

Monday 09/08/2025	Tuesday 09/09/2025	Wednesday 09/10/2025	Thursday 09/11/2025	Friday 09/12/2025
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA Unit 1 Lesson 1 Day 2 Standards 2.RF.4.b, 2.RF.4.c, 2.RF.4.a Students will... <ul style="list-style-type: none"> • read a Decodable Story. • build fluency. Lesson / Instruction Phonics and Decoding <i>Fluency: Reading a Decodable Story</i> New High-Frequency words: for, upon Reviewed High-Frequency words: away, could, too Discuss punctuation marks. Read "Chips" <ul style="list-style-type: none"> • Browse through the story before reading • Have students read page silently, then as a class Checking Comprehension <ul style="list-style-type: none"> • Answer questions: <ul style="list-style-type: none"> ◦ What does Seth want from the shelf? ◦ Why does Seth put a box on the bench? ◦ What happens when Seth hits the shelf? Building Fluency <ul style="list-style-type: none"> • Read "Chips" with a partner. Reread several times-alternating pages. <ul style="list-style-type: none"> ◦ READ with purpose and understanding, 	ELA Unit 1 Lesson 1 Day 3 Standards 2.L.2.e Students will: <ul style="list-style-type: none"> • blend words with /w/ spelled wh_ and /ar/ spelled ar. • learn new high-frequency words. • build oral language skills and vocabularies. • apply sound/spelling correspondences to spell dictated words with /w/ and /ar/. Lesson / Instruction Phonics and Decoding: BLENDING Introduce /w/ spelled wh and /ar/ spelling ar, using whole word blending and closed syllables routine for multisyllabic words. HFW: much, start, which- homophone witch ABOUT THE WORDS AND SENTENCES DEVELOPING ORAL LANGUAGE Building vocab by giving definitions and having students point to the word. Have students for additional definitions or sentences started GUIDED PRACTICE ASSIGN pages 3-4 from Skills Practice I,	Music ELA Unit 1 Lesson 1 Day 4 Standards 2.RF.4.a, 2.RF.4.b, 2.RF.4.c Students will: <ul style="list-style-type: none"> • build oral language. • read a Decodable Story. • build fluency. Lesson / Instruction Phonics and Decoding: DEVELOPING ORAL LANGUAGE Have students choose a word from the word lines and use it in a sentence. Then have a student build on to the idea by using a new word and building on to the first sentence idea. Encourage students to make sentences as silly as they are able to- allowing students to talk and interact with each other. FLUENCY: READING A DECODABLE Discuss dialogue and quotation marks. Discuss speaker tags (asks, says). Read "The Red Star" and identify speaker tags. Use Routine 9 (Reading a Decodable Story) to have students read "The Red Star". Tell	ELA Unit 1 Lesson 1 Day 5 Standards 2.RF.4.b Students will: <ul style="list-style-type: none"> • blend words with /ch/ spelled ch, /th/ spelled th, /sh/ spelled sh, /w/ spelled wh_, and /ar/ spelled ar. • build oral language skills. • build fluency. Lesson / Instruction Blending: REVIEW /ch/ spelled ch, /th/ spelled th, /sh/ spelled sh, /w/ spelled wh_, and /ar/ spelled ar using Sound/ Spelling Cards 23, 32, 33, 34, and 38. Use Routine 2, the Whole-Word Blending Routine, and Routine 3, the Sentence Blending Routine, to have students blend and read the words and sentences from Days 1 and 3. For multisyllabic words, use Routine 4, the Closed Syllables Routine, to have students blend and read the words syllable by syllable.	ELA Unit 1 Lesson 2 Day 1 Standards 2.L.2.e Students will... <ul style="list-style-type: none"> • blend words with closed syllables. • build their oral language skills. • correctly spell dictated words with closed syllables. Lesson / Instruction Blending: REVIEW closed syllables using Routine 4, the Closed Syllables Routine Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the lines. Then use Routine 3, the Blending Sentences Routine, to have students read the sentences. Develop Oral Language: DEFINE any words in the word lines that are unfamiliar to students. Then have volunteers take turns reading a word, telling the number of syllables in the word, and using the word in a sentence. Guided Practice: ASSIGN pages 15-16 from Skills Practice 1 for students to apply

<p>with accuracy, appropriate rate, and expression, and rereading as necessary to correct word recognition.</p>	<p>read focus section allowed and do first two items as a class, have students then complete it independently</p> <p><u>DICTATION AND SPELLING</u></p> <p>Assess students GENERALIZING spelling patterns while writing and practice dictation and spelling- whole word dictation and sentence dictation</p>	<p>them to use context to monitor their accuracy and comprehension, and confirm or self-correct reading if they mispronounce a word.</p>	<p>Fluency: HAVE students get into small groups to practice reading fluently. Give them a choice as to which story they would like to reread: Decodable Stories, Book 2, Story 10 or Story 11. Have them read with groups and monitor as they read.</p>	<p>closed syllables. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.</p>
<p>Differentiation / Accommodations</p> <p>Assessment: Informal assessment- observing students reading with purpose and understanding, fluently with accuracy/appropriate rate/ and expression, and using context to correct word recognition/rereading if needed. Walking around listening to students read and informally assessing their reading skills will help determine next steps.</p>	<p>Differentiation / Accommodations</p> <p>Assessment: Informal assessment- observing students/ listening to students informally walking around while practicing blending. Formally assessing students by having them "quiz" dictation and spelling- focusing on generalized spellings of words.</p>	<p>Differentiation / Accommodations</p> <p>Assessment: Informal assessment- observing students reading with <u>purpose</u> and understanding, fluently with <u>accuracy/appropriate rate/ and expression</u>, and using context to <u>correct word recognition/rereading</u> if needed. Walking around listening to students read and informally assessing their reading skills will help determine next steps.</p>	<p>Monitor Progress: FORMAL ASSESSMENT Use Lesson and Unit Assessment 1 page 23 to assess students' understanding of the skills taught in this lesson.</p>	<p>Differentiation / Accommodations</p> <p>Assessment: Pages 15-16- closed syllable proficiency, informal progress monitor student's progress during dictation/ spelling/ oral language</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. For additional practice, read Finch Ranch during workshop time in small groups.</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>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>Intervention: Reteach the students needing additional support by using the Intervention Teacher's Guide during workshop to reteach the skills from this lesson.</p>	<p>Intervention: RETEACH For students needing additional support by using the Intervention Teacher's Guide during Workshop small groups to reteach the skills taught in this lesson. If students have difficulty with whole-word dictation, use Routine 6.</p>
<p>Enrichment: Using the information from the assessment during the lesson will help me to determine what students will be working on during workshop time. Practicing reading with expression and proper intonation with their decodables will</p>	<p>Enrichment: Using the information from the assessment during the lesson will help me to determine what students will be working on during workshop time. Practicing reading with expression and proper intonation with their decodables will</p>	<p>Enrichment: Use information from assessment to determine what students will do during workshop time- students will be reading one of the decodable stories on Google Classroom to</p>	<p>Enrichment: This information will determine what the students will be working on during workshop time.</p>	

their decodables will be part of this individual time. Ask students to come up with other possibilities that Seth could've reached the chips.

