

| Monday 10/20/2025 | Tuesday 10/21/2025 | Wednesday 10/22/2025 | Thursday 10/23/2025 | Friday 10/24/2025 |
|--|---|---|--|---|
| Morning meeting | Morning meeting | Morning meeting | Morning meeting | Morning meeting |
| <p>ELA Unit 1 Lesson 6 Day 4</p> <p>Standards 2.RF.4.a, 2.RF.4.b, 2.RF.4.c</p> <p>Students will... <ul style="list-style-type: none"> review words with /ng/ spelled ng; /nk/ spelled nk; the inflectional ending -ing; the schwa sound; and /əl/ spelled el, le, al, and il. build writing skills. build fluency. </p> <p>Lesson / Instruction Phonics and Decoding: Review Lesson 4 Sounds/ Spellings and Inflectional Ending -ing</p> <p>REVIEW /ng/ spelled ng and /nk/ spelled nk using Sound/ Spelling Cards 35 and 36, and review the inflectional ending -ing, the schwa sound, and /əl/ spelled el, le, al, and il. Review the high-frequency words that were introduced in Lesson 4 (bring, seven, thank, think, use, why). Then have students read the words and sentences from Lesson 4.</p> <p>Writing: HAVE students create a three-column chart with the headings Nouns, Verbs, and</p> | <p>ELA Unit 1 Lesson 6 Day 5</p> <p>Standards 2.L.1.g</p> <p>Students will... <ul style="list-style-type: none"> review words with /er/ spelled er, ir, ur, or, ear and words with /or/ spelled or, ore. build writing skills. <p>Lesson / Instruction Phonics and Decoding: Review Lesson 5 Sounds/ Spellings</p> <p>REVIEW /er/ spelled er, ir, ur, or, and ear and /or/ spelled or and ore using Sound/ Spelling Cards 39 and 37. Review the high-frequency words that were introduced in Lesson 5 (animal, better, black, first, learn). Then have students read the words and sentences from Lesson 5.</p> <p>HAVE students write sentences that include two words from any of the word lines. Tell students to write at least five sentences. When students have finished writing, have them trade papers with a partner and check each other's sentences to be sure they make sense and are complete.</p> <p><u>Use Lesson and Unit</u></p> </p> | <p>Music</p> <p>ELA Unit 2 Lesson 1 Day 1</p> <p>Standards 2.RF.3.a, 2.RF.3.c, 2.RF.3.f, 2.L.2.e</p> <p>Students will... <ul style="list-style-type: none"> blend words with /ā/ spelled a and a_e. learn a new high-frequency word. build oral language skills. apply sound/ spelling correspondences to spell dictated words with /ā/. <p>Lesson / Instruction Launch the Theme</p> <p>EXPLAIN to students that they will be learning about changes to Earth's surface during this unit. Tell students they will read a variety of selections that teach them about different types of Earth changes. They will begin to understand how natural events, human constructions, and other factors change Earth's surface. Have students turn to Student Anthology 1, pages 162–311 and discuss the various selections on the pages.</p> <p>READ the Big Idea</p> </p> | <p>ELA Unit 2 Lesson 1 Day 2</p> <p>Standards 2.RF.4.b, 2.RF.4.c, 2.RF.4.a</p> <p>Students will... <ul style="list-style-type: none"> build oral language skills. read a Decodable Story. build fluency. </p> <p>Lesson / Instruction Phonics and Decoding: /ā/ spelled a, a_e</p> <p>Developing oral language: USE the -ble and -ple syllable patterns in Line 4 to make up several nonsense words, such as rable and faple. Write or display the nonsense words and have students decode them, recognizing the pronunciation of the syllable pattern.</p> <p>Decodable story: Kate's Picnic</p> <p>TELL students that fluent readers can recognize most of the words they read without repeating or skipping words. Readers can improve the number of words they read accurately by predicting which words are likely to come next in the text. Write the following words on the board: fruit, different, there,</p> | <p>ELA Unit 2 Lesson 1 Day 3</p> <p>Standards 2.RF.3.c, 2.RF.3.a, 2.L.2.d</p> <p>Students will... <ul style="list-style-type: none"> blend words with /i/ spelled i, i_e. learn a new high-frequency word. build oral language skills and vocabularies. apply sound/ spelling correspondences to spell dictated words with /i/. </p> <p>Lesson / Instruction Phonics and Decoding: /i/ spelled i, i_e</p> <p>INTRODUCE /i/ spelled i and i_e using Sound/Spelling Card 29. Ask students what the yellow background color on this card means. It is a long-vowel sound. Ask students what the letters at the bottom of the card represent. They represent different spellings for the /i/ sound.</p> <p>Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the first three lines. Use Routine 5, the Open Syllables Routine, to discuss open syllables with students. Remind</p> |

Adjectives. Tell students to write the words from the word lines in the appropriate column. Point out that some words fit in more than one category. Explain that students can choose how to categorize these words, but should be prepared to explain their reasoning.

Fluency: EXPAND the fluency concepts from Days 2 and 3 by reusing pages 71–72 from Skills Practice 1.

Have students use eActivities and eGames to practice skills learned in this lesson.

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. Some students might need help determining multiple meanings for the given words. Make sure students have access to print or digital dictionaries so they can look up definitions during Workshop.

Enrichment: I will use this information

Assessment 1 pages 68–72 to assess students' understanding of the skills taught in this unit.

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. Some students might need help determining multiple meanings for the given words. Make sure students have access to print or digital dictionaries so they can look up definitions during Workshop.

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

Music

ELA

Unit 1 Lesson 6 Day 5

Standards

2.SL.1.a, 2.SL.3, 2.SL.4, 2.SL.6

Students will...

- discuss the unit reading selections.
- discuss the unit

question to students. Discuss various ways in which Earth's surface can change. Then discuss why these changes occur. Tell students to keep the Big Idea question in mind as they read the selections throughout the unit. "In what ways can Earth's surface change?"

READ the Theme Connections question on Student Anthology 1, page 163. Review each photograph with students. Then have students use the three photographs to discuss the question.

PLAY the Background Builder Video to provide students with additional background information that will prepare them to learn about the theme. Discuss what they learned about changes to Earth's surface from the video.

EXPLAIN to students that they will begin a unit investigation about Earth in Action and will continue this investigation over the course of the unit. At the end of the unit, students will present the results of their investigations. Concept/Question Board START an Earth in Action Concept/Question Board.

kinds, are, of. Read the words aloud to the class. Ask students what the words mean. Then tell them the words are scrambled and ask them to come up with meaningful ways to put the words together. Explain that certain words usually come in a specific order. For example, the word are or is usually comes after the word there. Use Routine 9, the Reading a Decodable Story Routine, to have students read "Kate's Picnic."

