

Monday 09/01/2025	Tuesday 09/02/2025	Wednesday 09/03/2025	Thursday 09/04/2025	Friday 09/05/2025
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA Unit 1 Getting Started Day 8 Standards 2.RF.4.a, 2.RF.4.b, 2.RF.4.c, 2.L.2.e, 2.RL.1, 2.RF.3.f	Music ELA Unit 1 Getting Started Day 9 Standards 2.RF.4.c, 2.RF.4.b, 2.RF.4.a, 2.RL.1, 2.L.2.e	ELA Unit 1 Getting Started Day 10 Standards 2.RF.4.a, 2.RF.4.b, 2.RF.4.c, 2.L.2.e, 2.RL.1	ELA Unit 1 Getting Started Day 10 Standards 2.RF.4.a, 2.RF.4.b, 2.RF.4.c, 2.L.2.e, 2.RL.1	ELA Unit 1 Lesson 1 Day 1 Standards 2.L.1.g, 2.L.2.e
Students will: review /e/ spelled e, _ea_ and /o/ spelled o. build oral language skills and vocabularies. apply sound/spelling correspondences to spell dictated words with /e/ and /o/. read a Decodable Story. build fluency.	Students will: review /kw/ spelled qu_; /u/ spelled u; /v/ spelled v; /y/ spelled y_; and /z/ spelled z, zz, _s. build oral language skills. apply sound/spelling correspondences to spell dictated words with /kw/, /u/, /v/, /y/, and /z/. read a Decodable Story. build fluency.	Students will: review consonant and short-vowel sounds and spellings. build oral language skills and vocabularies. apply sound/spelling correspondences to spell dictated words with consonant and short-vowel sounds. read a Decodable Story. build fluency.	Students will: review consonant and short-vowel sounds and spellings. build oral language skills and vocabularies. apply sound/spelling correspondences to spell dictated words with consonant and short-vowel sounds. read a Decodable Story. build fluency.	Students will... -Blend words with /ch/ spelled ch, /th/ spelled th, and /sh/ spelled sh. -Learn new high-frequency words. -Build oral language skills. Apply sound/spelling correspondences to spell dictated words with /ch/, /th/, and /sh/.
Lesson / Instruction Sound/Spelling Cards: E, O Blending: Routine 2 and 4 for words, Routine 3 for sentences - Introduce HFW using Routine 1A- Stop, Tell, Who About the Words and Sentences Oral Language: • object, project, progress syllables and meanings change Dictation: Routine 7 Decodables: HFW- stop, tell, who, me, A Contest!	Lesson / Instruction Sound/Spelling Cards: U, Q, V, Y, Z Blending: Routine 2 and 4 for words, Routine 3 for sentences - Introduce HFW using Routine 1A- ten, us About the Words and Sentences Oral Language: Ask a student to use the word in a sentence. Then have another student extend the sentence by telling who, what, where, when, why, or how.	Lesson / Instruction Sound/Spelling Cards: A, X, H Blending: Routine 2 and 4 for words, Routine 3 for sentences - Introduce HFW using Routine 1A- ten, us About the Words and Sentences: Sentences: Have students identify the short-vowel sound/ spellings. Oral Language: • <i>This means the opposite of more. less</i> • <i>This hangs at the top of a pole and waves in the wind. flag</i>	Lesson / Instruction Sound/Spelling Cards: A, X, H Blending: Routine 2 and 4 for words, Routine 3 for sentences - Introduce HFW using Routine 1A- ten, us About the Words and Sentences: Sentences: Have students identify the short-vowel sound/ spellings. Oral Language: • <i>This means the opposite of more. less</i> • <i>This hangs at the top of a pole and waves in the wind. flag</i>	Lesson / Instruction <u>Phonics and Decoding (ch, th, sh)</u> <u>LAUNCH THEME</u> Learning about teamwork. Students turn to Student Anthology 1. READ the big idea and discuss strategies or "rules" to work well with others. Page 20-21- review pictures and answer the question "How are these teams working together?" READ Theme Connections on page 21- review photographs and discuss question. <u>PLAY BACKGROUND VIDEO</u> Refer to the question and concept board- have a few images regarding teamwork already posted on the
Differentiation / Accommodations Intervention: Have students read decodables with me,				

