

Monday 12/15/2025	Tuesday 12/16/2025	Wednesday 12/17/2025	Thursday 12/18/2025	Friday 12/19/2025
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA <b>Unit 3 Lesson 1 Day 5</b> <b>Standards</b> 2.RF.3.c, 2.RF.3.b, 2.RF.4.b Students will... • blend words with /ā/ spelled a, a_e, ai_, and _ay. • build oral language skills.	ELA <b>Unit 3 Lesson 2 Day 1</b> <b>Standards</b> 2.L.2.e, 2.L.1.f, 2.RF.3.d, 2.RF.3.c, 2.RF.3.b Students will... • blend words with /ē/ spelled _ie_, _y, and _ey. • build oral language skills. • apply sound/ spelling correspondences to spell dictated words with /ē/.	Music ELA <b>Unit 3 Lesson 2 Day 2 and 4</b> <b>Standards</b> 2.RF.4.c, 2.RF.4.b Students will... • build oral language and vocabulary skills. • apply sound/ spelling correspondences to spell dictated words with /ē/.	ELA <b>Unit 3 Lesson 2 Day 3</b> <b>Standards</b> 2.L.2.c, 2.L.2.e, 2.RF.3.d, 2.RF.3.c, 2.RF.3.b Students will... • blend words with /ē/ spelled e, e_e, ee, ea, _ie_, _y, and _ey. • build oral language skills. • apply sound/ spelling correspondences to spell dictated words with /ē/.	ELA <b>Polar Express Day</b> ELA <b>Polar Express Day</b> ELA/Workshop time <b>Polar Express Day</b>
<b>Lesson / Instruction</b> Phonics and Decoding: /ā/ spelled a, a_e, ai_, and _ay Blending • REVIEW the target sound/ spellings using Sound/Spelling Card 27.  • Display the word lines from Days 1 and 3. Point to each word and have students read it. Then have students read the sentences with accuracy and proper intonation. Developing Oral Language • START at one end of the classroom and work your way around so that each student has a chance to read at least one of the words from the word lines aloud. After every student has had a chance to read, ask for volunteers to finish the remaining words	<b>Lesson / Instruction</b> Phonics and Decoding: /ē/ spelled _ie_, _y, and _ey <b>Blending</b> • INTRODUCE /ē/ spelled _ie_, _y, and _ey using Sound/Spelling Card 28. Ask students to tell what they already know about this card. The red letters mean it is a vowel. The yellow background means it is a long-vowel sound. • Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the first three lines. Then have students read the words in Line 4, stopping to blend any words they cannot read	Students will... • build oral language and vocabulary skills. • read a Decodable Story. • build fluency. <b>Lesson / Instruction</b> Day 2: Phonics and Decoding: /ē/ spelled _ie_, _y, and _ey Developing Oral Language • TELL students that yield is a multiple-meaning word. Show the provided definitions to students. Have them use the word in different sentences to demonstrate its various meanings.  • Draw students' attention to the words in Line 4. Remind them that all of the words in this line are adjectives.	<b>Lesson / Instruction</b> Phonics and Decoding: /ē/ spelled e, e_e, ee, ea, _ie_, _y, and _ey <b>Blending</b> • REVIEW /ē/ spelled e, e_e, ee, ea, _ie_, _y, and _ey using Sound/ Spelling Card 28. Ask students to describe some of the ways vowels are special. Vowels have long and short sounds. Every word has a vowel. Every syllable has a vowel. • Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the first three lines. For Line 4, have students read the words, stopping to	Recess Math <b>Polar Express Day</b> Lunch Recess Tier II/III Math <b>Polar Express Day</b> RTI <b>Polar Express Day</b> Recess RTI Tier III <b>Polar Express Day</b> ELA/Workshop time <b>Polar Express Day</b> Art Fun Friday

<p>and sentences.</p> <ul style="list-style-type: none"> <li>Have a student choose a word from the word lines and name a rhyming word that is not in the word lines. Challenge students to make up a sentence that includes both words.</li> </ul> <p>Fluency</p> <ul style="list-style-type: none"> <li>HAVE students get into small groups to practice reading fluently. Give each student a copy of Decodable Stories, Book 4, Story 29. Tell them to read aloud within the groups. Circulate the groups to monitor whether students are reading accurately.</li> </ul> <p><b><u>Have students use eActivities and eGames to practice skills learned in this portion of the lesson.</u></b> <b><u>Use Lesson and Unit Assessment 1 pages 147–148 to assess students' understanding of the skills taught in this lesson.</u></b></p> <p><b><u>Differentiation / Accommodations</u></b> Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of</p>	<p>fluently and automatically.</p> <ul style="list-style-type: none"> <li>Display the sentences, and have students read them using Routine 3, the Blending Sentences Routine.</li> </ul> <p><b><u>About the words and sentences</u></b></p> <p><b><u>Developing Oral Language</u></b></p> <ul style="list-style-type: none"> <li>POINT to each word in the word lines, and have the class read the word. Ask a student to use the word in a sentence. Then ask another student to extend the sentence by answering questions such as who, what, where, when, why, or how.</li> <li>Have partners practice giving each other oral directions. Tell them every student needs to develop an activity to do with words from the word lines. Each student should aim to have two to three steps for their oral directions. One partner will give oral directions while the other follows. Then they will switch roles.</li> </ul> <p><b><u>Dictation and spelling</u></b> USE Routine 7, the Whole-Word Dictation Routine,</p>	<ul style="list-style-type: none"> <li>Ask volunteers to provide a list of nouns that each word in Line 4 can describe.</li> <li>Have students use one of the adjectives and one of the nouns to create a sentence.</li> <li>Continue until all the words from Line 4 have been used in sentences.</li> </ul> <p>Word Building</p> <ul style="list-style-type: none"> <li>USE the Letter Cards to do a word building activity with students.</li> <li>Give each student a set of the Letter Cards that contains a, b, d, e, f, h, i, k, l (2), o, p, n, r, s, t, and y. Tell students to place their cards in a row at the top of their desks.</li> <li>Start with the first word, thief. Say the word, use it in a sentence, and then say it again.</li> <li>Have students repeat the word and then say the first sound. Tell students to pull down the Letter Cards for the first sound. If necessary, remind students about consonant digraphs. Repeat the word, and have students pull down the Letter</li> </ul>	<p>blend any words they cannot read fluently and automatically.</p> <ul style="list-style-type: none"> <li>Use Routine 1A, the High-Frequency Words Routine, to introduce believe and carry.</li> <li>Display the sentences, and have students read them using Routine 3, the Blending Sentences Routine.</li> </ul> <p><b><u>About the words and sentences in teacher's manual</u></b></p> <p><b><u>Developing Oral Language</u></b></p> <ul style="list-style-type: none"> <li>HAVE students look at the first pair of words in Line 2, and ask them to identify how the words are different. The second word has the inflectional ending -ed. Ask them what they notice about the second pair of words. The second word has the inflectional ending -ing. Have students use the base word in a sentence and then the word with the inflectional ending in another sentence. Ask students to identify the part of speech for each word. All the words are verbs.</li> </ul> <p><b><u>Dictation and spelling</u></b></p>
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the lesson. Have students work with a partner during Workshop to list other words with /ā/ spelled a\_e, ai\_ or \_ay

