

Monday 01/19/2026	Tuesday 01/20/2026	Wednesday 01/21/2026	Thursday 01/22/2026	Friday 01/23/2026
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA Unit 3 Lesson 4 Day 4 Standards 2.RL.1, 2.RF.4.c, 2.RF.4.b Students will... <ul style="list-style-type: none"> build oral language skills. read a Decodable Story. build fluency. Lesson / Instruction Phonics and Decoding: /j/ spelled ge and gi <u>Develop Oral Language:</u> TELL students that there is a pair of synonyms in the word lines. Ask a volunteer to identify the synonyms. huge, gigantic Then have other volunteers use the synonyms in sentences. <u>Fluency: Reading a Decodable Story Book 4, Story 34: Uncle Gene</u> <ul style="list-style-type: none"> New High-Frequency Word: great Reviewed High-Frequency Words: are, could USE Routine 9, the Reading a Decodable Story Routine, to have students read "Uncle Gene." Remind students their purpose for reading this Decodable Story is to practice 	Music ELA Unit 3 Lesson 4 Day 5 Standards 2.RF.3.c, 2.RF.4.b Students will... <ul style="list-style-type: none"> read words with /s/ and /j/. build oral language skills. build fluency. Lesson / Instruction <ul style="list-style-type: none"> REVIEW /s/ spelled ce, ci_ and cy and /j/ spelled ge and gi_ using Sound/ Spelling Cards 10 and 19. HAVE each student choose one of the four sentences to extend. Have them write their sentences. When students have finished writing, have them take turns reading their sentences aloud. Tell students they are going to do a word sort. Display the headings Beginning, Middle, and End. 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 4, Story 33 or Story 34. Tell them to read aloud within a group of students that chose the same book. Circulate the groups to monitor whether students 	ELA Unit 3 Lesson 5 Day 1 Standards 2.RF.3.c, 2.RF.3.b, 2.L.1.g, 2.L.2.e Students will... <ul style="list-style-type: none"> blend words with /i/ spelled _igh, _ie, and _y. learn new high-frequency words. build oral language skills. apply sound/ spelling correspondences to spell dictated words with /i/. Lesson / Instruction <u>Phonics and Decoding: /i/ spelled _igh, _ie, and _y</u> <ul style="list-style-type: none"> BLENDING <ul style="list-style-type: none"> INTRODUCE /i/ spelled _igh, _ie, and _y using Sound/ Spelling Card 29. Point to the blanks and ask students what all of these spellings have in common. Possible Answers: All of these spellings come after another letter. All of these spellings come at the end of a word or a syllable. Have students read the words in the word 	ELA Unit 3 Lesson 5 Day 2 Standards 2.RF.4.b, 2.RF.4.c Students will... <ul style="list-style-type: none"> build oral language skills. read a Decodable Story. build fluency. Lesson / Instruction Phonics and Decoding: /i/ spelled _igh, _ie, and _y DEVELOPING ORAL LANGUAGE <ul style="list-style-type: none"> POINT to one of the following words in the word lines: sigh, fly, flies, lie, tie, reply, highlight. Have a student make up a sentence using the word as a noun. Then have another student make up a sentence using the word as a verb. Continue until each word has been used. <u>Fluency: Reading a Decodable Story Book 4, Story 35: Meet the Firefighters</u> <ul style="list-style-type: none"> New High-Frequency Words: light, work Reviewed High-Frequency Words: any, are, comes, into, know, one, pretty, too, two, water, where, your USE Routine 9, 	

