributions of Gail Borden, Joseph Glidden, Michael DeBakey,

Essential Questions tailored to the lesson

and Millie Hughes-Fulford to Texas history?

Vocabulary

research and development: the process companies use to gain new knowledge to make or improve goods and services

Language for Social Studies Learning:

aerospace industry communication

inventors

oil and gas industry

notable individuals

railroads

scientific discovery

scientists

technological change

technological innovation

transportation

Notes for Teacher: The sequencing of the articles this week was designed to both scaffold and build upon each other.

Supports for All Learners:

• Reading: Think-Aloud

• Writing: All Write Round Robin

• **Listening:** Turn and Talk

Integrated Health and Wellness concepts

Think Deeply:

- How do changes in transportation affect the ways people communicate?
- What are the major economic activities and industries in your community?

Well-Being Questions:

- What technology do you benefit from every day?
- What technology would you not want to live without?
- If you could create a new technology, what would you want to create and how would it work?
- Are there any problems with some technologies that you can see?
- Do you have any behaviors that involve technology instruments that you think you should change?

Home/School Connection: Students can interview family members or other authority figures in their community to determine what industry or profession they work in and compare their findings to the text. What are the major industries in your community? Are they the same or different than those discussed in this week's publication?

Let's Write:

• Choose one of the prominent individuals discussed in this week's publication.

Science and Technology in Texas \mid Week 26

Materials list for hands-on activities

Materials Needed:

Anchor chart paper
Graphic organizer Farming in Texas

Topic background for teachers

Article Background Information: Research and development is the process companies use to gain new knowledge to make or improve goods and services. The purpose of research and development is to expand human understanding in a way that benefits people and the economy. The United States government contributes about \$4 trillion to research and development corporations in Texas per year. This funds the areas of life sciences, agriculture, energy, and global defense.

The area of life sciences is a growing industry in Texas. This field includes finding new ways to prevent and treat diseases, as well as designing and manufacturing medical equipment and devices. Life science companies continue to experiment, learn, and grow while helping our citizens in many ways.

There are hundreds of companies in Texas that research and develop medical devices and equipment. Many pharmaceutical companies have research and development facilities in Texas. Scientists are hard at work, studying what makes people healthy. They're also studying what makes people sick so that they can find new ways to fight illness and disease.

Research and development studies are important to farming and agriculture in Texas. Researchers work hard to develop new techniques for farming and conserving natural resources. Other scientists in Texas are also researching and developing alternative sources of energy that are more environmentally friendly.

Texas is also home to 15 military bases that specialize in global defense technology. Fort Bliss is home to the Air and Missile Defense Battle Laboratory. At this facility, scientists research ways to improve airborne missiles and defense. They also research, improve, and develop radar systems, high-energy lasers, and missiles. Technological innovations in the fields of defense have made the world a safer place to live.

Article 9: Technology Shapes Texas

Lexile: 1010-1200L Word Count: 407

Lesson Plan:

- As a class, read the first paragraph of the article "Research and Development." Discuss:
 - a. What is research and development? (the process companies use to gain

Science and Technology in Texas | Week 26



- b. What is the purpose of research and development? (The purpose of research and development is to expand human understanding in a way that benefits people and the economy.)
- c. What areas of research and development are important to the economy of Texas? (life sciences, agriculture, energy, and global defense)
- 2. Divide the class into four groups. Assign each group one of the major areas of research and development in Texas.
- 3. Each group should create a poster on their assigned topic. Students should use evidence from the text or additional research materials and include the following information:
 - a. An image representing their topic
 - b. A definition of their topic
 - c. Three examples from Texas
 - d. Importance and impact of their topic on Texas (economy citizens, etc.)
- 4. Have student groups take turns to present their posters to the cla question and answer session after each presentation.
- 5. As a class, discuss:
 - a. What do you think is the most important area of research and development? Why? (Answers will vary.)

Article Assessment Questions:

- is the process companies use to gain new knowledge to make or improve goods, services, and processes.
 - a. Transportation
 - b. Communication
 - c. Agriculture

d. Research and development

- 2. Which of the following is **NOT** one of the primary areas of research and development in Texas?
 - a. education
 - b. life sciences
 - c. defense
 - d. energy
- 3. Which of the following examples would **NOT** be a goal of research and development companies?

a. to create tourist attractions

- b. to prevent and treat diseases
- c. to study pharmaceuticals
- d. to research agricultural products

Vocabulary:

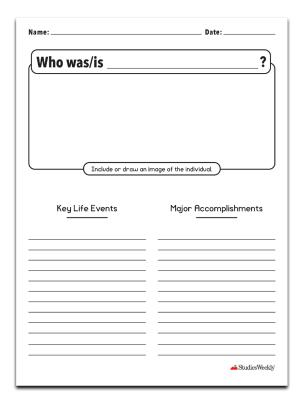
research and development: the process companies use to gain new knowledge to make or improve goods and services

Materials Needed:

Poster board or anchor chart paper Crayons, colored pencils, or markers

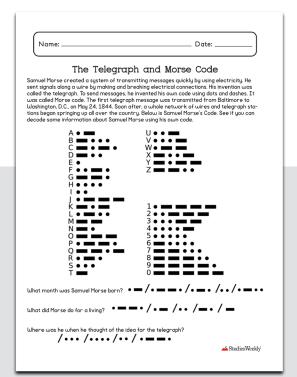
Science and Technology in Texas | Week 26

PRINTABLES



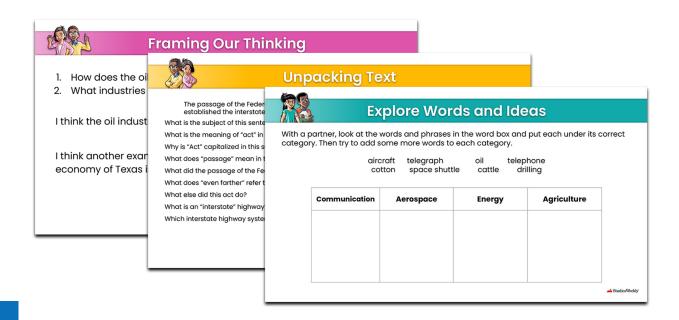
Name:	Date:				
Farming in Texas					
Directions: Determine some of the positive and negative effects of farming and the agriculture industry on the economy and environment of Texas.					
Create a T-chart. One side should be labele	d positive and the other side negative.				
Positive	Positive Negative				
What methods and techniques can farmers	use to conserve natural resources?				

ld Effect	Effects The railroad industry grew rapidly during the late 1800s.		. StudiesWeeky
Oil in Texas: Cause and Effect Fill out the chart below. Determine a cause or effect that corresponds to the information in the chart.	Situation	Oll was discovered and drilled for in Texas.	
Name: Oil in Texa: Fill out the char	Causes	The largest oil field in the state was discovered in Rusk County in 1930.	Oil was discovered in Beaumont. Texas.