Checking Comprehension Questions from TE

Fluency: Build students' fluency by having them read "Kate's Picnic" with a partner. Have the partners reread the story aloud several times. Check students' reading for accuracy.

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. For additional practice with the target sound/ spellings in this lesson, have students read Story

them that every syllable must have a vowel sound and a vowel spelling. Point to the word final, and have students identify the vowel spellings in the word. i, a Write a V under each vowel spelling. Then have students identify the consonant spelling between the vowels and write a C under the consonant spelling. n Tell students that when they see a vowel-consonant-vowel spelling pattern, they usually should divide the word before the consonant spelling. Put a slash between the letters i and n (final). Cover the second syllable. Explain that when a vowel spelling is not followed by a consonant spelling, the vowel is usually long. This is called an open syllable. Then look at the second syllable and ask students what they know about this syllable and the vowel sound. The syllable is unstressed, and the a makes the schwa sound. Repeat this procedure with bridal and the words in Line 4.

Use Routine 1A, the High-Frequency Words Routine, to introduce white. Have students read each sentence using Routine 3, the Blending Sentences Routine.

to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards.

ELA

Unit 1 Lesson 6 Day 4

Standards

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

Students will...

- review the Story Elements of Character and Plot.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with automaticity.
- review conjecture and ask new questions for Inquiry.
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Lesson / Instruction

Close Reading:

TELL students that they will look closely at specific parts of the story and read with a writer's eye. This means they will examine techniques that writers use to create well-written pieces.

Focus on character and plot- elements that make up each

Writers Craft:

Examples in

theme.

- complete a culminating task.

Lesson / Instruction

Theme Wrap-Up

HAVE students look in Student Anthology 1 at the selections and poems for Unit 1. Have them choose the selection they like best. Organize students into small groups based on the selection they chose. Review the rules for collaborative discussions, such as listening to others and speaking one at a time, and then have the small groups use the following activities to discuss and review the unit selections: Retell the selection. Explain why you liked the selection. Identify what you learned about teamwork from the selection. Make connections to the selection by describing an experience or telling a story that relates to the selection. Discuss the meanings of interesting or difficult vocabulary words from the selection, as well as any related words that come up in conversation. HAVE each group share its responses with the class. After each group has presented, tell students in the audience to ask the group questions in order to clarify or

Begin by posting a few images or words that represent the concept of Earth's changing surface. Explain to students that this is a place where they can post questions about the theme and anything related to the concept of Earth's surface. Tell students to refer to the Board regularly throughout the unit as they read and learn more about Earth. Before you begin the unit, ask students if they have any initial questions about Earth's surface and post their questions on the Board.

USE the information from the selections throughout the unit to help students build knowledge about Earth's surface. The table below shows examples of the knowledge students may gain in Unit 2.

Phonics and Decoding: /ā/ spelled a, a_e

INTRODUCE /ā/ spelled a and a_e using Sound/Spelling Card 27. Ask students what the yellow background color on this card means. It is a long-vowel sound. Introduce open syllables using Routine 5, the Open Syllables Routine. Explain that when a single vowel spelling is not followed by a consonant, the vowel

19: "A Fake Snake" from Practice Decodable Stories.

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

ELA

Unit 2 Lesson 1 Day 2

Standards

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

Students will...

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

Lesson / Instruction

Build background:

USE Routine 14, the Reading the Selection Routine, to guide students in reading "Mattland." Have students talk about materials they like to use for building

About Words and Sentences

Help students build their vocabularies by giving a definition of a word and having a volunteer point to the word and read it. Use the following examples in TE. Have students make up additional definitions or sentence starters such as those listed above.

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
79–80 from Skills Practice 1 for students to apply /i/ spelled i and i_e.
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 work in pairs during Workshop. On

teacher's edition

Social Studies

Connection: Tell students that maps are diagrams that show an area, such as land, and things within that area. Maps show places in relation to each other. Textbooks and technical texts often have maps. DISPLAY "The Appalachian Trail and read it as a class. Then have students each work with a partner to answer the questions. REVIEW with students some of the reliable websites they can visit to search for photographs of people hiking the Appalachian Trail in different seasons of the year.

Look closer:

HAVE students turn to page 157 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 to ask new ones when relevant to the

gather additional information. Continue the discussion about the unit theme by asking students questions from TE

Culminating Task

DISPLAY the BIG Idea question and have students suggest answers for it by referencing their notes on each selection in their Writer's Notebook. Encourage students to link their comments to the remarks of others and to ask for clarification or further explanation as needed. Tell students to write a list of rules for themselves that will guide them to work better with other people. They should have at least five rules. Each student should create his or her own list. Then have students present their lists in small groups.

Independent Reading

TELL students to form small groups and have the groups discuss the books they read independently. Remind them to refer to their trackers for support during the discussion. Students should give a summary of their books and discuss how their books helped them expand

sound is usually long. This is called an open syllable. For practice with open syllables in multisyllabic words, display the word vacate. Have students identify the vowel spellings in vacate, and write a V under each spelling. Have students identify the consonant spelling between the vowels, and write a C under the consonant spelling. Tell students that when they see a vowel-consonant-vowel spelling pattern, they should usually divide the word before the consonant spelling. Put a slash before the consonant spelling (va/cate). Review what makes each syllable an open syllable. Have students blend the syllables separately, then together.

Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the lines. As students blend the word laser, they might pronounce it initially with /s/. Ask them whether they think that sounds correct. Tell students that in certain words, s makes /z/, and it does not always occur at the end of a word. Use Routine 1A, the High-Frequency Words Routine, to introduce brother. Then have students

towers and other structures. For example, ask whether they think using toys, such as shaped blocks, or found objects, such as boxes, is more fun. Tell students to consider the difference between doing this type of activity alone and doing it with others; have them tell which they prefer.

TELL students that "Mattland" is a work of realistic fiction. Remind students that realistic fiction is fiction in which the characters seem real and in which events could happen in real life. Then define the following elements of realistic fiction.

EXPLAIN to students that the concept vocabulary word for this lesson is modify. Tell them that modify means "to make changes." Have students discuss how they think the word modify relates to the theme Earth in Action.

HAVE students read aloud the Essential Question on Student Anthology 1 page 164. Tell them to think about the Essential Question as they read "Mattland." What are some of the ways, big and small, that people can change the surface of Earth?

e student asks a question using a word from the word lines, and the partner responds using the same word in a statement.

Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards. Have students write a short story using words from the word lines during Workshop. Have students during Workshop look through their classroom literature for examples of words with /i/ spelled i and i_e.

ELA

Unit 2 Lesson 1 Day 3

Standards

2.RL.7, 2.RL.6, 2.RL.3, 2.RL.1, 2.RL.10, 2.RF.4.b, 2.W.7

Students will...

- identify Cause and Effect within a text.
- apply provided information and prior knowledge to Make Inferences.
- demonstrate understanding of selection vocabulary words.
- read grade-level text orally, with prosody.

topic. Then have students complete the Write Activity on their own.

