

| Monday<br>10/27/2025  | Tuesday<br>10/28/2025   | Wednesday<br>10/29/2025   | Thursday<br>10/30/2025  | Friday<br>10/31/2025   |
|---|---|---|---|--|
| Morning meeting   | Morning meeting   | Morning meeting   | Morning meeting   | Morning meeting  |
| ELA   | ELA   | Music   | ELA   | ELA  |
| <b>Unit 2 Lesson 1 Day 4</b>  | <b>Unit 2 Lesson 1 Day 5</b>  | <b>Unit 2 Lesson 2 Day 1</b>  | <b>Unit 2 Lesson 2 Day 2</b>  | <b>Review Halloween R -Controlled</b>  |
| <b>Standards</b><br>2.RF.3.c, 2.RL.1, 2.RF.3.b  | <b>Standards</b><br>2.RF.3.a, 2.RF.4.b  | <b>Standards</b><br>2.RF.3.a, 2.L.2.e   | <b>Standards</b><br>2.RF.4.b, 2.RF.4.c  | <b>Standards</b><br>2.RF.4.b, 2.RF.4.a, 2.RF.3, 2.L.1.a  |
| Students will...<br>• build oral language skills.<br>• read a <b>Decodable Story</b> .<br>• build fluency.  | Students will...<br>• blend words with /ā/ spelled a, a_e and words with /ī/ spelled i, i_e<br>• build oral language skills.  | Students will...<br>• blend words with /ō/ spelled o and o_e.<br>• learn new high-frequency words.<br>• build oral language skills and vocabularies.<br>• apply sound/spelling correspondences to spell dictated words with /ō/.  | Students will...<br>• build oral language skills.<br>• read a <b>Decodable Story</b> .<br>• build fluency.  | Students will...<br>• blend words with r-controlled vowels - /ar/, /er/, /ir/, /ur/ and/or/<br>• review high-frequency words.<br>• build oral language skills.<br>• apply sound/spelling correspondences to a decodable  |
| <b>Lesson / Instruction</b><br><b>Phonics and Decoding: /ī/ spelled i, i_e</b><br>Developing Oral Language: TELL students that fine and mind are multiple-meaning words. Share the provided definitions with students, and then ask them to use the words in different sentences to demonstrate the multiple meanings of each word.<br><br><u>Fluency: Reading a Decodable Story   Book 3, Story 20: Five Gifts for Mike</u><br>New High-Frequency Words: white<br>Reviewed High-Frequency Words: are, me, one<br>USE Routine 9, the Reading a Decodable Story Routine, to have students read "Five Gifts for Mike." Tell them to pay attention to the dialogue in order to read with expression. | <b>Lesson / Instruction</b><br><b>Phonics and Decoding: /ā/ spelled a, a_e and /ī/ spelled i, i_e</b><br>• REVIEW /ā/ spelled a and a_e and /ī/ spelled i and i_e using Sound/Spelling Cards 27 and 29. Then display the word lines and sentences.<br>• Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words from Days 1 and 3. For multisyllabic words, have students blend the word syllable by syllable.<br>• Have students read each sentence using Routine 3, the Blending Sentences Routine. After students have read all sentences word by word, have them reread | <b>Lesson / Instruction</b><br><b>Phonics and Decoding: /ō/ spelled o, o_e</b><br><b>Blending</b><br>INTRODUCE /ō/ spelled o and o_e using Sound/Spelling Card 30. Have students explain what the yellow background color on this card 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 two lines. Use Routine 4, the Closed Syllables Routine, to guide students in breaking the word tadpole into syllables. Ask what kind of vowel sound a closed syllable has. a short-vowel sound | <b>Lesson / Instruction</b><br><b>Phonics and Decoding: /ō/ spelled o, o_e</b><br><b>Developing Oral Language</b><br>• POINT to a word in the word lines, and have the class read the word. Ask a student to use the word in a sentence. Then have another student use the same word in a different sentence. Have students restate your oral directions before they begin<br><b>Fluency: Reading a Decodable Story   Book 3, Story 21: The Mole Zone</b><br><br>New High-Frequency Words: both, hold, open<br>Reviewed High-Frequency Words: are, my, now, two<br>• USE Routine 9, the Reading a Decodable Story Routine, to have students read "The Mole Zone." | <b>Lesson / Instruction</b><br>1. Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the first two lines<br>2. Use Routine 1A, the High-Frequency Words Routine, to introduce buy, goes, paste, and zero. Then display the sentences, and have students read each one using Routine 3, the Blending Sentences Routine.<br>3. USE Routine 9, the Reading a Decodable Story Routine, to have students read "Pumpkin Carvings." With all the dialogue in this story, tell |

Remind students their purpose for reading this Decodable Story is to practice reading words with the phonics focus and high-frequency words in connected text. The comprehension questions that follow are to check whether students understand what they read.

Checking Comprehension: Have students answer the following questions to check their understanding of the story.

Build students' fluency by having them read "Five Gifts for Mike" with a partner. Have the partners reread the story aloud several times. Check that students are reading with expression.

**Have students use eActivities and eGames to practice skills learned in this portion of the 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. For additional practice with the sound/spellings from this

- each sentence naturally.
- HAVE students choose a word from the word lines and say a word that rhymes with it. Remind students to focus not only on rhyming the vowel sound, but also on the final consonant sound of the word they select. Make sure students are generating new words that are not already in the word lines.
  - Review open syllables. Have students break apart multisyllabic words in the word lines, and ask them to explain their reasoning.
  - HAVE students get into small groups to practice reading fluently. Give them a choice as to which story they would like to reread: Decodable Stories, Book 3, Story 19 or Story 20. Tell them to read aloud within a group of students that chose the same book. Circulate the groups to monitor whether students are reading with expression.
  - **Use Lesson and Unit Assessment 1 pages 85–86 to assess students' understanding of**

Repeat with the other words in Line 3.

Use Routine 5, the Open Syllables Routine, to discuss the words in Line 4. Have students identify the vowel-consonant-vowel spelling and tell where to break the words into syllables. o/ver, bo/nus, co/bra, bro/ken Ask what kind of vowel sound an open syllable has. a long-vowel sound Use Routine 1A, the High-Frequency Words Routine, to introduce both, hold, and open. Then have students read each sentence using Routine 3, the Blending Sentences Routine.