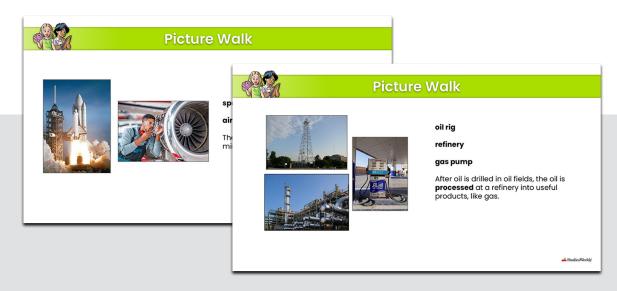


Printables reinforce connections to the material.

LANGUAGE SUPPORTS

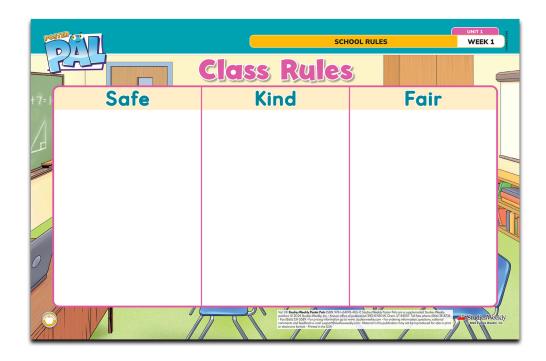


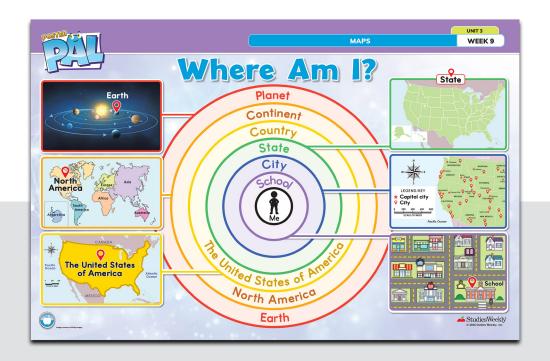
Scaffolded **English Language Development** slides differentiate instruction and support ELA.



Picture Walk slides help younger students learn vocabulary.

POSTER PALS

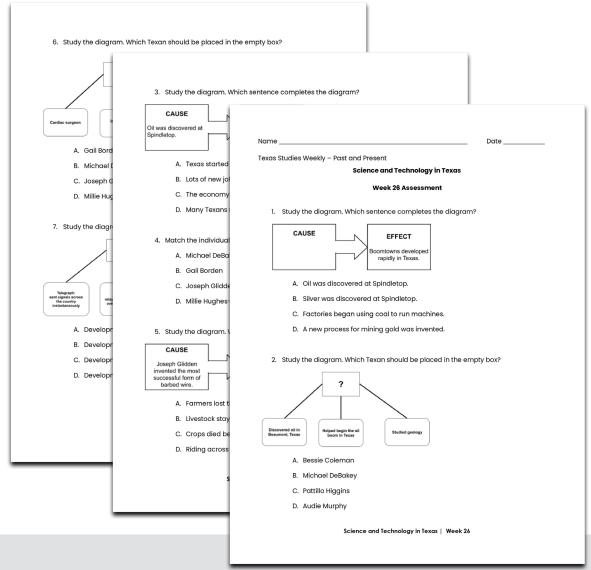




Poster Pals help preK-1 teachers facilitate whole-group discussions and collaborative writing experiences.

ASSESSMENTS

Monitor student progress with formative and summative assessments.





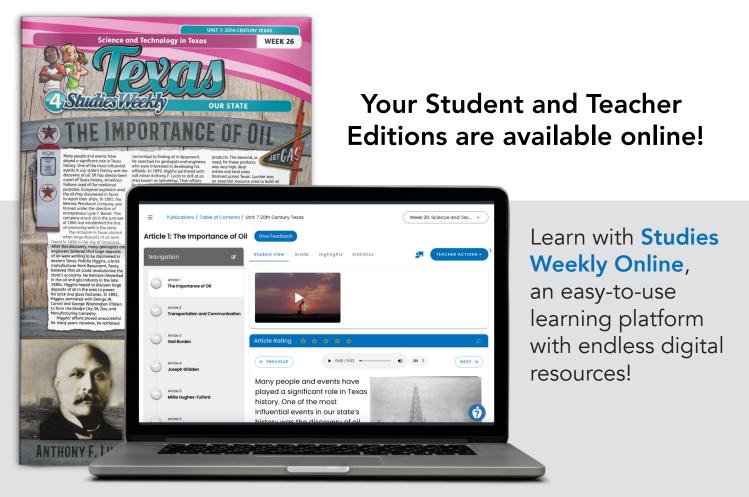
SEE MORE SOCIAL STUDIES
SAMPLES FOR YOUR GRADE



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Virtual Field Trips





PRE K-6 HEALTH

A Tier 1, 2, and 3 curriculum that helps students develop physical, mental, social, academic, and emotional **HEALTH & WELLNESS** skills and dispositions.



IN THIS SECTION:

- Hands-On Student Edition
- Robust Teacher Edition
- Supporting Resources



Learn to categorize emotions

Fear

Managing My Emotions

Emotion Vocabulary

You have a vocabulary. Your **vocabulary** includes the words you know. You also have an emotion vocabulary. These Joy are the words you know that describe emotions. There are many words to describe our feelings. Emotion words can be put into five categories. They are "joy," "sadness," "anger," "fear," and "disgust." We use emotion vocabulary to describe our feelings. Using the right

to label our feelings helps others know exactly how we feel.

Help students interpret body language



Anger

Sadness

Share Emotions With Others

There are different ways that you communicate your feelings. You can communicate with body language. Giving your friend a highfive tells them you're happy. Faces show feelings. You can usually tell someone is sad by looking at them.



igwedge When a person frowns, they are $_$

Nhen a person smiles, they are _

Using your emotion vocabulary is the quickest way to communicate how you feel. Sharing your feelings can help you be healthy. Who can you talk to about your feelings?

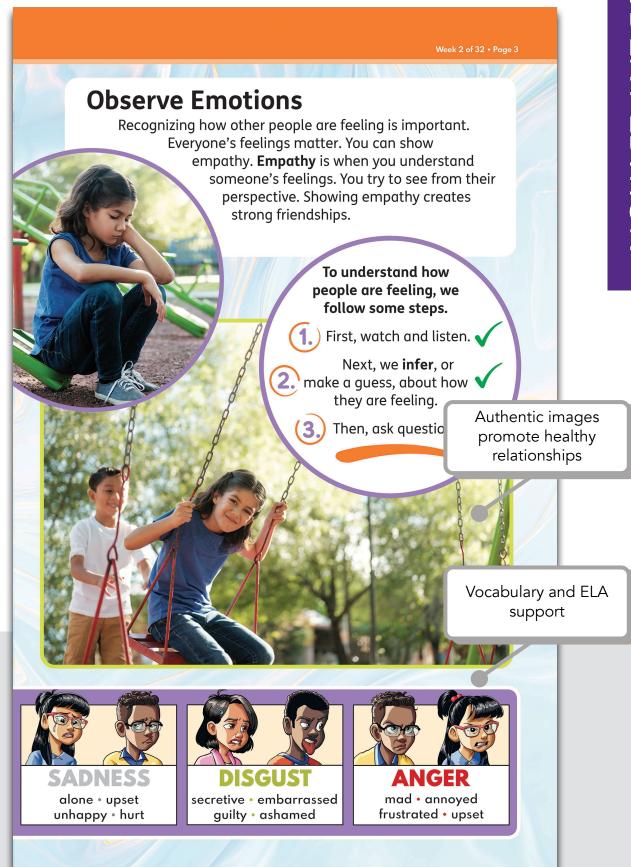
Emotion Words Help Us Describe **Our Feelings**



happy • excited cheerful • good



anxious • nervous frightened • shocked



Week 2 of 32 • Page 4

Name

Emotional Health

A person can be emotionally healthy or unhealthy. Being healthy means taking care of your emotions too. Emotions affect your brain. Emotions affect your heart rate. Emotions might make you sweat

Emotions might make you cry. Emotions might make Emotions are important. You can pay attention to you You can share them in healthy ways.