Apply Vocab:

USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 158–159. 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 parts of speech. Remind students of the concept vocabulary word partnership. Have them discuss the question on page 159: Think about the word partnership . The main character in "Cooking" is helped by mom. How does this character benefit from this partnership?

their vocabulary and build knowledge.

Have students use eActivities and eGames to practice skills learned in this portion of the lesson.

Use Lesson and Unit Assessment 1 pages 63–67, 73–77, 82–83, and 222–223 to assess students' understanding of the skills taught in this part of the unit.

Differentiation / Accommodations

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

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

Recess

Math

Lesson 5-2: More Strategies to Add Fluently within 20

Standards

2.OA.2.a, 2.OA.2.b, 2.OA.2

Objective:

read each sentence using Routine 3, the Blending Sentences Routine.

About the words and sentences: a spelled a_e and high frequency words

Developing oral language: ASK a volunteer to use one of the words from the word lines in a sentence that makes a statement. Ask another volunteer to use the same word in a sentence that asks a question. Tell students that a sentence that asks a question is called an interrogative sentence.

Guided practice: ASSIGN pages 77–78 from Skills Practice 1 for students to apply /ā/ spelled a and a_e. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.

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

Differentiation / Accommodations

Intervention: For

Preview selection:

USE Routine 12, the Clues, Problems, and Wonderings Routine, to have students browse the first few pages of the selection. Explain to students that browsing will help them to read the text with purpose and understanding. As students browse, have them search for clues that tell them something about the selection. Have them look for problems, such as unfamiliar words, and concepts they wonder about. For example, students might see the name Matt on the first page and figure that the title refers to this character. Students might be confused by the vague illustrations on the first few pages, and they might wonder why Matt and his family moved to a new place. REMIND students that the story is realistic fiction, which means the characters seem real and the events could happen in real life. Ask students to look for ways the story connects to the theme.

BIG Idea: In what ways can Earth's surface change?

Read the selection:

MODEL the use of the following comprehension strategies during the

- generate ideas and questions for Inquiry.
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Lesson / Instruction

Close Reading

INFORM students that during the second read of "Mattland" they will analyze the text, or use different methods to take a closer look at the text. Before you begin the second read of "Mattland," teach the following methods for understanding complex text.

Access Complex Text

Cause and Effect
REMIND students that the term "Cause and Effect" describes a type of relationship in which one event or situation (a cause) leads to another event or situation (an effect). Knowing the cause or causes of an outcome helps a reader understand how the events in a story are related. In addition, the ability to identify causes helps readers predict possible effects.

Making Inferences
REVIEW with students how readers Make Inferences. Tell them that making inferences means using information provided in the text along with one's own knowledge to understand details the author does not include in the story. Readers make

HAVE students complete the Extend Vocabulary activity on Student Anthology 1 page 159 for more practice with vocabulary

Fluency:

Automaticity:

Model reading automatically as you read aloud the first paragraph on page 135 of "Ellie's Long Walk." Then have small groups of students practice reading the paragraph with fluency and automaticity.

Inquiry:

REMIND students that the research process can go on and on. Discuss any new findings, based on the presentation(s), that might lead students to revise their conjectures. Have students take turns recounting their experience doing the research project for Inquiry. What was difficult? What did they enjoy?

Encourage them to share appropriate facts, key ideas, and relevant, descriptive details and to speak audibly in coherent sentences.

Discuss similarities and connections students find among the ideas they have gathered in their research. What new questions do these ideas generate? How

- I can add fluently within 20
- I can use doubles and near doubles to help me add with 20

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

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 5-2 to help us.

Enrichment: 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.

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 during Workshop draw an illustration for several words in the word lines.

Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards. Have students during Workshop write a poem using words from the word lines. Have students during Workshop list words that have three or more syllables and include /ā/ spelled a or a_e. a_e.

ELA

Unit 2 Lesson 1 Day 1

Standards

2.SL.1.a, 2.SL.2, 2.RL.1

Students will...

- recount key details from the Read Aloud selection.
- identify how the Read Aloud connects to the unit theme.

first read of "Mattland." Visualizing Making Connections Have students turn to the Reading Resources portion of their Student Anthologies. This section can be found at the back of the books. Read over Visualizing in the Comprehension Strategies section to give students additional practice and support. Explain to students that the word visualizing means forming mental images of the setting, characters, and action in a story. Readers create images in their minds based on their own knowledge or experience and the descriptive words an author uses. If an author describes a complex process, event, or setting, the reader can reach a better understanding by visualizing each step of the process or event or by visualizing the look and placement of each item in the setting.

Comprehension:

Visualizing and Making Connections examples in TE

Discuss the selection:

HAVE students turn to the Reading Resources portion of their Student Anthologies. This section can be found

inferences about characters and events to gain a deeper understanding of the text. Then remind students that they made inferences when they read "The Final Game."

Text Connections

HAVE students turn to page 180 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 when relevant to the topic. Draw students' attention to the Did You Know? feature on page 180. As a class, discuss the information about Snake River and the question posed. Have students consider whether the name of Snake River could be a clue about a home that Matt misses instead of a clue about the location of his new home.

Practice Vocab and Comprehension

USE Routine 11, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words.

do these new questions connect with questions they posted as they read the unit selections? Make a list of further questions for research, and post them on the Concept/Question Board. Explain to students that research on this topic does not have to end with the presentation.

Differentiation / Accommodations

Intervention: If students are struggling to read or comprehend the stories/decoding, this will be a focus in our workshop time. We will focus on using blending routines to figure out tricky words. We will use the sound and spelling cards to review with the kids. Have students each work with a partner to write a sentence about Ellie during Workshop. Provide the following sentence frames to help students respond to questions about Pam's character: When Pam says/ does , it tells me that she is . Pam thinks ,so I know that she is

Enrichment: Have students create a small presentation for other small groups

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| Lunch |
| Recess |
| Tier II/III Math |
| Review Unit 4 |
| Lesson / Instruction |
| Math Facts: 99 math At Your Seat: Students will finish "on my own" paper and then to ALEKS. Teacher Time: Students will work with the teachers reviewing the daily lesson/current topic. Hands On: Students will play a game/work on project that is around the current topic. |
| RTI |
| r-controlled, schwa main idea/details |
| Recess |
| Science |
| Topic 2 Lesson 2: Temperature in Matter Part 1 |
| Standards |
| 2-PS1-4, 2-PS1-2 |
| I can explain whether a change caused by heating or cooling matter is reversible. I can explain whether a change caused by heating or cooling matter is not reversible. |
| Lesson / Instruction |
| Vocabulary: property, reversible Jumpstart Discovery Activity- Crayons activity UInvestigate Lab (Next part) Read and answer questions- pages 56-58 |

- generate questions for the **Concept/ Question Board**.
- connect Inquiry to the unit theme.
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Lesson / Instruction

Build Background

TELL students the Read Aloud story is a myth that explains how the city of Athens got its name. Explain to students that Athens is the capital of a country called Greece, where an ancient civilization developed.