Enrichment: Have students list other compound words during Workshop with /ā/ spelled a\_e, ai\_ or \_ay. Have students write a paragraph that includes either Sentence 1 or Sentence 2.

ELA

Unit 3 Lesson 1 Day 5

Standards

2.RI.10, 2.RI.6, 2.RI.5, 2.L.6, 2.L.5.a, 2.RF.4.b, 2.RI.10.a

Students will...

- review the selection vocabulary words.
- review the comprehension strategies Asking and Answering Questions and Making Connections.
- review Classify and Categorize, as well as Main Idea and Details.
- review Author's Purpose, Text Features, and Language Use.
- review expression and rate as aspects of fluency.

Lesson / Instruction

Review vocab:

- USE Routine 11, the Selection

and Routine 8, the Sentence Dictation Routine, to dictate the words and sentence for students to write.

**ASSIGN pages 167-168 from Skills Practice 1 for students to apply /ē/ spelled ie\_ , y, and \_ey. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.**

**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. If students have trouble reading a word, stop, and have them blend the word using Routine 1.

Enrichment: Have students look through last week's reading selection to find words with /ē/ spelled \_ie\_, \_y, and \_ey during Workshop. Have students list additional words with /ē/ spelled \_ie\_, \_y, and \_ey to add to the word lines during Workshop.

Music

ELA

Card for the next sound in the word. Continue until the whole word has been spelled.

- Write or display the word and have students compare their words to the word on the board. Tell them to make any necessary corrections to their words. Then read the word as a class. Continue until you have done every word.

Day 4:  
Phonics and Decoding: /ē/ spelled e, e\_e, ee, ea, \_ie\_, \_y, and \_ey

- REMIND students that Line 1 contains pairs of homophones. Discuss the meanings of the words using the definitions that follow. Then have students use the words in sentences to demonstrate their understanding.
  - seem: to appear to be
  - seam: a line formed by sewing together the edges of two or more pieces of material
  - steal: to take secretly or forcefully
  - steel: a type of metal

Fluency: Reading a Decodable Story |

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.

**Guided Practice: ASSIGN pages 169-170 from Skills Practice 1 for students to apply /ē/ spelled e, e\_e, ee, ea, ie\_ , y, and \_ey. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.**

**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 the word lines during Workshop.

Enrichment: Have students write a short story using words from the word lines during Workshop. Have students create a word search using /ē/ words that are not in the word lines during Workshop. Then have them trade their word searches with a partner and find all the words.

ELA

<p>Vocabulary Routine, to have students review the vocabulary words. Read each of the sentences in the teachers manual and have students choose the correct answer. Tell students to explain their responses and provide examples and clarification as needed.</p> <p>REVIEW the following comprehension strategies with students.</p> <ul style="list-style-type: none"> <li>Asking/answering questions</li> <li>Making connections</li> </ul> <p>Access Complex Text</p> <ul style="list-style-type: none"> <li>REVIEW the skills for accessing complex text by telling students to give examples of places where they classified and categorized information or identified the main idea and supporting details.</li> <li>Classifying/ categorizing, main idea/details</li> </ul> <p>REVIEW the skills for analyzing a writer's craft by reminding students that authors have a purpose for writing, text features help to organize and communicate information, and descriptive words add interest to a text.</p> <ul style="list-style-type: none"> <li>Author's purpose, language use, and</li> </ul>	<p><b>Unit 3 Lesson 2 Day 1</b></p> <p><b>Standards</b></p> <p>2.RI.4, 2.RI.1, 2.RF.4.a, 2.RI.10, 2.RI.10.a, 2.L.4.a, 2.SL.1.c, 2.RF.4.b, 2.SL.6, 2.SL.1.b</p> <p>Students will...</p> <ul style="list-style-type: none"> <li>apply the comprehension strategies Making Connections and Clarifying.</li> <li>read grade-level text orally, with automaticity.</li> <li>build on others' talk in conversation.</li> <li>use context from the selection to determine the meanings of words.</li> </ul> <p><b>Lesson / Instruction</b></p> <p><b>Build Background</b></p> <ul style="list-style-type: none"> <li>USE Routine 14, the Reading the Selection Routine, to guide students in reading "My Community and Me." Ask students to tell about some of the ways they help at home. Then explain that in this selection, students will read about how their responsibilities at home, at school, and in the community change as they grow up.</li> <li>TELL students that "My Community and Me" is informational text. Then prompt them to recall the</li> </ul>	<p>Book 4, Story 30: Granddaddy Spider</p> <ul style="list-style-type: none"> <li>New High-Frequency Words: believe, carry</li> <li>Reviewed High-Frequency Words: any, around, by, come, four, how, know, now, too, where, your</li> <li>USE Routine 9, the Reading a Decodable Story Routine, to have students read "Granddaddy Spider." With lots of dialogue in this story, tell students to practice reading with expression.</li> </ul> <p><b>Checking Comprehension</b></p> <p>Have students answer the following questions to check their understanding of the story- questions in teacher's manual.</p> <p><b>Building Fluency</b></p> <p>Build students' fluency by having them read "Granddaddy Spider" with a partner. Have the partners reread the story aloud several times. Check students' fluency for expression.</p> <p><b>Have students use eActivities and eGames to practice skills learned in this portion of the lesson.</b></p> <p><b>Differentiation / Accommodations</b></p> <p>Intervention: For students needing additional support,</p>	<p><b>Unit 3 Lesson 2 Day 3</b></p> <p><b>Standards</b></p> <p>2.RI.8, 2.RI.1, 2.RI.2, 2.RI.10, 2.W.7, 2.RL.10.b, 2.RL.10.a, 2.RL.10, 2.RL.4</p> <p>Students will...</p> <ul style="list-style-type: none"> <li>Classify and Categorize information in a text.</li> <li>identify Main Idea and Details within a paragraph.</li> <li>read grade-level text orally, with prosody and automaticity.</li> <li>apply selection vocabulary to new contexts.</li> <li>make a conjecture for Inquiry.</li> <li></li> </ul> <p><b>Lesson / Instruction</b></p> <p><b>Access Complex Text</b></p> <p>REMIND students that during this read of the story, they are Classifying and Categorizing roles they have in their family, at school, and in the community. Ask students what role in the community is introduced on page 343. friend Add this information to the chart, and ask students to tell some characteristics of friends in a community. Examples in teacher's manual</p> <p><b>Build background info</b></p> <ul style="list-style-type: none"> <li>ASK students to recall some of the</li> </ul>
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- text features
- Fluency: Expression
- REMIND students that reading with expression helps to communicate a text’s meaning and make the text more enjoyable. An exclamation point signals that a sentence should be read with special emphasis. Also remind students that punctuation marks can help them read at the correct rate, or speed, and better understand a story.
  - Have students work in small groups to practice reading “Gross Jobs” with expression while using appropriate pauses for punctuation marks.