ELA**Unit 1 Lesson 1 Day 2****Standards**

2.L.4.a, 2.SL.6, 2.SL.1.c, 2.SL.1.b, 2.RF.4.a, 2.RIT.10, 2.RL.1, 2.SL.1.a

Students will:

- apply the comprehension strategy Predicting while reading.
- read grade-level text orally, with accuracy.
- build on others' speech in conversation.
- use context from the text to determine the meaning of words.

Lesson / Instruction**Build Background**

Guide students in reading "The Mice Who Lived in a Shoe." Page 23

Genre: Define fantasy.

Concept Vocabulary: Helpfulness

Essential Question: "How can families work together as a team?"

Preview the

be part of this individual time. Students can practice dictating sentences using vocabulary words from the day.

Music**ELA****Unit 1 Lesson 1 Day 3****Standards**

2.RL.7, 2.RL.3, 2.RF.4.b, 2.RL.10.a, 2.RL.10

Student will:

- identify Causes and Effects and Make Inferences.
- demonstrate understanding of selection vocabulary words.
- read grade-level text orally, with expression.
- generate questions for Inquiry.

Lesson / Instruction**Close Reading**

Access Complex text: Analyze- means using different methods to take a closer look at the text Cause and effect: Define it, explain that knowing it helps readers understand how the events in a story are related and helps predict possible effects.

Making Inferences: Use Reading

Resources- read over the Making inferences ACT skill, as they read display graphic organizer to support students in applying the skill.

to reteach skills taught during this lesson. For additional practice, read Bart's Farm Trip during workshop time in small groups.

Enrichment: Using the information from the assessment during the lesson will help me to determine what students will be working on during workshop time.

Practicing reading with expression and proper intonation with their decodables will be part of this individual time.

ELA**Unit 1 Lesson 1 Day 4****Standards**

2.RL.7, 2.RI.10.a, 2.RI.3, 2.W.7, 2.W.8, 2.RI.5, 2.RL.1, 2.RL.5, 2.RF.4.b

Students will:

- demonstrate understanding of Character and Setting as Story Elements.
- apply selection vocabulary to new contexts.
- read grade-level text orally, at an appropriate rate.
- select a research question for Inquiry.

Lesson / Instruction**Close Reading**

Writer's craft: instead of rereading a third time, look closely at specific parts of the story. Read with

work on adding expression and then completing independent work based on where they are at.

ELA**Unit 1 Lesson 1 Day 5****Standards**

2.L.5.a, 2.L.6, 2.RL.6, 2.RF.4.b

Students will...

- review the selection vocabulary words.
- review the comprehension strategy Predicting.
- review Cause and Effect and Making Inferences.
- review the Story Elements of Character and Setting.
- review expression as an aspect of fluency.

Lesson / Instruction

Review: Vocab, Comprehension strategies, cause and effect, writer's craft, fluency: expression, and use eActivities and eGame Unit 1 Lesson 1 for review.

Assessments Lesson and Unit Assessment 1 pages 24–26, 28–29, and 217 (assess

identifying the correct vocabulary, use acquired words to describe predicting, character, and setting from the story) Questioning (1 of

(Multisyllabic words with closed syllables)

ELA**Unit 1 Lesson 2 Day 1****Standards**

2.L.4.a, 2.RI.5, 2.RF.4.a, 2.RF.4.b, 2.RI.1, 2.SL.1.a, 2.SL.1.b, 2.SL.6, 2.L.4.e, 2.SL.1.c

Students will...

- read grade-level text with purpose and understanding.
- produce complete sentences to provide requested details or clarifications.
- use context to determine the meanings of words, confirming and self-correcting as necessary.
- read grade-level text orally, with automaticity.

Lesson / Instruction**Build Background**

USE Routine 14, the Reading the Selection Routine, to guide students in reading "Ants and Aphids Work Together."

Ask whether students have ever heard that ants are hard workers, and why ants might have this reputation. Tell students that, like ants, aphids are insects. Aphids live by drinking juices from the leaves, stems, and roots of plants.

Selection

Monitor students' understanding.- Assess students while they read on-level text with purpose

Browse the story:
Clues, Problems, and Wonderings Routine
Set
Purposes: Identify examples of teamwork throughout story
BIG Idea: How can you work better with others?

Read the Selection

Comprehension Strategy: Predicting and Confirming Predictions
Comprehension Strategy (Informal assessment- use comprehension strategies rubric to determine if student is using making and confirming predictions strategy)
Define predicting and discuss displayed paragraph.
Point out each Teacher Model in TE.

Discuss the Selection

Discuss rules for discussion (informal assessment). During discussion...
Handing off Routine (informal assessment of building on others discussion by linking comments to remarks of others and using complete sentences during discussion)
Concept vocab:

Access Complex Text

Cause and effect: text on page 24- intro to cause and effect relationships- fill in organizer in skills practice 1 book
Making inferences: Formal assessment- filling out graphic organizer by using info gained from illustrations and words to demonstrate understanding of characters, setting, or plot- Make inferences about evidence that mice were afraid of the cat, what can we infer about Uncle Jack and Aunt Jane?
Cause and effect: Finish reading the story and discuss effects that we can identify from the text on pages 34/35.

Text Connections

Formal assessment: Have students write answers to each comprehension question in their notebooks.
1. How did the mice respond to the cat putting his paw into the shoe and stretching out his claws?
2. Describe how the mice worked together as a team.
3. Why was it a good idea for Pa to ask everyone to draw his or her dream house?
4. In what ways did the new house make life better for the mice?
Talk about the Did You Know? feature

writer's eye.

-Story elements:
Define character,
Define setting
Setting: Read page 24 and ask to identify setting, including weather conditions (24-25)- informal assessment listening to students discuss details about the setting and information gained from the words to demonstrate knowledge of the setting.
• On pages 24/25, have students consider the 4 seasons, tell them to choose one season, and write two more sentences describing the setting and effects of the weather on the mice.

Character: Discuss with the class on pages 27-28 about the way the author develops a character's personality. Point out on page 31, sometimes readers learn about characters is through their actions.