Illustrations help students identify corrective behaviors

When you are angry, which is a good way to show how you ar feeling? Mark the correct picture.



Tell your parent you are feeling angry about your broken toy.

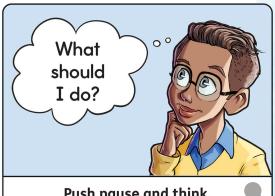


Yell and grab the toy from your brother.

What to Do When Life Is Hard

It is important to feel your emotions. You can feel your emotions

without hurting yourself or anyone else. When you feel big emotions, you can breathe and think before acting on emotions. Thinking about your actions is called "pushing pause." "Push pause" to help you choose your actions. "Push pause" to help you act on emotions in a healthy way.



Push pause and think.

Encourage self-reflection



Topic background for teachers

Summary of the Week: Students will learn to identify, label, and com emotions and to recognize emotions in others. They will learn to explan be emotionally healthy and to list healthy ways to manage and express their emotions. They will build protective factors for their emotional well-being.

Teacher Background Knowledge: Recognizing emotions in others takes practice. It helps to watch for cues through body language and facial expressions. Self-regulating emotions helps someone make good choices, no matter what emotions they are feeling. Learning to identify and regulate emotions is crucial to social and self-awareness. As students develop the ability to communicate their emotions appropriately, they will be better equipped to make good choices about their behavioral responses to the emotions they feel. Rather than choosing harmful behaviors, they will be able to understand their emotions and allow themselves to process them appropriately. They will be able to choose how they respond to difficult situations and process their feelings in a healthy way.

Enduring Understandings:

- 1. **Physical well-being** refers to innate biological needs, safety, and health.
- 2. Mental well-being refers to the brain's thinking, processing, and learning systems.
- 3. Academic well-being refers to the ability to demonstrate acquired content knowledge and behaviors within a range of developmentally Essential questions abilities.

4. **Social well-being** refers to engaging in positive relationships o attachment, and connections; as well as resolving conflicts a responses to various interpersonal situations.

tailored to the lesson

5. **Emotional well-being** refers to understanding and managing inner feelings thoughts, and emotions.

Essential Questions:

- 1. What are emotions?
- 2. What are appropriate ways to show emotions?
- 3. How do I identify my emotions?
- 4. How do we show the way we feel?

Week 2 | Managing My Emotions

Vocabulary supports ELA

- o How did that make you feel?
- Create a poster to hang in your classroom or the school that explain and words what it means to "push pause." Be sure to include reasons why "pushing pause" helps us control our actions and emotions.

Vocabulary and Definitions:

emotion vocabulary: words you know to describe your emotions

emotions: what you feel about what happens around you

empathy: understanding someone's feelings based on their perspective

infer: make a guess

vocabulary: words you know

Weekly Assessment Questions:

1. Matching: Match each example of body language to the emotion it shows.

[image of happy child] : happy

[illustration of scared child in bed] : scared

[image of angry child] : angry

2. Fill in the blank: **Emotional** health is identifying and regulating feelings.

Distractors: Mental; Physical

3. What word is part of the "joy" category of emotion words?

- a. "alone"
- b. "good"
- c. "upset"
- 4. Sasha baked cookies. The dog ate them off of the counter. Sasha What should Sasha do?
 - a. hit the dog
 - b. push pause
 - c. yell at the dog
- 5. **True** or false: The best way to communicate emotions is by using words.
- 6. Which peaceful action brings balance to strong emotions?
 - a. breathing
 - b. hitting
 - c. screaming
- 7. Sorting (vertical): Put the steps of understanding others' emotions in order.

Watch and Listen

Infer How They are Feeling

Ask Questions

8. Open response: Who is one person you can talk to about your emotions? (Answers vary.)

Ready-made assessments

Week 2 | Managing My Emotions

Suggested lesson guide

2.5

Article 1: Notice My Emotions

Lesson Plan:

- Write the words "feelings" and "emotions" on the board. Point to each word individually and tell the students they will see these words in their reading today. Have them repeat the words back to you.
- Read the article "Notice My Emotions," and have the students highlight the words "emotions" and "feelings." Read aloud the sentence that defines emotions. (Emotions are what you feel about what happens around you.) Ask the students the following questions:
 - a. What happens when someone says the word "BOO"? (You might be startled.)
 - b. What do you do when you open a gift? (feel surprised and excited about what is inside; feel grateful to the person who got you the gift)
 - c. What happens when you step in a puddle of mud? (You might like it. You might be very disappointed. You might feel sad.)
- Show the students the images in related media, and ask them how they feel when
 they see each image. (Students' emotions in response to each image may vary.
 This is okay. Help students think about the fact that everyone has different
 emotions and that it is okay to have different emotions than others.)
- 4. Have a discussion about each picture. Acknowledge that not everyone feels the same way about the images. The goal is to help students realize that emotions can surface in response to our surroundings and our experiences. Some situations could feel like arguments or dark places. The loss of someone or something can cause negative emotions, like sadness, anger, frustration, or fear. These negative emotions can make it harder to focus and learn.
- 5. Have children choose their favorite place or activity and draw a picture of it in their interactive notebooks.
- 6. Next, have them write about how their favorite place or activity makes them feel.
 - a. Optional: Have students add an emoji to their picture.

