

| Monday 10/06/2025 | Tuesday 10/07/2025 | Wednesday 10/08/2025 | Thursday 10/09/2025 | Friday 10/10/2025 |
|---|---|--|---|---|
| <p>Morning meeting</p> <p>ELA Unit 1 Lesson 5 Day 2</p> <p>Standards 2.RF.4.a, 2.RL.1, 2.RF.4.c, 2.RF.4.b</p> <p>Students will... <ul style="list-style-type: none"> build oral language skills. read a Decodable Story. build fluency. </p> <p>Lesson / Instruction Phonics and Decoding: /er/ spelled er, ir, ur, or, and ear Developing Oral Language: POINT to a word in the word lines, and have the class read the word. Ask a student to use the word in a sentence. Then have another student use the same word in a different sentence.</p> <p><u>Fluency: Reading a Decodable Story Book 2, Story 16 : Learning to Swim</u> New High-Frequency Words: better, first, learn Reviewed High-Frequency Words: are, water EXPLAIN to students that reading a story multiple times helps readers become fluent readers. Tell them the more they reread a selection, the more natural their reading will sound. Multiple readings will help students read</p> | <p>Morning meeting</p> <p>ELA</p> <p>Music</p> <p>ELA</p> <p>Recess</p> <p>Math</p> <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>Odd/Even Game</p> <p>RTI</p> <p>Dictation and summarizing</p> <p>Recess</p> <p>Science</p> <p>Review previous topics</p> <p>ELA/Workshop time</p> <p>Paint pumpkins</p> <p>Guidance</p> <p>Library</p> | <p>Morning meeting</p> <p>Music</p> <p>ELA Unit 1 Lesson 5 Day 3</p> <p>Standards 2.L.2.d</p> <p>Students will... <ul style="list-style-type: none"> blend words with /or/ spelled or, ore. learn new high-frequency words. build oral language skills and vocabularies. apply sound/spelling correspondences to spell dictated words with /or/. </p> <p>Lesson / Instruction Phonics and Decoding: /or/ spelled or, ore Developing oral language: TELL students that order is a multiple-meaning word. Share the provided definitions with them. Tell students that order can be a noun or a verb. Ask them to use the word in different sentences to demonstrate its various meanings.</p> | <p>Morning meeting</p> <p>ELA Unit 1 Lesson 5 Day 4</p> <p>Standards 2.RF.4.a, 2.RF.4.c, 2.RF.4.b</p> <p>Students will... <ul style="list-style-type: none"> build oral language skills. read a Decodable Story. build fluency. </p> <p>Lesson / Instruction Phonics and Decoding: /or/ spelled or, ore Developing oral language: TELL students that order is a multiple-meaning word. Share the provided definitions with them. Tell students that order can be a noun or a verb. Ask them to use the word in different sentences to demonstrate its various meanings.</p> | <p>Morning meeting</p> <p>ELA Unit 1 Lesson 5 Day 4</p> <p>Standards 2.RF.4.a, 2.RF.4.c, 2.RF.4.b</p> <p>Students will... <ul style="list-style-type: none"> build oral language skills. read a Decodable Story. build fluency. </p> <p>Lesson / Instruction Phonics and Decoding: /or/ spelled or, ore Developing oral language: TELL students that order is a multiple-meaning word. Share the provided definitions with them. Tell students that order can be a noun or a verb. Ask them to use the word in different sentences to demonstrate its various meanings.</p> |

quickly, expressively, and smoothly. Use Routine 9, the Reading a Decodable Story Routine, to have students read "Learning to Swim." Checking Comprehension HAVE students answer the following questions to check their understanding of the story.

When does Burt learn to swim? Burt learns to swim after lunch. Who teaches Burt how to swim? Burt's dad teaches him how to swim. Why does Burt's head go under the water? Burt's head goes under the water because he jumps in.

Building Fluency
BUILD students' fluency by having them read "Learning to Swim" with a partner and circle /er/ spelling patterns. Have the partners reread the story aloud several times. Make sure students are reading the story accurately.

Students will complete independent checklist on the board when finished.

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during the

the card. This is a card for a special-vowel sound because the card has red letters on a blue background. Point to and read the spelling or, and remind students that some of the special-vowel sounds occur when the letter r follows a vowel. Tell them the spellings or and ore sometimes make the sound heard in the word stork, which is /or/.

Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the lines.

Use Routine 1A, the High-Frequency Words Routine, to introduce animal, black, and horse.