**About the words and sentences: identify long o in each word**

#### **Developing Oral Language**

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: To speak to someone sharply is to \_\_\_\_\_.

scold  
A poisonous snake that can lift itself from the ground is a \_\_\_\_\_.

cobra  
The greatest number or amount of something is the \_\_\_\_\_.  
most

Tell students to focus on reading this story with the appropriate rate. Remind students their purpose for reading this Decodable Story is to practice reading words with the phonics focus and high-frequency words in connected text. The comprehension questions that follow are to check whether students understand what they read.

Checking Comprehension: Have students answer the questions in TE to check their understanding of the story.

Building Fluency: Build students' fluency by having them read "The Mole Zone" with a partner. Have the partners reread the story aloud several times. Check students' reading for speed.

#### **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 21: "A

students to focus on reading with expression.

4. Have students answer questions to check their understanding of the story.
5. Build students' fluency by having them read "Pumpkins Carving" with a partner. Have the partners reread the story aloud several times. Check students' reading for expression.
6. If time allows, play the R-controlled ghost game. Students write r-controlled words on a sheet with a white crayon. Then students color over the words creating a magic word effect.

#### **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.

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

lesson, have students read Story 20: "Iris's Kite" from Practice Decodable Stories 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.

#### ELA

#### Unit 2 Lesson 1 Day 4

##### Standards

2.SL.5, 2.RI.10, 2.RI.3, 2.RI.5, 2.L.5.b, 2.RL.10, 2.RL.3, 2.RL.1, 2.RL.7, 2.L.6, 2.W.7

Students will...

- demonstrate understanding of Language Use and the Story Element of Setting.
- apply selection vocabulary to new contexts.
- read grade-level text orally, at an appropriate rate.
- develop a research question for Inquiry.
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#### Lesson / Instruction

Close Reading TELL students that rather than rereading the entire selection a third time, they will now look closely at specific parts of the

#### the skills taught 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.

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 2 Lesson 1 Day 5

##### Standards

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

Students will...

- review the selection vocabulary words.
- review the comprehension strategies Visualizing and Making Connections.
- review Cause and Effect and Making Inferences.
- review Language Use and the Story Element of Setting.
- review prosody as an aspect of fluency.

A type of lizard is a \_\_\_\_\_.  
gecko

Ask students to use the words in Lines 3 and 4 in sentences to demonstrate their understanding of the words.

**Guided Practice**  
ASSIGN pages 91-92 from Skills Practice 1 for students to apply /ō/ spelled o and o 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 words and sentences to students.

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

Surprise for Hope" from Practice Decodable Stories 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.

Have Students choose a book during Workshop from the classroom library. Tell the partners to take turns reading pages aloud to one another. Have students go back through the story during Workshop and identify words with /ō/. Tell them to write new sentences using those words, and then read the sentences aloud to a partner.

#### ELA

#### Unit 2 Lesson 2 Day 2

##### Standards

2.RI.2, 2.RI.3, 2.RI.4, 2.RI.10, 2.RF.4.b, 2.W.7

Students will...

- identify Main Idea and Details within paragraphs.
- recognize Cause-and-Effect relationships within a text.
- demonstrate understanding of selection

spelling cards.

#### ELA

#### Halloween Reading

##### Standards

2.RF.3.f, 2.RF.4.a, 2.RI.2

Students will...

- Identify the meaning of new vocabulary words.
- Identify what the main idea and detail of a story is.
- Sequence the story.
- Read fluently.

#### Lesson / Instruction

Vocabulary for the lesson: mammals, warm-blooded, population, nocturnal, echolocate

1. Review main ideas/ details and sequencing- discuss as a class what each of these strategies are
2. Introduce Vocabulary Words from the reading- talk about definitions
3. Read the story out loud as a whole class. Fluency goal: Accuracy- talk with students about strategies to use for accuracy while reading.
4. After reading as a class and identifying the main idea and details together, students will read the story with a partner twice.
5. Groups then will create a sequence sheet (beginning, middle, end) of the story together if time.

story. Explain that they will read with a writer's eye. This means they will examine techniques that writers use to create well-written pieces.

Focus on Language Use and Story Element: Setting

**Writer's Craft**

- HAVE students read the first sentence on page 166, and then ask them to identify both the setting and Matt's feelings about the setting. Point out that the setting of a story can help to communicate a mood. Read the second paragraph on page 166, and discuss the mood, or feelings, that are evoked. Ask students what the detail "just houses with closed doors" suggests about the setting and how it contributes to the mood. Remind students that the environment, including weather conditions, is also part of a story's setting. On page 166 it says "Everywhere was mud and water." Ask students what this detail tells them about the setting.
- TELL students that the authors of "Mattland" use detailed language to describe the

**Lesson / Instruction**

**Review Vocab**

USE Routine 11, the Selection Vocabulary Routine, to have students review the vocabulary words. Read each of the sentences and have students choose the correct answer. Tell students to explain their responses and provide examples and clarification as needed.

Questions in TE

**Comprehension Strategy**

REVIEW the following comprehension strategies with students.

Visualizing is forming mental images based on the author's descriptions and the reader's experience. Have students identify places in "Mattland" where they formed images in their minds.

Making Connections helps readers understand a story by connecting it to what they already know. Tell students to identify places in "Mattland" where they made a connection.

**Access Complex Text**

REVIEW the skills for accessing complex text by telling students to find examples where they identified cause-and-effect relationships and made inferences. Cause and Effect helps readers

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 2 Day 1

#### Standards

2.SL.6, 2.L.4.a, 2.SL.1.c, 2.SL.1.b, 2.SL.1.a, 2.RI.3, 2.RI.1, 2.RI.10, 2.RF.4.b, 2.RF.4.a

Students will...

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

#### Lesson / Instruction

#### Build Background

- USE Routine 14, the Reading the Selection Routine, to guide students in reading "A River of Ice." Ask students what they know about glaciers. Tell them that in this

- vocabulary words.
- read grade-level text orally, at an appropriate rate.
  - turn a question into a conjecture for Inquiry.