Science Connection

Text feature: captions tell about a photograph and add info to an article or story. Have students identify and describe the captions in "Materials for a Shelter" using the text features to gain information.

each of cause and effect and making inferences)-

answering with partners/small groups
Small groups read the story "The Mice who lived in a Shoe" to work on fluency/expression.

Differentiation / Accommodations

Assessment: Monitoring students to make sure they are understanding information during questions of story.
Grading progress monitoring pages 24-26, 28-29, 217.
Intervention: Students struggling with stories/decoding will be a focus during workshop (blending routines, sound/spelling cards review). Additional support can be used from the Intervention Teacher's Guide during workshop to reteach comprehension strategies, complex text skills, writer's craft, and vocab from this lesson.

Enrichment: Have

students create questions about vocab words, using words in each sentence. Then allow students to pair up and answer each question of their partner's.

Genre: TELL students that "Ants and Aphids Work Together" is an excerpt, or part of, a larger informational text.

EXPLAIN to students that the concept vocabulary word for this lesson is dependence.

Page 42: How are ants and aphids partners in nature? Why do ants and aphids need each other?

Preview Selection

USE Routine 13, the Know, Want to Know, and Learned Routine, to have students browse the selection
REMIND students that they will be reading facts about two kinds of insects. Tell them to think about how this selection relates to the theme Teamwork.
READ big idea question: How can you work better with others?

Read Selection

Model CLARIFYING while reading "Ants and Aphids Work Together" starting on page 42

Monitor Progress

Comprehension Strategy: Clarifying
Discuss Selection

REMIND students that discussion allows them to hear what others think about a selection. Then review with students the agreed-upon rules for holding a discussion. Use Routine A, the

ELA/Workshop time

Unit 1 Lesson 3 Day 1

helpfulness
Essential Question:
How can families
work together as a
team?
Genre Review

Develop Vocab
Word Analysis- figure
out the meaning of
the word *carefully*
(Suffixes and base
word)
Assess student's
ability to use
sentence-level
context as clues to
the meaning of a
word by using routine
II to introduce vocab
words. Assess
students ability to
look in the text and
find what the word
means based on the
text around the
words.

Fluency
Read on level text
orally with accuracy,
appropriate rate, and
expression. Today
we will focus on
accuracy. Model
reading on page 29
and then have
students read the
page twice with a
partner. Remind
students if they don't
recognize a word or
mispronounce a
word, they should
decode each syllable
and reread the word
until they can read
the entire sentence
correctly.

**Differentiation /
Accommodations**
Assessment:

on page 36.

Practice Vocab

Routine II- display
words from "The
Mice Who Lived in a
Shoe"

For additional
practice have
students complete
and review on skills
practice I pages 5-6

Practice

Comprehension

Skills practice pages
7-8. Read focus
section and complete
practice section as a
class. Have students
complete the Apply
Section individually

Fluency

Read aloud page 27
from "The Mice Who
Lived in a Shoe" in a
monotonous tone.
Then reread with
expression and using
different voices for
different characters.
Have students pair
up and practice
reading page 27 with
expression-
informally assessing
students as they
read.

Inquiry: Step 1- Develop questions

Concept/Question
board- good place to
start looking for a
question to research
Talk about what
makes a good
question
Model coming up with
good questions.
Allow students to
share any of their
own questions and
add those to the
board. Point out
examples of good
questions that would
lead to interesting

Reading "Materials
for a Shelter": Display
text and read it as a
class. Before starting
the activity, review
the definition of
properties and
explain term's
meanings (strength,
flexibility, hardness,
absorbency). Have
students work in
small groups to
perform activities and
record their
observations. Recall
their experiences in
order to answer the
question: "Which
material would be
better for building a
shelter for mice?"
Then have students
describe connections
between the steps in
this procedure.

Go Digital: Show
students reliable
websites they can
visit to research
alternative types of
building materials.

Look closer

Comprehension
questions:Page 37.
Write an answer for
each question in their
notebook. Read each
question with class
and ask volunteers to
share answers.
Respond and ask
relevant new
questions. Have
students complete
write activity on their
own.
Keys to
comprehension-
questions DOK2
Writer's craft: Why is
the setting important
to structure of the
story? Explain your

Standards

2.L.2.e, 2.W.5,
2.W.1

Students will...

- choose a topic for opinion piece.
- use an Idea Web to generate reasons that support an opinion.
- generalize learned spelling patterns when writing words.

Lesson / Instruction

Planning with Idea
Web:
Use Routine 16, the
Graphic Organizer
Routine, to explain
how to use an Idea
Web. Display the
ePresentation visual
of a blank Idea Web
graphic organizer,
and tell students that
an Idea Web is tool
that can help them
gather ideas for their
opinion pieces.
Explain that the main
idea or topic for their
writing is written in
the center circle, and
then related ideas
that support the main
idea or further explain
it are written in the
surrounding
circles. Refer students
to Language Arts
Handbook pages
204–207 for more
information about
graphic organizers.

TELL students to
work with the same
partners as during
the previous lesson.
Instruct students in
each pair to
individually choose
one of their ideas for

Handing-Off Routine,
to discuss "Ants and
Aphids Work
Together." Have
students return to the
KWL chart. Discuss
whether students
found out what they
wanted to know.

Then record what
they learned in the L
column of the chart. If
there are things
students still want to
know, have them
write questions to
post on the Concept/
Question Board.

Develop Vocabulary

REMIND students
that the concept
vocabulary word for
this lesson is
dependence. Provide
the definition again,
and ask students to
discuss how the word
relates to this
selection. REVISIT
essential question.
Review genre.
TELL students they
can use the
vocabulary strategy
Word Analysis to
figure out the
meaning of the word
colonies on page 52.
Explain that the suffix
-ies is an instance of
a word that ends in a
-y. They have to
change the y to an i
before adding -es. In
this case, they can
remove the -es,
change i back to y
and see that colonies
is the plural form of
colony.

USE Routine 11, the
Selection Vocabulary
Routine, to introduce
the vocabulary words
for this reading
selection.

Predicting and Confirming Predictions Comprehension Strategy (Informal assessment- use comprehension strategies rubric to determine if student is using making and confirming predictions strategy). Discuss rules for discussion (informal assessment). During discussion.... Handing off Routine (informal assessment of building on others discussion by linking comments to remarks of others and using complete sentences during discussion) Develop vocab by assessing student's ability to use sentence-level context as clues to the meaning of a word by using routine II Informal assessment of fluency: listening to students read with partner, determining accuracy while reading Intervention: Based on Informal assessments, it will determine what will be focused on during small groups. Use dictionaries to look up words as needed. Encourage use of sound/spelling cards when reading and decoding words. Use the Intervention Teacher's Guide during workshop to reteach comprehension

research.