Display the sentences, and have students read each one using Routine 3, the Blending Sentences Routine.

About the Words and About the Sentences

Developing Oral Language

DISPLAY the word lines. Help students build their vocabularies by pointing to a word and having students name another word that has the same or nearly the same meaning. Use the following examples:

Ask volunteers to use a word from the word lines in a sentence. Then ask another

Have students answer the following questions to check their understanding of the story.

When does Dora get up to do her chores? Dora gets up in the morning when it is still dark. What does Dora wish for? Dora wishes she did not have chores. Where does Dora ride the black horse? Dora rides the black horse to the store.

Building Fluency
Build students' fluency by having them read "Farm Chores" with a partner. Have the partners reread the story aloud several times.

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. For additional practice with the sound/spellings from this lesson, have students read Story 17: "Mort on His Porch" from Practice Decodable Stories during the Workshop.

Enrichment: I will use this information to determine what students will do during workshop time. Students will

Workshop to reteach the skills taught in this part of the lesson. For additional practice with the target sound/ spellings in this lesson, have students read Story 16: "Pearl Helps Burt" from Practice Decodable Stories.

Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards.

ELA

Unit 1 Lesson 5 Day 2

Standards

2.W.7, 2.W.6, 2.RF.4.b, 2.RL.10, 2.RL.7

Students will...

- identify Main Idea and Details within paragraphs.
- apply provided information and prior knowledge to Make Inferences.
- demonstrate understanding of selection vocabulary words.
- read grade-level text orally, with accuracy.
- choose a type of presentation for Inquiry.

Lesson / Instruction

Close Reading

INFORM students

student to repeat the sentence, replacing the word from the word line with its synonym.

Guided Practice

ASSIGN pages 59–60 from Skills Practice 1 for students to apply /or/ spelled or and ore.

Dictation and Spelling

USE Routine 7, the Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate the words and sentences for students to write.

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. Have students work in pairs during Workshop. One student asks a question using a word from the word lines, and the partner responds using the same word in a statement

Enrichment: I will use this information to determine what students will do during workshop

work on using multisyllabic words following the similar sound and spelling cards.

ELA

Unit 1 Lesson 5 Day 4

Standards

2.RL.5, 2.RL.7, 2.RL.3, 2.RL.6, 2.RI.1, 2.RF.4.b, 2.SL.1.a, 2.W.7

Students will...

- demonstrate understanding of Language Use and the Story Element of Plot.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with expression.
- schedule presentations for Inquiry.

Lesson / Instruction

Close Reading

TELL students that, rather than rereading the entire selection a third time, they will look closely at specific parts of the story

Language Use: TELL students that dialogue is a kind of Language Use.

Dialogue is "conversation" or "the words spoken by characters in a story."

Story Elements: Plot

Explain that the story element plot refers to the structure of a story.

Writer's Craft: Plot and Language Use

Examples found in

that during the second read of "The Final Game" they will analyze the text. Explain that this means using different methods to take a closer look at the text.

Before you begin the second read of "The Final Game," teach the following methods for understanding complex text.

Access Complex Text

Making Inferences

REMIND students that when readers Make Inferences, they use information provided in the text along with their own knowledge to understand details the author does not include in the story.

Main Idea and Details
REMIND students that they identified Main Idea and Details when they read the informational text "Ants and Aphids Work Together."

Now, they will apply this skill to realistic fiction. Remind students that a main idea is the most important idea in a paragraph or section of text.

Practice Vocab

USE Routine 11, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words. Display the selection vocabulary words from "The Final Game." Ask students

time. Students will work on using multisyllabic words following the similar sound and spelling cards. Have students write pairs of rhyming words using the sound/spellings in the word lines during Workshop. Have students write fill-in-the-blank sentences for a partner to complete using a word from the word lines during Workshop.

ELA

Unit 1 Lesson 5 Day 3

Standards

2.RL.1, 2.W.7,
2.W.8, 2.RL.10,
2.RF.4.b, 2.W.6,
2.L.5.b, 2.L.6,
2.RL.3, 2.SL.4

Students will...

- identify Main Idea and Details within paragraphs.
- apply provided information and prior knowledge to Make Inferences.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with prosody.
- work on a presentation plan for Inquiry.

Lesson / Instruction

Access Complex Text

Main idea and making inference examples from teacher's edition

Text Connections

TE Social Studies Connection

REMIND students that bulleted lists tell about a series of related ideas or points and help with readability and comprehension. DISPLAY and read aloud "There is No 'I' in Team." Have student pairs answer the questions. REVIEW with students reliable websites they can visit to research the word institution.