<p>and bring decodables home to practice. Continue working on phonics skills during small group time. Review HFW as a small group with flashcards- HFW flashcards also sent home to practice.</p> <p>Enrichment: Have students focus on fluency- expression, rate, etc. Read with a partner out loud to practice these skills.</p>	<p>Ask rhyming questions. For example:</p> <ul style="list-style-type: none"> • Which word rhymes with man? <i>van</i> • Which word rhymes with fluff? <i>stuff</i> • Which words rhyme with strap? <i>zap and yap</i> <p>Dictation: Routine 7 Decodables: HFW- ten, us, no, <i>Gwen Must Run</i></p>	<ul style="list-style-type: none"> • This is the bottom and edges of a pie. <i>crust</i> • You do this when you go see a person or a place. <i>visit</i> <p>Dictation: Routine 7 Decodables: HFW- are, came, saw, too, <i>Buzz, Buzz, Buzz</i></p>	<p>wall. Have students add any questions they may have and continue to refer back to the board throughout the unit. Culminating task- writing information about what they learned about teamwork</p>
<p>Music</p> <p>ELA</p> <p>Unit 1 Getting Started Day 8</p> <p>Standards 2.RF.4.b, 2.RI.2</p> <p>Students will:</p> <p>read grade-level text with purpose and understanding. identify Main Idea and Details in a section of text. demonstrate understanding of selection vocabulary words. read grade-level text orally, with automaticity.</p> <p>Lesson / Instruction</p> <p>Close Reading: Read first part of "Big Animal Vets" again- introducing Main Idea and Details before reading (Reading Resources in Student Anthologies)</p> <p>Accessing Complex text: Reread Page 13, discuss main ideas and details</p>	<p>Differentiation / Accommodations</p> <p>Intervention: Have students read decodables with me, and bring decodables home to practice. Continue working on phonics skills during small group time. Review HFW as a small group with flashcards- HFW flashcards also sent home to practice.</p> <p>Enrichment: Have students focus on fluency- expression, rate, etc. Read with a partner out loud to practice these skills.</p>	<p>Differentiation / Accommodations</p> <p>Intervention: Have students read decodables with me, and bring decodables home to practice. Continue working on phonics skills during small group time. Review HFW as a small group with flashcards- HFW flashcards also sent home to practice.</p> <p>Enrichment: Have students focus on fluency- expression, rate, etc. Read with a partner out loud to practice these skills.</p>	<p>BLENDING</p> <p>Introduce sound/ spelling cards 32, 33, 34.</p> <p>Introduce term consonant digraph- a spelling with at least 2 letters that make one new sound. (th, ch, sh) Help students understand the difference between voiced /th/ (the) and unvoiced /th/ (thank). Feel the voice box.</p> <p>Model how to use Whole Word Blending Routine, with the word shell. Then use Routine 2 to help students blend and read words in the lines. Have students say the sound for each spelling. Blending motion from left to right. Then point to the word again and have them say it naturally. Complete the line.</p>
<p>ELA</p> <p>Unit 1 Getting Started Day 9</p> <p>Standards 2.RF.4.b, 2.RI.10, 2.RI.7</p> <p>Students will:</p> <p>read grade-level text with purpose and understanding. recognize Language Use in a poem. read grade-level text orally, with prosody.</p> <p>Lesson / Instruction</p> <p>Build Background: Pages 18-19, point out title, explain <i>pride</i>, recall</p>	<p>ELA</p> <p>Unit 1 Getting Started Day 9</p> <p>Standards 2.RF.4.b, 2.RI.10, 2.RI.7</p> <p>Students will:</p> <p>read grade-level text with purpose and understanding. describe how Text</p>	<p>ELA</p> <p>Unit 1 Getting Started Day 10</p> <p>Standards 2.RL.4, 2.RF.4.b</p> <p>Students will:</p> <p>read grade-level text with purpose and understanding. recognize Language Use in a poem. read grade-level text orally, with prosody.</p> <p>Lesson / Instruction</p> <p>Build Background: Pages 18-19, point out title, explain <i>pride</i>, recall</p>	<p>For Multisyllabic words use Routine 4- Closed Syllables Routine. Remind students every syllable needs a vowel sound and a vowel spelling. Point to the word <i>enchant</i>. Have students</p>

<p>Practice Vocab: Use Routine II Selection Vocab to practice</p> <ol style="list-style-type: none"> 1. <i>Which word names something caused by a certain virus? rabies</i> 2. <i>Which word is a synonym for care for? treat</i> 3. <i>Which word is a synonym for sicknesses? seases</i> 4. <i>Which word names injuries to the body? wounds</i> 5. <i>Which word describes a work you do for your entire life? career</i> <p>Fluency: Automaticity, reading page 13 practicing automaticity with partner, while teacher walks around assessing how students are doing</p>	<p>Features support understanding of a text. apply selection vocabulary to new contexts. read grade-level text orally, with prosody.</p> <p>Lesson / Instruction</p> <p>Close Reading: Writer's Craft-techniques that writer's use, Reading Resources (student Anthologies- Writer's Crafter section), photographs, text features, captions</p> <p>Writer's Craft: Text features, Page 14-captions, Page 16- small, inset photo, without a caption?, Have students write a one-sentence caption for photograph at the bottom of page 16</p> <p>Review Vocab: Routine II Selection Vocab Routine</p> <ol style="list-style-type: none"> 1. <i>In order to treat dangerous animals, big animal vets _____.</i> Possible Answer: <i>first make the animals sleep</i> 2. <i>Scientists study diseases in order to _____.</i> Possible Answer: <i>find ways to cure them</i> 3. <i>If you notice wounds on your pet, you</i> 	<p>what they learned about lions and other animals in Big Animal Vets, look for connections between poem and information text as they read.</p> <p>Read the Poem: Listen for pattern in the poem "The Pride", phrasing that emphasizes the rhythm of the lines as well as rhyming words</p> <ul style="list-style-type: none"> • Essential Question: Which words or phrases help you visualize the setting described in this poem? <p>Writer's Craft: Language use- stanzas, reread listening for rhyming (day/ away, quake/ make, hide/pride), poets use nouns, verbs, adj. to help visualize or see the scene (sprawl, flick, replace for lie, and move). Reread the rest of the poem pointing out the words blazes, quake, frolic</p> <p>Fluency: Read aloud chorally, paying attention to punctuation marks</p>	<p>identify the vowel spellings in enchant. e, a. Model blending sentences. HFW: far, upon, how, far, put, the</p> <p>ABOUT THE WORDS AND SENTENCES</p> <p>DEVELOPING ORAL LANGUAGE</p> <p>Have students PRODUCE a sentence using the word. EXPAND by asking 5W's and how. Finish all words in the lines. Assess how students PRODUCE and EXPAND their sentences.</p> <p>GUIDED PRACTICE</p> <p>ASSIGN pages 1-2 from Skills Practice I. Read the focus section aloud and do the first 2 items together, then complete them individually.</p> <p>DICTATION and SPELLING</p> <p>Use Routine 7</p>
<p>Differentiation / Accommodations</p> <p>Intervention: During small group intervention, have students practice finding the main idea and details that go with it in a simpler text. Have students practice automaticity with decodables before moving onto more complex text.</p> <p>Enrichment: Have students provide other synonyms for the vocabulary words. Having students practice automaticity with a</p>	<p>Differentiation / Accommodations</p> <p>Intervention: Reread the same poem, pointing out and circling each descriptive word/ phrase. Have students read poem with me to hear the</p>		<p>words and writing them correctly. Check students understanding of GENERALIZING</p>