Differentiation / Accommodations

Assessment:

Intervention: Additional practice reading dialogue with expression in foundational skills section day 4 of this lesson. Reading decodable with small group is another way students can get extra practice. For students needing additional support, the intervention teacher's guide during workshop can be used to reteach the accessing complex text skills and vocabulary words taught in this lesson. Providing sentence frames/ starters for inferring can help.

Enrichment: Reading decodable with a partner to practice expression. Encourage students to draw inferences without using sentence starters. Share these with a partner and have a discussion about them.

Recess

Math

Lesson 2-5
Compare 3-Digit Numbers

Standards

2.NBT.4

answer. Concept development: questions- DOK3

Apply vocab

Selection vocab routine: use routine II, pages 38-39, start by reviewing words and definitions with students. Paying attention to how each word is used. Compare and contrast the new and original definitions and parts of speech. Review concept vocab **helpfulness**. Give synonyms or other words for helpful. Have students then use the extended vocab activity on page 29 for more practice with vocab.

Fluency

RateRead aloud page 34 after discussing rate. Model appropriate rate, then have students find a partner and practice reading selections.

Monitor progress

Fluency: 79 words per minute with fluency and expression

Inquiry: step 1- develop questions

Develop research question: Select one question to investigate as a group.

Differentiation / Accommodations

Assessment:Look

an opinion piece, and then use the Idea Web on Skills Practice 1 page 37 to generate four reasons for that opinion. Circulate among students to help them as needed in generating ideas.

HAVE students each explain to his or her partner reasons for choosing a particular topic. Students should evaluate their partners' reasons. Discuss with students good reasons for choosing a topic, such as the following: I have a very strong opinion about it; There are a lot of reasons to support this topic; It is an interesting topic because people have many different viewpoints about it.

PreTest

1. clappedThe audience clapped loudly at the end of the performance.
2. shops Mr. Hinson shops at Weber's Market because it has the best prices.
3. locked Phinn locked the front door before heading into the kitchen.
4. patchesAunt Ruth patches the hole in her jeans with colorful, patterned fabric.
5. picked Lucy picked strawberries with her classmates during a field trip.
6. wishes Carlos wishes his

Fluency: Automaticity
EXPLAIN to students that being able to read words automatically is important. This means students should be able to quickly look at the words and read them. If they do not know how to pronounce a word, students should stop reading and decode each syllable of the word, then practice automaticity by rereading the sentence. Model on Page 50 and then have students practice.

Differentiation / Accommodations

Assessment: Informal assessment while filling out KWL chart

Intervention: Focus during small group if students are having difficulties- blending tricky words, using sentences frames to ask for help... I don't understand, could you clarify.....could someone please explain... could we go over that again...etc.

Enrichment: Provide sentence frames to connect students to each others thoughts and ideas- examples: I agree with _____. I think _____ but she thought _____. Have students be thinking of additional

strategies and vocab words taught in this lesson.

Enrichment: Have students make personal connections to essential questions- giving examples of ways their members of their own families work together as a team and write about it during workshop time. Continue working on fluency while reading page 29- focusing on accuracy, as well as the other elements of fluency.

Computers

Recess

Math

Lesson 2-4 Decompose 3-Digit Numbers

Standards

2.NBT.3, 2.NBT.1

I can use my understanding of place value to decompose 3-digit numbers in different ways.

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

- I can compare 3-digit numbers.
- I can use words and symbols to show comparisons.

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 53-54

Differentiation / Accommodations

Intervention: If they don't understand comparing, 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 2-5 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.

closer questions, Materials for a Shelter activity, write 2 sentences describing setting and effects of weather on mice.

Intervention: During the workshop, have students identify the inflectional endings in the words observed and observing, use the instructional teacher's guide. Students should be reading approx. 79 words per minute at this time. Note students who need to build fluency. During workshop, have these students choose a selection of text (min of 160 words) to read several times for practice.

Enrichment: During workshop, have students write new sentences that reflect different meanings of observed ("said") and observing ("noticing") that are presented in this lesson.

Recess

Math

Unit 2 Test

Standards

2.NBT.1, 2.NBT.1.a, 2.NBT.1.b, 2.NBT.4

Assess on knowledge of place value to 1,000 with different skills.

Lesson / Instruction

Order of information:

grandfather's visit would last longer than two days.
7. started The train started moving very slowly away from the station.

8. stacks The clerk stacks boxes onto the shelves after the store has closed.
9. grabbed Charley grabbed a handful of paperclips to use for an art project.
10. pitches Yasmin pitches the ball toward home plate and gets a strike.
11. washes My grandmother always washes her hair in the sink.

12. refreshed I felt refreshed after sitting in the shade and drinking water.
13. knocks Whenever someone knocks on the door, my dog starts barking loudly.
14. guards The mother deer guards her fawn from predators.
15. called Ms. Ms. Ono called the library to ask if her book had come in.

Differentiation / Accommodations

Assessment: Pre-test/diagnostic, skills practice page 37 review

Intervention: During small group, we will practice using sentence starters and generating details.

Enrichment: Challenge students to expand their writing

questions to discuss with classmates. and how it connects to the theme of teamwork.

ELA/Workshop time

Unit 1 Lesson 3 Day 3

Standards

2.W.1

Students will...

- draft their opinion pieces.
- review linking words.
- set additional goals for their writing.
- identify helping and linking verbs.
- review spelling words.

Lesson / Instruction

Writing an Opinion Piece: Drafting

Instruct: TREE, Language Arts Handbook pages 158-161, linking words, draft

Guided practice: REFER students to Language Arts Handbook pages 28-29 for more information and examples of drafting.