ASK students to share what they know about myths. Tell students that this selection is a myth. Explain that a myth is a story that explains how something in nature works or how it came to be. A myth may also explain why people behave in certain ways—for example, why people are hopeful even though bad things happen. Often, the characters in Greek myths include gods and goddesses who interact with humans and control aspects of nature.

INTRODUCE and promote the use of comprehension strategies by modeling them for students. Remind students that comprehension means understanding, and that comprehension

at the back of the books. To help students start a collaborative conversation with their peers, read over Visualizing and Making Connections under the

Comprehension Discussion Strategies to give students ways to start or add to a discussion.

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 Handing-Off Routine, to discuss "Mattland." Engage students in a discussion by asking them the questions that follow.

REMIND students that the concept vocabulary word for this selection is modify. Give them the definition again and ask them to discuss how this word relates to this selection.

REVISIT the Essential Question for this selection and have students discuss their answers.

REVIEW the elements of realistic fiction with students.

Develop Vocab:

TELL students they can use the vocabulary strategy Word Analysis to figure out the meaning of the word

Display the selection vocabulary words from "Mattland." Ask students the following questions and have them respond with the appropriate vocabulary words.

For additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 81-82.

HAVE students turn to Skills Practice 1 pages 83-84. Read through the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually.

Fluency

REMIND students that phrasing, or grouping words, is an important aspect of fluency. Reading in phrases makes reading sound natural. It sets an appropriate rate and creates a pleasing rhythm that helps listeners make sense of the text.

Demonstrate by reading aloud page 175 of "Mattland" in phrases in TE.

Point out that you demonstrated proper phrasing because you broke the sentences into sensible chunks and paused briefly at the comma. Have students practice reading aloud page 175 quietly to

about what they have learned so far about "teamwork" on our question and concept board. Have students write complete, correct sentences about Ellie during Workshop. Have students write dialogue for a brief conversation between Ellie and Pam during Workshop.

Computers

Recess

Math

**Lesson 5-1:
Strategies to Add
Fluently within 20****Standards**

2.OA.2.a, 2.OA.2.b

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

Differentiation / Accommodations

Intervention: If they don't understand these problems, we will

**Quest Check In
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 56-58 to help them comprehend the information from their science notebooks.

Differentiation / Accommodations

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

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

**ELA/Workshop time
Unit 1 Lesson 6 Day 5****Standards**

2.W.1, 2.W.1.a, 2.W.1.b, 2.W.1.c, 2.W.1.d, 2.SL.3

Students will...

- publish their opinion pieces.
-

Lesson / Instruction

strategies are actions students can take to better understand what they are reading.

REMIND students that there are rules they need to follow when listening to stories or when someone is speaking.

READ aloud the Essential Question and tell students to think about the question as you read the selection. What does this myth tell you about the land where Athens is located?

Before reading "How Athens Got Its Name" aloud, introduce the following vocabulary words with students. Say each word and its definition. Then use the word in a sentence.

Fluency:

MODEL fluent reading by pausing briefly after commas and periods and by using appropriate rate and expression. How Athens Got Its Name

Discuss the Read aloud

REMIND students that there are rules they need to follow when listening to stories or when someone is speaking. REVISIT the Essential Question for this selection and have students

comfortable on page 168. Using Word Analysis means examining the parts of a word to figure out the word's meaning.

With comfortable, I see the base word comfort and the suffix -able. The suffix -able can mean "can be done." So, comfortable literally means "can be a comfort." How do we know the stick is a comfort to Matt? 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:

REMIND students that reading a text accurately is important for comprehension and that reading even one word incorrectly can change the meaning of the text. If students do not recognize a word or if they mispronounce a word while reading, they should stop reading and decode the word. Then they should reread the entire sentence until they can read it accurately and automatically. Model reading the

themselves to practice reading with prosody.

**Inquiry:Step 1:
Develop Questions**

REVIEW the idea of questions generated by unit selections by reminding students of "Mattland" and the essential question that goes with it: What are some of the ways, big and small, that people can change the surface of Earth? Discuss ways that the story answered that question. What other questions did the story bring up?

Model adding to the Concept/Question Board any new questions students suggest. Remind students that this board is a good place to look for research questions; if they see a question that makes them wonder something else, they can add their new question to the board and begin a kind of conversation with the group.

Review that a good question does not lead to a simple answer—a good question requires you to explore and go beyond what you already know. Good questions often begin with how or why. Model the question-asking process by saying, Reading about Matt and his friend trying to protect Mattland made me

focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 5-1 to help us.

Enrichment: know it? 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

Review Unit 4

Lesson / Instruction

Math Facts:

99 math

At Your Seat:

Students will finish "on my own" paper and then to ALEKS.

Teacher Time:

Students will work with the teachers reviewing the daily lesson/current topic.

Hands On:

Students will play a game/work on project that is around the current topic.

RTI

r-controlled, schwa and main idea/ details

Recess

RTI Tier III

ELA/Workshop time

Unit 1 Lesson 6 Day 4

Writing an Opinion Piece

HAVE students take turns reading their pieces aloud in small groups or to the class. Instruct students to read their opinion pieces with expression to hold the audience's attention. Tell students it is also helpful to maintain eye contact with their audience if possible.

Have students use eActivities and eGames to practice skills learned in this portion of the lesson.

Use Lesson and Unit Assessment 1 pages 78–81 and 83 to assess the skills taught in this unit.

Spelling Test

Use Benchmark Assessment Test 1 pages 1-17 to monitor students' increasing mastery of the grade-level curriculum.

Differentiation / Accommodations

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

Enrichment: Have students create a visual recording on

discuss their answers.LEAD students in a discussion about key ideas or details from the selection. Ask questions from TE to help students connect the selection to the theme Earth in Action.

Concept/Question board:

TELL students the Concept/Question Board is a place for them to ask questions and to find answers in order to have a better understanding of the unit theme Earth in Action. To begin using the Concept/ Question Board, ask students to name different types of landforms. Have them post their responses on the Concept side of the Board. Then ask students to write any questions they have about the theme and attach them to the Question side of the Board.

Brainstorm together and remind students what should be going on the board.

Inquiry: Step 1—Develop Questions

REVIEW with students what inquiry is. Remind them that inquiry is a way of exploring areas of interest driven by students' own problems or questions.

first paragraph of page 168 with accuracy as students follow along. When you encounter a multisyllabic word, such as comfortable, read the word syllable by syllable (com/fort/a/ble) before rereading the entire word correctly. Finally, reread the entire sentence fluently and automatically.