**Use Lesson and Unit Assessment 1 pages 149–151, 153–154, and 231 to assess students’ understanding of the skills taught in this part of the lesson. Have students use eActivities and eGames to practice skills learned in this portion of the lesson.**

**Differentiation / Accommodations**

Intervention: For students

- elements of informational text.
- Concept vocab: Mature - EXPLAIN to students that the concept vocabulary word for this lesson is mature. Tell them that when used as an adjective, mature means “like or having the qualities of an adult.” When used as a verb, mature means “to become fully grown or developed.” Have students discuss how they think the word mature relates to the theme My Community at Work.
  - Essential Question: HAVE students read aloud the Essential Questions on Student Anthology 1 page 332. Tell them to think about the Essential Questions as they read “My Community and Me.”
    - What are some of your roles within your community?
    - How do your roles and your relationships with others change over time?
- Preview the selection**
- USE Routine 13, the Know, Want to

use the Intervention Teacher’s Guide during the Workshop to reteach the skills taught in this part of the lesson.

Enrichment: Have students look through last week’s reading selection to find words with /ē/ spelled \_ie\_, \_y, and \_ey during Workshop. Have students list additional words with /ē/ spelled \_ie\_, \_y, and \_ey to add to the word lines during Workshop.

**ELA**

**Unit 3 Lesson 2 Day 2 and 4**

**Standards**

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

- Day 2:
- Students will...
- Classify and Categorize information in a text.
  - identify the Main Idea and Details within a paragraph.
  - demonstrate understanding of selection vocabulary words.
  - read grade-level text orally, at an appropriate rate.
  - turn a question into a conjecture for Inquiry.
- Day 4:
- Students will...
- demonstrate understanding of Author’s Purpose.

- jobs they have read about in this unit. Possible Answers: plumber, garbage collector, custodian, pest control specialist
- Tell students that this poem names other important jobs that people have in a community.
- Explain to students that “Do You Know the Firefighter?” is adapted from a traditional children’s song titled “Do You Know the Muffin Man?” Point out that the poem includes many elements of a song or nursery rhyme, including repeated lines and rhythm that creates a beat.
- Read the poem**
- READ the Essential Question on page 348 and tell students to keep this in mind as they listen to the poem.
  - Why is it important to have positive relationships with the people in your community?
  - READ the Essential Question for the poem and have students discuss their answers.
  - Why is it important to have positive relationships with the people in your community?



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

Enrichment: Have students create new "If" questions about the vocabulary words and pair them with an on-level student to answer.

### Computers

### Recess

### Math

#### Lesson 6-9 Solve One-Step Problems Using Subtraction

#### Standards

2.OA.1

- I can use subtraction strategies to solve one-step problems.
- I can explain how to solve one-step problems using subtraction.

#### 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

Know, and Learned Routine, to have students browse the selection. Explain to students that browsing will help them to read the text with purpose and understanding.  
Ask students to name some of the communities to which they belong, such as their neighborhood. Record this information in the K column of the KWL chart. As students browse, have them think about what they want to learn as they read this selection. For example, Do communities grow and change like people do? Record their responses in the W column. Tell students that after they read the selection, they will return to the KWL chart to determine whether they learned what they wanted to know and to complete the L column.

- REMIND students that they will be reading informational text about their part in different communities. As they read, have them identify some duties of responsible community

- identify Point of View and Language Use.
- review selection vocabulary.
- read the story orally, with prosody.
- plan to collect information for Inquiry.

#### Lesson / Instruction

Day 2:

#### Close Reading

- INFORM students that during the second read of "My Community and Me" they will analyze the text. Before you begin the second read of "My Community and Me," review the following methods for understanding complex text.
- Access Complex Text: Main idea and details, classify and categorize- examples in teacher's manual

#### Practice Vocab

- USE Routine 11, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words.
- Display the selection vocabulary words from "My Community and Me." Ask students the following questions and have them respond with the

#### Theme Connection

- ASK students how the poem relates to the unit theme.

#### Fluency- prosody

- REMIND students that reading a text with proper phrasing helps to communicate its meaning more clearly. Model reading the poem with proper phrasing and intonation.

- After you read the entire poem, reread the first stanza. Have students repeat the lines after you, mimicking your phrasing and intonation. Continue to read the rest of the poem in this manner to help students build fluency with reading poetry.