<p>partner and to themselves. After finding the main idea of the text, encourage students to find the key details that go along with that main idea in other texts that they read within class- EPIC, classroom library, etc.</p>	<p>should _____ Possible Answer: take it to the vet</p> <p>4. One career that looks interesting is _____ Possible Answer: being a chef in a restaurant</p> <p>5. You would not want to get rabies because _____ Possible Answer: it is a disease that could harm you</p>	<p>flow of how it should be read, practice reading out loud to themselves or with a partner.</p>	<p>learned spelling patterns when practicing their spelling.</p>
<p>Recess</p> <p>Math</p> <p>Lesson 2-1 Understand Hundreds</p> <p>Standards 2.NBT.1.a, 2.NBT.1</p> <p>I can explain how 10 groups of ten equal 100.</p>	<p>Fluency: Page 13 of "Big Animal Vets". Mark natural phrase and clause boundaries with slashes, note pauses while reading, talk about how words are related in each group. Then have students read naturally using guides, gradually phase out markers/ slashes as they become more comfortable.</p>	<p>ELA/Workshop time Unit 1 Lesson 1 Day 4</p> <p>Students will:</p> <ul style="list-style-type: none"> evaluate a TREE diagram as a plan for writing opinion pieces. use linking words when writing. review common and proper nouns. practice the formation of small letters i and l. 	<p>WORD BUILDING Individual letter cards- practicing spelling words by identifying each sound and spelling words by pulling down for each sound.</p>
<p>Lesson / Instruction</p> <ol style="list-style-type: none"> Number Routine: Math Picture- discuss prompts to talk about student reasoning. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual Explore and Develop: <ul style="list-style-type: none"> Pose the problem Ask 2 clarifying questions Develop the Math Guided Exploration Path- follow the slides that are online Bring it Together Practice and Reflect- page 35-36 <p>Walk around during practice and reflect to assess student understanding. Use exit ticket to have students work individually to grasp understanding of</p>	<p>Differentiation / Accommodations</p> <p>Intervention: Have students read the sentences naturally, using the markers as guides. To scaffold the instruction, mark the boundaries in the beginning and have students practice reading using the already-marked passages. Provide definitions of words before students read the text. During small</p>	<p>Lesson / Instruction Writing an Opinion Piece: prewriting</p> <p>Evaluate the Plan and Set goals Guided practice: TREE diagram Apply: Display ePresentation visual of list of linking words. Write practice sentences on the board. Language Arts Handbook pages 158-161 has examples of and explanations about linking words.</p>	<p>Differentiation / Accommodations</p> <p>Assessment: Skills practice page 1-2, results from informal assessment during class discussion, formal assessment during oral language and dictation and spelling</p> <p>Intervention: RETEACH for students needing additional support, using the Intervention Teacher's Guide during the Workshop to reteach skills taught during this lesson.</p> <p>Enrichment: Using the information from the assessment</p>

