

Monday 11/24/2025	Tuesday 11/25/2025	Wednesday 11/26/2025	Thursday 11/27/2025	Friday 11/28/2025
<p>Morning meeting</p> <p>ELA</p> <p>Unit 2 Lesson 5 Day 3</p> <p>Standards</p> <p>2.RF.3.c, 2.RF.3.b, 2.L.2.e</p> <p>Students will...</p> <ul style="list-style-type: none"> review /ē/ spelled e, e_e, ee, and ea. learn new high-frequency words. build oral language skills. apply sound/spelling correspondences to spell dictated words with /ē/. <p>Lesson / Instruction</p> <p>Phonics and Decoding: /ē/ spelled e, e_e, ee, and ea</p> <ul style="list-style-type: none"> REVIEW /ē/ spelled e, e_e, ee, and ea using Sound/Spelling Card 28. Use Routine 2, the Whole-Word Blending Routine, to blend the first two lines plus cheese and these. Listen to check whether students automatically treat the final e in cheese as a silent letter. If they do not, remind them that this is another English word with a silent final e. Use Routine 4, the Closed Syllables Routine, to 	<p>Morning meeting</p> <p>ELA</p> <p>Unit 2 Lesson 5 Day 4</p> <p>Standards</p> <p>2.RF.4.b, 2.RF.4.a, 2.RL.1</p> <p>Students will...</p> <ul style="list-style-type: none"> build oral language skills. read a Decodable Story. build fluency <p>Lesson / Instruction</p> <p>Phonics and Decoding: /ē/ spelled e, e_e, ee, and ea</p> <p>HAVE a volunteer use a word from the word lines in a declarative sentence. Ask another student to use the same word in an interrogative or exclamatory sentence.</p> <p>Fluency: Reading a Decodable Story Book 3, Story 27: A Good Deed at the Beach</p> <ul style="list-style-type: none"> New High-Frequency Words: please, three Reviewed High-Frequency Words: are, come, could, good, my, now, put, water, your EXPLAIN to students that they should try to read text automatically. This means they should be able to read text by looking at the words and reading them. If they do 			

discuss closed syllables and syllable breaks in the words extreme and sunbeam.

- Then use Routine 5, the Open Syllables Routine, to discuss the words in Line 4.
- Use Routine 1A, the High-Frequency Words Routine, to introduce please and three. Remind students that please is another example of a word with a silent final e.
- Display the sentences, and have students read each one using Routine 3, the Blending Sentences Routine. Explain that the final e in Reese is silent, just like with please

About words and sentences: examples in teacher's manual

Developing oral language

- ASK students to choose a word from the word lines, identify the /ē/ spelling in the word, and tell how many syllables the word has. For multisyllabic words, have students tell where the word should be broken.
- Write or display

not know how to pronounce a word while reading, they should stop reading and decode each syllable of the word. They should then practice automaticity by rereading the sentence.

- Use Routine 9, the Reading a Decodable Story Routine, to have students read "A Good Deed at the Beach." Remind students their purpose for reading this Decodable Story is to practice reading words with the phonics focus and high-frequency words in connected text. The comprehension questions that follow are to check whether students understand what they read.

Checking Comprehension: Have students answer the following questions to check their understanding of the story. Building Fluency: Build students' fluency by having them read "A Good Deed at the Beach" with a partner. Have the partners reread the story aloud several times. Check their reading for speed and accuracy.

Differentiation /

the words below and ask students to provide antonyms for each word. Then have students use all of the words in sentences.
Possible answers in teacher's manual

Dictation and spelling on whiteboards

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

ASSIGN pages 135-136 from Skills Practice 1 for students to apply /ē/ spelled e, e_e, ee, and ea. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. Have students list words that rhyme with the words in Line 1 and Line 2.

Enrichment: Have

Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the skills taught in this part of the lesson.

Enrichment: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills

Music

ELA

Unit 2 Lesson 5 Day 4

Students will...

- demonstrate understanding of Author's Purpose and Point of View.
- demonstrate understanding of Plot as a Story Element.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with expression.
- set up a schedule for Inquiry presentations.

Lesson / Instruction

students write sentences using at least two words from the word lines. Have students work alone to write a short story using words from the word lines. Have them exchange stories, discuss whether the words are used

ELA**Unit 2 Lesson 5 Day 3****Standards**

2.W.8, 2.W.7,
2.W.6, 2.RF.4.b,
2.RL.10, 2.RL.7,
2.RL.1

Students will...