#### Comprehension Questions

- HAVE students turn to page 350 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 class. Ask volunteers to read their answers. Provide enough time for students to respond to each other's questions and ask new ones

slides that are online  
- Bring it Together  
4. Practice and Reflect- pages 237-238

### 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 6-9 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 3 Lesson 1 Day 5

#### Standards

2.L.2.e, 2.L.6,  
2.SL.4, 2.L.5.b

Students will...

- evaluate the action tale draft using a WWW-H2-W2 graphic organizer.
- revise the draft of

members.

- READ the Big Idea question before the class reads the selection. Tell students to keep this question in mind as they read the selection. **How do people in your community help you?**

#### **Read the selection**

- MODEL AND PROMPT the use of the following comprehension strategies during the first read of "My Community and Me."
  - Making Connections
  - Clarifying
- Remind students that making connections between the text and what they already know can expand their understanding of a story. Review the three types of connections students can make: text-to-self, text-to-text, and text-to-world.
- Display the three types of connections students can make as they read "My Community and Me."
- Examples in the teacher's manual
- Discussion starters
  - Use Routine A, the Handing-

appropriate vocabulary words.

- Which word is a synonym for polite? courteous
- Which word describes a strong interest in something? fascination
- Which word means the opposite of "stopping"? running
- Which word names a person's part in a family or other group? role
- Which word means "to find out"? discover
- Which two words are synonyms for change? develop, evolve
- Which word is a synonym for get? gain
- Which word means "depends"? relies
- Which word describes a loyal friend? true

Fluency: rate

- REMIND students that reading at an appropriate rate, or speed, is part of reading with fluency. Commas and end marks are signals to pause, and they help readers control the pace of their reading. Readers should not pause at the

when relevant to the topic.

- Draw students' attention to the Did You Know? feature on page 350. As a class, discuss what this information means. Have students consider the various people who live near them.

#### **Apply Vocab**

- USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 352–353.
- Start by reviewing the words and definitions with students. Then explain to them that many English words can be used in different ways. Sometimes a word can function as a noun, but also as a verb. Sometimes a suffix can change a noun into an adjective.
- Tell students 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

<p>the action tale by including descriptive details.</p> <ul style="list-style-type: none"> <li>take the spelling assessment.</li> <li>review quotation marks and commas in dialogue.</li> <li>review small letters v and w.</li> </ul>			<p>parts of speech.</p> <ul style="list-style-type: none"> <li>Remind students that the concept vocabulary word is mature. Have them discuss the question on page 353</li> </ul>
<p><b>Lesson / Instruction</b></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>REVIEW quotation marks and commas in dialogue with students. Display the ePresentation visual for the following sentences, and have volunteers add missing punctuation. <ul style="list-style-type: none"> <li>I read three books this week said Addie. "I read three books this week," said Addie.</li> <li>Malik asked What time do we need to arrive? Malik asked, "What time do we need to arrive?"</li> <li>Look at that eagle! exclaimed Hannah. "Look at that eagle!" exclaimed Hannah.</li> </ul> </li> <li>Have students take turns telling about events from the week. Tell them to use complete sentences and to</li> </ul>	<p>Off Routine, to discuss "My Community and Me."</p> <p>Engage students in a discussion by asking them the questions that follow. Have students record their responses in their Writer's Notebooks, which will be referenced during the culminating task at the end of the unit. Remind students to build on each other's conversations by connecting their comments to the comments of others and to ask questions using who, what, where, when, why, and how to demonstrate understanding of key details in the text. You should also model how to ask for clarification about a topic that is being discussed. Make sure every student gets the chance to speak during this discussion. As the year progresses, students will</p>	<p>end of a line if there is no punctuation mark.</p> <ul style="list-style-type: none"> <li>Read aloud page 337 from "My Community and Me." Model pausing briefly at the commas and slightly longer at end marks.</li> <li>Then have student pairs practice reading page 337 at an appropriate rate.</li> </ul> <p>Inquiry: Step 2- create conjectures</p> <ul style="list-style-type: none"> <li>REMIND students that the next step in inquiry is turning a question into a conjecture. Conjectures should be based on what students know so far and what seems to make sense. One question can have many conjectures.</li> </ul> <p><b><u>For additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 171–172.</u></b></p> <p>Day 4:</p> <ul style="list-style-type: none"> <li>TELL students that now they will look at the selection closely and examine techniques that writers use to create well-written pieces.</li> <li>Authors purpose, point of view, and language use- examples in teacher's manual</li> </ul>	<p><b><u>Practice Comprehension</u></b></p> <ul style="list-style-type: none"> <li>HAVE students turn to Skills Practice 1 pages 173–174. Read the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually.</li> </ul> <p><b><u>Fluency- Automaticity</u></b></p> <ul style="list-style-type: none"> <li>REMIND students that being able to read words automatically, or naturally, is important. If students do not know how to pronounce a word, they should stop reading and decode each syllable of the word, then practice automaticity by rereading the sentence.</li> <li>Model reading page 345 of "My Community and Me" with automaticity. As you read, pause appropriately at commas and periods. Stop reading when you encounter</li> </ul>