Article Assessment Questions:

- 1. What term means people's feelings?
 - a. emotions
 - b. energy
 - c. hunger
 - d. itchiness
- 2. What helps people understand emotions?
 - a. eating healthy foods
 - b. learning something new
 - c. getting a good night's rest
 - d. knowing how they are feeling

Additional sources

Graphic Organizers and Materials Needed: N/A

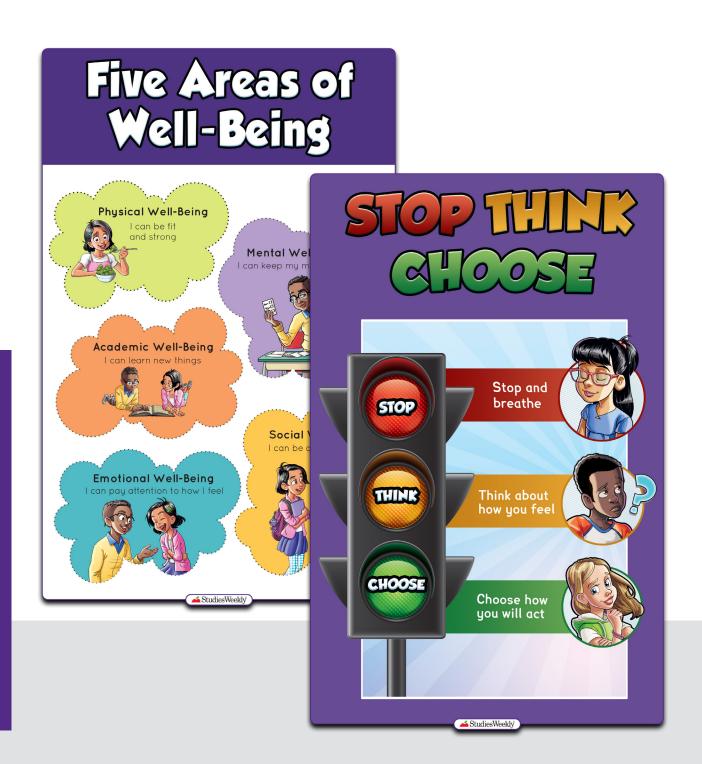
Online Related Media (Explore More):

Image: "Puppies"
Image: "River"

Image: "Foggy Road" Image: "Block Tower" Image: "Fireworks"

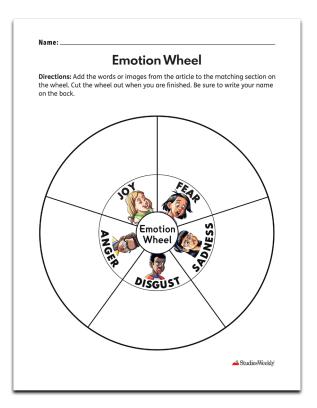
Week 2 | Managing My Emotions

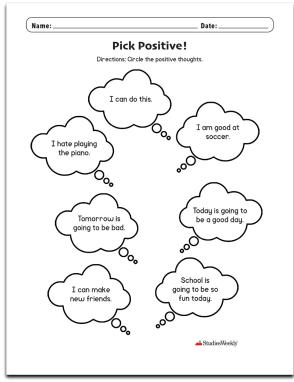
ANCHOR CHARTS

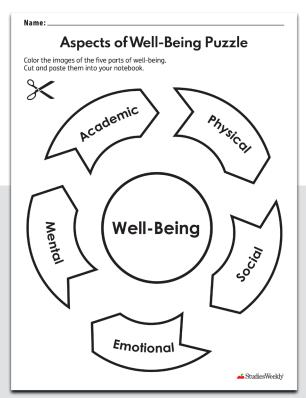


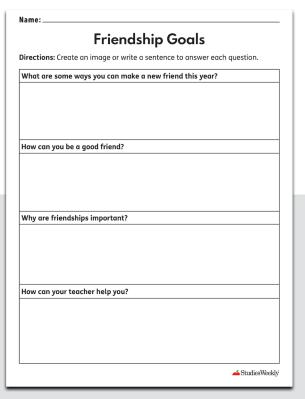
Anchor Charts help teachers facilitate whole-group discussions.

PRINTABLES









Printables reinforce connections to the material.

ASSESSMENTS

A. "alone"		
B. "good"		
C. "upset"		
	Name	Date
4. Sasha baked cookies. The dog at	Health & Wellness Studies Weekly: Second Grade	
should Sasha do?	Managing A	My Emotions
A. hit the dog	Week 2 A	ssessment
B. push pause		
C. yell at the dog	1. Match each example of body language	e to the emotion it shows.
5. The best way to communicate en		
True False		
100		angry
Which peaceful action brings bak		
A. breathing		
B. hitting		
C. screaming		happy
7. Put the steps of understanding oth		
Ask Questions		
Watch and Listen		scared
Infer How They are Feeling		scaled
8. Who is one person you can talk to	A Comment of the Comm	
	2. Choose the word that best completes the	ne sentence.
Week 2	health is identifying and regulating feelings.	
Heek2	Mental	
	Physical	
	Emotional	



Monitor student progress with formative and summative assessments.

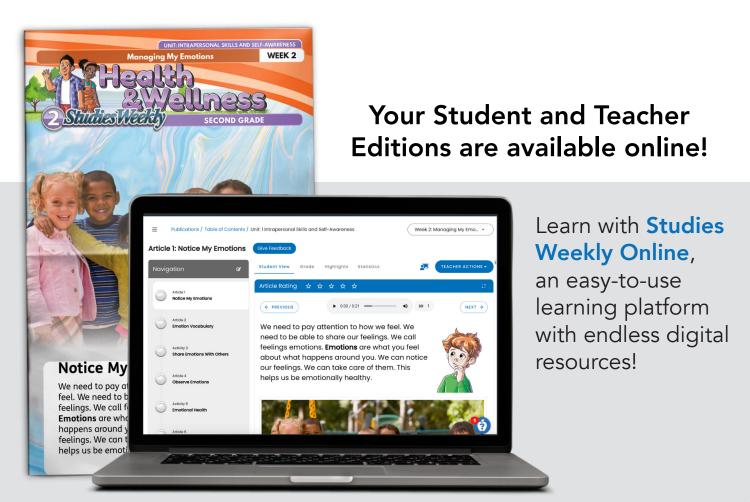
SEE MORE HEALTH
SAMPLES FOR YOUR GRADE



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Lesson Photos





EARLY LEARNING

A flexible **LEARNING-THROUGH-PLAY** curriculum that fully supports Texas Kindergarten programs.



IN THIS SECTION:

- Hands-On Student Edition
- Robust Teacher Edition
- Supporting Resources



Welcome to school!



♥ I see teachers.



I see friends.



I see students.



I see a community.

1

Learn to recognize signs and symbols



Clean, age-appropriate design

Rules help us be safe.







Rules help us be kind.

Connect topics to familiar scenarios







Rules help us be fair.

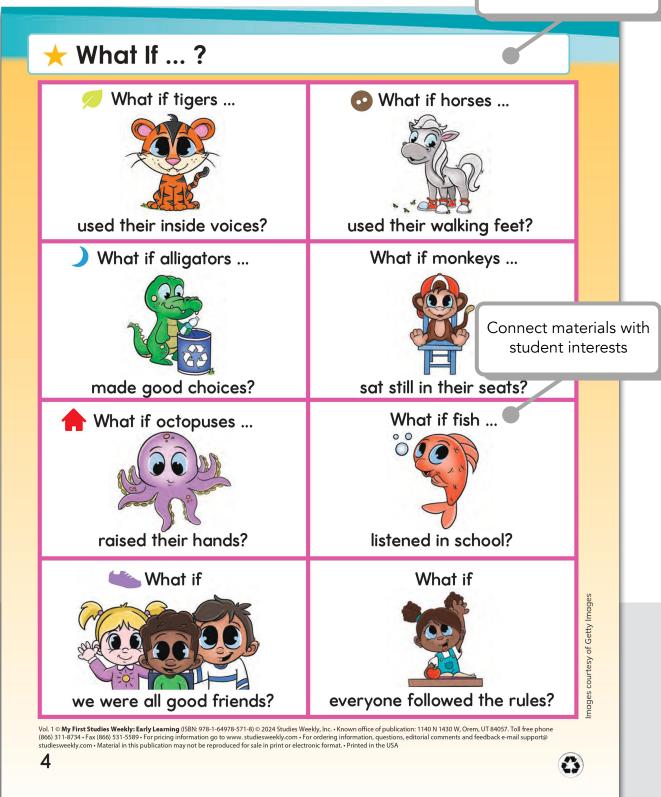






3

Collaborative reading exercises





Summary of the Week: Students will begin to understand what it means to b community and the importance of following rules. They will begin to develop a the classroom community and a better understanding of their place within it. T and responsibilities within the classroom. They will also learn how they can share

Focus questions guide the lesson

members of the class and how they can contribute to creating a positive and supportive learning environment.