Look Closer

READ each question with the class. Call on various students to answer the questions. Provide enough time for students to respond to each other's questions and to ask new ones when relevant to the topic. Then have students complete the Write Activity on their own.

Extended Vocab

USE Routine 11, the Selection Vocabulary Routine, to have students extend their vocabulary.

Fluency

TELL students that reading with expression helps to communicate the mood and meaning of text. Remind them that an exclamation point at the end of a sentence signals excitement, and the sentence should be read with special emphasis. Dialogue is also read with

the following questions (In teacher's manual) and have them respond with the appropriate vocabulary words. Have students complete Skills Practice 1 pages 61–62.

Fluency: Accuracy
POINT OUT that some words in this selection might be unfamiliar to students. Explain to students that when they encounter these words, they should slow down, sound out the pronunciation, reread the sentence, and then continue reading the passage. Tell students that pronouncing words accurately is important because it supports both the reader's and the listener's understanding of the text.

Read aloud page 102 from "The Final Game." When you encounter a multisyllabic word, such as professional, read the word syllable by syllable (pro /fes/sion/al) before rereading the entire word correctly. Finally, reread the entire sentence fluently and automatically.

Have students read the page twice with a partner.

Inquiry Step 5: Develop Presentations
TELL students that

HAVE students turn to page 118 of Student Anthology 1. Read each question with the class. Call on various students to answer the questions. Provide enough time for students to respond to each other's questions and to ask new ones when relevant to the topic. Draw students' attention to the Did You Know? feature on page 118. As a class, discuss the information. Talk about why giant hockey pucks might be useful in training astronauts.

Apply Vocab
USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 120–121. Start by reviewing the words and definitions with students. Then explain to them that many English words can be used in different ways. Sometimes a word can function as a noun, but also as a verb. Sometimes a suffix can change a noun into an adjective. Tell students to pay close attention to this week's selection vocabulary words and how each word is used. You may want to have students compare and contrast the new and original definitions and parts

expression and in a voice that reflects the character who is speaking.

Inquiry:Step 5- Develop Presentations

MAKE a schedule for the presentation with the class and rehearse the presentation. If you are all to be involved in one presentation, consider inviting another class or group of students to act as your audience.

Differentiation / Accommodations

Intervention: If students are struggling to read or comprehend the stories/decoding, this will be a focus in our workshop time. We will focus on using blending routines to figure out tricky words. We will use the sound and spelling cards to review with the kids. For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the writer's craft skills and vocabulary words taught in this lesson.

Enrichment: Have students create a small presentation for other small groups about what they have learned so far about "teamwork" on our question and concept board. Ask students to imagine the plot of "The Final

research is a process that is essentially endless—a researcher can continually revise conjectures and find new information. Explain that researchers also present findings from time to time. Brainstorm possible ways to present the information you have found as a class. To give students exposure to the way a slideshow program works, have them view the Inquiry Videos found in the online resources. Explain that a slideshow related to the dog breed conjecture could involve showing photos of different breeds that have lists of qualities that help each breed work well with people in a particular way. Discuss other types of slides that could be used to display information. As a class, choose the way you will plan to present your findings.

Differentiation / Accommodations

Intervention: If students are struggling to read or comprehend the stories/decoding, this will be a focus in our workshop time. We will focus on using blending routines to figure out tricky words. We will use the sound and

of speech. Remind students that the concept vocabulary word is assistance. Have them discuss the question on page 111: Think about the word assistance. What are some synonyms, or other words, for the word assist? Possible Answer: help, aid, support Have students listen carefully to the words provided by others in this class conversation, and to then use adjectives and adverbs to explain the difference in shades of meaning among all these closely-related verbs.

Practice

Comprehension

HAVE students turn to Skills Practice 1 pages 63–64. Read the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually.

Fluency: Prosody

REMIND students that phrasing, or grouping words, is an important aspect of fluency. Reading with phrasing makes reading sound natural and creates a pleasing rhythm that helps listeners make sense of the text. Demonstrate by reading aloud the following sentences from page 100 of “The Final Game.”

Inquiry: Step 5:

“Game” from a Bombers player’s point of view. Then have students briefly summarize the plot from that player’s perspective.

ELA/Workshop time

Unit 1 Lesson 5 Day 4

Standards

2.W.1, 2.W.1.a, 2.W.1.b, 2.W.1.c, 2.W.6

Students will...