<p>concept.</p> <p>Differentiation / Accommodations</p> <p>Intervention: If they don't understand 10s that make a hundred, 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 2-1 to help us.</p> <p>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.</p>	<p>group, review HFW and vocab words with students. Practice reading fluency with the text we have been working with all week.</p> <p>Enrichment: Have students read the sentences naturally, using the markers as guides. As students become comfortable, have them mark what they are reading with boundary markers. Gradually phase out the markers or slashes. Have students continue practicing reading fluently, providing other information texts from classroom library for them to practice with.</p>	<p>Grammar, usage, and mechanics: Common and Proper nouns</p> <p>Instruct: review the difference between common and proper nouns. Tell students they will use a common or proper noun in every complete sentence they write.</p> <p>Guided practice: Display ePresentation and have volunteers circle each proper noun and underline common nouns</p> <p>Apply: Have students name common and proper nouns, write them on the board. Have students create and write sentences using the common and proper nouns they suggested. Tell them to underline common and circle proper nouns in each of their sentences.</p>	<p>during the lesson will help me to determine what students will be working on during workshop time. Practicing reading with whole-word blending and closed syllable routine with their decodables will be part of this individual time.</p>
<p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>Prodigy/Boddle</p> <p>RTI</p> <p>Independent reading</p>	<p>Recess</p> <p>Math</p> <p>Lesson 2-2 Understand 3-digit Numbers</p> <p>Standards</p> <p>2.NBT.1, 2.NBT.1.b</p> <ul style="list-style-type: none"> I can identify the digits in a 3-digit number I can show 3-digit numbers. 	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> Number Routine: Math Picture- discuss prompts to talk about student reasoning. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual Explore and Develop: <ul style="list-style-type: none"> Pose the problem Ask 2 clarifying 	<p>ELA</p> <p>Unit 1 Lesson 1 Day 1</p> <p>Standards</p> <p>2.RIT.1, 2.SL.1.a, 2.SL.2</p> <p>Students will...</p> <ul style="list-style-type: none"> recount key details from the read-aloud selection determine how the read-aloud connects to the unit theme. generate questions for the concept/question board generate questions for Inquiry <p>Essential Question: In what ways does Anne communicate with Helen?</p>
<p>Recess</p> <p>Science</p> <p>Topic 3 Lesson 2- Water on Earth +Quest Check In Part 1</p> <p>I can identify different bodies of water. I can tell whether a body of water is solid or liquid.</p> <p>Lesson / Instruction</p> <p>Vocabulary- fresh water, glacier Watch video about</p>	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> Number Routine: Math Picture- discuss prompts to talk about student reasoning. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual Explore and Develop: <ul style="list-style-type: none"> Pose the problem Ask 2 clarifying 	<p>Penmanship: small letters i and l</p> <p>Instruct: Model for students, instruct students to mimic movements, saying stroke sayings aloud with teacher</p> <p>Apply: students write each of the letters on paper several times, writing neatly and</p>	<p>Lesson / Instruction</p> <p>BUILD BACKGROUND</p> <p>Discuss teamwork-first talk about discussion rules(informally assessing students' knowledge of rules by asking them to provide me with examples). Provide</p>

<p>different bodies of water</p> <p>UInvestigate Lab- where is the best place to cross the water</p> <p>Read and Answer questions- pages 92-94</p> <p>Quest Check-In- Describe Earth's Water</p> <p>Differentiation / Accommodations</p> <p>Intervention: I will walk around the review students information, If they are having struggles on getting the need information, we may use sentence starters or examples on what is need based on my examples.</p> <p>Extension: If students understand the information, they will create a video explaining the information they have learned about landforms.</p>	<p>questions</p> <ul style="list-style-type: none"> - Develop the Math Guided Exploration Path- follow the slides that are online - Bring it Together <p>4. Practice and Reflect- page 39-40</p> <p>Walk around during practice and reflect to assess student understanding. Use exit ticket to have students work individually to grasp understanding of concept.</p> <p>Differentiation / Accommodations</p> <p>Intervention: If they don't understand the different place values of ones, tens, and hundreds that make a number, 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 2-2 to help us.</p> <p>Extension: Students will choose extended thinking activities during the Tier 2/TITLE math time.</p> <p>Students will do Use it activity or the websketch Exploration from the online portion.</p>	<p>leaving margins on left and right side of paper. Tell students to correct or rewrite any poorly formed letters.</p> <p>Differentiation / Accommodations</p> <p>Intervention: Review TREE diagram during small group workshop time.</p> <p>Review linking words and practicing forming sentences together during small group time. Practice common vs proper nouns playing a review game.</p> <p>Enrichment: If students understand concept of common and proper nouns, during workshop divide into small groups and instruct them to make a list of common and proper noun's from this week's reading selection.</p>	<p>info about Helen Keller and Anne Sullivan.</p> <p>GENRE</p> <p>Tell students it is a journal entry from a longer work-autobiography. Discuss what a journal is.</p> <p>COMPREHENSION STRATEGIES</p> <p>Introduce and promote use of strategies- ask and answer questions and make connections.</p> <p>SET PURPOSES</p> <p>Remind/assess student understanding of rules they should follow when listening to stories or someone speaking.</p> <p>Read the Essential Question: "In what ways does Anne communicate with Helen?"</p> <p>READING ALOUD VOCAB</p> <p>Before reading journal, introduce vocab words, say each word and define it, then use in a sentence.</p> <p>FLUENCY</p> <p>Rate/expression while reading</p> <p>DISCUSS THE READ ALOUD</p> <p>REMIND discussion allows them to hear what others thing-review/informally assess students' understanding of</p>
<p>ELA/Workshop time</p> <p>Unit Lesson 1 Day 2</p> <p>Students will...</p> <ul style="list-style-type: none"> • evaluate good and bad models of opinion pieces • use a graphic organizer to plan their writing • practice the formation of small letters <i>i</i> and <i>l</i> <p>Lesson / Instruction</p> <p>Writing an Opinion Piece</p>	<p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>Flashcards/99Math</p>	<p>P.E.</p> <p>Math</p> <p>Topic 1 Lesson 9</p> <p>Standards</p> <p>2.OA.1</p> <p>Mathematics: Use addition and subtraction to solve word problems.</p> <p>Language: Read and interpret word problems to choose an operation to use to solve them.</p> <p>Lesson / Instruction</p> <p>1-9 Solve Addition and Subtraction Word Problems</p> <p>Use online</p>	<p>Week View</p>