#### Lesson / Instruction

#### Close Reading

INFORM students that during the second read of "A River of Ice" they will analyze the text. Before you begin the second read of "A River of Ice," review the following methods for understanding complex text.

#### Main Idea and Details

REVIEW with students that a Main Idea is the most important idea in a section of text. Details provide more information about the main idea and usually tell how, what, why, where, or when. Readers look for each main idea and its supporting details in order to gain a deeper understanding of a 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 events are related. In addition, the ability to identify

If there is not time to create a physical sequence sheet, students will create a verbal sequence to share. They will present their sequence to another group.

#### Differentiation / Accommodations

Intervention: If students are struggling to read fluently, we will partner them up with a student who can assist with blending routines to read.

Enrichment: Students will help guide students who are struggling to finish their work by guiding them on their reading. I will also be walking around assisting students as needed.

#### ELA/Workshop time

#### Halloween Writing

#### Recess

#### Math

#### Halloween review activity- Math is Sweet

#### Standards

2.NBT.7

Students will...

- I can solve double digit addition problems correctly using various math strategies.
- I can check my work to make sure my answers make sense.

#### Lesson / Instruction



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| <p>materials Matt uses and the landforms and structures he creates. Reread page 172 with students. Ask them what descriptive words the authors use to describe the road Matt made. "winding ribbon" Then have students identify the descriptive words that tell what Matt used to make sheep. "fuzzy seeds" Ask students how these descriptions add to their understanding of the story. Possible Answer: The descriptive words help me make an image in my mind about how the scene looks. Point out that on page 172, the authors also use vivid verbs that help readers visualize Matt's actions. Have students reread the page, and then identify the descriptive verbs. Possible Answers: smooth, plucking Discuss with students how these words help form a clear image in their minds about Matt's movements. Then have students to pantomime each action.</p> <ul style="list-style-type: none"><li>• REMIND students that authors can</li></ul> | <p>understand how story events are related. Have students revisit the last few pages of the story and consider the rain starting to fall again as a cause. Then ask: What effects can you identify from the text on pages 177 and 178? Making Inferences helps readers gain a deeper understanding of the text as they figure out details the author did not state directly. Readers use information in the text and their own knowledge to make inferences. Have students identify places in "Mattland" where they made an inference</p> <p><b>Monitor Progress</b><br/>Have students use eActivities and eGames to practice skills learned in this portion of the lesson.</p> <p><b>Writer's Craft</b><br/>REVIEW the skills for analyzing a writer's craft by having students find examples where they noticed language use and identified setting as an important story element. Descriptive Words make writing more vivid and help readers visualize the setting, characters, and events. Have students identify some descriptive words in the story that helped them create vivid mental images.</p> | <p>selection they will find out why most glaciers are found in places that get lots of snow in the winter and stay cool in the summer.</p> <ul style="list-style-type: none"><li>• TELL students that "A River of Ice" is an informational text. Remind students that an informational text is written to inform or explain something and that it is a type of nonfiction. Then discuss elements of informational text.</li><li>• Concept vocab: erosion<ul style="list-style-type: none"><li>◦ EXPLAIN to students that the concept vocabulary word for this lesson is erosion. Tell them that erosion means "a wearing, washing, or eating away." Have students discuss how they think the word erosion relates to the theme Earth in Action.</li></ul></li><li>• HAVE students read aloud the Essential Question on Student Anthology 1 page 186. Tell them to think about the Essential Question as they read "A River of Ice.": In what ways</li></ul> | <p>causes helps readers predict possible effects.</p> <p><b>Access Complex Text</b><br/>Examples in TE</p> <p><b>Practice Vocab</b><br/>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 "A River of Ice." Ask students the questions from TE and have them respond with the appropriate vocabulary words.</p> <p><b>For additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 95–96.</b></p> <p><b>Fluency: Rate</b><br/>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 end of a line if there is no punctuation mark. Read aloud page 191 from "A River of Ice." Model pausing briefly at the comma and slightly longer at periods. Then have student pairs practice reading page 191 at an appropriate rate.</p> <p><b>Inquiry: Step</b></p> | <ol style="list-style-type: none"><li>1. Students will complete 2 sheets of double digit addition problems- showing their work on a separate sheet of paper.</li><li>2. Students will check the work with teacher.</li><li>3. Students will color the craft, cut it out, and glue it onto black paper.</li><li>4. Math checklist<ul style="list-style-type: none"><li>-Craft</li><li>-Blue folder</li><li>-99Math</li><li>-Prodigy or Boddle</li></ul></li></ol> <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p><b>FCCLA Carnival</b></p> <p>RTI</p> <p><b>FCCLA Carnival</b></p> <p>Recess</p> <p>RTI Tier III</p> <p><b>Making cookies</b></p> <p>ELA/Workshop time</p> <p><b>Unit 2 Lesson 2 Day 3</b></p> <p><b>Standards</b><br/>2.W.5</p> <p>Students will...</p> <ul style="list-style-type: none"><li>• use an Idea Web to generate facts that support a topic.</li><li>• classify types of sentences.</li><li>• review spelling words.</li></ul> <p><b>Lesson / Instruction</b><br/>Writing to Inform: Prewriting</p> <ul style="list-style-type: none"><li>• USE Routine 16, the Graphic Organizer Routine, to review how to use an</li></ul> |
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communicate a mood through their descriptions of a setting. Ask students to compare how the setting and mood at the end of the story are different from the setting and mood at the beginning.

Possible Answer: At the beginning of the story, the setting is gloomy and sad, but at the ending it is sunny and happy. Then ask, How do the authors describe the setting on page 179 and show the mood has changed?

- GIVE students this writing prompt: Although the physical location of this story never changes—the characters are always in middle of the housing development—the y cause many changes to the surface of the ground to occur. So, on one hand, the setting never changes, but on the other hand, it changes quite a bit. Write a brief opinion of why you think the authors handled the setting this way.