- publish an opinion piece.
- evaluate an opinion piece based on writer’s goals.
- capitalize the first letter of sentences.
- practice the formation of small letters n and r.

Lesson / Instruction

Writing An Opinion Piece: Publishing
REMIND students that the final step of the writing process is publishing. They will produce a final copy of each opinion piece and present it to others.

REFER students to Skills Practice 1 page 52 for a publishing checklist. Model rewriting your revised and edited opinion piece to create a clean copy. Have students follow your model and create their own neatly-written or digitally typed and printed copies, adding

spelling cards to review with the kids. For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach accessing complex text skills and vocabulary words taught in this lesson

Enrichment: Have students create a small presentation for other small groups about what they have learned so far about "teamwork" on our question and concept board.

Computers

Recess

Math

Lesson 4-6 Solve Two-Step Put Together and Take Apart Problems

Standards

2.OA.1

Students will....

- I can represent two-step put together and take apart problems.
- I can solve two-step put together and take apart problems.

Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:

Develop Presentations

TELL students it is time to finalize the presentation plan. Explain that when creating a presentation, it will be important to be sure the presentation gives all of the following information: what your inquiry question and conjecture were; what new things you now understand; what sources you used, and what new questions you now have.

As a class, begin organizing findings and identify individuals or small groups to present different parts. For example, if creating a slideshow presentation related to the dog breed conjecture, one group could locate images of dog breeds, one group could write the text to go with each image, one group could work with you to create the slides, and one group could plan to explain the slides before an audience.

Differentiation / Accommodations

Intervention: If students are struggling to read or comprehend the stories/decoding, this will be a focus in our workshop time. We will focus on using blending

drawings or other visuals if they wish.

USE Routine 18, the Presenting Writing Routine, to have students publish and present their writing.

Grammar, Usage, and Mechanics
REVIEW with students that not every capitalized word indicates the beginning of a new sentence, but every new sentence must begin with a capital letter. The first letter of every complete sentence is a capital letter, so a reader can distinguish one sentence, or complete thought, from another. Tell students they will capitalize the first letter of every complete sentence they write.

ASK students the following questions: Why would you encounter capitalized words in the middle of a sentence? Words may be capitalized because they are proper nouns.

What purpose do capital letters serve? Possible Answers: They separate one sentence from the next in a paragraph. They show that a noun names a specific person, place, thing, or idea.

INSTRUCT students to turn to Skills

- Pose the problem
Ask 2 clarifying questions
- Develop the Math Guided Exploration Path- follow the slides that are online
- Bring it Together
4. Practice and Reflect- page 123-124

Differentiation / Accommodations

Intervention: If they don't understand these problems, we will focus more on these during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 4-6 to help us.

Extension: Students will choose extended thinking activities during the Tier 2/Title math time.

Students will do Use it activity or the websketch Exploration from the online portion.

Lunch

Recess

Tier II/III Math

Arrays

RTI

Dictation and finish book paper

Recess

RTI Tier III

ELA/Workshop time

Unit 1 Lesson 5 Day

2

routines to figure out tricky words. We will use the sound and spelling cards to review with the kids. Direct students to specific sentences and passages in the story to help them support valid inferences with text evidence.

Enrichment: Have students create a small presentation for other small groups about what they have learned so far about "teamwork" on our question and concept board. During Workshop, have students write several sentences that include temporal words.

Recess

Math

Lesson 4-7 Represent and Solve Compare Problems

Standards 2.OA.1

Students will...

- I can represent Compare problems where the greater quantity is unknown.
- I can solve compare problems where the greater quantity is unknown.

Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious

Practice 1 pages 69–70. Read aloud the Focus section, and complete the first two items as a class. Have students complete the remaining items with a partner.

REVIEW with students the formation of small letters n and r.

Differentiation / Accommodations

Intervention: If students are having difficulty revising their writing, then have them read their persuasive paragraphs to you individually during Workshop, so you can offer suggestions for revision. Offer help in publishing their writing too.

Enrichment: Have students type up their published writing and create a cover page or rewrite their piece and draw a cover page or illustration to go with the writing.

P.E.

Math

Lesson 4-8 Represent and Solve More Compare Problems

Standards 2.OA.1

Students will...