<p>include descriptive details. After each statement, have a volunteer come to the board and write the sentence as dialogue with a dialogue tag.</p> <p>Checklist.</p> <p>1. <b>Use Lesson and Unit Assessment 1 page 152 to assess students' understanding of the skills taught in this lesson.</b></p> <p>2. Penmanship: practice small v and w on papers</p> <p>3. Have students use eActivities and eGames to practice skills learned in this portion of the lesson.</p> <p>4. Blue Folder or writing folder</p> <p>5. Read a book or EPIC</p>	<p>take more responsibility during the discussion. They should connect the conversations, clarify when necessary, summarize when appropriate, and ask additional questions. They should also produce complete sentences when providing requested details or clarification.</p> <ul style="list-style-type: none"> <li>• Concept vocab <ul style="list-style-type: none"> <li>◦ REMIND students that the concept vocabulary word for this lesson is mature. Provide the definitions again, and ask students to discuss how the word relates to this selection.</li> <li>◦ mature: adj. like or having the qualities of an adult; v. to become fully grown or developed</li> </ul> </li> <li>• REVISIT the Essential Questions for this selection and have students discuss their answers.</li> <li>• REVIEW the elements of</li> </ul>	<ul style="list-style-type: none"> <li>• Social studies connection: REMIND students that photographs are real-life images that can help bring meaning to a text. Textbooks, newspaper articles, and other informational texts often include photographs.</li> <li>• DISPLAY "Becoming Independent" and read it as a class. Then have students work with a partner to respond to the questions.</li> <li>• REVIEW with students some of the reliable websites they can visit to search for information about the roles of children in other cultures around the world. Also review text features students can use to locate key facts and information more efficiently. These text features include: captions, bold text, subheadings, glossaries, indexes, electronic menus, and icons.</li> <li>• HAVE students turn to page 351 of Student Anthology 1. Tell them to write an answer for each question in their notebooks. After students have finished writing</li> </ul>	<p>multisyllabic words, such as neighbors and groceries. Decode each word, and reread the sentence with automaticity. Then continue reading the remainder of the page.</p> <ul style="list-style-type: none"> <li>• Have students read pages 345 several times with a partner to practice automaticity. Tell them the more they reread a selection, the more natural their reading will sound.</li> </ul> <p><b><u>Inquiry: step 2-create a conjecture</u></b></p> <ul style="list-style-type: none"> <li>• REVIEW the list of student conjectures on the Concept/Question Board, and revisit the question, allowing students to add any new conjectures they have. Display the Question and Conjectures organizer and discuss the sample conjectures.</li> </ul> <p><b>Differentiation / Accommodations</b></p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary</p>
<p><b>Differentiation / Accommodations</b></p> <p>Intervention: Practice v and w words. Practice writing well, very, weave, view.</p> <p>Enrichment: Create sentences with words that have v and w in them. Have them use dialogue in the sentences and use appropriate quotation marks and punctuation.</p>			
<p><b>Social Studies</b></p> <p><b>Week 15: Article 1 A constitutional republic</b></p> <p><b>Standards</b></p> <p>2.SS.5.D, 2.SS.5.E, 2.SS.5.G</p> <p>1.Objective: • •</p>			

Students will be able to explain the differences between the legislative, executive, and judicial branches. • Students will be able to explain what Congress, the president, and the Supreme Court do. • Students will be able to explain what a governor and state legislators do.

Vocab:  
abide by  
bill  
congress  
executive branch  
governor  
judicial branch  
legislate branch  
public officials  
separation of powers  
supreme court  
veto

**Lesson / Instruction**  
The first three slides from the walkthrough slide deck, “The United States Government,” go with this lesson.  
2. Before beginning the lesson, think about a possible scenario that will work for your class to model how a representative system of government works. This could be a decision about a

informational text with students.  
Develop Vocab

- TELL students they can use the vocabulary strategy  
Apposition to figure out the meaning of the word sibling on page 338. I see in the first sentence that sibling is set off from "a brother or a sister." I think sibling is one word that takes the place of brother or sister. You use sibling if you are unsure about or do not wish to specify the gender of the relative. It works the same way as spouse does for husband or wife.
- USE Routine 11, the Selection Vocabulary Routine, to introduce the vocabulary words for this reading selection.
- Display the vocabulary words, pronunciations, and parts of speech. Then have students use the activity below to verify the meaning of each word. Provide examples and clarification as needed.

Fluency- Automaticity

- REMIND students that being able to read words automatically, or

their answers, read each question with the class. Ask volunteers to read their answers. Provide enough time for students to respond to each other's questions and to ask new ones when relevant to the topic. Then have students complete the Write activity on their own.

- DISPLAY Routine 11, the Selection Vocabulary Routine, to have students extend their vocabulary. Display the vocabulary activity at the bottom of page 353. Tell students to follow the directions to complete the activity. Possible Answers: gracious, nice, kind, polite, humble, pleasant. Before students complete the activity with the remaining vocabulary words, have them first discuss their responses with a partner, and have them identify the shades of meaning of the related adjectives.
- Fluency: prosody
- Inquiry step 2: REVIEW the groups you formed for each conjecture, and explain that the next step will be to

words taught in this lesson. Have students identify the meanings of the homophones role (noun) and roll (verb).

Enrichment: Have students write sentences using the homophones role (noun) and roll (verb). Have students identify other pairs of homophones.

ELA/Workshop time

**Unit 3 Lesson 2 Day 3**

**Standards**  
2.L.2.a, 2.L.2.e, 2.W.5

Students will...

- analyze a realistic fiction and fantasy story.
- choose an audience and purpose for their writing
- brainstorm ideas for a realistic story.
- identify and use comparative adjectives and articles.
- review spelling words.

**Lesson / Instruction**  
Narrative Writing:  
Plan a Realistic Story

**EXPLAIN** to students that they will work with a partner to create a plan for their next narrative writing assignment. Tell

class rule or recess for the day. Anything that seems like it would be important to the students will work for this activity. Examples might include: bringing things to class (i.e., markers, pencil boxes, toys, etc.), using specific playground equipment, having recess inside or outside, getting to sit where they choose in the classroom, etc.

3. Pose the compelling question and discuss what it means, if necessary. Explain that the week will be devoted to studying how the United States government works. By the end of the week, they should be able to answer the compelling question, "How does the United States government work?"

4. Write the terms "constitutional republic," "representatives," and "public officials" on the board. Ask the students what they know about the terms. Write their ideas next to the terms.

5. Do a choral reading of the article "A Constitutional Republic" with the lesson.

a. Have the students listen for the three

naturally, is important. If students do not know how to pronounce a word, they should stop reading and decode each syllable of the word, then practice automaticity by rereading the sentence.

- Model reading page 334 of "My Community and Me" with automaticity. As you read, pause appropriately at punctuation. Stop reading when you encounter multisyllabic words, such as relationships and community. Decode each word, and reread the sentence with automaticity. Then continue reading the remainder of the page.
- Have students read pages 334 and 335 several times with a partner to practice automaticity. Tell them the more they reread a selection, the more natural their reading will sound.