Model writing a draft, using the TREE graphic organizer as a guide. Narrate your thought process as you write and make changes. As you write the draft, include some spelling, punctuation, and grammar mistakes that you will model fixing during

Guided practice: REFER students to Language Arts Handbook pages 28-29 for more information and examples of drafting. Model writing a draft, using the TREE graphic organizer as a guide. Narrate your thought process as you write and make changes. As you write the draft, include some spelling, punctuation, and grammar mistakes that you will model fixing during

<p>Guided Exploration Path- follow the slides that are online - Bring it Together 4. Practice and Reflect- page 47-48</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 Intervention: If they don't understand decomposing of 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 2-4 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>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>RTI</p> <p>Recess</p> <p>Science Quest Findings- Map/Landform Project Standards 2-ESS2-2</p> <p>Develop and use models. I will communicate information about landforms</p> <p>Lesson / Instruction Discuss what landforms we know about. Using a map, discuss and point out landforms we see on a map. Quest Findings- Map</p> <p>Your Hike- create plan on paper Career Connection Assessment Topic 3 Pages 106-109</p> <p>Students will create a model of clay landforms. We will assess students knowledge of this based on their landforms they created and how they described the landforms.</p> <p>Differentiation / Accommodations Intervention: I will walk around the review students information, If they are having struggles on getting the needed information,</p>	<p>Review questions for each lesson- 1-2 questions each. Go over directions/ read questions for students who need it.</p> <p>Differentiation / Accommodations Will check the assessment during the math checklist. Will pull up students individually, if needed, to review the information that was wrong/missed on this topic assessment.</p> <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>Week 3: Article 3-4 Climates</p> <p>Standards 2.SS.2, 2.SS.2.B</p> <p>1. Objective: • 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> <p>Lesson / Instruction 1. Show the video Weather and Climate from related media. Have students discuss what they found interesting in the video. 2. Read the</p>	<p>and generate details. Work with a partner to share details and decide which are the best ones to use.</p> <p>P.E.</p> <p>Math Lesson 3-1 Counting Patterns</p> <p>Standards 2.NBT.2</p> <ul style="list-style-type: none"> • I can count by 1s within 1,000 • I can identify patterns when counting by 1s within 1,000. <p>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 65-66</p> <p>Differentiation / Accommodations Intervention: If they don't understand counting patterns, we will focus more on these during small groups within the classroom and during Tier 2 time.</p>	<p>the editing step of the writing process.</p> <p>Apply: HAVE students refer to Skills Practice 1 page 37. Read the Think section aloud, and complete the first two items with students to reinforce the audience and purpose for their writing. Begin writing their drafts.</p> <p>Grammar, Usage, and Mechanics Instruct: DISPLAY the ePresentation visual of the following sentences. Circle the linking and helping verbs is and were.</p> <p>Guided Practice: HAVE volunteers write sentences on the board that contain helping and linking verbs. Have another group of students identify the verbs as either helping or linking.</p> <p>Apply: WRITE the following three words on the board, and have students write sentences using them as linking and helping verbs: is, was, have Refer students to Language Arts Handbook page 286-287 for more information and examples of linking and helping verbs.</p> <p>Spelling Instruct: REMIND students that inflectional ending</p>
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RTI Tier III
Independent Reading
ELA/Workshop time
Unit 1 Lesson 2 Day 3
Standards

2.W.5

Students will...

- edit the revised opinion piece.
- identify action verbs.
- review spelling words.

Lesson / Instruction

Use Routine 17, the Checklist Routine, to review the editing process with students, including the use of proofreading symbols. Have students turn to Skills Practice 1 page 10 and follow along as you discuss the checklist.

MODEL
proofreading and editing the opinion piece for errors in spelling, punctuation, or grammar. Remind students that each sentence should begin with a capital letter, and all proper nouns should also begin with capital letters.

HAVE students refer to Language Arts Handbook page 38 for a list of proofreading symbols. Tell them to follow your model and make the same changes to the

we may use sentence starters or examples on what is need based on my examples. We will research landform examples if needed.

Extension:
If students understand the information, they will create a video explaining the information they have learned about landforms. They will use compound sentences to describe their landforms.

ELA/Workshop time
Unit 1 Lesson 2 Day 4
Standards

2.L.1.g, 2.W.1

Students will...

- create a clean, finished copy of the opinion piece.
- use the publishing step of the writing process.
- identify action verbs.
- practice the formation of the small letters t and f.

Lesson / Instruction

Instruct:
EXPLAIN to students that the final step of the writing process is publishing. Tell them this is when they will produce a final copy of their writing and present it to others. Tell them that reading their writing aloud is one way to publish it. Use Routine 18, the

article as a class.
3. Have students reread the article individually and circle the words "weather" and "climate" each time they appear.
4. Have students look at the climate map in the student edition. Ask them how the map helps them understand the text.

5. Read the second paragraph again and have students mark the things that affect climate.
6. Ask students to look at the WorldClimate Map again. Do they see any patterns related to how close or far from the Equator a place is?
7. Tell the students they are going to review the types of climate listed on the map.
8. Have students use the climate map and the printables Cli

We will review and use the guided practice from 3-1 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****Math Flashcards****RTI****Recess****RTI Tier III****Independent Reading**
ELA/Workshop time
Unit 1 Lesson 3 Day 2

Students will...

- complete a TREE graphic organizer.
- give and receive feedback on their plans in a writers' conference.
- practice formation of small letters i and l.

Lesson / Instruction**Writing an Opinion Piece-prewriting Instruct**

MODEL filling in a TREE graphic organizer based on the Idea Web you completed in the previous day's class. Choose three of the ideas as the

spellings include -s, -es, and -ed. Display the ePresentation visuals of the following word pairs: claped/clapped, shops/shopps, lockd/locked, patches/patchs, piked/picked, wishs/wishes, starttd/starttd, stacks/stackes, grabbed/grabed, pitchs/pitches. Have volunteers come to the board and circle the correctly-spelled word in each pair. Tell each student to pronounce the word correctly.

Apply: ASSIGN pages 39–40 from Skills Practice 1 for students to practice spelling words with the inflectional endings -s, -es, and -ed.

Differentiation / Accommodations

Assessment: page 37 in skills practice page ASSIGN pages 39–40 from Skills Practice 1

Intervention: During small groups, discuss ideas, support students writing their rough draft.

Enrichment: Continue writing draft independently.

Recess**Math****Review Topic 3****Standards**

2.NBT.2

Students will...

paragraphs that they previously copied in their Writer's Notebooks.

Grammar, Usage, and Mechanics:

Action Verbs

Tell students these verbs are action verbs. Explain to students that most verbs are action verbs. Action verbs are words that show action.

HAVE students name other action verbs. Write their suggestions on the board. Possible Answers: jump, walked, barks HAVE volunteers come to the board and write sentences that contain the listed action verbs.

Spelling: Closed Syllables and /j/ spelled **ndge, /k/ spelled **ck, /ch/ spelled **ntch******

Have volunteers come to the board and circle the correctly-spelled word in each pair. Tell each student to pronounce the word correctly

ASSIGN pages 25–26 from Skills Practice 1

Differentiation / Accommodations

Assessment: Pages 25 and 26

Intervention: Small group- identifying action verbs and using prompt (What is ____ doing?) pointing out the

Presenting Writing Routine, to have students publish and present their writing. Explain that every writing assignment does not lend itself to every method of publication. For example, a play can be performed, but a short opinion essay could not.