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

Lesson / Instruction**Access Complex Text**

- HAVE students identify the order word that appears at the beginning of page 263. Then Ask students how this word helps them understand the sequence of events in the story. Possible Answer: The word then signals that a

Have students get out their reading books if they have not done so yet. Follow Red Band Slides and Teacher's Manual

- Read In My Own Backyard with students from start to finish
- h-stopping at the pages showing on the red band side showing.

Read pages 274-275 with students- answer questions 1 and 2 together as a class.

Answer questions on page 271- give students a chance to discuss each questions with a partner sitting near them.

change is about to happen. It tells me the action of the story is going to take another step back in time.

- READ the following sentence from page 268: “There was a beach with hissing sulphur springs, and the only life was in the form of strange, dome-shaped algae.” Have students make an inference about why there are no animals in this setting.
- Possible Answer: The environment was too harsh to support most animal life forms.
- Ask students to identify evidence in the text that supports their inference.
- Possible Answer: The hissing sulphur springs and belching volcano mentioned on page 268 are text evidence that this is not a good environment for most living things.

Text Connection

- HAVE students turn to page 270 of Student Anthology 1. Tell them to write an answer for each question in their notebooks. After students have finished writing their answers, read each question with the

Then answer them allowed as a class.

Read page 264-modeling expression

Turn to red band checklist on the slideshow- have student complete this checklist until 11:00.

Recess

Math

Math Thanksgiving Packet**Standards**

2.OA.1, 2.OA.2,
2.OA.2.a, 2.NBT.2,
2.MD.10

I can...

-work on activity pages and ask questions when needed.

Lesson / Instruction

1. Math Thanksgiving packer
2. Blue folder
3. Clean desk.
4. 1 Aleks lesson
5. Prodigy or Boddle

Differentiation / Accommodations

I will be walking around helping students as needed.

Lunch

Recess

Tier II/III Math

RTI

Recess

Science

Topic 4 Close: Earth's Processes

ELA/Workshop time

class. Ask volunteers to read their answers. Provide enough time for students to respond to each other's questions and ask new ones when relevant to the topic.

Apply Vocab

- USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 272–273. Start by reviewing the words and definitions. Then explain to them that many English words can be used in different ways. Sometimes a word can function as a noun, but also as a verb. Sometimes a suffix can change a noun into an adjective.

- Tell students that, as they read this text, they should pay close attention to this week's selection vocabulary words and how each word is used here. You may want to have students compare and contrast the new and original definitions and parts of speech.
- Remind students that the concept

Unit 2 Lesson 5 Day 4

Students will...

- form and use singular and plural nouns.
- practice the formation of small letters m and u.

Lesson / Instruction

- Blue Band Google Slides
- Discuss singular vs plural nouns- use slideshow to show examples
- Have students tear our pages 145-146 in their owl book. Do #1-4, 9, 10, 17 together, have students do 5-8, 11-16, 18-20 on their own.

REMIND students that the final step of the writing process is publishing. They will produce a final copy of their informative/explanatory writing and present it to others. Tell students to add photographs or illustrations of the animals they wrote about.

Refer students to Language Arts Handbook pages 42–45 for more information about publishing.

Have students think about the process of writing to inform. Lead a discussion about how the graphic organizers helped them plan and draft their writing. Tell students to describe the easiest and most

vocabulary word is transformation. Have them discuss the question on page 273: If a person wanted to go through a transformation, what could he or she do to make it happen? Possible Answer: The word transformation means "the act of changing form, appearance, or shape." If a person wanted to go through a transformation, then he or she would have to change either on the inside or the outside. He or she could change appearance, or he or she could change a behavior.

Fluency- Prosody

- REMIND students that phrasing, or grouping words, is an important aspect of fluency. Reading in phrases makes reading sound natural and creates a pleasing rhythm that helps listeners make sense of the text. Demonstrate by reading aloud the following sentences from page 254 of "In My Own Backyard." "People were cutting hay with old-fashioned scythes / like I had

difficult aspects of the writing process. Have volunteers share the most helpful piece of feedback they received during the writers' conferences.