**Differentiation / Accommodations**

Intervention: For students needing additional support, use the

do research and collect information.

**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. Have students identify the base word for relies.

Enrichment: Have students add the suffix -y to discover and define the new word. Have students identify other forms of the words courteous and fascination.

Recess

Math

**Topic 6 Assessment**

**Standards**

2.NBT.5, 2.OA.2, 2.OA.1

I can use multiple strategies to subtract within 100. I can explain how to subtract within 100.

**Lesson / Instruction**

Order of information: Review questions for each lesson- 1-2 questions each. Go over directions/ read questions for students who need it.

students they will be writing a realistic fiction story.

Display the ePresentation visual for the following sentences. Review the characteristics of realistic fiction.

- Characters do things that real people and animals might do.
- The setting of the story is real or seems real.
- The story tells about things that *could* happen in real life.

Explain to students that realistic fiction stories are a form of narrative writing, so students will plan realistic fiction stories using a WWW-H2-W2 graphic organizer.

Use Routine 16, the Graphic Organizer Routine, to review why the WWW-H2-W2 graphic organizer is a useful tool for planning and organizing narrative writing. Display the model of good narrative writing, along with the

branches of government.  
b. After the video, write the three branches on the board. Explain to the students that they are going to learn more about the three branches of government.  
9. Set your students up to do a jigsaw reading, using the articles "The Executive Branch," "The Legislative Branch," and "The Judicial Branch."  
a. Note: If the students need more guidance with reading, you may want to do this as a class shared reading so you can guide the activity.  
10. Collect images of the leaders of each branch of government. Display the images of the leaders and explain that they are the leaders of the branches of government that students are studying about.  
11. Have students work in groups to read the articles. Choose three colors for the activity. Each color will be assigned to represent one of the branches of the government. Have students students. Have them highlight the terms "constitutional republic," "representatives," and "public officials"

Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson. Provide sentence frames to help students ask for clarification. For example, I do not understand . Could someone explain ?

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 "My Community and Me" to the unit theme My Community at Work.

Recess

Math

**Lesson 6-10 Solve Two-Step Problems Using Subtraction**

**Standards**

2.OA.1

- I can use subtraction strategies to solve two-step problems.
- I can explain how to solve two-step problems using subtraction

**Lesson / Instruction**

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

**Unit 3 Lesson 2 Day 2 and 4**

**Standards**

2.W.5, 2.L.1.e, 2.W.3

Day 2:

Students will...

- create a clean final copy of the action tale.
- evaluate the action tale.
- evaluate the writing process.
- practice the formation of small letters y and z.

Day 4:

Students will...

- analyze a good model of a realistic story using a WWW-H2-W2 graphic organizer.
- choose a story idea and complete a WWW-H2-W2 graphic organizer to plan a realistic story.
- identify comparative adjectives and articles.
- practice the formation of small letters y and z.

**Lesson / Instruction**

Day 2:

Writing:

- Create a draft together of a WWW-H2-W2

corresponding

WWW-H2-W2

graphic organizer

completed on Day 1

of Lesson 1. Remind

students why the

model is a good

example of narrative

writing by pointing out

the ways the story

aligns with each

section of the graphic

organizer.

DIRECT students to

work in pairs, either

by assigning partners

or having students

choose their own

partners.

Choose a realistic

fiction story from

previous reading

selections, or choose

a realistic fiction book

from the classroom

library. Have each

pair list examples of

characters, settings,

or events that could

happen in real life.

Then have each pair

choose a fantasy

story, such as a fable

or fairy tale, and have

each pair list

elements of the

fantasy story's

characters, settings,

or events that could

not happen in real

life.

**Grammar Usage**

DISPLAY the

ePresentation visual

in the text.  
Discuss the meaning of the terms as a class. (A constitutional republic is a government in which leaders are elected by the people and the laws are written in a constitution. The Constitution determines what the government can and can't do. Representatives are people chosen to act and speak for the people. These representatives are called public officials.)  
6. Have students circle any words or phrases they don't understand, and go over them as a class.  
7. Have the students repeat the term "constitutional republic" after you. Say that you are going to model the ideas of a constitutional republic as a class.  
8. Discuss how the class can choose representatives for the classroom, just like citizens do in the U.S. government.  
9. Help the students understand that for a constitutional republic to work, all people agree to "abide by" the decisions of their representatives. Relate this concept to the activity you are doing. Ensure that all students agree to abide by the decision of their

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 241-242

**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 6-10 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

Science

Catch Up Science

narrative writing piece

- Talk about WWW-H2-W2 and what each element of a narrative piece means
- Edit the text together
- REFER students to Skills Practice 1 page 162 for a publishing checklist. Remind students they will use this type of checklist to publish their writing assignments.
- How did the WWW-H2-W2 and story map graphic organizers help us produce a good action tale?
- What information did we add or change during the revising step?
- How did action verbs and descriptive words make our writing more interesting?

Penmanship

- MODEL for students the formation of small letters y and z.
- TELL students to hold an unsharpened pencil in the air in front of them. Have students mimic your movements as if they were writing in the air.

Day 4:

- Prewriting a Narrative:  
REVIEW the elements of a

for the following sentences. Point out the comparative and superlative adjectives in the sentences, as well as the articles. Brian is taller than Jake, but Nikko is the tallest boy in the class. taller, the, tallest, the Farmer Baker's tractor is much louder than my father's car. louder  
A cheetah is fast, but a peregrine falcon is faster. A, a, faster  
Explain to students that some adjectives are called comparative adjectives because they are used to compare two nouns. Explain that -er is added to the end of an adjective to make it mean "more of" something. Superlative adjectives compare three or more nouns and mean "the most of" something. Superlatives are formed by adding -est to the end of an adjective. Tell students that the articles a, an, and the are a special type of adjective. Explain that the articles a and an describe something that is general, or not specific. For example, a whale means any whale. Tell students a is used before a noun that begins with a consonant and an is used before a noun that begins with a



representatives. Perhaps they could sign their name to an agreement or raise their hands and say, "Yes."