<p>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. Tell students to concentrate on reading this story with expression.</p> <ul style="list-style-type: none"> • Checking Comprehension: Have students answer the following questions to check their understanding of the story. IN TEACHERS MANUAL • Building Fluency: Build students' fluency by having them read "Uncle Gene" with a partner. Have the partners reread the story aloud several times. Remind students that Uncle Gene is a very animated character. Encourage students to read his dialogue with vivid expression. <p>Informal Assessment: Have students use eActivities and eGames to practice skills learned in this portion of the lesson.</p> <p>Differentiation / Accommodations</p> <p>Intervention:</p>	<p>are reading accurately.</p> <p>• FORMAL ASSESSMENT : Use Lesson and Unit Assessment 1 pages 172-173 to assess students' understanding of the skills taught in this lesson.</p> <p>Differentiation / Accommodations</p> <p>Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the skills taught in this part of the lesson.</p> <p>Enrichment: Have students write a poem using words from the word lines during Workshop.</p> <p>ELA</p> <p>Unit 3 Lesson 4 Day 5</p> <p>Standards</p> <p>2.RI.9, 2.RI.7, 2.RF.4.b, 2.RI.5, 2.L.5.a</p> <p>Students will...</p> <ul style="list-style-type: none"> • review the selection vocabulary words. • review the comprehension strategies Making Connections and Summarizing. • review Fact and Opinion and Compare and Contrast. • review Genre Knowledge, Text 	<p>lines, stopping to blend any words they cannot read fluently and automatically.</p> <ul style="list-style-type: none"> ◦ Use Routine 1A, the High-Frequency Words Routine, to introduce light and work. ◦ Display the sentences. Have students read each one, stopping to blend only the words they cannot read fluently or automatically. <ul style="list-style-type: none"> • ABOUT THE WORDS AND SENTENCES- in teacher's manual • DEVELOPING ORAL LANGUAGE <ul style="list-style-type: none"> ◦ HAVE students create riddles for some of the words in the word lines. Tell them the words from the lines can either be the answer to a riddle or part of the riddle. Use the riddles below as examples for the class. ◦ Examples in teacher's manual ◦ Ask volunteers to define the words in Line 4. Encourage other students to offer more or less 	<p>the Reading a Decodable Story Routine, to have students read "Meet the Firefighters." Tell students to focus on reading this story with an appropriate rate.</p> <ul style="list-style-type: none"> • Checking Comprehension: Have students answer the following questions to check their understanding of the story. <ul style="list-style-type: none"> ◦ Why do firefighters work day and night? ◦ What happens when the alarm bell rings? ◦ What should you do if you are ever in a fire? • Building Fluency: Build students' fluency by having them read "Meet the Firefighters" with a partner. Have the partners reread the story aloud several times. Check students' fluency for an appropriate rate. <p>Differentiation / Accommodations</p> <p>Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to</p>
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<p>RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the skills taught in this part of the lesson. Have students practice synonyms and antonyms by creating drawings for each word pair.</p> <p>Enrichment: Have students write a definition for one word from each of the word lines during Workshop. Have students write a poem using words from the words with synonyms and antonyms during Workshop.</p>	<p>Features, and Language Use.</p> <ul style="list-style-type: none"> review accuracy and prosody as aspects of fluency. <p>Lesson / Instruction</p> <ul style="list-style-type: none"> 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. REVIEW the following comprehension strategies with students- make connections and summarize. REVIEW the skills for accessing complex text by asking students to find examples in the text where they distinguished fact from opinion or compared and contrasted information. 	<p>specific definition.</p> <ul style="list-style-type: none"> DICTATION AND SPELLING <ul style="list-style-type: none"> USE Routine 7, the Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate the words and sentences for students to write. GUIDED PRACTICE <ul style="list-style-type: none"> ASSIGN pages 209–210 from Skills Practice 1 for students to apply /i/ spelled _igh, _ie, and _y. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually. 	<p>reteach the skills taught in this part of the lesson. (<u>_igh</u>, <u>_ie</u>, and <u>_y</u>). Read the decodable in small groups with teacher-practicing fluency.</p> <p>Enrichment: Write an alternative ending or add on to the story read in class.</p>
<p>Music</p> <p>ELA</p> <p>Unit 3 Lesson 4 Day 4</p> <p>Standards</p> <p>2.RL.10, 2.RL.10.a, 2.RL.4, 2.RL.1, 2.RI.5, 2.W.7, 2.W.8, 2.RL.7, 2.RF.4.b</p> <p>Students will...</p> <ul style="list-style-type: none"> demonstrate understanding of Genre Knowledge and Language Use. describe how Text Features support understanding of a text. review the selection vocabulary. read grade-level 	<p>Differentiation / Accommodations</p> <p>Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the skills taught in this part of the lesson. (<u>_igh</u>, <u>_ie</u>, and <u>_y</u>)</p> <p>Enrichment: Have</p>	<p>ELA</p> <p>Unit 3 Lesson 5 Day 2</p> <p>Standards</p> <p>2.W.7, 2.W.6, 2.RF.4.b, 2.RL.10, 2.RL.7, 2.W.8</p> <p>Students will...</p> <ul style="list-style-type: none"> identify Main Idea and Details in a paragraph. Make Inferences about characters and events in a story. demonstrate understanding of selection vocabulary words. read grade-level text orally, with accuracy. choose a type of presentation for Inquiry. <p>Lesson / Instruction</p> <p>CLOSE READING</p> <ul style="list-style-type: none"> Stranger and the Soup <ul style="list-style-type: none"> INFORM students that during the second read of "The Stranger and the Soup" they will analyze the text. Before you begin the second read of 	<p>Week View</p>