<p><i>Instruct- Introduce/ Model Planning</i> Strategy: Five steps of the writing process. Discuss what an opinion piece is.</p> <ul style="list-style-type: none"> Display TREE Diagram- Graphic Organizer Routine and explain each element of the TREE <ul style="list-style-type: none"> Topic sentence, Reasons, Explanation, Ending <p><i>Guided Practice:</i> Review the opinion essay model and use TREE diagram to show how the essay was organized.</p> <p><i>Apply:</i> Read the swimming essay and have students explain why this is not a good example using TREE diagram</p> <ul style="list-style-type: none"> Brainstorm ideas for an opinion essay- write on board <p><u>Penmanship: Small Letters i and l</u></p> <p><i>Instruct:</i> Model formation of letters and have students practice in the air</p> <p><i>Apply:</i> practice writing a line of each letter, saying the strokes, and compare letters. Have them circle letters that can be written more neatly and have them write those again.</p> <p><u>Differentiation / Accommodations</u></p>	<p>RTI</p> <p>Core Phonics</p> <p>Screening/ Independent Reading</p> <p>Recess</p> <p>RTI Tier III</p> <p>ELA/Workshop time</p> <p>Unit 1 Lesson 1 Day 3</p> <p>Standards</p> <p>2.SL.6</p> <p>Students will:</p> <ul style="list-style-type: none"> choose an idea for an opinion piece. identify common and proper nouns. review spelling words. <p>Lesson / Instruction</p> <p><u>Writing an Opinion Piece: prewriting</u></p> <p>Display model of good opinion piece and corresponding TREE diagram- review TREE diagram, review elements of the model opinion essay on swimming and how they align to TREE diagram</p> <p>Guided Practice: Skills Practice I page 9- brainstorm and then write ideas for an opinion piece, record each student's favorite opinion on the board- then as a class vote on the opinion with which most students agree to- use this to begin planning opinion essay</p> <p>Apply: Skills practice I page R10, model filling in first section with a topic sentence</p>	<p>presentation to follow along the lesson</p> <p>Student pages 37-40 Solve and Share Visual Learning Bridge Convince Me! Guided Practice Independent practice: #3-6, 9, 10, pages 39 and 40</p> <p>Google Slides- independent work and small group time</p> <p>Differentiation / Accommodations</p> <p>Intervention: Provide extra practice for students on Prodigy, Khan Academy, Boddle, or assign specific lessons on SAVVAS interactive additional practice/ practice buddy. Pull students back for small groups, focusing on that lesson for the day. Encourage students to use manipulatives to reach their answer.</p> <p>Enrichment: Provide extra/higher level practice for students on Prodigy, Khan Academy, Boddle, or assign specific lessons on SAVVAS. Encourage students not to use manipulatives to try and reach the answer- then can check with manipulatives after.</p> <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p>	<p>agreed-upon rules for holding discussion by asking students to talk with a partner about expectations, and then sharing them with the class. Keep the discussion focused around the theme of TEAMWORK. Revisit essential questions and provide sentence starters.</p> <ul style="list-style-type: none"> During discussion informal assessment is going to take place- asking/ answering 5Ws, demonstrating knowledge of key details. Then each student will write something they learned about teamwork or what Anne/Helen accomplished through teamwork on a sticky note- hang on the discussion board (assessment). Discuss the concept/question board again and its purpose. <p>INQUIRY: STEP 1- DEVELOP QUESTIONS</p> <p>Introduce what inquiry means- part of everyday lives involves exploring interesting ideas and finding answers to questions.</p> <p>Create a simple list of rules for working together on inquiry projects. Tell students every unit will work on an inquiry or investigation question, do research, and</p>
--	---	---	---