Guided Practice: REFER students to Skills Practice 1 page 10 for a Publishing Checklist. Tell students they will use this type of checklist to publish their writing assignments. Model rewriting the revised and edited opinion piece to create a clean copy. Have students follow your model and create their own neatly-written copies.

Apply HAVE students add drawings or cover pages to their finished writing piece. Have several volunteers share their published pieces with the class. Display the ePresentation visuals and discuss the goals with students. Then have students identify some of the elements in each student's presentation:

Grammar, Usage, and Mechanics:

Action Verbs

Instruct: TELL students that action verbs show action and that

mate Page and Climate Web. Do the following:
A. Have students review the climate page printable to learn about each type of climate.
B. Model using the printable Climate Web.

I. Fill in the darker circles on the printable with the five types of climate. Use the key/legend for support. II. In the lighter sets of circles have the students make statements about clothing, types of houses, or types of weather based on the information from the map and images. III. Have students share their statements with the class. Have them explain their reasoning behind their statements.
9. Have the students glue the printables into their interactive notebooks.
10. Ask students to think about the

strongest reasons for your opinion, and narrate your thoughts as you generate a further explanation for each reason.

Guided Practice

The best thing that each of us can do to help the environment is to _____. Have partners complete TREE graphic organizers to plan their opinion pieces. Explain that they should use the sentence frame to write their topic sentences.

Apply

Peer feedback Does the plan include an opening sentence that clearly states the opinion? Does the plan include three reasons that support the opinion? Does the plan include an explanation for each reason? Does the plan include a strong concluding statement? Make changes if needed after meeting in small groups

Penmanship: Instruct

REVIEW the formation of small letter i and l.

Apply

HAVE students write each of the letters on their papers twice. 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

- review topics from topic 3.

Lesson / Instruction

1. Review using whiteboards and using questions on the board.
2. Class Gimkit
3. Flashcards
4. ALEKS website

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

Week 3 Assessment- Geographic Features

Standards

2.SS.2.B, 2.SS.2

1. Objective:
 - 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

Lesson / Instruction

Order of information: Review vocab and objectives from the week. Go over directions/ read questions for students who need it.

<p>subject of the sentence's actions.</p> <p>Enrichment: Expand opinion writing. Identify action verbs in a story/book they are reading. Write those verbs down and share with the class. Identify action verbs from reading books pages 44-53 and then use each verb they find in a new sentence.</p>	<p>students will use action verbs in most types of writing. Tell students that action verbs can make writing more interesting.</p> <p>Write the following action verbs on the board: yell roar swim gushed chewed</p> <p>Use each action verb in a sentence. Point out to students that the action verbs show what the subject of each sentence is doing.</p> <p>Have students circle the action verb in each sentence.</p> <p>Skills page 27 and 28</p>	<p>type of plants and animals that might live in the climates they have studied.</p> <p>11. Have the students look at the images associated with the article "Biomes."</p> <p>12. Write the word "biome" on the board.</p> <p>Have students repeat the word after you.</p> <p>13. Read the article as a class, having students highlight the word "biome."</p> <p>14. Watch the video "Biomes Intro."</p> <p>15. Choose either the "Biome Map of the World" or "Biome Map of North America," found in related media.</p> <p>16. Show the students the images and biome map.</p> <p>17. Invite the students to match each biome image to the correct location on the map.</p> <p>18. Break the</p>	<p>those letters and write them again. Write the word ill.</p> <p>Differentiation / Accommodations</p> <p>Assessment: Assess penmanship- have them correct errors if needed. Write/revise given sentences with proofreading marks.</p> <p>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.</p> <p>Enrichment: Challenge students to expand their opinion, share ideas with others, continue thinking/working on draft</p>	<p>Week 3 test will be graded to test for understanding the different geographic features (climates, landforms, bodies of</p> <p>Differentiation / Accommodations</p> <p>Will check the assessment during the social studies checklist. Will pull up students individually, if needed, to review the information that was wrong/missed on this weeks assessment.</p>
<p>Social Studies</p> <p>Week 3: Article 1-2-Bodies of Water/ Landforms</p> <p>Standards</p> <p>2.SS.2, 2.SS.2.B</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>Lesson / Instruction</p> <p>1. Show the students the images of the five oceans, from related media. Next, show them the images of the other bodies of water. Invite the students to share any similarities or differences they notice</p>	<p>Penmanship: Practice t and f- 5 times each</p> <p>Differentiation / Accommodations</p> <p>Assessment: Write/ create a published version of the opinion piece- pictures and cover pages, use verbs in sentences, skills pages 27/28, write t and f 5 times.</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the Grammar, Usage, and Mechanics skills taught in this lesson.</p> <p>Enrichment: Challenge students to identify action verbs in their own opinion writings and in other classmate's writings.</p>	<p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the Grammar, Usage, and Mechanics skills taught in this lesson.</p> <p>Enrichment: Challenge students to identify action verbs in their own opinion writings and in other classmate's writings.</p>	<p>Social Studies</p> <p>Week 3: Article 5 Wind and ocean currents</p> <p>Standards</p> <p>2.SS.2, 2.SS.2.B</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>Lesson / Instruction</p> <p>Opinion Writing: Draft</p> <p>Instruct: TELL students that they will continue working on their opinion piece drafts.</p> <p>Guided practice: Write the following words on the board: think believe feel should want</p> <p>Tell students that these opinion words will help make their points of view clear to</p>	<p>ELA/Workshop time</p> <p>Unit 1 Lesson 3 Day 4</p> <p>Standards</p> <p>2.W.1, 2.L.1.g</p> <p>Students will...</p> <ul style="list-style-type: none"> • use words that show opinions. • review goals for their writing. • finish drafting an opinion piece. • use helping and linking verbs. • practice the formation of small letters t and f. <p>Lesson / Instruction</p> <p>Opinion Writing: Draft</p> <p>Instruct: TELL students that they will continue working on their opinion piece drafts.</p> <p>Guided practice: Write the following words on the board: think believe feel should want</p> <p>Tell students that these opinion words will help make their points of view clear to</p>

among the images.

2. Read the article "Bodies of Water" as a class. Have the students highlight the bodies of water mentioned.

3. Have students begin a page in their interactive notebooks titled "Bodies of Water." Students should create sections for oceans, rivers, and lakes.

4. Reread the article and have students highlight important information about each body of water.

5. Discuss student ideas as a class and correct any misunderstandings.

6. Have students write the important points for each body of water in the relevant section.

7. Show the videos "Rivers Intro" and "Ponds and Lakes."

Guidance
Library

class into groups for each biome. As the groups study their images, have them write down the kinds of animals, plants, and climate that would be found in each biome.