Focus Questions:

- What is a community?
- How can we work together so that everyone can learn?
- What rules do we need to follow to make our school a community that is safe, fair, and kind?

Vocabulary:

classmate (compañeros de clase): someone you go to school with and learn and play with.
_____, ____, and _____ are your classmates.

classroom (salón de clase): a special room in a building or school where you go to learn new things with your teacher and other students. This is our classroom.

consequences (consecuencias): what happens after you do something, good or bad. A consequence could be a bad thing that happens when you break the rules. For example, if you run in the classroom, a consequence could be that you knock something over or trip and fall. fair (justo): when everyone is treated the same and gets a turn; for example, when everyone gets a chance to play with the toys.

kind (amable): being nice and helpful to others. Being kind means doing things people happy and feel good inside.

rules (reglas, normas): special instructions that we follow to help us stay safe, new things. Rules tell us what we can do and what we can't do.

safe (seguro/a): being in a place where you don't get hurt or doing something don't get hurt. When you are safe, you feel protected and not afraid.

school (escuela): a special place where you go to learn new things. At school, you have a teacher and you play with friends.

student (estudiante): someone who goes to school to learn new things. You are a student. **teacher** (maestro/a): the adult or grown-up at your school who helps you learn new things. I am your teacher.

Week 1 | School Rules

See vocabulary found

throughout the week

Home connection component

1.4

Home Connections and Notes for Caregivers:

- This week, we will be talking about school rules. Understanding school rules and behavioral expectations, such as listening to the teacher, walking in a line, sharing, etc., is crucial to your child's success in school. The transition to school life can be challenging for young children, especially those who have limited experience in group settings. You can support your child by talking to them about the rules at school and discussing which rules are the same and which rules are different from rules at home (e.g., going to the bathroom as needed vs. telling a teacher when they need to use the bathroom).
- This week, your child will learn about environmental print. This is the term used for the words and letters that appear on signs, labels, and logos. It is the print of everyday life. Street signs, candy wrappers, labels on peanut butter, and the "b" in burger on a fast food restaurant sign or menu are all examples of environmental print. This week, encourage your child to look for environmental print, especially street signs and safety warnings. When they notice a sign, talk to them about what it means. This will help them learn that the pictures, letters, and words they see around them have meaning.

Trade Books:

- Mouse's First Day of School by Lauren Thompson, illustrated by Buket Erdogan
- I Love School! by Philemon Sturges, illustrated by Shari Halpern
- First Day by Dandi Daley Mackall, illustrated by Tiphanie Beeke
- This Is a School by John Schu, illustrated by Veronica Miller Jamison
- Our Class is a Family by Shannon Olsen, illustrated by Sandie Sonke
- All Are Welcome by Alexandra Penfold, illustrated by Suzanne Kaufman
- Will I Have a Friend? by Miriam Cohen, illustrated by Lillian Hoban
- K Is for Kindness by Rina Horiuchi
- Kindness Rules! by Eunice Moyle and Sabrina Moyle
- Know and Follow Rules by Cheri J. Meiners
- Me First by Helen Lester, illustrated by Lynn Munsinger
- The Book of Rules by Brian Gehrlein, illustrated by Tom Knight

Assess understanding through goals



- Students begin to follow the class rules and encourage classmates to follow them as well.
- Students can state why rules are important in a community.
- On their activity page, students are able to correctly identify the safe and unsafe behaviors.
- Students can recognize and point out environmental print.

Week 1 | School Rules

Suggested lesson guide

1.10

Lesson 2: Signs

Notes for Teacher:

- The movement activity will require you to write actions or movements on slips of paper before class and put them in a bag or a bowl.
- The "Get Ready Rhyme" is something you can use throughout the year as a routine to get students settled and focused.



Warm-Up:

Use poems and chants to help students recognize rhyming words. Reprevious day. Have the students follow along in unison and do the actislow and deliberate. Then repeat the rhyme a second time. This time, three times.

Reinforce phonological awareness

Raise your hand, way up high, high, high.
Then the other hand, don't be shy, shy, shy.
Bend down low, touch one toe, toe, toe.
Now take a deep breath, calm and slow, slow, slow.

Wiggles are gone, take a **seat**, **seat**. Sit up tall, with quiet **feet**, **feet**, **feet**. Eyes up front, ears listening **too**, **too**, **too**. Our brains are ready to learn something **new**, **new**, **new!**



Lesson Plan: Signs

- Review by asking: What is a community? (a group of people who work, play, and learn together)
- 2. Say: Our class is a community. Each of you belongs to our classroom community.
- 3. Tell students that communities have rules. Following these rules helps everyone to be safe.
- 4. Watch the video "Why Do We Have Rules?" You might choose to pause the video to allow students to discuss after the narrator asks these guestions:
 - a. How do we feel when someone breaks the rules and cuts in line? (Allow a few students to share their feelings.)
 - b. What would happen if I didn't follow the rules when building my tree house? (Have students predict what will happen.)
 - c. What are some consequences you can think of? (Be sure students understand the meaning of consequences: things that can happen if you break the rules; things that happen because of a mistake or a bad choice. Encourage the students to focus on natural consequences rather than "punishments" for breaking rules.)
- 5. Play the audio or the video of the song "Rules," from related media. Encourage the students to sing along on repeating lines.
- 6. Have students open their student editions to page 2 and explore the article with you.
 - a. **Say:** When you ride through the streets or walk around, you see signs. Some of these signs are rules. Some signs show us the rules using pictures. Some signs use letters and words to tell us a rule.

Lesson 2 | Signs



- 7. Draw students' attention to the Point icon. Explain that each time they see this icon, there will be something they can find and point to. **Say:**
 - a. Point to signs with just pictures. What do you think these signs mean?
 - b. Point to signs that have letters or numbers. What do you think these signs mean?
 - c. Point to signs that have both pictures and letters. What do you think these signs mean?
 - d. How does following these signs help keep us safe?
- 8. Without indicating which one, describe a sign on the page. Start by saying where it could be seen, then give hints, such as shapes, symbols, or colors. For example, **say:** You might see this sign on the side of a street. It has letters. It is like a circle but has eight flat sides. It is red. (stop sign)
 - As you give clues, have students quietly put their finger on the sign as soon as they
 recognize it.
 - b. Review the meaning of the sign.
- 9. Give students a situation where a sign might be helpful. Have them say which sign it is. For example, say:
 - a. Your dad is driving, but he doesn't know how fast to go. What will help him? (speed limit sign)
 - You have some scraps of paper on your desk. What should you do with them? (recycle, or trash sign)
 - You are going on a trip and will be riding the bus. How do you know where to wait for the bus? (bus sign)

Praw students' attention to the Pencil icon. Explain that each time they see
will write something.