10. If you have class rules that govern behavior, these could form the constitution for your classroom. Otherwise, establish some ground rules specifically for this activity.

11. Put students in groups, representing states or communities. Each group will elect one person to represent their group (community).

12. Present the previously chosen situation to the representatives and have them vote. The whole class must abide by their decision, even if they don't like it.

13. Discuss what went well and what didn't as a class. The purpose of this discussion is to help students understand that a representative system only works well when everyone follows the rules and honors agreements. Ask:

- What were some of the problems with this system?
- What if representatives choose to do what they want instead of what the people want?
- What might

#### ELA/Workshop time

### Unit 3 Lesson 2 Day 1

Students will...

- edit the revised draft of the action tale.
- generalize learned spelling patterns.

#### Lesson / Instruction

Writing:

- Create a draft together of a WWW-H2-W2 narrative writing piece
- Talk about WWW-H2-W2 and what each element of a narrative piece means
- Edit the text together

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 revised draft that they copied in their Writer's Notebooks.

#### 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: Have students partner with

realistic story with students. Read aloud the model for writing a realistic story from Language Arts Handbook page 119. Then have students answer the following questions.

- MODEL completing a WWW-H2-W2 graphic organizer to plan your own realistic story. 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.
- Grammar
- DISPLAY the ePresentation visual for the following sentences. Point out the comparative and superlative adjectives in the sentences, as well as the articles.

- Remind students that some adjectives are called comparative, meaning they compare two nouns. The suffix -er is added to the end of an adjective to make it comparative. Superlative adjectives compare three or

vowel. Tell students that the article the is used to describe a specific thing: the whale refers to a specific whale.

DISPLAY the ePresentation visual for the following sentence stems. Help students complete them with comparative adjectives.

A soccer ball is \_\_\_\_\_ than a baseball.  
My book is \_\_\_\_\_ than yours.

Point out the articles in the first sentence. Display the ePresentation visual for the following sentence stems, and help students add articles.

I have \_\_\_\_\_ red rain coat.  
I want to take \_\_\_\_\_ dog to \_\_\_\_\_ park.

Discuss with students how the meaning of the sentence changes depending on whether a or the is used. Explain that taking a dog to a park is nonspecific, whereas taking the dog to the park implies a specific dog going to a specific park.

TELL students to generate sentences with articles and comparative adjectives. Record their suggestions on the board, and have volunteers identify

happen if there are no rules/constitution to guide how the representatives act?

d. Are they part of a minority (smaller group) that want something different?

14. Discuss how the activity is similar to the constitutional republic of the United States.

Week 15 | The United States Government  
15.5

15. Do a shared write to create a paragraph that explains what a constitutional republic is. Have students draw an image that represents a constitutional republic in their interactive notebooks.

16. Extension activity: Put the following questions on the board and have students work in groups to answer them, using the article text and their experience. Give students the choice of working together or independently on this.

a. How are our leaders chosen? (We vote for our leaders.)

b. What are our leaders called?

(public officials)  
c. What agreement gives government leaders power?

(Voters agree to abide by or follow the decisions of elected officials.)

d. What do our

students that are struggling and offer support and help when needed.

Guidance

Library

more nouns, and they are formed by adding - est to the end of an adjective. Also review that the articles a, an, and the are special types of adjectives.

- Tell students they will use comparative and superlative adjectives in many different types of writing, especially when comparing and contrasting. Explain that they will use articles in every type of writing.
- DISPLAY the ePresentation visual for the following sentences, and have students identify the comparative adjectives and articles.
- As a class read the Focus section, and do the first two Practice questions on Skills Practice 1 pages 179–180. Have students complete the remainder of the workbook pages with a partner.

Penmanship

- MODEL for students the formation of small letters y and z.
- INSTRUCT students to mimic your movements, using an unsharpened

the articles and adjectives in each sentence.

### Spelling

REMINDE students that /ē/ spellings include \_ie\_, \_y\_, \_ey\_, ee, and ea.

Display the ePresentation visual of the following word pairs: field/feeld, ladie/lady, muneel/ money, breezel/ brieze, stream/ streem, babie/baby, speach/speech, breelf/brief, monkee/ monkey, teach/teech .

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

**ASSIGN pages 177–178 from Skills Practice 1 for students to practice spelling words with /ē/ spelled ie, y, ey, 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: RETEACH  
For students needing additional support, use the Intervention Teacher's Guide during the

leaders do? (They represent us.)

**Differentiation / Accommodations**  
Intervention: understand?  
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 article 1.  
  
Extension:  
If students understand the information, they will create a journal entry on Class Dojo explaining the information they have learned about articles.

Science

Catch Up Science

pencil to write in the air. Have students say the strokes aloud with you.  
  
• Instruct students to write each of the letters on their papers several times. Have students correct or rewrite poorly-formed letters.

**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: Have students partner with students that are struggling and offer support and help when needed.

Social Studies

**Week 15: Article 2-5 State Government**

**Standards**  
2.SS.5.G, 2.SS.5.E, 2.SS.5.D  
  
• • Students will be able to explain the differences between the legislative, executive, and judicial branches.  
• Students will be able to explain what

Workshop to reteach the Writing and Spelling skills taught in this lesson.  
  
Enrichment: If students are ready for a challenge with this week's spelling patterns, then have them generate a new list of five words that use this week's /ē/ spelling patterns. Have students trade lists with a partner and have partners quiz each other with the new spelling words.

P.E.

Math

**Review 2nd grade standards**

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Social Studies

**Week 15: Article 6 State Government and Assessment**

**Standards**  
2.SS.5.G, 2.SS.5.D, 2.SS.5.E  
  
• • Students will be able to explain the differences between the legislative, executive, and judicial branches.