#### **Science Connection**

- REMIND students that a caption tells about a photograph or illustration and adds information

Setting is the time and place in which a story occurs. Environment, including weather conditions, is also part of a story's setting. Have students identify the setting. The setting of this story is a muddy lot within a newly-built neighborhood.

#### **Fluency**

REMIND students that reading with prosody means reading in sensible phrases that give the text a pleasing rhythm. Have students work in small groups to practice reading "Mattland" with prosody. As students read the selection aloud, tell them to use intonation as well as pauses to indicate phrasing.

#### **Monitor Progress**

Use Lesson and Unit Assessment 1 pages 87–89, 91–92, and 224 to assess students' understanding of the skills taught in this part of the lesson.

#### **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

can frozen water change the shape of the land?

#### **Preview Selection**

USE Routine 13, the Know, Want to 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 what they already know about glaciers. For example, glaciers are made of ice. Record this information in the K column of the KWL chart. As students browse, have them think about what they want to learn. For example, How do glaciers move?

Record responses in the W column. Tell students that after they read, they will return to the chart to determine whether they learned what they wanted to know and to complete the L column of the chart. REMIND students that they will be reading facts about glaciers. Tell them to think about how this selection relates to the theme Earth in Action.

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

#### **Read Selection**

MODEL the use of the following comprehension strategies during the first read of "A River of Ice."

#### **2—Create Conjectures**

REMIND students that the next step in inquiry is forming a conjecture. Developing a conjecture simply means considering the research question and deciding what students think the best answer is, based on what they know so far.

Display the question students selected as a class, and begin to brainstorm other conjectures as a group. Remind students that one question can have many conjectures, and list all their conjectures on the Concept/Question Board. Encourage students to continue adding conjectures to the board throughout the week.

#### **Independent Reading**

#### **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

Idea Web. Display a blank Idea Web, and remind students that they used an Idea Web in the previous unit to help them gather facts to support their opinion piece topics. Explain that an Idea Web can be used in a similar way to gather facts and explanations when writing to inform.

- Model completing an Idea Web using a job chosen for informative/explanatory writing. Narrate your thoughts as you complete the Web.
- TELL students to work with their partners from the previous day's lesson. Instruct them to choose one of the jobs from their lists to write about. Remind students that they will need to include three facts and explanations about the job, so they should choose a job that they are somewhat familiar with or that they can ask someone for information about.
- DISTRIBUTE a blank Idea Web to partners, and have them use it to gather five facts about the job they

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| <p>to an article or story. Captions are sometimes used in textbooks, newspaper articles, and other technical texts. Then have students identify the caption and explain what the information means.</p> <ul style="list-style-type: none"><li>• DISPLAY "Holding Back Water" and read it as a class. Then have students work with a partner to answer the questions and complete the activity. Have volunteer pairs explain the technical steps they used to follow the procedure described in item 3</li><li>• REVIEW with students some of the reliable and age-appropriate websites they can use to research major floods and large dams</li></ul> <p><b>Look Closer</b><br/>HAVE students turn to page 181 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</p> | <p>and spelling cards to review with the kids. For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the comprehension strategies, accessing complex text skills, writer's craft skills, and vocabulary words taught in this lesson.</p> <p>Enrichment: Have students create a small presentation for other small groups about what they have learned so far about "Earth in Action" on our question and concept board. During Workshop, have students create new "If" questions about the vocabulary words for on-level students to answer.</p> | <p>Clarifying<br/>Summarizing</p> <p><b>Discussion Starters</b></p> <ul style="list-style-type: none"><li>• Use Routine A, the Handing-Off Routine, to discuss "A River of Ice." 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.</li><li>• Concept Vocab: REMIND students that the concept vocabulary word for this lesson is erosion. Provide the definition again, and ask students to discuss how the word relates to this selection. erosion:</li></ul> | <p>Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson.</p> <p>Enrichment: Have students create conjectures about what they have learned so far about "Earth in Action" on our question and concept board.</p> | <p>have chosen as their topic. Circulate among students and monitor their ability to complete the Idea Webs.</p> <p>Grammar, Usage, and Mechanics: Kinds of Sentences and End Marks</p> <ul style="list-style-type: none"><li>• Explain that declarative sentences make statements; interrogative sentences ask questions; imperative sentences give directions or commands; and exclamatory sentences show strong feelings.</li><li>• Circle the end mark of each sentence. Tell students that end marks can indicate the type of sentence being used. Explain each type of sentence's ending mark.</li><li>• Point out the missing subject in the imperative sentence. Explain that the subject of an imperative sentence is always you, even though the word you might not appear.</li><li>• DISPLAY the ePresentation visual for sentences in Teacher's manual. Have volunteers classify each sentence as declarative,</li></ul> |
| Recess   |   |   |   |  |
| Math   |   |   |   |  |
| Review lesson 5-5  |   |   |   |  |
| Standards  |   |   |   |  |
| 2.NBT.5  |   |   |   |  |
| Students will...   |   |   |   |  |
| -Review lesson 5-5, decomposing 2 addends to add   |   |   |   |  |
| Lesson / Instruction   |   |   |   |  |
| 1. White boards- reviewing topic from previous day.  |   |   |   |  |
| 2. Have students complete exit ticket online this day.   |   |   |   |  |
| 3. Play Blooket to review  |   |   |   |  |
| Differentiation / Accommodations   |   |   |   |  |
| ELA/Workshop time  |   |   |   |  |
| Unit 2 Lesson 2 Day 2  |   |   |   |  |
| Standards  |   |   |   |  |
| 2.W.5  |   |   |   |  |
| Students will...   |   |   |   |  |
| • generate ideas for an informative/ explanatory text.   |   |   |   |  |
| • practice the formation of small letters <i>b</i> , <i>h</i> , and <i>p</i> .   |   |   |   |  |
| Lesson / Instruction   |   |   |   |  |
| Writing to Inform: Prewriting  |   |   |   |  |
| • EXPLAIN to students that they will work with a partner to create a plan for their next informative/ explanatory text. Remind them that the main purpose when writing to inform is to provide facts and information about a topic. It is not to share their opinions about the topic.   |   |   |   |  |
| • Use Routine 16, the Graphic Organizer  |   |   |   |  |

to ask new ones when relevant to the 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 182–183.
- 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 that the concept vocabulary word is modify. Have them discuss the question on page 183: Think about

Observe students who need further assistance and guide them in the correct steps to solving the problems with more practice.