<p>Intervention: Students needing additional support, use the Intervention teacher's guide during the workshop to reteach the writing skills taught in this lesson. If students need help brainstorming or making lists, during workshop time have them work in pairs to come up with ideas for opinion piece</p> <p>Enrichment: If students are ready for a challenge with brainstorming and making lists, then during the workshop have them concentrate on brainstorming three reasons and explanations for one or two of their ideas. During penmanship, if students are ready for cursive- videos and instructions can be found on the digital teacher's edition.</p>	<p>that tells opinion chosen by students. Lead discussion about reasons why they hold that opinion. Decide on 3 reasons. Help students further explain each reason and add the explanations to the TREE organizer. Help students sum up the opinion and add ending to TREE organizer.</p>	<p>STEM Bins</p> <p>RTI</p> <p>Core Phonics Screening/Independent Reading</p> <p>Recess</p> <p>RTI Tier III</p> <p>ELA/Workshop time</p> <p>Unit 1 Lesson 1 Day 5</p> <p>Students will:</p> <ul style="list-style-type: none"> • draft opinion pieces. • take the spelling assessment. • review common and proper nouns. • review small letters i and I. <p>Lesson / Instruction</p> <p>Set Goals- TREE Diagram and Draft Composition model Guided Practice and Application</p> <p>Informal Assessment: eActivities and Games</p> <p>Spelling Assessment- T21</p> <p>Common and Proper Noun Review</p> <p>Small i and small I- penmanship, writing the word "ill"</p> <p>Formal Assessment: page 27</p> <p>Differentiation / Accommodations</p> <p>Assessment: Evaluate opinion writing draft based on elements of a paragraph.</p> <p>Spelling assessment: generalized spelling patterns.</p> <p>Common/Proper Nouns: Assessment on page 27.</p>	<p>present findings. This will be done whole class for units 1 and 2.</p>
<p>Guidance</p> <p>Library</p>	<p>Guided practice: Have students name people, places, things, or ideas. Write them on the board. Capitalize proper nouns. Have students guide you in listing suggestions under appropriate headings (proper vs common)</p> <p>Apply: Have students write a sentence containing a proper noun and a common noun-- share with the class. Pass out notecards that have proper and common nouns- have students read the word- stand up if it is proper, stay seated if it is common.</p> <p>Spelling ch, th, sh, wh, ar</p> <p>Instruct: Have students come to the</p>	<p>Intervention: Use teacher manual intervention book to work with small groups during workshop time. We will focus on blending routines to read text if they are struggling. Provide sentence frames for students to use to ask for clarification. (I am not understanding this information, could someone please explain it?)</p> <p>Enrichment: Provide sentence frames for students to expand on their thinking- connecting comments to other classmates (I don't agree with what they said, I think, I agree because, etc.) Provide more questions/information</p>	

board and circle the correctly spelled word in each pair- tell each student to pronounce the word correctly.
Apply: Skills Practice I- pages 11-12. Read the focus section aloud and do the first 2 items as a class. Have students complete the rest of the pages independently.

Differentiation / Accommodations

Assessment: TREE Diagrams, Skills practice pages 9-12

Intervention: During small group time, review TREE and brainstorm ideas together.
For students needing additional support, use the intervention teacher's guide during workshop to reteach the grammar, usage, and mechanics skills taught in this lesson

Enrichment: Encourage students to create their own sentences with common and proper nouns. Monitor student level and encourage students to reread their work- focusing on their handwriting, punctuation, capitalization, etc. For more info- use language arts handbook page 282.

Social Studies

Week 2: Article 1- Continents and

Penmanship: "ill" writing assessment

Intervention: Reteach information needed during small group time- use sentence starters for students that need additional support with opinion writing and provide linking words. For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the writing and spelling skills taught in today's lesson.

Enrichment: Additional practice with blending and other skills covered in this lesson will be provided for practice on Google Classroom.

about teamwork to add to concept/question board.

ELA/Workshop time

Unit 1 Lesson 2 Day 1

Standards

2.L.6, 2.L.2.e,
2.L.1.f

Students will...

- revise the opinion piece draft.
- generate descriptive details about the opinion piece topic.
- generalize learned spelling patterns when writing words.

Lesson / Instruction

Instruction:

EXPLAIN the word revising to students. Tell them that revising is the third step in the writing process. When you revise, you carefully read your writing and then make changes to improve the content of your work.

You may need to add details to make things clearer or delete something that does not belong. You may also reorder ideas to improve the flow of thoughts and ideas in a paragraph. Use Routine 15, the Modeling Writing Strategies Routine, and explain that their opinion piece should include details and descriptions that will keep the readers' attention.

Use Routine 17, the

Social Studies

Week 2: Article 2-4 Locating Location and Lines of Longitude

Standards

2.SS.2, 2.SS.2.A

- Students will be able to use maps to identify oceans and continents.
- Students will be able to use a globe and map to identify hemisphere s.
- Students will be able

<p>Oceans</p> <p>Standards</p> <p>2.SS.2, 2.SS.2.A</p>	<ul style="list-style-type: none"> • I can identify different types of maps. • I can identify and use map tools to read a map. • I can use cardinal directions to show the location of places 	<p>to use maps to locate and identify important lines, such as the Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, and the Arctic Circle.</p>	<p>Checklist Routine, and tell students that they will use a checklist to evaluate the writing and revise it. Display the ePresentation visual of the Revising Checklist and have students turn to Skills Practice 1 page 10 and follow along as you discuss the checklist. Point out any nouns and verbs in the opinion piece that could benefit from descriptive adjectives and adverbs. List them on the board, and then list appropriate descriptive adjectives and adverbs. Have students use Skills Practice 1 page 23 to generate ideas about descriptive details they could add to the opinion piece. Discuss the details, and decide as a class which details are most relevant and should be added to the opinion piece.</p> <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 1. Show the students a globe. Brainstorm some places to locate on the globe. Locate a few places on the globe. 2. Show the related media image "Grid on a Globe." 3. Have a class discussion about it. 4. Read the article "Locating Places" to the class. 5. Have students look at the illustration of the grid map in the student edition. Show them how to locate North America on the map, using the letters and numbers. <p>Point out that</p> <p>Spelling:</p> <ol style="list-style-type: none"> 1. check 2. wedge 3. latch 4. judge 5. kick 6. switch 7. track 8. ledge 9. badge 10. flock <p>Challenge Words</p> <ol style="list-style-type: none"> 11. catcher 12. watch 13. locket 14. hatchet 15. fidget
--	--	---	---