- I can represent compare problems where the lesser quantity is unknown.
- I can solve compare

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|------------------------|
| Social Studies |
| Review previous topics |

| |
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| Science |
| Review previous topics |

slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:
- Pose the problem
Ask 2 clarifying questions
- Develop the Math Guided Exploration Path- follow the slides that are online
- Bring it Together
4. Practice and Reflect- page 127-128

Differentiation / Accommodations

Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 4-7 to help us.

Extension: Students will choose extended thinking activities during the Tier 2/Title math time.
Students will do Use it activity or the websketch Exploration from the online portion.

Lunch

Recess

Tier II/III Math

Patterns counting by 2 and 5

RTI

Dictation and main idea/details

Recess

problems where the lesser quantity is unknown.

Lesson / Instruction

1. Number Routine:
Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:
- Pose the problem Ask 2 clarifying questions
- Develop the Math Guided Exploration Path- follow the slides that are online
- Bring it Together
4. Practice and Reflect- page 131-132

Differentiation / Accommodations

Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 4-8 to help us.

Extension: Students will choose extended thinking activities during the Tier 2/Title math time.
Students will do Use it activity or the websketch Exploration from the online portion.

Lunch

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| RTI Tier III | Recess |
| ELA/Workshop time | Tier II/III Math |
| Unit 1 Lesson 5 Day 3 | Patterns by 10 |
| Standards | RTI |
| 2.W.5, 2.L.2.f, 2.W.1.d, 2.W.1.c, 2.W.1.b, 2.W.1.a, 2.W.1 | Dictation and Compare/contrast |
| Students will... | Recess |
| revise and edit an opinion piece draft. capitalize the first word of every sentence. • review spelling words 4 | RTI Tier III |
| Lesson / Instruction | Writing An Opinion Piece: Publishing |
| Consult print and digital reference materials, as needed to check and correct spellings by having students edit their opinion pieces using the checklist on Skills Practice 1 page 52. Have students use the proofreading symbols shown on Skills Practice 1 page 66. Tell students to reread their opinion pieces several times to look for errors in spelling, grammar, punctuation, and capitalization. Tell students they should consult reference materials, including beginning dictionaries, to check and correct spellings. Have students revisit the rubric before editing. • WRITE the following words on the board, and have students write sentences using the words. Remind students to begin each sentence with a capital letter. • the Courtney mice • ASSIGN pages | REMINDED students that the final step of the writing process is publishing. They will produce a final copy of each opinion piece and present it to others. REFER students to Skills Practice 1 page 52 for a publishing checklist. Model rewriting your revised and edited opinion piece to create a clean copy. Have students follow your model and create their own neatly- |

67–68 from Skills Practice 1 for students to practice spelling words with /er/ spelled er, ir, and ur, and /or/ spelled or and ore

Differentiation / Accommodations

Intervention: If students are having difficulty revising their writing, then have them read their persuasive paragraphs to you individually during Workshop, so you can offer suggestions for revision.

Enrichment: If students understand the revising process, then have them revise another piece of writing during Workshop. If students need help revising their writing, then have them reread their writing during Workshop and ask themselves the following questions: Have I made my opinion clear? Do my reasons support my opinion? Do my explanations support the reasons? Have I included a strong ending that summarizes my opinion?

Social Studies
Review previous topics

P.E.

written or digitally typed and printed copies, adding drawings or other visuals if they wish.

USE Routine 18, the Presenting Writing Routine, to have students publish and present their writing.

Grammar, Usage, and Mechanics REVIEW with students that not every capitalized word indicates the beginning of a new sentence, but every new sentence must begin with a capital letter. The first letter of every complete sentence is a capital letter, so a reader can distinguish one sentence, or complete thought, from another. Tell students they will capitalize the first letter of every complete sentence they write.

ASK students the following questions: Why would you encounter capitalized words in the middle of a sentence? Words may be capitalized because they are proper nouns. What purpose do capital letters serve? Possible Answers: They separate one sentence from the next in a paragraph. They show that a noun names a specific person, place, thing, or idea.

INSTRUCT students to turn to Skills Practice 1 pages 69–70. Read aloud the Focus section, and complete the first two items as a class. Have students complete the remaining items with a partner.

REVIEW with students the formation of small letters n and r.

Differentiation / Accommodations

Intervention: If students are having difficulty revising their writing, then have them read their persuasive paragraphs to you individually during Workshop, so you can offer suggestions for revision. Offer help in publishing their writing too.

Enrichment: Have students type up their published writing and create a cover page or rewrite their piece and draw a cover page or illustration to go with the writing.

Social Studies

Early dismissal

Science

Early dismissal