Lunch

Recess

Tier II/III Math

RTI

Recess

Science

### **Topic 2 Lesson 3 Part 2: Matter Within Objects**

#### **Standards**

2-PS1-3, 2-PS1-2

I can explain that objects can be built using smaller materials. I can explain that objects are built using materials that have certain properties.

#### **Lesson / Instruction**

Vocabulary: assemble  
Jumpstart  
Discovery Activity-  
Crayons activity  
UInvestigate Lab  
(Next part)  
Read and answer questions-  
pages 62-65  
Video- Online Quest  
Check In/ Connection  
Assessment- 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

a wearing, washing, or eating away

- REVISIT the Essential Question for this selection and have students discuss their answers.
- REVIEW the elements of informational text with students. Then have students explain how they know "A River of Ice" is informational text.

### **Develop Vocab**

TELL students they can use the vocabulary strategy Context Clues to figure out the meaning of the word grind in the caption on page 195 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 naturally, is important. If students do not know how to pronounce a word,

Routine, to review why a TREE diagram is a useful tool for planning and organizing informative/explanatory writing. Display the model of good informative/explanatory writing. Remind students why the model is a good example of informative/explanatory writing by pointing out the ways it aligns with each section of the TREE diagram.

- DIRECT students to work in pairs, either by assigning partners or having students choose their own partners. Distribute a blank TREE graphic organizer to each pair. Have students refer to the informative/explanatory writing that was published in the previous day's lesson. Tell partners to complete each part of the TREE graphic organizer using that finished informative/explanatory writing. Circulate among students and help them as needed.
- TELL students that their next writing assignment is to inform their

exclamatory, imperative, or interrogative.

- WRITE declarative, exclamatory, imperative, or interrogative across the top of the board. Have students generate examples of each sentence type. Write their suggestions on the board, but leave off the end marks. Have volunteers tell you which end mark to add.

Spelling: /ō/ spelled o and o\_e; /ū/ spelled u and u\_e

- REMIND students that /ō/ spellings include o and o\_e and /ū/ spellings include u and u\_e. Display the ePresentation visual for word pairs. 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 101–102 from Skills Practice 1 for students to practice spelling words with /ō/ spelled o and o\_e and /ū/ spelled u and u\_e. Read the Focus section aloud, and do the first two items as a class. Then have students**



|   |  |   |   |   |
|---|--|---|---|---|
| <p>the word modify. Name three ways you could modify your bedroom.</p> <ul style="list-style-type: none"> <li>Have students complete the Extend Vocabulary activity at the bottom of page 183. Complete the first question as a class. Then have students work with a partner to answer the remaining questions.</li> <li>After students have discussed their answers as a class, have students identify three related words for each of the remaining vocabulary words: tufts, smoothed, plucking, culverts, cleared.</li> </ul> <p><b>Fluency: Rate</b></p> <ul style="list-style-type: none"> <li>REMIND students that reading at an appropriate rate, or speed, is another part of fluency. Punctuation marks signal when it is appropriate to pause while reading.</li> <li>Read aloud page 170 from "Mattland" while modeling reading at an appropriate rate by pausing briefly after each comma and a bit longer after each end punctuation mark. Then have students find a partner and</li> </ul> | <p>the information from their science notebooks.</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 need information, we may use sentence starters or examples on what is needed based on examples.</p> <p>Extension: If students understand the information, they will create a video explaining the information they have learned about change to matter.</p> <p><b>ELA/Workshop time</b></p> <p><b>Unit 2 Lesson 1 Day 5</b></p> <p><b>Standards</b></p> <p>2.W.5, 2.L.2.f</p> <p>Students will...</p> <ul style="list-style-type: none"> <li>edit the revised draft of the informative/ explanatory text.</li> <li>take the spelling assessment.</li> <li>review complete and incomplete sentences.</li> <li>review small letters a, c, and s.</li> </ul> <p><b>Lesson / Instruction</b></p> <p><b>Writing to Inform: Editing</b></p> <ul style="list-style-type: none"> <li>REMIND students of the writer's goals for their informative/ explanatory writing. Remind students that the editing stage is</li> </ul> | <p>they should stop reading and decode each syllable of the word, then practice automaticity by rereading the sentence. Model reading page 191 of "A River of Ice" with automaticity. As you read, pause appropriately at punctuation. Stop reading when you encounter multisyllabic words, such as glacier. Decode each word, and reread the sentence with automaticity. Then continue reading the remainder of the page. Have students read one or two paragraphs of page 191 several times with a partner to practice automaticity. Tell them the more they reread a selection, the more natural their reading will sound.</p> <p><b>Differentiation / Accommodations</b></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 kids. For students needing additional support, use the</p> | <p>readers about a specific job or career. Explain to students that they can choose a job they might like to do someday, a job they think is interesting, or a job that a parent or other adult they know has. Have students work with their partners to brainstorm a list of at least five jobs they could write about. Tell them to record their ideas and save the list in their portfolios.</p> <p><b>Penmanship: Small Letters b, h, and p</b></p> <ul style="list-style-type: none"> <li>MODEL for students the formation of small letters b, h, and p.</li> <li>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.</li> <li>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.</li> <li>Have students proofread their work. Have them compare their letters to the</li> </ul> | <p><b><u>complete the pages independently.</u></b></p> <p><b>Differentiation / Accommodations</b></p> <p>Intervention: For students who need an additional sources of information, guide them in looking in an encyclopedia, an informative text about jobs or careers, or on an age-appropriate Internet site. If the job they have chosen is one that a parent or adult relative does, then direct students to ask for more information at home and record the facts in the Idea Web for later use. 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. Enrichment: If students understand the types of sentences, then during Workshop have them write one sentence for each type.</p> <p><b>Art</b></p> <p><b>Fun Friday</b></p> |
|---|--|---|---|---|

practice reading sections of the selection aloud, with appropriate pauses for commas and end punctuation marks.