Have students read the paragraph twice with a partner. Remind students that if they do not recognize or if they mispronounce a word while reading, they should decode each syllable, reread the word, and then reread the entire sentence until they can read it correctly.

Differentiation / Accommodations

Intervention: If students are struggling to read or comprehend the stories/decoding, this will be a focus in our workshop time. We will focus on using blending routines to figure out tricky words. We will use the sound and spelling cards to review with the kids. Provide sentence frames to help students ask for clarification. For example, I do not understand . Could someone explain ?

Enrichment: Have students create a

wonder about other types of dangers that threaten communities. For example, I know that tornadoes and earthquakes threaten many cities on Earth. How can people protect themselves from such events? Encourage students to share their own questions, and add those to the board. Discuss how the questions relate to each other, and point out that one good question often leads to another.

Differentiation / Accommodations

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

will focus on using blending routines to figure out tricky words. We will use the sound and spelling cards to review with the kids. For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson.

| |
|--|
| <p>Standards</p> <p>2.W.5, 2.L.2.e, 2.W.1, 2.W.1.a, 2.W.1.b, 2.W.1.c, 2.W.1.d, 2.W.6</p> <p>Students will...</p> <ul style="list-style-type: none"> revise, edit, and publish their opinion pieces. practice the formation of small letters <i>n</i> and <i>r</i>. <p>Lesson / Instruction</p> <p>Writing an Opinion Piece: Revising and Editing</p> <p>Instruct: MODEL revising your draft based on the writer's goals and the elements of opinion pieces. Narrate your thoughts as you revise the writing to eliminate imprecise language, replace it with specific vocabulary, and make other revisions. Have students suggest improvements as well. 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.</p> <p>Guided practice: Have students revise their drafts using the checklist on Skills Practice 1 page 52 and using the feedback they received in the previous day's lesson. Display the writer's goals, so students can refer to</p> |
|--|

| | | |
|--|--|--|
| <p>Flipgrid of them reading their published piece of writing.</p> <p>Guidance</p> <p>Library</p> | <p>Have students share what this unit's theme, Earth in Action, means to them. Tell students that when scientists study Earth processes, they use the process of inquiry. The sharing of their findings is very important, because people use scientists' research findings to better adapt to their environments. Display the set of inquiry rules your class created in Unit 1, and review that rules can help students share and discuss findings in constructive ways. Remind students that in every unit they will work on an inquiry or investigation question, will do research to explore possible answers to their question, and will present their findings. This will again be done as a whole class in this unit.</p> <p>Differentiation / Accommodations</p> <p>Intervention: If students are struggling to read or comprehend the stories/decoding, this will be a focus in our workshop time. We will focus on using blending routines to figure out tricky words. We will use the sound and spelling cards to review with the</p> | <p>Enrichment: Have students create a small presentation for other small groups about what they have learned so far about "teamwork" on our question and concept board. 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 "Mattland" to the unit theme Earth in Action</p> <p>ELA/Workshop time</p> <p>Unit 2 Lesson 1 Day 3</p> <p>Standards</p> <p>2.W.2, 2.W.2.a, 2.W.2.b, 2.W.2.c, 2.W.2.d</p> <p>Students will...</p> <ul style="list-style-type: none"> evaluate the TREE diagram as a useful plan for writing. set writer's goals for an informative/explanatory text. draft an informative/explanatory text using the plan. write complete sentences. review spelling words. <p>Lesson / Instruction</p> <p>Writing to Inform: Prewriting</p> <p>Instruct: REMIND students that informative/explanatory writing provides the reader with information or explains something</p> |
|--|--|--|

them as they revise. Model editing your draft. Have students suggest edits. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings.

Apply: HAVE students edit their opinion pieces using the checklist on Skills Practice 1 page 52. Tell students to use the proofreading symbols shown on Language Arts Handbook page 38. Tell students to reread their opinion pieces 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.

Penmanship: Unit 1 Review: Small Letters n and r Write the words net, not, roll, and rift on the board to model proper letter formation and spacing.
Apply: HAVE students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters. Review the words on the board with students. Tell them to write the words on their papers as many

kids.

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

Recess

Math

Lesson 5-3: Represent Addition with 2-Digit Numbers

Standards

2.NBT.5

- I can use base 10 blocks to help me add 2-digit numbers.
- I can explain how to use base-ten blocks to add 2-digit numbers.

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 161-162

Differentiation / Accommodations

Intervention: If they

about a topic. Tell them they will begin planning a short report that will inform their readers about a topic.

Guided practice: REFER to the Think section on Skills Practice 1 page 85. Review with students the importance of knowing your audience and purpose for writing, and help them complete that section of the page. Display a blank TREE graphic organizer. Model filling in the first section with a topic sentence that tells the topic chosen by students. Have students suggest topic sentences as well

Apply: LEAD a discussion with students about the topic and what they know about it. Remind students that they are writing to inform, so they should avoid giving their opinions. They should be providing facts and explanations about the topic. Remind students to follow agreed-upon rules for discussion. Record students' suggestions on the board. Help them narrow down the facts to the three most important ones. Narrate your thinking process for students as you choose some

informative/explanatory piece. Explain that they should evaluate, or check, the plan to be sure it is a good plan that will lead to a focused and well-organized piece of informative/explanatory writing. Have students use the following list of questions to evaluate the plan.

- REFER to the questions as you guide students in evaluating the TREE graphic organizer, determining whether it will be a useful plan to use for drafting the informational/explanatory text. If any question is answered with No, then model revising that aspect of the TREE graphic organizer.
- Tell students they will use the TREE graphic organizer as a guide for drafting the report. Explain that the informative/explanatory piece should also include:
 - correctly-used compound words.
 - correct end marks for different types of sentences.
 - detailed and descriptive language.

times as they can in three minutes. Tell students you will time them for three minutes and that you will tell them when to stop. Remind them to form the letters n and r properly and to write legibly.

Differentiation / Accommodations

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

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

Social Studies

Week 8: Article 1-3: The Spread of

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 5-3 to help us.

Enrichment:
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

Review Unit 4

Lesson / Instruction

Math Facts:
99 math
At Your Seat:
Students will finish "on my own" paper and then to ALEKS.
Teacher Time:
Students will work with the teachers reviewing the daily lesson/current topic.
Hands On:
Students will play a game/work on project that is around the current topic.

RTI

Review all sounds from Unit 1, sequencing

Recess

RTI Tier III

reasons, reject others, change your mind, and finally decide on the final three that will be used for the report.

Penmanship: Small Letters a, c, and s

MODEL for students the formation of small letters a, c, and s. Trace the letters a, c, and s, saying the strokes aloud as you form the letters.

Apply:
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.