 Have students find the letter "S" on the line. Ask students if they can ide (Some will be able to, but many will not.)

b. Next, have them look for examples of the letter "S" in the signs.

c. Have students draw a line from the "S" on the line to an "S" in one of the signs. Repeat with each letter on the line.

Learn through play to develop many skills simultaneously

Practice fine and gross

motor skills



Learning Through Play:

- Movement: Use the "Stop," "Slow," and "Go" images, from related media. Write movements on cards or slips of paper and put them in a bag or bowl (walk in place, march, tiptoe, sway, stretch, etc.). Have a student draw a movement card. Tell students the movement and hold up the "Go" sign. Have students do the movement (march, tiptoe, sway, etc.) until you hold up the "Stop" sign. Have them move in slow-motion when you hold up the "Slow" sign. To add a challenge, add another bag with cards for body position/height (normal, low, high, face the front, face the back, face a classmate, etc.)
- Connections: Take the students on a walk around the school. Have them look environmental print in signs, logos, posters, etc.

Math: Have students look at the environmental print signs on page 2 of their students them find and circle different shapes: triangle, circle, rectangle, square, or

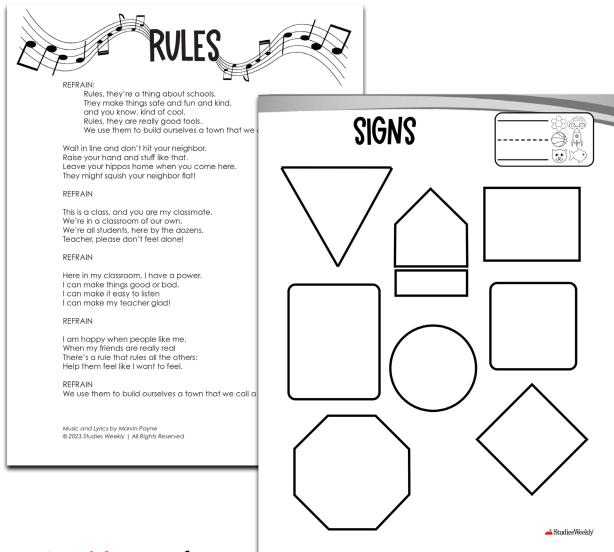
• Motor Skills: Give each student a copy of the student printable <u>Sign Shapes</u>. Have students cout the shapes and then match them to the signs on page 2 of their student editions. Students can also color the shapes to match the colors of the signs.

 At Home: Encourage students to look for signs on their way home and around their neighborhood.

Lesson 2 | Signs



PRINTABLES



Printables reinforce connections to the material.



SEE MORE EARLY LEARNING SAMPLES FOR YOUR GRADE



ELA/SUMMER SCHOOL

Reinforce literacy skills with an **EXTENDED LEARNING** curriculum for students who need additional learning time.



IN THIS SECTION:

- Hands-On Student Edition
- Robust Teacher Edition
- Supporting Resources



Chunked text

Primary sources

History of Soccer

For thousands of years, many cultures around the world have played a game like soccer.

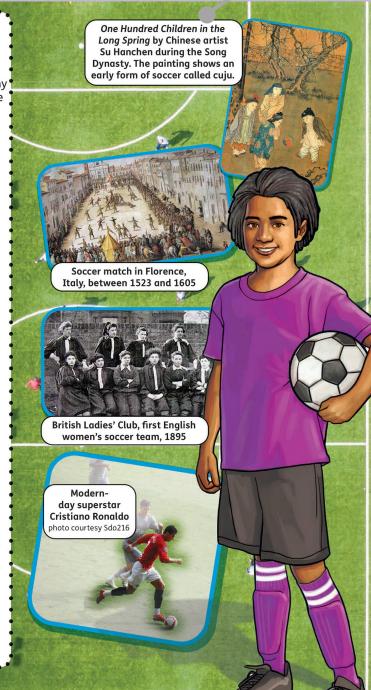
The earliest record we have of a soccer-like game is from China. In the Arctic, the Inuit played a soccer game on the ice. They used a ball made of animal hide and whale bones.

People in Italy have been playing calicio (the Italian word for soccer) for centuries. Even when the city of Florence was surrounded by enemy soldiers, the people still held their traditional calicio game anyway.

Soccer has been popular in England for a long time. In 1801, Joseph Strutt wrote that their soccer ball was "made up of a blown bladder and cased in leather." But those soccer games didn't look like ours. They could involve up to 1,000 people. Sometimes entire villages played against each other. The game would go down streets and through the fields. Philip Stubbes, who opposed soccer games, called them "a friendly kind of fight."

In 1581, Richard Mulcaster took the first step toward today's version of soccer when he suggested that a "training master" enforce rules during soccer games. He invented the referee!

Soccer is a popular sport. It has 3.5 billion fans. Soccer is most popular in Europe, Asia, Africa, and America.



High-interest topics



How fast are you at solving a Rubik's cube? Have you ever tried to solve this puzzle? So many people have tried that there are international tournaments. These tournaments are where people compete to solve this puzzle the fastest. They are called speedcubers. The current record holder is Yusheng Du, with a time of 3.47.

Friends Mike Dobson and David Gilday created a robot to solve this cube. They named the robot CubeStormer and it is made of LEGO® Bricks. The robot is controlled by a laptop

computer and can solve the Rubik's cube in less than 12 seconds. But the inventors wanted something even faster, so they invented the CubeStormer II and the CubeStormer III. They are also made of LEGO® Bricks but are controlled by a smartphone. The phone uses a special application (app) to take a picture of the puzzle cube, solve the puzzle in the phone, and then transfer the solution to the robot to fix the cube. The really fun part is that this robot solves the Rubik's cube in 3.25 seconds. That beats the current human world record!



practice perseverance when they make mistakes or the game gets hard. Just like doing anything that is difficult, you learn from your mistakes.

Esports

We have professional basketball, baseball, soccer, and football players.

There are even professionals that play video games. They compete in esports events. Esports are electronic

Why have so popular?

esports become

games where you compete

against others while playing

"esports" came from

the Professional

Game Association's

2000. Players in the

esports profession

opening ceremony in

the video game. The term



Week 3: Games People Play

Summary of the Week: Students will be introduced to several different types of games. They will learn about the history of some of the games we play and how technology has changed the way people play.

Inquiry Question: What does it mean to have good sportsmanship?

Essential Questions:

- Why do people like playing games?
- How has technology changed the way we play games?
- How do games help our learning?

Student Edition Vocabulary:

Notes for Teacher:

- For the article "CubeStormer Robot," consider showing the students an actual Rubik's cube.
- Create a circle template for the students to use to greate their circles for their spinning tops. The size of the circle will dep cardboard material you have available.

You will also need a marble for every student a washers or pennies.