<p>text orally, with automaticity.</p> <ul style="list-style-type: none"> • organize information for Inquiry. 	<p>“The Langston Times” with accuracy as well as proper phrasing and intonation.</p>	<p>students create a story with the words. Have students share their stories with a partner.</p>	<p>“The Stranger and the Soup,” review the following methods for understanding complex text.</p>
<p>Lesson / Instruction</p> <p>Close reading</p> <ul style="list-style-type: none"> • TELL students that now they will look at the selection closely and examine techniques that writers use to create well-written pieces. • Genre Knowledge <ul style="list-style-type: none"> ◦ REMIND students that they have been learning about the features of different genres, or types, of text. Writers incorporate these features in a text to accomplish their purpose for writing and to communicate effectively. Knowledge of a genre's features helps readers know what they can expect from a text and helps them make sense of what they read. • Text Features <ul style="list-style-type: none"> ◦ REMIND students that authors use different features to help readers make 	<p>Lesson and Unit Assessment</p> <p><u>1 pages</u> <u>174–176, 178–179, and 234</u></p> <p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson.</p> <p>Enrichment: Have students write additional “If you . . .” questions related to the vocabulary words. Present selected questions to the rest of the class for a response.</p>	<p>ELA</p> <p>Unit 3 Lesson 5 Day 1</p> <p>Standards</p> <p>2.RL.10, 2.RF.4.a, 2.RF.4.b, 2.RL.2, 2.RL.7, 2.RL.1, 2.SL.1.c, 2.SL.6, 2.SL.1.b, 2.L.4.a</p> <p>Students will...</p> <ul style="list-style-type: none"> • apply the comprehension strategies Visualizing and Summarizing. • build on others' talk in conversation. • use context from the selection to determine the meanings of words. • read grade-level text orally, at an appropriate rate. <p>Lesson / Instruction</p> <p>BUILD BACKGROUND</p> <ul style="list-style-type: none"> • USE Routine 14, the Reading the Selection Routine, to guide students in reading “The Stranger and the Soup.” Ask students to describe what they know about folktales. Tell them that in this folktale, they will find a lesson about community. 	<p>ACCESS COMPLEX TEXT- examples are in teacher's manual</p> <p>PRACTICE VOCABULARY</p> <ul style="list-style-type: none"> • Selection vocab: <ul style="list-style-type: none"> ◦ 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 “The Stranger and the Soup.” Ask students the following questions and have them respond with the appropriate vocabulary words. <ul style="list-style-type: none"> ▪ Which words name a sound people make? gasp, sighed ▪ Which word is a synonym for steadily ?