Tell students to form a row of each letter on a clean sheet of paper. Say the strokes with them as they begin each row, and then give them time to complete that row of letters. Have students proofread their work. Have them compare their letters to the model and identify which letters can be written more neatly. Have them circle those letters and write them again.

Differentiation / Accommodations

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

- a clear purpose that the reader will understand.

- Tell students they can use different types of sentences when they write. Explain that declarative sentences make statements; interrogative sentences ask questions; imperative sentences give directions or commands; and exclamatory sentences show strong feelings. Tell students that writing can be more interesting if it contains more than one sentence type

- **MODEL** writing the draft, using the TREE graphic organizer as a guide. Narrate your thought process as you write the draft and make changes, and have students to make suggestions for drafting. Be sure to include some mistakes in spelling, grammar, usage, and mechanics to fix later during the editing step.

- Finish South Dakota writing draft

Grammar, Usage, and Mechanics: Complete and Incomplete Sentences

- DISPLAY the

Christianity (taught with “Rome and Christianity” and “The Life and Teachings of Jesus”)

Standards

2.SS.3.B

1. Objective:

- I can identify how the Roman Empire was connected to Christianity, Constantine, Constantinople, and barbarian invasions.
- I can identify events of early Christianity, including the teachings of Jesus.
- I can describe the reason Constantine moved to the capital city.
- I can explain and provide a reason for the fall of the Roman Empire.

Lesson / Instruction

1. Use slides 1–6, plus the answer key on slide 14, of the walkthrough slide deck “The Spread of Christianity” with this lesson.
2. Introduce the students to the idea of the Roman gods that the ancient Romans believed in by reading the extended reading article, “Neptune and Amphitrite,” to

ELA/Workshop time

Unit 2 Lesson 1 Day 1

Standards

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

Students will...

- describe characteristics of informative/explanatory texts.
- brainstorm topics for an informative/explanatory text.
- generalize learned spelling patterns when writing words.

Lesson / Instruction

Writing to Inform: Prewriting

EXPLAIN to students that their next writing assignments will be writing informative/explanatory texts.

Tell students that this type of writing informs the reader about a topic or explains how to do something. Locate examples of informative/explanatory texts in the classroom, and describe each in terms of its purpose to inform or explain. Tell students that an author's main purpose when writing to inform is to provide facts, not opinions, about the topic. Inform students that they will work together as a class to write the first informative/explanatory text. Remind them of the

in this lesson.

Enrichment: If students understand brainstorming and making lists, then during

Workshop have them concentrate on brainstorming a reason for some of their ideas. If students are ready for a challenge with brainstorming and making lists, then during

Workshop have them concentrate on brainstorming three reasons and explanations for one or two of their ideas.

P.E.

Math

Lesson 5-4: Represent Addition with 2-Digit Numbers

Standards

2.NBT.5

- I can add addends in any order to find the sum.
- I can explain that addends added in any order have the same sum.

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

ePresentation visual of the following sentences. Explain that the first sentence is incomplete because it has only a subject, but the second sentence is complete—it has both a subject and a predicate. **Luke and Kevin on a boat. The boys caught a fish.**

- Tell students that the subject of a sentence is who or what the sentence is about, and the predicate of a sentence tells what the subject is or does. Tell students that a sentence needs both a subject and a predicate to be complete. An incomplete sentence is missing either the subject or the predicate.
- DISPLAY the ePresentation visual of the following sentences. Identify the subjects and predicates in the sentences to help students determine whether each is a complete or incomplete sentence.
- HAVE students work in pairs to write two complete sentences and two incomplete

the class. Show them the image in related media of the constellation Delphinus.

3. Demonstrate the idea of spreading, using a piece of bread and some butter.

- First, just place a scoop of butter on the bread. Discuss that this butter isn't going anywhere unless it is spread.
- Then using a knife, spread the butter on half the bread. Discuss with the students that while the butter has been spread out some, the whole piece hasn't been covered yet.
- Now, spread the butter over the whole piece of bread. Discuss that the butter is now spread as far as it can go over the entire piece of bread.
- Discuss that when something spreads, it tries to cover as much of an area as possible.

4. Using the map found in the student edition, review the Roman Empire with the students. This is a discussion. Accept any reasonable answers that students supply to the questions below.

Answers should

five steps in the writing process: prewriting, drafting, revising, editing, publishing. Display a blank TREE graphic organizer, and use Routine 16, the Graphic Organizer Routine, to explain how it is used for informative/explanatory writing. Remind students that they used the TREE graphic organizer to plan and organize their opinion writing. Explain that it can be used similarly when writing to inform.

Guided practice: DISPLAY the ePresentation visual for the following text. Tell students it is a well-written model of writing to that is meant to inform. Show students how the writing model was organized by using a TREE graphic organizer. Tell students that this is a good model for writing to inform because it opens with a topic sentence that clearly introduces the topic; it provides three facts about topic, each with a further explanation; and it ends with a sentence that sums up the topic.

Display the following model.

Whales are mammals that live in the ocean. They have lungs and breathe air. They are interesting creatures that use

questions

- Develop the Math Guided Exploration Path- follow the slides that are online
- Bring it Together
- 4. Practice and Reflect- page 165-166

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 5-4 to help us.

Enrichment: 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

Review Unit 4

Lesson / Instruction

Math Facts:
99 math

At Your Seat:
Students will finish "on my own" paper and then to ALEKS.

Teacher Time:
Students will work with the teachers reviewing the daily lesson/current topic.

Hands On:
Students will play a

sentences on four separate strips of paper. Have pairs exchange sets of papers. Instruct students to identify the two complete and two incomplete sentences they received. Have volunteers explain how they know which sentences are complete.

Spelling /ā/ spelled a and a_e; /i/ spelled i and i_e

- REMIND students that /ā/ spellings include a and a_e and /i/ spellings include i and i_e. Display the ePresentation visual of the following word pairs: mild/miyeld, payle/pale, pilit/pilot, papur/paper, bake/baik, time/tem, saul/sale, ryd/ride, able/abul, kined/kind. 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 87-88 from Skills Practice 1 for students to practice spelling words with /ā/ spelled a and a_e and /i/ spelled i and i_e. Read the Focus section aloud, and do the first two items as a class. Then have students

support the idea of ideas or goods being spread across the water or over land as people move and share their cultures.

- How much land did the Roman Empire cover?
- How do you think the Mediterranean Sea helped the Roman Empire?
- How do you think things got from Egypt to Gaul?
- Why were the major cities located along the coast?

5. Next, tell the students that they will read three articles about a man named Jesus and the spread of Christianity among the Romans. This was an important event because it changed how Romans worshiped and their culture.

Week 8 | Christianity and the Fall of the Roman Empire
8.4

6. Have the students skim the first three articles and highlight the bolded words. Have them highlight the definitions in a different color. Ask students if any of the words need clarification.

7. Students should

sound to communicate underwater. Whales are fascinating creatures.