**Inquiry: Step 1: Develop Questions**

- REMIND students that good research questions are not ones to which we already know the answer. Discuss all questions posted so far on the Concept/ Question Board. In order to generate more questions, model asking questions by suggesting some or all of the following:
- As a way to help narrow down options as a class, work with students to select three strong questions from the Concept/ Question Board. Make sure these questions appeal to most students.
- Based on student feedback and discussion, choose one question to explore as a class.

**Differentiation / Accommodations**

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

when they will check their writing for spelling, punctuation, and grammatical errors before they publish it. Tell students to turn to Language Arts Handbook pages 38–41.

- Use Routine 17, the Checklist Routine, to review the editing process with students, including the use of proofreading marks. Tell them they will use these marks as they revise and edit any piece of writing.
- MODEL proofreading and editing the informational/ explanatory writing for errors in spelling, punctuation, or grammar. Remind students to check for correctly-formed compound words and the correct end marks for different sentence types. Narrate your thought process as you make changes, so students understand why you make each change. Request students' help as you edit, and incorporate their suggestions wherever possible. Tell students that they

Intervention Teacher's Guide during Workshop to reteach the comprehension strategies 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: During Workshop, have students write sentences using the word erosion. 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 "A River of Ice" to the unit theme Earth in Action

Recess

**Math**

**Lesson 5-6: Use a Number Line to Add**

**Standards**

2.NBT.5

Students will....

- I can use a number line to help me add.
- I can explain how to use a number line to add.

**Lesson / Instruction**

1. Number Routine: Math Picture- discuss

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 in this lesson.

Enrichment: Share ideas with classmates, ask them questions about their topics begin thinking about points they will make within their paper.

P.E.

**Math**

**Review lesson 5-6**

**Standards**

2.NBT.5

**Lesson / Instruction**

1. White boards- reviewing topic from previous day.

2. Have students complete exit ticket online this day.

3. Play Gimkit to review

**Differentiation / Accommodations**

Observe students who need further assistance and guide them in the correct steps to solving the problems with more practice.

Lunch

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 comprehension strategies, access complex text and vocabulary skills taught in this lesson. Have students identify other pairs of homographs during Workshop.

Enrichment: Have students create a small presentation for other small groups about what they have learned so far about "Earth in Action" on our question and concept board. During Workshop, have students discuss why the authors chose to identify the child who came to help as "an outsider." Have students write sentences using the noun wind and the verb wind during Workshop. Have students identify the meanings of the noun wind (wind) and the verb wind (wind) during Workshop.

Computers

Recess

should consult reference materials, including beginning dictionaries, to check and correct spellings.

- HAVE students again refer to Language Arts Handbook page 38 for a list of proofreading symbols. Have students use the editing checklist on Skills Practice 1 page 86.

**Spelling: /ā/ spelled a and a e; /ī/ spelled i and i e**  
REPEAT the pretest, or use the following process to assess students. Have students take out a clean sheet of paper. Tell them to write the word Spelling and their names in the top margin. Have them number the first ten lines 1–10, skip a line, and then number the next five lines 11–15. Read each word, use it in a sentence, and give students time to spell it correctly. Tell them to spell the challenge words, but assure them that misspelling a challenge word will not affect their test scores.

**Grammar, Usage, and Mechanics: Complete and Incomplete Sentences**  
REVIEW with students what makes a complete sentence. Remind them that

prompts to talk about student reasoning.

2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual

3. Explore and Develop:

- Pose the problem
- Ask 2 clarifying questions
- Develop the Math Guided Exploration Path- follow the slides that are online
- Bring it Together

4. Practice and Reflect- pages 173-174

**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 5-6 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

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

**Unit 2 Lesson 2 Day 2**

**Standards**

2.W.5

Students will...

- generate ideas for an informative/ explanatory text.
- practice the formation of small letters b, h, and p.

**Lesson / Instruction**

**Writing to Inform: Prewriting**

- EXPLAIN to students that they will work with a partner to create a plan for their next informative/ explanatory text. Remind them that the main purpose when writing to inform is to provide facts and information about a topic. It is not to share their opinions about the topic.
- Use Routine 16, the Graphic Organizer Routine, to review why a TREE diagram is a useful tool for planning and organizing informative/ explanatory writing. Display the model of good

|   |
|---|
| <b>Math</b>   |
| <b>Lesson 5-5:<br/>Decompose Two<br/>Addends to Add</b>   |
| <b>Standards</b><br>2.NBT.5   |
| <ul style="list-style-type: none"> <li>• I can decompose two addends to help me add.</li> <li>• I can explain how to</li> </ul>   |
| <b>Lesson / Instruction</b><br>1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.<br>2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual<br>3. Explore and Develop:<br>- Pose the problem Ask 2 clarifying questions<br>- Develop the Math Guided Exploration Path- follow the slides that are online<br>- Bring it Together<br>4. Practice and Reflect- page 169-170 |
| <b>Differentiation / Accommodations</b><br>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 5-5 to help us.<br><br>Extension:<br>Students will choose extended thinking activities during the Tier 2/Title math   |

each sentence must have a subject and a predicate. Have students give examples of subjects. Write their suggestions on the board. Then have students give examples of predicates. Write their suggestions on the board. Have students create complete sentences by adding either subjects or predicates to the suggestions they have given.

**Penmanship: Small Letters a, c, and s**  
Write the words ace, call, snail, and scar on the board to model proper letter formation. Review the words on the board with students. Tell them to write the words on their papers as many 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 a, c, and s properly and to write legibly.