Health and Wellness integration

The focus of the article "Esports" is for students to realize that a growth mindset and perseverance is important.

Well-Being Questions:

- How can playing games affect your emotions?
- Do you think that playing games engages your brain?
- What other benefits are there from playing games?
- How can playing games help you in school?

Let's Write: Think about a time you lost when playing a game. How did you react? What would you do differently? What does good sportsmanship look like when

Games People Play | Week 03

Writing exercises

Easily reference ELA standards

playing a game?

English-Language Arts Standards:

- **4.RI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **4.R1.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **5.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **5.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **4.SL.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade

4 Language standards 1 on page 28 for specific expectations.)

5.SL.1 Engage effectively in a range of collaborative discussion groups, and teacher-led) with diverse partners on grade 5 topi building on others' ideas and expressing their own clearly.

Ready-made assessments

4.W.8 Recall relevant information from experiences or gather refrom print and digital sources; take notes and categorize information, and provide a list of sources.

Weekly Assessment Questions:

- 1. True or false: Only games played with balls are called sports.
- Fill in the blank: A Rubik's cube is mainly a(n) mental game.
 Distractors: emotional; physical
- 3. What game was often played between entire villages?
 - a. bandalore
 - b. cubestorm
 - c. rugby
 - d. soccer
- 4. What country has the oldest records of yo-yos?
 - a. America
 - b. China
 - c. Egypt
 - d. England
- 5. Fill in the blank: One way to demonstrate **sportsmanship** is to finish the competition even when losing.
 - Distractors: courtship; patience; tolerance
- 6. What is the term for continuing despite hardship?

Games People Play | Week 03

View article word count and Lexile measure

Article 1: Why We Like to Play

Word Count: 213

Lexile® measure: 610L-800L

Lesson Plan:

Have the students get into pairs and play a simple game. If you have a classroom game you already use, have them play that one, or have them try Rock, Paper, Scissors or Roll to 100. Roll to 100 is rolling the dichoose how many), then adding or multiplying the numbers or get a total. Write down the total and keep rolling until someon 100.

Suggested lesson guide

- a. What was enjoyable about this activity?
- b. How would you change it?
- c. Would you play it again?
- d. What kinds of games do you like?
- e. Why do you like them?
- f. What can games teach you?
- 2. Students should read the article with their partner, with one reading one of the paragraphs and the other summarizing what was read.
- 3. Have them draw simple how-to images for each of the games mentioned in the article.
- 4. Next, tell the students that they are going to create a spinning top. Their goal is to create a top that will spin for at least 15 seconds.
 - a. Cut out a circle from the cardboard.
 - b. Punch a hole directly in the center.
 - c. Decorate your spinner.
 - d. Glue the skewer piece into the hole. (Toothpicks might work for lightweight cardboard.)
 - e. Glue the marble to the underside of your circle.
 - f. Test the spin.
- 5. Hand each student a set of four metal washers. Tell the class that they can get a better spin if they add weight. Let the students decide where to put the washers and how many washers to put on the circle. Have them test their spin after each placement.
- 6. Have them create a graph of their spin times.

Article Assessment Questions:

- 1. Where does Lattoo come from?
 - a. Africa
 - b. France
 - c. Germany
 - d. India
- 2. What do you need to play Lattoo?
 - a. short sticks
 - b. red marbles

Games People Play | Week 03

than your toe. You get one point for getting the ball to the goal. Aim for the circle on the wall or get the ball in the goal.

5. Consider taking the students outside to play a game of soccer. You may have to have more than one game going at a time, depending on the size of your class.

Article Assessment Questions:

- 1. What country has the oldest known soccer-type game?
 - a. China
 - b. England
 - c. India
 - d. Italy
- 2. Which Englishman did not like soccer?
 - a. Joseph Strutt
 - b. Phillip Stubbes
 - c. David Beckham
 - d. Richard Mulcaster
- 3. Who invented the refer
 - a. Joseph Strutt
 - b. Phillip Stubbes
 - c. David Beckham
 - d. Richard Mulcast

Materials list for the lesson activities

Additional sources

Materials Needed:

Soccer balls

Orange cones

Baskets or large containers

Circular spots for the walls or soccer go

Online Related Media (Explore More):

Image: "Soccer Balls" Image: "Soccer Player"

Image: "Soccer Field"

Image: "Soccer Equipment" Image: "Kicking Soccer Ball"

Article 3: CubeStormer Robot

Word Count: 185

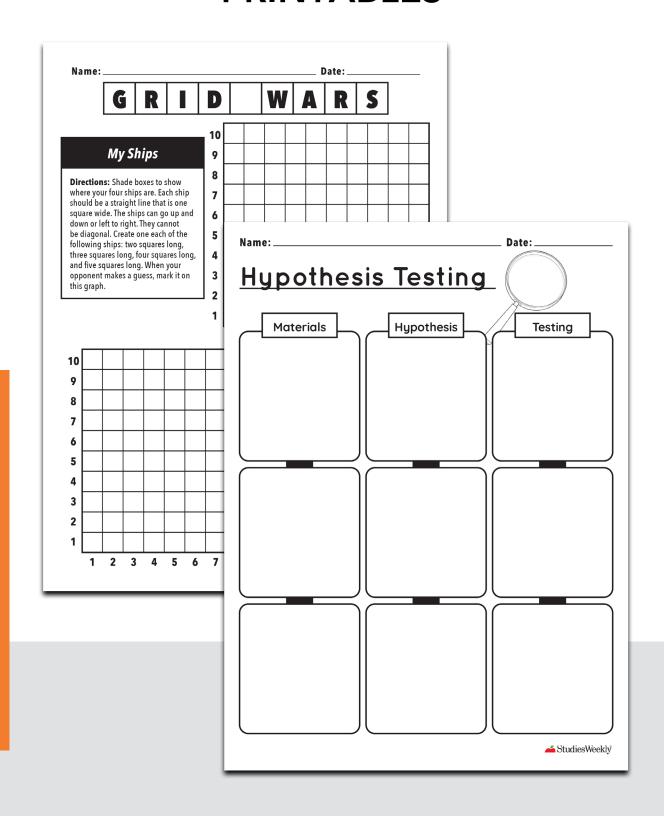
Lexile measure: 810L-1000L

Lesson Plan:

Show students the images of the Rubik's cube, in related media, if a real one
is not available. Ask the students what they know about the game. Ask if
there is anyone who can solve it. If so, have them describe to the class how
it works.

Games People Play | Week 03

PRINTABLES



Printables reinforce connections to the material.

ASSESSMENTS

D. England 5. One way to demonstrate losing.	is to finish the competition even when	
courtship; patiend		
6. What is the term for cor	Name	Date
A. balance	Horizons Studies Weekly: Journeys and Explorations	
B. importance		
C. perseverance	Games People Play	
D. tolerance	Week 3 Assessment	
7. Create a set of rules for		
	Only games played with balls are called sports. True False	
	2. A Rubik's cube is mainly a(n) game.	
	emotional; mental; physical	
1	3. What game was often played between entire villages?	
	A. bandalore	
	B. cubestorm	
	C. rugby	
	D. Soccer	
	4. What country has the oldest records of yo-yos?	
	A. America	
	B. China	
	C. Egypt	
	Games People Play Week 03	

Assessments allow you to carefully monitor student progress and understanding.