Have students explain why this is not a good example of writing to inform. Using the TREE diagram, help students see that the essay lacks a clear topic sentence and is not well-organized. It does provide three facts about whales, but there are no further explanations, and the facts are presented somewhat randomly.

Apply: LEAD students in a brainstorming session to create a list of possible topics that lend themselves to a short informative text, such as information about another kind of animal, the equipment used in a particular sport, or interesting facts about their city, town, or local area. Remind students that audience and purpose are important when deciding on a topic. Record their suggestions on the board.

Spelling: /ā/ spelled a and a e ; /i/ spelled i and i e

GIVE students the pretest by reading aloud the words and sentences below. Have students write

game/work on project that is around the current topic.

RTI

Review all sounds from Unit 1, sequencing

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 1 Day 2

Standards

2.W.2.d, 2.SL.1.a,
2.W.2.b, 2.W.2

Students will...

- choose a topic for an informative/explanatory text.
- complete a graphic organizer to plan and organize their writing.
- practice the formation of small letters a, c, and s.

Lesson / Instruction

Writing to Inform: Prewriting

Instruct: REMIND students that informative/explanatory writing provides the reader with information or explains something about a topic. Tell them they will begin planning a short report that will inform their readers about a topic.

Guided practice: REFER to the Think section on Skills Practice 1 page 85.

Review with students the importance of

complete the pages independently.

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the Writing and Spelling skills taught in this lesson. If students need additional help with /ā/ and /i/ spelling patterns, during Workshop have partners work together to circle the /ā/ or /i/ spelling pattern in each of this week's spelling words.

Enrichment: Have students work with students who need extra support to create a guided practice on creating a draft on their TREE sheet. If students are ready for a challenge with brainstorming and making lists, then during Workshop have them concentrate on brainstorming three reasons and explanations for one or two of their ideas.

Recess

Math

Review Unit 5

Standards

read the articles in pairs or small groups. Have them highlight ways that support the idea of the spread of Christianity. How did this new religion get spread to others?

8. As a scaffold for students, read the articles aloud, stopping after each paragraph to summarize for the students.

Create a bullet list of the main ideas on the board. (slide 5) There is an answer key on slide 14 of the walkthrough slide deck for prompt ideas on the causes of the spread.

9. Have students look at the map of the Roman Empire in the student edition and the image

“Spread of Christianity,” found in related media.

Discuss with the students the changes that occurred over time as Christianity spread. Be sure to identify the cities that were added as Christianity spread. (See slide 6.)

10. In their interactive notebooks, ask the students to label the top of a page “The Spread of Christianity” and write down three things that they

each spelling word on a sheet of paper, and then have them proofread and correct any misspelled words. Give the challenge words and sentences to students as well.

1. mild
2. pale
3. pilot
4. paper
5. bake
6. time
7. sale
8. ride
9. able
10. kind
11. apron
12. final
13. while
14. became
15. radar

DIAGNOSE any misspellings by determining whether students misspelled /ā /, /ī /, or some other part of the word. Then have students use the pretest as a take-home list to study the spelling of words with /ā / and /ī /.

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher’s Guide during Workshop to reteach the Writing and Spelling skills taught in this lesson. If students need help brainstorming or making lists, then

knowing your audience and purpose for writing, and help them complete that section of the page. Display a blank TREE graphic organizer. Model filling in the first section with a topic sentence that tells the topic chosen by students. Have students suggest topic sentences as well

Apply:
LEAD a discussion with students about the topic and what they know about it. Remind students that they are writing to inform, so they should avoid giving their opinions. They should be providing facts and explanations about the topic. Remind students to follow agreed-upon rules for discussion.

Record students’ suggestions on the board. Help them narrow down the facts to the three most important ones. Narrate your thinking process for students as you choose some reasons, reject others, change your mind, and finally decide on the final three that will be used for the report.

Penmanship: Small Letters a, c, and s

MODEL for students the formation of small letters a, c, and s. Trace the letters a,

2.OA.2, 2.OA.2.a,
2.OA.2.b, 2.NBT.5

Students will...
-Practice ideas from unit 5.
-Practice different strategies from unit 5.

Lesson / Instruction

Math review game with whiteboards

Lunch

Recess

Tier II/III Math

Review Unit 4

Lesson / Instruction

Math Facts:

99 math

At Your Seat:

Students will finish “on my own” paper and then to ALEKS.

Teacher Time:
Students will work with the teachers reviewing the daily lesson/current topic.

Hands On:
Students will play a game/work on project that is around the current topic.

RTI

Gimkit review

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 1 Day 3

Standards

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

Students will...

- evaluate the TREE diagram as a useful plan for writing.

learned.
11. Have them each share what they wrote with a partner. As an extension, have them show which articles their facts came from.

Vocab:
apostles
Bible
Conquer
Invaded
Marty
Pagans
Parable
Persecution

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 article 1-3.

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

Science

Topic 2 Lesson 1- Observe Changes in Matter

Standards

2-PS1-2, 2-PS1-3

I can explore different ways matter can change.

Lesson / Instruction

Vocabulary: matter
Jumpstart Discovery

have them work in pairs during Workshop to come up with ideas for an informational/explanatory text.

Enrichment: If students understand brainstorming and making lists, then during Workshop have them concentrate on brainstorming a reason for some of their ideas. If students are ready for a challenge with brainstorming and making lists, then during Workshop have them concentrate on brainstorming three reasons and explanations for one or two of their ideas.

Social Studies

Week 8: Article 4-7: Emperor Constantine (taught with "Christianity Legalized," "Barbarians and Change in the Roman Empire," and "The Fall of the Roman Empire")

Standards

2.SS.3.C

- I can identify how the Roman Empire was connected to Christianity, Constantine, Constantinople, and barbarian invasions.
- I can identify events of early

c, and s, saying the strokes aloud as you form the letters.

Apply:
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.

Tell students to form a row of each letter on a clean sheet of paper. Say the strokes with them as they begin each row, and then give them time to complete that row of letters. Have students proofread their work. Have them compare their letters to the model and identify which letters can be written more neatly. Have them circle those letters and write them again.

- set writer's goals for an informative/explanatory text.
- draft an informative/explanatory text using the plan.
- write complete sentences.
- review spelling words.

Lesson / Instruction

Writing to Inform:

Prewriting/Drafting

- REVIEW the TREE graphic organizer you filled out as a group during the previous day's lesson. Remind students that they will use the TREE graphic organizer as a guide for organizing and writing their informative/explanatory piece. Explain that they should evaluate, or check, the plan to be sure it is a good plan that will lead to a focused and well-organized piece of informative/explanatory writing. Have students use the following list of questions to evaluate the plan.