<p>have the students highlight the word "continents" and its definition. Have them turn to a peer and tell each other as much as they can about continents.</p> <p>5. Show students the images of the five different oceans in related media. Invite them to share similarities and differences found in each picture.</p> <p>6. Show the video "Oceans Intro."</p> <p>7. Read the second section of the article together and have the students highlight the word "oceans" and its definition. Have them turn to a peer and tell each other as much as they can about the oceans.</p> <p>8. Using the map "Continents and Oceans Map of the World" from the student</p>	<p>these locations are called "coordinate points." Write the coordinates for North America on the board.</p> <p>6. Pair students up and have them use response boards to write down the coordinate for Asia? (B8)</p> <p>C. What are the coordinates for Australia? (D9)</p> <p>D. What are the coordinates for Europe? (B6)</p> <p>E. What are the coordinates for Africa? (C6)</p> <p>F. What are the coordinates for Antarctica? (F9)</p> <p>7. In pairs, let them take turns giving each other coordinates. One student</p>	<p>Differentiation / Accommodations</p> <p>Assessment: Pre-test/diagnostic, skills practice page 23 review</p> <p>Intervention: During small group, we will practice using sentence starters and generating details.</p> <p>Enrichment: Challenge students to expand their writing and generate details. Work with a partner to share details and decide which are the best ones to use.</p> <p>Recess</p> <p>Math</p> <p>Math Bootcamp</p> <p>Standards</p> <p>2.OA.2.a, 2.OA.2, 2.OA.2</p> <p>Assess our knowledge on math facts for addition and subtraction with 20.</p> <p>Lesson / Instruction</p> <p>Challenge 1: Check if the answer is correct or incorrect for addition.</p> <p>Challenge 2: Color addition math facts for the correct answers.</p> <p>Challenge 4: Write down the correct answer to the addition problems.</p> <p>Challenge 5: Draw a line to the correct answer to the subtraction problem.</p> <p>Challenge 6:</p>
--	---	---

edition, have the students review the continents and oceans. 9. Show a globe and have the students identify the same oceans and continents on the globe. 10. Have a discussion about the continent that we live on and the bodies of water surrounding it. 11. Explain that the oceans are not separate bodies of water. The boundary lines separating the oceans are imaginary human-made lines. 12. Read the section about the North and South poles. 13. Show a globe, and help the students see/ identify the poles. 14. Have students create a page about poles in their interactive notebooks. Have them draw a globe

can either point to a spot or give the coordinates, while the other either writes down the coordinates or points to the spot on the map. Students could add the dots for the coordinates to the map. 8. Read the articles "Lines of Latitude" and "Lines of Longitude" together. 9. Take an orange, a ball, or any spherical object and write "North," "South," "East," and "West" on it. 10. Draw a horizontal line to connect "east" and "west" on the sphere. Help students see the representation of the two hemispheres. Define this line as the Equator. Indicate the representations of the Northern Hemisphere and the Southern

Fill in the blanks for the subtraction problems. Challenge 8: Create your own subtraction problem using the answer and the correct part to create it.

Before each challenge, we will do 2 examples explaining how to solve it. independent sheet/ 99 math- students will add and subtract within 20 using strategies on 99 math and on each challenge during boot camp.

Differentiation / Accommodations

There will be no small groups during boot camp today. If students are struggling, I will pull them to the side to assist them. If they are doing well, we will group them with students that are struggling to help teach them.

Lunch

Recess

Tier II/III Math

Math Bootcamp

Students will:

- Review topics discussed in unit 1 of math

Lesson / Instruction

Topic 1 Unit Review

RTI

Independent Reading/ Small

<p>and label the poles.</p> <p>15. Give each student a copy of the printable Continents and Oceans Map of the World.</p> <p>A. Instruct the student to label the continents and oceans and complete the legend/key.</p> <p>B. When finished, have students glue their printables into their interactive notebooks.</p> <p>Vocab: continents coordinate grid Equator grid latitude lines longitude lines Northern Hemisphere north pole oceans Prime Meridian Southern Hemisphere south pole</p> <p>While going through the lesson, students will do the following task</p>	<p>Hemisphere. Point out the "N" for the Northern Hemisphere and "S" for the Southern Hemisphere.</p> <p>11. Next, draw a vertical line through the middle of the sphere. Indicate how the line separates two more hemispheres. Define those as the Western Hemisphere and the Eastern Hemisphere. Point out the "W" for the Western Hemisphere and the "E" for the Eastern Hemisphere.</p> <p>Note: you could use two spheres for this exercise and cut them in half to represent the hemispheres. Alternatively, slide number 10 in the walkthrough slide deck has an image that could work to walk students through these ideas.</p> <p>12. Show the video "Latitude and Longitude."</p>	<p>group time</p> <p>Lesson / Instruction</p> <p>Students will be reading on EPIC or reading a book while teacher pulls back groups.</p> <p>Groups: -Reading decodable from past lessons</p> <p>Recess</p> <p>RTI Tier III</p> <p>ELA/Workshop time</p> <p>Unit 1 Lesson 2 Day 2</p> <p>Standards</p> <p>2.W.5</p> <p>Students will...</p> <ul style="list-style-type: none"> revise the opinion piece draft. identify proofreading marks. identify the traits of good writing. practice the formation of the small letters t and f. <p>Lesson / Instruction</p> <p>Emphasize to students that good writing takes thought and practice. Have students refer to Language Arts Handbook pages 12–17. Review the traits of good writing, and explain to students that they will be incorporating these elements into their writing.</p> <p>DISPLAY the ePresentation visual for Proofreading Symbols. Model using proofreading symbols to add</p>
--	---	--

to check their understanding of the lesson:

1. Have students create a page about poles in their interactive notebooks. Have them draw a globe and label the poles.
2. Give each student a copy of the printable Continents and Oceans Map of the World
- .A. Instruct the students to label the continents and oceans and complete the legend/ key.