SEE MORE SUMMER SCHOOL/ELA SAMPLES



ASSESSMENTS

STUDIES WEEKLY ONLINE

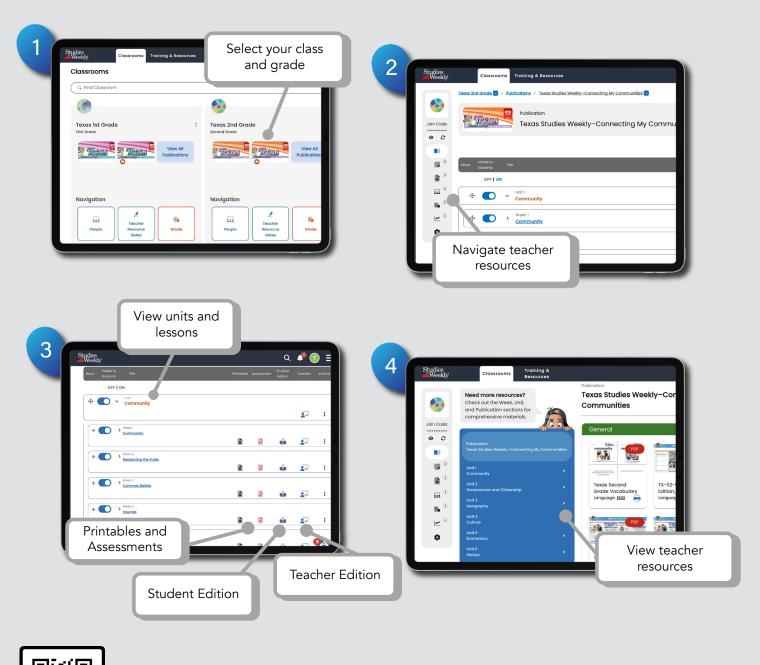
Our user-friendly digital learning program is used by over **1.7 MILLION TEACHERS** and **STUDENTS**. Similar to popular LMS platforms, it appeals to all learning styles with easy-to-use lesson plans, videos, and activities.



GETTING STARTED ONLINE

Once your purchase is complete, you can create an account at no additional cost. Visit online.studiesweekly.com to register.

Note: Because your school or district may use a rostering process to create your online login, please check with them first.



CUSTOMIZED PD

All sessions can be customized to fit your needs by:

- Content area
- Instructional focus
- Mode of delivery

- Grade level
- Learning outcomes
- Audience



Onboarding

Introductory sessions provide new customers with initial training and a guided tour of the print and online publications

Prerequisite for intermediate or advanced sessions



Instructional Modeling

Intermediate/advanced sessions provide instructional modeling to engage in hands-on experiences with the print and online publications



Train the Trainer

Intermediate/advanced sessions provide teacher leaders with professional development coaching in Studies Weekly



Curriculum Coaching

Sessions provide administrators and curriculum teams support in aligning Studies Weekly publications with local curriculum for sustained implementation

Studies Weekly awards PD credits for every completed PD session.

Studies Weekly means LOTS OF SUPPORT



Teacher Advocates



Looking for ways to make your lessons more engaging and immersive? As former teachers with years of in-class experience, the Teacher Advocates can help!

They can guide you through what a lesson could look like given your time and schedule, or show you ways to use the print materials to teach informational text skills, vocabulary, annotation, and ELA strategies. Teacher Advocates are available via calls, email or video conferencing.*

*Teacher Advocates are not available for homeschools

"I tried using the Teacher Advocate's ideas and the kids love them! Thank you! It's been a good morale booster!"

Teacher, TX

CONTACT US TO CUSTOMIZE YOUR PD OR CONNECT WITH A TEACHER ADVOCATE s-w.co/pd



iDISPONIBLE EN ESPAÑOL!

Las versiones en español de Studies Weekly para Estudios Sociales, Ciencia, Salud y Bienestar apoyan a sus **APRENDICES DEL INGLÉS** con el mismo contenido y plan de estudios.

"The interviews and the videos [in Studies Weekly Online] are so easy to include in a lesson plan and a lot of those videos are in Spanish as well.

I'm a very big advocate of bilingual education, and that's one of the main things that I'm always fighting for — having those resources translated and available for teachers and students. So Studies Weekly's great and works very well for us."

Social Studies Facilitator, TX



- Fomenta la lectura, escritura, expresión oral y la comprensión auditiva en ambos idiomas.
- Incorpora VIDEOS EN ESPAÑOL y un LECTOR DE AUDIO con velocidad variable.
- Incluye evaluaciones PREPARADAS y PERSONALIZABLES.
- Se complementa con los materiales impresos y en línea en inglés.
- La traducción es realizada por hablantes bilingües que también son **HABLANTES NATIVOS** de español.

ACADEMIC RIGOR

Each state's standards drive rigor by establishing the depth of learning expected of students.

Studies Weekly approaches rigor from multiple perspectives:

Standards Coverage

Studies Weekly's curriculum is 100% aligned with your state standards, including state-specific aspects.

Focus of Instruction

Curriculum is driven by essential questions focused on the standards covered for that week.

Reading Level

Curriculum is aligned with grade-level appropriate recommendations and Lexile measures.

Use of Primary Sources and/or Real Data

Important documents, speeches, data, graphs, photos, artwork, and other primary sources are embedded into the content and documented in a state-specific bibliography available with the publication.

Assessment

Studies Weekly publications include two levels of assessment:

Article Assessments

These assessments are primarily multiple choice and do not go above a DOK 1 or 2. Students can find answers in the text and revise their answers as needed.

Weekly Assessments

These are aligned to the standards and designed to be a summative assessment of key concepts for the week. Questions include open-ended responses and technology-enhanced items to increase academic rigor and reach strong DOK 2, and DOK 3 (through our online learning platform).

REPRESENTATION

Studies Weekly provides extensive scaffolding and access for persons with disabilities through screen readers, multimedia content, and lessons incorporating multiple learning modalities. Lesson plans include embedded ideas for differentiating instruction based on content, process, and product.

Representation of diverse student populations helps all students see positive representations of themselves and others.

Studies Weekly's content is based on facts while avoiding shame, exclusion, or erasure of any population, whether dominant or minority. We seek to provide a positive and wholesome learning environment for all students.

Although representation continues to evolve, with opinions and terminology changing year to year, Studies Weekly must abide by your state's adoption standards.

INDIGENOUS PEOPLE

Studies Weekly curriculum experts have reached out to tribal leaders and tribal organizations for their preferences regarding multi-tribal designation or terminology.

Whenever possible, most prefer to be called by their specific tribal name, and when referred to as a multi-tribal group, they prefer the terms American Indian or Indigenous People.

Since there isn't a consensus, Studies Weekly often uses the terms Indigenous People, Native American, and American Indians interchangeably when referring to more than one tribe. The term "American Indians" is predominantly used in Texas standards.

RESOURCES

These additional resources can help you determine how Studies Weekly works with your standards and instruction.















We're here to help! studiesweekly.com/contact (866) 311-8734