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

Enrichment: If students understand brainstorming and making lists, then during Workshop have them concentrate on brainstorming a reason for some of their ideas. If

- REFER to the questions as you guide students in evaluating the TREE graphic organizer, determining whether it will be a useful plan to use for drafting the informational/

Activity- change the paper
UInvestigate Lab (Next part)
Read and answer questions- pages 50-52
Quest Check In
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 22-23 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 change to matter.

Christianity, including the teachings of Jesus.

- I can describe the reason Constantine moved to the capital city.
- I can explain and provide a reason for the fall of the Roman Empire.

Lesson / Instruction

Use slides 7-12 of the walkthrough slide deck with this lesson.
 2. For these four articles taught together, students will answer questions after reading each article. This could be an assessment opportunity, or the correct answers could be provided as each question is asked. Discuss any misconceptions along the way.
 3. Give each student a copy of the printable Christianity and the Fall. Tell the students that you will be reading these articles out loud to them. They should highlight information they feel is important as you read because they will be answering questions at the end.
 4. Read the article "Emperor

students are ready for a challenge with brainstorming and making lists, then during Workshop have them concentrate on brainstorming three reasons and explanations for one or two of their ideas.

Social Studies

Week 8 Assessment- Christianity and the Fall of the Roman Empire

Standards

2.SS.3.B, 2.SS.3.C

1. Objective:

- I can identify how the Roman Empire was connected to Christianity, Constantine, Constantinople, and barbarian invasions.
- I can identify events of early Christianity, including the teachings of Jesus.
- I can describe the reason Constantine moved to the capital city.
- I can explain and provide a reason for the fall of the Roman Empire.

Lesson / Instruction

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

Differentiation / Accommodations

Will check the assessment during

explanatory text. If any question is answered with No, then model revising that aspect of the TREE graphic organizer.

- Tell students they will use the TREE graphic organizer as a guide for drafting the report. Explain that the informative/explanatory piece should also include:
 - correctly-used compound words.
 - correct end marks for different types of sentences.
 - detailed and descriptive language.
 - a clear purpose that the reader will understand.
- Tell students they can use different types of sentences when they write. Explain that declarative sentences make statements; interrogative sentences ask questions; imperative sentences give directions or commands; and exclamatory sentences show strong feelings. Tell students that writing can be more interesting if it contains more than one sentence type
 - MODEL writing

Constantine," and ask the following questions. Students should write their answers in the correct boxes of the printable.

a. True or false: Constantine grew up in a military family. (true)

b. Fill in the blank: Constantine was chosen by his _____ to be emperor. (army)

c. True or false: Constantine made people feel unsafe. (false)

d. Fill in the blank: He built _____ and _____ for the cities. (buildings; walls)

5. Read the article "Christianity Legalized" and ask the following questions.

a. True or false: Constantine became a Christian. (true)

b. Fill in the blank: Constantine stopped the _____ of Christians. (persecution)

c. True or false: The Roman Empire had good roads. (true)

d. Fill in the blank: The Apostle Paul traveled the empire to _____ about Jesus. (teach)

6. Read the article "Barbarians and Change in the Roman Empire" and ask the

the social studies checklist. Will pull up students individually, if needed, to review the information that was wrong/missed on this weeks assessment.

Science

Topic 2 Lesson 2: Temperature in Matter Part 2

Standards

2-PS1-2, 2-PS1-4

I can explain whether a change caused by heating or cooling matter is reversible. I can explain whether a change caused by heating or cooling matter is not reversible.

Lesson / Instruction

Vocabulary: property, reversible Jumpstart Discovery Activity- Crayons activity UInvestigate Lab (Next part) Read and answer questions- pages 56-58 Quest Check In 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 56-58 to help them comprehend the information from their science notebooks.

Differentiation / Accommodations

the draft, using the TREE graphic organizer as a guide. Narrate your thought process as you write the draft and make changes, and have students to make suggestions for drafting. Be sure to include some mistakes in spelling, grammar, usage, and mechanics to fix later during the editing step.

- Finish South Dakota writing draft

Grammar, Usage, and Mechanics: Complete and Incomplete Sentences

- DISPLAY the ePresentation visual of the following sentences. Explain that the first sentence is incomplete because it has only a subject, but the second sentence is complete—it has both a subject and a predicate. **Luke and Kevin on a boat. The boys caught a fish.**
- Tell students that the subject of a sentence is who or what the sentence is about, and the predicate of a sentence tells what the subject is or does. Tell students that a sentence needs

following questions.

a. True or false: The Roman Empire got along with the barbarians. (false)

b. Fill in the blank: The barbarians _____ Roman towns and cities. (attacked)

c. True or false: Roads were important to the Romans. (true)

d. Fill in the blank: The _____ were important because they helped the Romans get food and supplies quickly. (roads)

7. Read the article "The Fall of the Roman Empire" and ask the following questions. (slide 11)

a. True or false: The Roman Empire existed for 1,000 years. (true)

b. Fill in the blank: When the Roman Empire became _____, it changed some of the Roman traditions. (Christian)

c. True or false: Barbarians attacked and took land from the empire. (true)

d. Fill in the blank: The barbarians took _____, the last Roman Emperor, off of the throne. (Romulus)

8. Have the students get into small groups and create a mural or

Intervention: I will walk around the room and review students' work. If they are having trouble with sentence starters or examples, I will provide them with examples based on my own.

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

- DISPLAY the ePresentation visual of the following sentences. Identify the subjects and predicates in the sentences to help students determine whether each is a complete or incomplete sentence.
- HAVE students work in pairs to write two complete sentences and two incomplete sentences on four separate strips of paper. Have pairs exchange sets of papers. Instruct students to identify the two complete and two incomplete sentences they received. Have volunteers explain how they know which sentences are complete.

**Spelling /ā/ spelled
a and a_e; /i/
spelled i and i_e**

- REMIND students that /ā/ spellings include a and a_e and /i/ spellings include i and i_e. Display the ePresentation visual of the following word pairs: mild/miyeld,

other image, using the information from the printable. Consider displaying provided in slide 12.

Vocab:
apostles
Bible
Conquer
Invaded
Marty
Pagans
Parable

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.

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

P.E.

payle/pale, pilit/pilot, papur/paper, bake/baik, time/tiem, saul/sale, ryd/ride, able/abul, kined/kind. 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 87–88 from Skills Practice 1 for students to practice spelling words with /ā/ spelled a and a_e and / ī/ spelled i and i_e. 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 Workshop to reteach the Writing and Spelling skills taught in this lesson. If students need additional help with /ā/ and / ī/ spelling patterns, during Workshop have partners work together to circle the /ā/ or / ī/ spelling pattern in

each of this week's spelling words.

Enrichment: Have students work with students who need extra support to create a guided practice on creating a draft on their TREE sheet. If students are ready for a challenge with brainstorming and making lists, then during Workshop have them concentrate on brainstorming three reasons and explanations for one or two of their ideas.

Art

Fun Friday