Vocab:

air current biome bodies of water climate current hills islands isthmus lakes landforms mountains ocean current plains plateau rivers trade winds valleys

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

1. Have students use the climate map and the printables Climate Page and Climate Web. Do the following:

A. Have students review the climate page printables to learn about each type of

deck "Geographic Features" go with

1. Have students look at the image "The Traveling Bottle" and read

2. Put students in small groups to discuss their ideas about what happened.

3. Explain that two different types of currents work together to cause

4. Have students preview the article and images that go with it and

5. Read the article. Have students highlight the two types of currents.

6. Work through the paragraph about air currents. Reread the first paragraph

7. Review the images from related media that relate to air currents.

how air currents work. Circulate and monitor for understanding,

8. Explain that an air current and an ocean current are similar.

9. Work through the paragraph about ocean currents.

10. Reread the second paragraph and have students answer the questions provided.

11. NASA and PBS have videos showing ocean currents.

There are a video that will help your students visualize the concepts in the

12. Review the images that relate to

readers. Have students use these words in their drafts.

Apply: TELL students that they will finish their drafts today. Remind them to use the TREE graphic organizer to develop the writing and to maintain focus on the main idea of their paragraphs. Tell them to continue planning as they write by adding, changing, or reordering their reasons and explanations as needed. Tell students that the more specific their reasons are, the better the reasons will support their opinions.

Grammar, Usage, and Mechanics:
Helping and Linking Verbs

Instruct: REVIEW with students that a linking verb links the subject of a sentence to a word or phrase that describes or renames the subject, and a helping verb works with the main verb to indicate when something is happening or has happened.

(is are was were)- create sentences with these words

Guided practice:
DISPLAY the ePresentation visual for the following sentences. Have students circle the linking or helping

A. Have the students listen for one new thing they learn in each video. Give students time to share with a peer and the class after the videos.

B. Have the students add the new information to the appropriate section of their "Bodies of Water" page.8. Using the image "Physical Map of the United States," from related media, have the students locate the key/legend. Ask them to find the bodies of water in the key/legend.

climate
.

B. Model using the printab
le Cli
mate
Web.

Differentiation / Accommodations

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

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

RTI

Recess

RTI Tier III

Independent Reading

ELA/Workshop time

Unit 1 Lesson 2 Day 5

Standards

2.L.2.d, 2.W.5,
2.W.1

Students will...

- review facts and opinions.
- brainstorm topics

ocean currents. Have students use currents work. Circulate and monitor for understanding, correcting

13. Have students color the printable Ocean Currents with the appropriate

14. Have a class discussion about how air currents and ocean currents

15. Vocab:air current biome

bodies of water

climate current

hills islands

isthmus lakes

landforms

mountains ocean

current plains

plateau rivers

trade winds

valleys

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

1. Have students color the printable Ocean Currents with the appropriate colors.

Differentiation / Accommodations

Extension: I will walk around the 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 of ocean currents. Will pull up more examples if

verbs. Tell them to identify each circled word as a linking or a helping verb.

I am watching a movie. am, helping verb

She was happy when we told her the news. was, linking verb

The turtles were hiding in their shells. were, helping verb

Apply: Tell students to turn to Skills Practice 1 pages 41–42.

Practice t and f and the word fit-penmanship

Differentiation / Accommodations

Assessment: Skills Practice 1 pages 41–42.

Intervention: Continue to support writing draft-encouraging use of sound/spelling cards as they write.

Enrichment: Encourage students to use linking verbs in their drafts. Share their drafts with partners/ share critiques with each other when ready.

Art

Fun Friday

ELA

Science/Social Studies #1

Unit 1 Lesson 2 and 3

Standards

9. Have a discussion about bodies of water found in your local area and state.
10. Using the pre-made physical maps of the local community, have students label any bodies of water.
11. Have students each create a key and label their map of the community.
12. Ask students what else (besides bodies of water) is on the community map.
13. Have the students watch the video "Landforms, Bodies of Water, and Physical Features - 2nd" and listen for different landforms that the video mentions.
14. Read the article as a class. Have students highlight the definition of a landform.
15. Have

for a new opinion piece.
• take the spelling assessment.
• review action verbs.
• review small letters t and f.

Lesson / Instruction

Writing an Opinion Piece: Prewriting

TREE sheet-breaking down paragraph from previous day
In partners have students brainstorm ideas to address the question: In your opinion, what is the best thing each of us can do to improve the environment? 5 more ideas- record and save in portfolios

Monitor Progress

eActivities and eGames

Spelling

Spelling assessment: check, wedge, latch, judge, kick, switch, track, ledge, badge, flock

Challenge Words: catcher, watch, locket, hatchet, fidget

Grammar, Usage, and Mechanics

Action verbs: Finding them in sentences and creating their own sentences/ finding the action verbs in the sentences with class

Penmanship

t and f, fit, tilt, and fill write each 5 times

Formal Assessment

Lesson and Unit Assessment page 35

Social Studies

needed.

Intervention:
Students will create a video example their ocean current printable.

Science

Quest Findings- Map/Landform Project

Standards

2-ESS2-2

Develop and use models.

I will communicate information about landforms

Lesson / Instruction

Discuss what landforms we know about.

Using a map, discuss and point out landforms we see on a map.
Quest Findings- Map

Your Hike- create plan on paper

Career Connection Assessment Topic 3 Pages 106-109

Students will create a model of clay landforms. We will assess students knowledge of this based on their landforms they created and how they described the landforms.

Differentiation / Accommodations

Intervention:
I will walk around the room reviewing students information. If they are having struggles on getting the needed information,

2.C.3.1, K-12.C.4,
2.C.3.2

Lesson 2
How does the government help people?
Students will...

- identify and describe functions of government
- understand how the government works to help citizens through services paid for by taxes
- use a word web to connect related ideas
- create a word web about government based on ideas presented in the unit.

Lesson 3:
Why do we need leaders?
Students will...

- describe why we need leaders
- explain how citizens choose leaders
- Identify local, state, and national leaders and their contributions
- describe the voting process
- explain majority rule

Lesson / Instruction

Lesson 2:
Government for the People Pages 18-23

Vocab: government, judge, government service, tax

We Need Government
Government Services
Discuss Review Questions

students number the different landforms mentioned in the article.

16. Have students create a page in their interactive notebooks called "Landforms." Students should create sections on the page(s) for each landform.

17. Reread the article and have students highlight important information about each landform.

18. Discuss student ideas as a class and correct any misconceptions, where appropriate.

19. Have students draw the landforms and write the important points for each landform in the appropriate section on the "Landforms" page of their interactive notebooks.