<p>Congress, the president, and the Supreme Court do.</p> <ul style="list-style-type: none"><li>• Students will be able to explain what a governor and state legislators do.</li></ul> <p>Vocab: abide by bill congress executive branch governor judicial branch legislate branch public officials separation of powers supreme court veto</p>	<ul style="list-style-type: none"><li>• Students will be able to explain what Congress, the president, and the Supreme Court do.</li><li>• Students will be able to explain what a governor and state legislators do.</li></ul> <p>Vocab: abide by bill congress executive branch governor judicial branch legislate branch public officials separation of powers supreme court veto</p>
<p><b>Lesson / Instruction</b></p> <p>Slides 4–8 of the walkthrough slide deck “The United States Government” go with this lesson.</p> <p>2. Review what students previously learned about the Constitution. One option for this is a hot potato-style review. For this review, have students work in small groups. Give each group a page with a question, such as:</p> <ul style="list-style-type: none"><li>a. What is a constitution? (a document that establishes a country or state and its laws)</li><li>b. What is the purpose of a constitution? (to establish the laws and organization of a government)</li><li>c. What are the parts of the Constitution of</li></ul>	<p><b>Lesson / Instruction</b></p> <p>Slides 9–15 of the walkthrough slide deck “The United States Government” go with this lesson.</p> <p>2. Begin the lesson by reviewing previous learning about the Constitution and the federal/national government. Ask:</p> <ul style="list-style-type: none"><li>a. What is the law of the country? (the Constitution)</li><li>b. How does the Constitution organize the national government? (into three branches)</li><li>c. Who makes the laws for the country? (Congress: the House of Representatives and the Senate)</li><li>d. Who enforces the laws of the country? (the executive branch)</li></ul>

the United States?  
(The Constitution has three parts:  
i. The preamble explains the purpose of the document.  
ii. The articles explain how the government should be run. They define the power of the government. The articles ensure that no branch has too much power. The Constitution balances the power so no one person is too powerful. It helps the power remain with the people.  
Week 15 | The United States Government 15.6  
iii. The amendments are changes made after the Constitution was written. There have been 27 amendments to the Constitution of the United States.)  
3. Have students discuss the question and write an answer on the page. Students should then pass the paper to another group. Each group then reviews what the previous group wrote and decides if there is anything else they can add to the answer.  
4. Read the article as a class. Have students look for and highlight the idea of separation of powers in the text.  
5. Write the phrase "separation of powers" on the

e. Who ensures the laws follow the Constitution (the courts, especially the Supreme Court)  
3. Show the video "American Federal Government Branches - 2nd" until timestamp 1:30 again. Have students listen to confirm their answers and understanding.  
4. Ask the students what they think the responsibilities of the federal government are. (Answers will vary. The aim here is to have students think about what the national government does.)  
5. Begin watching the video at timestamp 1:30. Tell the students to listen for things that the federal government does. Have the students share what they remember at the end of the video. Write their answers on the board. (The video covers the following: makes sure we have a strong military, creates money, creates national parks, helps keep the environment clean, helps keep our food safe, builds our highways, helps provide funding for schools, tries to make sure everyone is treated equally.)  
6. Show the image



board.

6. Discuss the following scenario with the students:

a. Two teams were going to have a tug-of-war competition.

One side was allowed to have 10 people, but the other side was only allowed to have four.

i. Discuss the situation and ask students for their thoughts. Lead the conversation toward the idea that when the power is unbalanced (when one group has more power than another), it is easy for a situation to become unfair.

7. Ask students how this situation relates to "separation of powers." (The situation shows an imbalance of power. It is not a fair situation. Separating the power between three branches ensures that the government is balanced in power. It makes it more likely for leaders to seek consensus and ensure fairness for everyone.)

8. Show the video "American Federal Government Branches - 2nd." Stop at timestamp 1:30. You will be watching the remainder of this video in the next lesson.

"Levels of Government," found in related media. Tell students they have learned about the government that runs the country. Now, they are going to learn about the government that runs the state.

7. Read the article "State Government" as a class. As you read, have students highlight important information about the state government, especially about each branch of government at the state level.

8. Hand out the printable South Dakota Government Review and have students work in pairs or small groups to add text information to the printable.

9. Before class, prepare images of the current leaders of the state government (i.e., the current governor, members of the state's congress, and current state Supreme Court judges). Students will use these images to complete the printable South Dakota Government Review.

10. Ask students to figure out who the leaders of the branches of the state government are and place their pictures over the correct area of the printable. Review the printables to ensure

<p>a. Have the students listen for the three branches of government.</p> <p>b. After the video, write the three branches on the board. Explain to the students that they are going to learn more about the three branches of government.</p> <p>9. Set your students up to do a jigsaw reading, using the articles “The Executive Branch,” “The Legislative Branch,” and “The Judicial Branch.”</p> <p>a. Note: If the students need more guidance with reading, you may want to do this as a class shared reading so you can guide the activity.</p> <p>10. Collect images of the leaders of each branch of government. Display the images of the leaders and explain that they are the leaders of the branches of government that students are studying about.</p> <p>11. Have students work in groups to read the articles. Choose three colors for the activity. Each color will be assigned to represent one of the branches of the government. Have students use the appropriate color to mark the central idea and details in the article they read.</p>	<p>understanding.</p> <p>11. Have students glue the pictures to their printables and put the printables in their interactive notebooks.</p> <p>12. Extension activity: Have students create a “South Dakota State Government Tree</p> <p><b>Differentiation / Accommodations</b></p> <p>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 article 6.</p> <p>Extension: If students understand the information, they will create a journal entry on Class Dojo explaining the information they have learned about articles.</p>
	<p>Science</p> <p>Catch Up Science</p>

a. Note: Make sure students read the captions that go with the images as well as the article text. Have students identify which images show the leaders who represent the branch of government they studied.

12. Circulate while students are working to ensure each group covers the main points of the article they were assigned to.

13. Rearrange the groups and have students work in groups of three, where each student previously read a different article. Each student should read the article and share the important points about the branch of government they read about with their group. The other students should mark the appropriate information in the chosen color.

14. Come together as a class and discuss what the students learned about the three branches of government.

15. Give each student a copy of the printable The United States Government. Have students look at the leaves on page 2.

a. Students should decide which branch of government the

leaves belong to and color the leaves the appropriate color for that branch of government.

b. Have students cut and paste the leaves to the appropriate branch of the tree on the printable.

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c. Have the students use the printable to retell and summarize what they learned about the three branches of government with a peer.

d. Have students put the printable in their interactive

**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 articles 2-5.

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

P.E.