REFER students to Skills Practice 1 page 128 for a publishing checklist. Model rewriting your revised and edited informative/explanatory text to create a clean copy. Have students create neatly-written copies of their own writing. If possible, have interested students use digital tools such as a computer to create final, printed copies.

USE Routine 18, the Presenting Writing Routine, to have students publish and present their writing. Have students decide whether they want to present their writing orally or in written form.

Guidance

Library

seen in pictures. /
Next to the brook /
was a strange old
building / with a
waterwheel. / The
hills were plowed
fields / for growing
hay and corn."

- Tell students to read these sentences aloud quietly to themselves to practice reading in phrases.

Inquiry: step 5-
developing
presentations

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

As a class, begin organizing findings and identify individuals or small groups to create and present different parts. For example, if creating a web page related to the earthquake conjecture, one group could organize any relevant links from

their research, one group could compose the text for the page, one group could find clip art to illustrate the page, and one group could plan to explain the page before an audience.

Practice

Comprehension:

HAVE students turn to Skills Practice 1 pages 139–140.

Read the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually.

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson. MAKING INFERENCES

Direct students to specific sentences and passages in the story to help them support valid inferences with text evidence.

Enrichment: Provide sentence frames to help students connect their comments to those of others. For example,

I agree with what said, and I think . said , but I think . Have students think of additional discussion questions to help classmates connect “In My Own Backyard” to the unit theme Earth in Action- also start using those questions on creating their presentation for the question

Computers

Recess

Math

Lesson 6-4
Represent 2-Digit
Subtraction with
Regrouping Part 1

Standards

2.NBT.5

- I can subtract 2-digit numbers with regrouping.
- I can represent 2-digit subtraction with regrouping.

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- pages

215-216

Differentiation / Accommodations

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

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 5 Day 3

Standards

2.L.2.e, 2.W.2.d,
2.W.2.c, 2.W.2.b,
2.W.2.a, 2.W.2

Students will...

- identify sentence fragments.
- use proofreading marks and a checklist to edit their writing.
- form and use singular and plural nouns.

- review spelling words.

Lesson / Instruction

- DISPLAY the ePresentation visual for the following sentences. Point out the nouns in each sentence and identify them as singular or plural.
- WRITE the following nouns on the board. Have volunteers help you make the plural form.
- HAVE students write two sentences using the irregular singular nouns above and then rewrite the sentences, making the nouns plural.

ASSIGN
pages 143–144
from Skills Practice
1 for student
to practice
spelling words
with /ē/ spelled e,
e_e, ee, and ea
and homophones.

TELL students they will edit their informative/explanatory writing today. Remind them that during the editing step, they will read through their writing carefully to look for mistakes in spelling, grammar, capitalization, and punctuation. Tell students that they should consult reference materials, including beginning dictionaries, to check

and correct spellings. Revisit the rubric that students will be using to make sure they included all necessary pieces of information.

Model editing your revised draft. Be sure to narrate the changes you make, including making sure all your sentences are complete. Have students offer suggestions for edits, and incorporate their changes whenever appropriate.

The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

DISPLAY the ePresentation visual of the following sentences, and have students identify if the sentences are complete or if they are a sentence fragments. If a sentence is a fragment, have the students revise it to make it complete.

HAVE students edit their informational/explanatory writing using the checklist on Skills Practice 1 page 128. Have students to use the proofreading symbols shown on Language Arts Handbook page 38. Remind students to reread their writing several times to look

for errors in spelling, grammar, punctuation, and capitalization. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings.

Differentiation / Accommodations

Intervention:
RETEACH
For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the Writing and Spelling skills taught in this lesson.

Enrichment: If students are able to complete the page Glossary page, then during Workshop have them revise/edit a partner's writing.

Social Studies

Makeup week

Science

**Topic 4 Lesson 3:
People Can Change
Earth**

Standards

2-ESS2-2,
2-ESS2-1,
2-ESS1-1

I will describe how people change the surface of the Earth.

Lesson / Instruction

Vocabulary: dike, levee, windbreak
Jumpstart Discovery Activity- small paper and wind

UInvestigate Lab
(Next part)
Read and answer
questions- pages
132-135
Video

Quest Check In-
136-137

Assessment- online
quiz

When we are reading
and answering
questions, I will
observe on how kids
are participating and
if they understand the
information.

Use pages 132-135
to help them
comprehend the
information from their
science notebooks.

**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 Earth
surface changes.