Differentiation / Accommodations

Intervention: I will walk around the room to review students' information. If they are having struggles on getting the needed information, we may use sentence starters or examples on what is needed based on my examples.

Extension: If students understand the information, they will create a journal entry on Class Dojo explaining the information they have learned about continents and oceans.

P.E.

Ask the students to listen for the word "parallel."

13. Have the students give you a

"thumbs up" if they heard the word.

Have them demonstrate the meaning of the word. Model what the word means if necessary.

14. Show the students a

globe or map and use the following review to check for student understanding.

15. Hand out the printable Important Lines of Latitude and Longitude.

16. Have students locate the Equator and Prime Meridian in the map in the student edition. Have students then find those lines on the printable and highlight each with a crayon. Students should then

descriptive details, and make any other revisions to the opinion piece paragraph. Request students' help as you revise the paragraph, and incorporate their suggestions wherever possible.

DISPLAY the ePresentation visuals for Proofreading Symbols and the following sentences. Have students write the sentences on a sheet of paper. Have them practice revising the sentences using proofreading marks on their own. Then check their work.

Penmanship: MODEL for students the formation of small letters t and f. Trace the letters t and f, saying the strokes aloud as you form each of the letters. Tell students to form a row of each letter on a clean sheet of paper. Say the strokes with them as they begin each row, and then give them time to complete that row of letters. Tell students to circle the best formation of each of their letters. Have students proofread their work. Have them compare their letters to the model and identify which letters can be written more neatly. Have them circle those letters and write them again.

label the lines appropriately . 17. Next, have students locate the Tropic of Cancer and Arctic Circle on the map in the student edition. Which hemisphere are these lines located answers from the grid map: A. What are the coordinates for South Americ a? (D4) B. What are the coordinates in? (Northern Hemisphere) Draw and label these lines in the printable Imp ortant Lines of Latitude and Longitude. 18. Have students do the same for the Tropic of Capricorn and Antarctic Circle. (Sout hern Hemisphere). 19. Have students place the printable in their interactive

Differentiation / Accommodations

Assessment: Assess penmanship- have them correct errors if needed. Write/revise given sentences with proofreading marks.

Intervention: Small group time- sentence starters, Intervention Teacher's Guide during the workshop to reteach writing skills from this lesson if additional support is needed.

Enrichment: Challenge students to expand their opinion and use proofread symbols in a partner's writing.

Art

Fun Friday

notebooks.

Vocab:
continents
coordinate grid
Equator grid
latitude lines
longitude lines
Northern
Hemisphere
north pole
oceans Prime
Meridian
Southern
Hemisphere south
pole

While going through the lesson, students will do the follow task to check their understanding of the lesson:

1. Important Lines of Latitude and Longitude handout
2. Important Lines of Latitude and Longitude- label these

Differentiation / Accommodations

Intervention: I will walk around the room to review students information. If they are having struggles on getting the needed information, we may use sentence starters or examples on what is needed based on my examples.

Extension:
If students understand the information, they will create a journal entry on Class Dojo explaining the information they have learned about locating places.

<p>Science</p> <p>Topic 3 Lesson 2- Water on Earth +Quest Check In Part 2</p> <p>Standards</p> <p>2-ESS2-2, 2-ESS2-3</p> <p>I can identify different bodies of water. I can tell whether a body of water is solid or liquid.</p> <p>Lesson / Instruction</p> <p>Flipchart 2-2 Exit Ticket Chrome Books whiteboard supplies Student workbook Base 10 Blocks</p> <p>Standards</p> <p>2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 2.NBT.1.b The numbers 100, 200, 300, 400, 500, 600,</p> <p>11:40am - 12:05pm Title/Tier 2 Math 12:10pm - 12:40pm RTI Reading 12:45pm - 1:15pm Last Recess 1:15pm - 1:30pm Tier 3 Reading 1:35pm - 2:00pm Blue Folder/Reading 2:00pm - 2:15pm Science 2:15pm - 2:45pm Topic 3 Lesson 2- Water on Earth</p>

+Quest Check In
Part 2
What are
students
learning?
1. Objective:
I can identify different
bodies of water.
I can tell whether a
body of water is solid
or liquid.
Vocabulary- fresh
water, glacier
Watch video about
different bodies of
water

UInvestigate Lab-
where is the best
place to cross the
water
Read and Answer
questions- pages
92-94

Quest Check-In-
Describe Earth's
Water

**Differentiation /
Accommodations**

Intervention: I will
walk around the
review students
information, If they
are having struggles
on getting the need
information, we may
use sentence starters
or examples on what
is need based on my
examples.

Extension:
If students
understand the
information, they will
create a video
explaining the
information they have
learned about
landforms.