20. Using the Physical map of the United

**Week 3: Article 3-4
Climates**

Standards

2.SS.2.B, 2.SS.2

1. Objective:

- 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

Lesson / Instruction

1. Show the video Weather and Climate from related media. Have students discuss what they found interesting in the video.
2. Read the article as a class.
3. Have students reread the article individually and circle the words "weather" and "climate" each time they appear.
4. Have students look at the climate map in the student edition. Ask them how the map helps them understand the text.

we may use sentence starters or examples on what is needed based on my examples. We will research landform examples if needed.

Extension:
If students understand the information, they will create a video explaining the information they have learned about landforms. They will use compound sentences to describe their landforms.

ELA

Science/Social Studies #1

Unit 1 Overview and Lesson 1

How can citizens be responsible in their community?

Students will...

- be able to explain citizen rights and responsibilities at home, at school, and in the community
- recognize the need for rules and laws
- Identify consequences for breaking rules and laws
- Describe the consequences of different solutions.
- compare/contrast children's daily lives to those of others
- explore different point of view about what

Page 3/4 in Homework and practice book

Lesson 3:
Our Leaders Pages 24-29

Vocab: election, mayor, governor, President
Choosing Leaders, Government Leaders
, Review questions together

Page 5/6 in Homework and Practice Book

Differentiation / Accommodations

Lesson 2:
Intervention: Reteach sections that are not understood, and continue reviewing information. Find a video reviewing information if needed. Think of 2 more places to add to their web.

Enrichment: Go to a community website or newspaper to find out more about their community.

Lesson 3:
Intervention: Reteach sections that are not understood, and continue reviewing information. Find a video reviewing information if needed. Ask children to close their hands to vote on favorite type of ice cream.

Enrichment: Solve a problem on pages 14-15 in text book. Have students create a ballot with 3

States have the students find the landforms in the legend/key. 21. Have a discussion about landforms found in your local area and state. 22. Using the pre-made physical maps of the local community, have students label some of the landforms. If possible, this is a great opportunity to use online digital maps to show students landforms in the local area that they may recognize.

23. Have students each put the completed physical map of the community in their interactive notebook. Have students write sentences that describe the local community, using the physical features on the map.

Vocab:

5. Read the second paragraph again and have students mark the things that affect climate.
6. Ask students to look at the WorldClimate Map again. Do they see any patterns related to how close or far from the Equator a place is?
7. Tell the students they are going to review the types of climate listed on the map.
8. Have students use the climate map and the printables Climate Page and Climate Web. Do the following:
A. Have students review the climate page printables to learn about each type of climate.
B. Model using the printable Cli

individuals do to get along with one another

Lesson / Instruction

Discuss big idea: a government makes laws to help people be safe and get along.
Discuss the picture on page 1.
Discuss vocabulary words: citizen, government, law, vote, and President

Pages 4- 5 Main Idea and details in text
Discussion of Star Spangled Banner on pages 6-7

Lesson 1: Citizens in a Community pages 8-13

Vocab: community, citizen, right, responsibility, law, consequence
Citizens Have Rights and responsibilities, Rules and Laws
Review Questions on piece of paper

Tale of a Good Citizen page 1 in Homework/practice book

Differentiation / Accommodations

Intervention: Reteach sections that are not understood, and continue reviewing information. Find a video reviewing information if needed.

Enrichment: Solve a problem on pages 14-15 in text book.

choices and have class vote, determine if there is a majority.

air current biome
bodies of water
climate current
hills islands
isthmus lakes
landforms
mountains ocean
current plains
plateau rivers
trade winds
valleys

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

1. Using the pre-made physical maps of the local community, have students label any bodies of water.
 - a. Have students each create a key and label their map of the community.
2. Using the pre-made physical maps of the local community, have students label some of the landforms.

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 or physical maps where we can discuss the needed information again.

Extension:
If students understand the

mate
Web.
I. Fill in the darker circle son the printable with the five types of climate. Use the key/legend for support. II. In the lighter sets of circles have the students make statements about clothing, types of houses, or types of weather based on the information from the map and images.
III. Have students share their statements with the class. Have them explain their reasoning behind their statements.
9. Have the students glue the printables into their interactive notebooks.
10. Ask students to think about the type of plants and animals that might live in the climates they have studied.
11. Have the students look at the images associated with the article "Biomes."
12. Write the word "biome" on the board. Have students repeat the word after you.
13. Read the article as a class,

information, they will create a journal entry on Class Dojo explaining the information they have learned about bodies of waters and landforms.

Science

Topic 3 Lesson 3-Map Land and Water +Quest Check In

Standards

2-ESS2-3,
2-ESS2-2

I can use maps to show where land and water are on Earth.

Lesson / Instruction

Vocabulary- model, key, scale
Watch video about different types of maps.

UInvestigate Lab- why do map makers

use different maps?
Read and Answer questions- pages 100-101

Quest Check-In- Distance on a map

Math Connection if time allows- page 103

Use page 100-101 to check for comprehension

Differentiation / Accommodations

Intervention: I will walk around the room to review student information. If they are having struggles on getting the need

having students highlight the word "biome."
14. Watch the video "Biomes Intro."
15. Choose either the "Biome Map of the World" or "Biome Map of North America," found in related media.
16. Show the students the images and biome map.
17. Invite the students to match each biome image to the correct location on the map.
18. Break the class into groups for each biome. As the groups study their images, have them write down the kinds of animals, plants, and climate that would be found in each biome.

Vocab:
air current biome
bodies of water
climate current
hills islands
isthmus lakes
landforms
mountains ocean
current plains

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.

ELA

Science/Social Studies #1

Make landforms out of clay and canvas

Standards

2-ESS2-2

Students will:

- Plan a landform they will be creating by brainstorming and drawing a plan
- Construct a landform out of clay on poster board

Lesson / Instruction

Plan:

On a blank sheet of paper, students will draw and label their landforms.

Brainstorm ideas, draw pictures, etc.

Construction:
Students will begin to construct their landforms on poster boards using the clay brought from home.

Differentiation / Accommodations

Intervention: Assist students by having them write down their ideas- forming details

plateau rivers
trade winds
valleys

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

1. Have students use the climate map and the printables Climate

Page and Climate Web.

Do the following:

- A. Have students review the climate page printables to learn about each type of climate

- B. Model using the printables Climate Web.

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 or physical

about their creation as needed.

Enrichment:
Encourage students to use descriptive details to describe how they are going to create their landform sculpture.

maps where we can discuss the needed information again.

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

P.E.

ELA