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

**Use Lesson and Unit Assessment 1 page 90 to assess students understanding of the skills taught in this lesson.**

|   |
|---|
| <b>RTI Tier III</b>   |
| <b>ELA/Workshop time</b>  |
| <b>Unit 2 Lesson 2 Day 1</b>  |
| <b>Standards</b><br>2.W.2.c, 2.W.2.d, 2.W.2.b, 2.W.2.a, 2.W.6, 2.L.2.e  |
| <b>Students will...</b> <ul style="list-style-type: none"> <li>• produce a final copy of the informative/explanatory text for publishing.</li> <li>• evaluate the informative/explanatory text according to writer's goals.</li> <li>• generalize learned spelling patterns when writing words.</li> </ul>  |
| <b>Lesson / Instruction</b><br><b><u>Writing to Inform: Publish</u></b><br><ul style="list-style-type: none"> <li>• REMIND students that the final step of the writing process is publishing. Tell them this is when they will produce a final copy of their writing and present it to others. Tell them that reading their writing aloud is one way to publish it.</li> <li>• Use Routine 18, the Presenting Writing Routine, to have students publish and present their writing. Remind them that every writing assignment does not lend itself to every method of publication. Tell</li> </ul> |

informative/explanatory writing. Remind students why the model is a good example of informative/explanatory writing by pointing out the ways it aligns with each section of the TREE diagram.

- DIRECT students to work in pairs, either by assigning partners or having students choose their own partners. Distribute a blank TREE graphic organizer to each pair. Have students refer to the informative/explanatory writing that was published in the previous day's lesson. Tell partners to complete each part of the TREE graphic organizer using that finished informative/explanatory writing. Circulate among students and help them as needed.
- TELL students that their next writing assignment is to inform their readers about a specific job or career. Explain to students that they can choose a job they might like to do someday, a job they think is interesting, or a job that a parent



time.  
Students will do Use  
it activity or the  
websketch  
Exploration from the  
online portion.

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 1 Day  
4

Standards  
2.L.1.g, 2.W.5

Students will...

- revise the draft of the informative/ explanatory text.
- identify and write complete sentences.
- practice the formation of small letters a, c, and s.

Lesson / Instruction

Writing to Inform:

Revising

Instruct—Vary Sentence Types: REVIEW with students the writer's goals for their informative/ explanatory writing; it should include:

- an opening sentence that makes the topic clear.
- three facts that inform the reader about the topic.
- a further explanation for each fact.
- a strong concluding

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: For students needing additional support in a challenge, use multisyllabic words to expand on the Writing and Spelling skills taught in this lesson.

Guidance

Library

students that the written version of their work can be presented in different ways. They may want to write or type on colored paper, include drawings, or make a cover for their paragraphs.

- REFER students to Skills Practice 1 page 86 (used in the previous lesson) to review the publishing checklist there. Tell students they will use this type of checklist to publish their writing assignments.
- Model rewriting the revised and edited informative/ explanatory piece to create a clean copy. Have students follow your model and create their own neatly-written or typed copies.
- HAVE interested students add drawings or cover pages to their copies of the finished writing piece. Have a student volunteer read the class informative/ explanatory piece to the class.

Spelling: /ō/ spelled o and o e; /ū/ spelled u and u e

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

or other adult they know has. Have students work with their partners to brainstorm a list of at least five jobs they could write about. Tell them to record their ideas and save the list in their portfolios.

Penmanship: Small Letters b, h, and p

- MODEL for students the formation of small letters b, h, and p.
- 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

statement.

- correctly-used compound words.
- correct end marks for different types of sentences.
- detailed and descriptive language.
- a clear purpose that the reader will understand.

Have students refer to Skills Practice 1 page 85 to review the audience and purpose of their writing. Remind students that they will also vary sentence types in this writing piece

HAVE students complete the Practice section on Skills Practice 1 page 85 to generate different sentence types for the topic of their informative/ explanatory writing. Ask students why it is important to vary the types of sentences used in writing. Tell students you will now revise the draft using the writer's goals, as well as the Revising checklist on Skills Practice 1 page 86.

Refer students to Language Arts Handbook pages 30–37 for more information about and examples of revising. MODEL revising the draft. Narrate your thoughts as you incorporate the writer's goals. Have students suggest ways of varying sentence types

Have students write 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.

Words:

1. menu
2. nose
3. most
4. cube
5. joke
6. unit
7. vote
8. fuse
9. over
10. mule
11. stone
12. bugle
13. total
14. hugest
15. suppose

**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. What will you do if they already know it?

Enrichment: Read their stories to a partner and then create a flipgrid with their writing.

**Social Studies**

**Week 9: Article 3: Monasteries in the Middle Ages**

**Standards**

2.SS.3.F

1.Objective:

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: Share ideas with classmates, ask them questions about their topics begin thinking about points they will make within their paper.

**Social Studies**

**Week 9: Article 4: Muhammad (taught with "Religious Contributions of Muslims" and "Contributions of Muslims")**

**Standards**

2.SS.3.F

- I can explain how Europe changed after the fall of the Roman Empire
- I can explain how monasteries started in the Middle Ages.
- I can explain important ideas about the early Muslims.

**Lesson / Instruction**

Have students pre-read the three articles

for this lesson. If possible, have them use the online

reader or do a buddy-reading activity so

based on the sentences they wrote on Skills Practice 1 page 85.

**Grammar, Usage, and Mechanics:**  
**Complete and Incomplete Sentences**

REVIEW with students that a complete sentence has both a subject and a predicate, and an incomplete sentence is missing either the subject or the predicate. Explain that an incomplete sentence is called a sentence fragment. Tell students they should use complete sentences in every type of writing. Explain that if they come across a sentence fragment in their writing, they must edit it to make a complete sentence. Display the ePresentation visual for the following sentence, and edit it to create a complete sentence. DISPLAY the ePresentation visual for the following sentences. Have students identify whether each sentence is a complete sentence or a sentence fragment. If it is a fragment have students explain what it is missing. WRITE the words smiled, wrote, Aunt Susan, and Ginger on the board. Have students write two complete sentences

- I can explain how Europe changed after the fall of the Roman Empire
- I can explain how monasteries started in the Middle Ages.
- I can explain important ideas about the early Muslims.

**Lesson / Instruction**

Show students the image in related media of the Lindisfarne Priory. Explain that this is what is left of a medieval monastery in England. Using slide 11, ask students the following questions for a class discussion. (Accept any answers that students can support with reasons.)

- a. What do you notice about the monastery in this image?
- b. How is it different from buildings you see today?
- c. How is it the same?
- d. What kinds of rooms do you think you would find there?
- e. What makes you think that?

2. Have the students read the article individually and highlight information that describes what a monastery is or what it does. Have students each compare their ideas to a peer's. If you have

they can be frontloaded with information and vocabulary before completing this lesson.

2. On slide 13, tell students that they are going to be reading about an individual named Muhammad and the religion of Islam. This individual was part of the changes that were happening during the Middle Ages, and his ideas and beliefs shaped people and their cultures.

3. In small groups, have the students read the articles. Encourage them to each read a paragraph. Discuss the main idea of each paragraph, and highlight one important word in each paragraph. Display slide 14 and discuss these questions:

- a. How did Muhammad's life influence many people?
- b. What new ideas came because of the spread of Islam?
- c. What was the Golden Age of Islam?

4. Using slide 15, have students complete pages 4 and 5 of their printable My Circle Book of Early Middle Ages. Use the articles "Muhammad," "Religious Contributions of Muslims," and

using these words.  
Tell students to share their sentences with a partner. Have volunteers share their sentences with the class. Possible Answers: Aunt Susan smiled at me. Ginger wrote an email to her friend.

**As a class read the Focus section, and do the first two Practice questions on Skills Practice 1 pages 89–90. Have students complete the remainder of the workbook pages with a partner.**

**Penmanship Small Letters a, c, and s**  
MODEL for students the formation of small letters a, c, and s. INSTRUCT students to mimic your movements, using an unsharpened pencil to write in the air. Have students say the strokes aloud with you. Have students write each of the letters on their papers several times. Tell students to correct or rewrite poorly-formed letters.

**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

readers who need additional support, have them focus on the second and third paragraphs to find the main ideas of the article.  
Week 9 | The Early Middle Ages  
9.6  
3. Have students go to their My Circle Book of Early Middle Ages printables. Using page 3 of the printable and slide 12, have the students draw images of four different things that monks did at monasteries. Encourage the students to add labels or captions to their images.  
Vocab:  
agriculture  
barter  
caliph  
economy  
illuminated  
manuscript  
Islam  
luxury goods  
maintain  
monastery  
monk  
nun  
Qur’an

**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 article 3.

Extension:  
If students

“Contributions of Muslims.”  
a. Page 4: Write a short biography of Muhammad.  
b. Page 5: Draw an image of one of the contributions of Muslims.  
5. Have students cut out the circles from the printable and glue them together to create the circle. Ask your librarian if the class can display them in the library for others to view.  
Vocab:  
agriculture  
barter  
caliph  
economy  
illuminated  
manuscript  
Islam  
luxury goods  
maintain  
monastery  
monk  
nun  
Qur’an

**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 article 4.

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



lesson  
Enrichment: Have students work with struggling students to create a guided practice on creating a draft on their TREE sheet.

Social Studies

**Week 9: Article 1-2: Changes in European Society (taught with “Change in Trade and Economics”)**

**Standards**  
2.SS.3.F

1.Objective:

- I can explain how Europe changed after the fall of the Roman Empire
- I can explain how monasteries started in the Middle Ages.
- I can explain important ideas about the early Muslims.

**Lesson / Instruction**  
Using slide 2, have students locate the map in the student edition, then give them each the printable Analyze a Map. Have the students complete the printable either individually or in pairs.  
2. Discuss students’ answers to the printable as a class. The goal is for students to see where different groups of people lived and how

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

P.E.

articles.

Science

**Topic Close: Changing Matter**

**Standards**  
2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4

Review objectives from topic

**Lesson / Instruction**  
How do you change materials?  
Topic 2 Assessment STEM uDemonstrate Lab  
  
When we are reading and answering questions, I will observe on how kids are participating and if they understand the information. Use pages from the topic 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.

far they might have needed to travel to get what they needed.

3. Stop on slide 3 and 4 and show students the video "Trade Markets" before having them read the two articles. This video scaffolds information about trading.

4. Using slide 5, have students listen for the answers to these questions:

a. What is an outdoor market? It is a place where you shop outside and see different vendors

b. What does it look like? Lots of little stores along streets or walkways

c. According to the video, what can you buy there? Food, clothes, furniture, even haircuts

d. Where do most of the things sold there come from? Most things are made by hand or grown by the people who sell them

e. How are trade markets different from the stores where you might buy things? Products are shipped from other countries in large containers and then stores sell them.

5. Slide 6 will have the students skim through the two articles and find the bolded terms. Have them write the terms in their interactive notebooks and add

definitions for the terms from the context of the text. ("maintained," "bartered," "economy," "agriculture," "luxury goods")

6. Ask the students to read the articles in pairs. Have them stop after each paragraph and retell what they just read.

7. Next, give students the printable My Circle Book of Early Middle Ages. This printable has five circles that the students will use. They will use the first two circles from this printable with this lesson plan. Display slides 8 and 9.

a. Page 1: Draw an image in the circle of a change that was mentioned in the article "Changes in European Society."

b. Page 2: Draw an image in the circle of a change that was mentioned in the article "Change in Trade and Economics."

8. Ask the students to store the printable in a safe place because they will need it later.

9. In their interactive notebooks, have the students write a summary about the changes in European society. Encourage them to use the vocabulary terms they wrote down previously from the articles. Use slide 10.

10. Have the students share their summaries with other students.

Vocab:  
agriculture  
barter  
caliph  
economy  
illuminated  
manuscript  
Islam  
luxury goods  
maintain  
monastery  
monk  
nun  
Qur'an

**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 article 1-2.

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

**Science**

**Topic 2 Lesson 3: Matter Within Objects**

**Standards**  
2-PS1-3, 2-PS1-2

I can explain that objects can be built using smaller materials.



I can explain that objects are built using materials that have certain properties.

**Lesson / Instruction**

Vocabulary: assemble  
Jumpstart  
Discovery Activity- Crayons activity  
UInvestigate Lab (Next part)  
Read and answer questions- pages 62-65  
Video- Online Quest Check In/ Connection Assessment- 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 review students information, If they are having struggles on getting the need information, we may use sentence starters or examples on what is needed based on examples.

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