<p>sense of text. For example, writers include headings, images, diagrams, and captions to help clarify ideas in the text.</p> <ul style="list-style-type: none"> Language Use <ul style="list-style-type: none"> REMIND students that authors use special language techniques to express their ideas in creative ways. Tell students that one of these techniques, simile, is a comparison between two things. Simile includes the words like and as. <p>Genre Knowledge</p> <ul style="list-style-type: none"> REMIND students that "The Langston Times" is realistic fiction, and review the characteristics of this genre. Then remind students that because "The Langston Times" is a fictional newspaper article, it also includes some elements of informational text. Then discuss what follows. <p>Text Features</p> <ul style="list-style-type: none"> POINT OUT to students that although "The Langston Times" 	<p>slide. Ask guided, purposeful questions from the manual</p> <p>3. Explore and Develop:</p> <ul style="list-style-type: none"> Pose the problem Ask 2 clarifying questions Develop the Math Guided Exploration Path- follow the slides that are online Bring it Together <p>4. Practice and Reflect- pages 43-44.</p> <p>Differentiation / Accommodations</p> <p>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 7-10 to help us.</p> <p>Extension: Students will choose extended thinking activities during the Tier 2>Title math time. Students will do Use it activity or the websketch Exploration from the online portion.</p>	<p>students that a folktale is a story that has been passed on from generation to generation through an oral tradition before being written down. Then discuss the following elements of a folktale- in teacher's manual</p> <ul style="list-style-type: none"> EXPLAIN to students that the concept vocabulary word for this lesson is contribution. Tell them that contribution means "a thing that is given." Have students discuss how they think the word contribution relates to the theme My Community at Work. HAVE students read aloud the Essential Question on Student Anthology 1 page 392. Tell them to think about the Essential Question as they read "The Stranger and the Soup." <ul style="list-style-type: none"> What behaviors help to create a strong community? <p>PREVIEW THE SELECTION</p> <ul style="list-style-type: none"> USE Routine 12, the Clues, Problems, and Wonderings 	<p>surely</p> <ul style="list-style-type: none"> Which word means "squeezing or twisting"? wringing Which word describes a cooking temperature ? simmer Which word names a place to get water? well Which word indicates that something is really true? indeed Which word means "withered"? wilted Which word is a synonym for town square? plaza Which word describes spices that add flavor? seasoning <p>◦ For additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 213-214.</p> <p>FLUENCY-ACCURACY</p> <ul style="list-style-type: none"> REMIND students that when they encounter unfamiliar words, they should slow down, sound out the pronunciation,
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<p>is a work of fiction, it includes many text features of a real newspaper article. Direct students' attention to the caption underneath the illustration on page 381 and ask them to explain how the caption deepens their understanding of the text.</p> <ul style="list-style-type: none"> Then have students tell about how the graph relates in the information in the text. Direct students' attention to the top of page 381 and have them identify the heading at the top of the page. Then ask students why the headings are printed in different fonts, or styles of type. <p>Language Use</p> <ul style="list-style-type: none"> REMIND students that authors use special language techniques, such as simile, to express their ideas in creative ways. Then discuss what follows. HAVE students write a simile describing their community, using the words like or as, and have them include one word or phrase from the selection. Have volunteers share their similes with the class. <p>Social Studies</p>	<p>2.W.5, 2.L.2.e</p> <p>Students will...</p> <ul style="list-style-type: none"> brainstorm ideas for a fantasy story. take the spelling assessment. review colons and commas in a series. review forming small letters k and x. <p>Lesson / Instruction</p> <ul style="list-style-type: none"> EXPLAIN to students that fantasy stories include characters, settings, or events that could not happen in the real world. Tell students to provide some examples of fantasy stories they have read, either on their own or as previous reading selections. TELL students that they will be writing fantasy stories. Help them begin to brainstorm ideas for their fantasies. Write a list of their ideas on the board. 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 	<p>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. For example, students might notice that in this story, a stranger enters a village. Also, have them look for problems, such as unfamiliar words, and concepts they wonder about. Students might be confused by the word <i>nada</i> in italic text, and they might wonder what the connection will be between the stranger and soup.</p> <ul style="list-style-type: none"> REMIND students that they will be reading a folktale about a stranger who enters a village. Ask them to consider how this selection might relate to the theme <i>My Community at Work</i>. READ the Big Idea question before the class reads the selection. Tell students to keep this question in 	<p>reread the sentence, and then continue reading the passage. Pronouncing words accurately is important because it supports both the reader's and the listener's understanding of the text.</p> <ul style="list-style-type: none"> Read aloud the last paragraph on page 398 from "The Stranger and the Soup." When you encounter a multisyllabic word, such as <i>quietly</i>, read the word syllable by syllable (<i>qui/et/ly</i>) 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. <p>INQUIRY-STEP 5-DEVELOP PRESENTATIONS</p> <ul style="list-style-type: none"> REMIND students
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Connection

- REMIND students that photographs are real-life images that can help bring meaning to a text. Textbooks, newspaper articles, and other informational texts often include photographs.
- DISPLAY “Location, Location, Location” and read it as a class. Then have students work with a partner to respond to the questions. Questions on page 191
- Go digital: REVIEW with students some of the reliable websites they can visit to research information about their town or neighborhood. Also review text features students can use to locate key facts and information more efficiently. These text features include: captions, bold text, subheadings, glossaries, indexes, electronic menus, and icons.

Look Closer: comprehension questions on page 387

- HAVE students turn to page 387 of Student Anthology 1. Tell them to write an

a sentence, and give students time to spell it correctly.

- REVIEW colons and commas in a series with students. Remind students that commas separate the items in a list, and colons can be used to introduce a list. Remind students that when using a colon to introduce a list, the sentence must be a complete sentence. Review that colons are also used to separate the hours from the minutes when writing the time.

• Lesson and Unit Assessment 1 page 177

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide to reteach the Grammar, Usage, and Mechanics skills taught in this lesson.

Enrichment: If students understand the publishing process, then have them publish another piece of writing.

Social Studies **Living Things in Water Habitats**

Standards 2-LS4-1

mind as they read the story: HOW DO PEOPLE IN YOUR COMMUNITY HELP YOU?

READ THE SELECTION

- MODEL AND PROMPT the use of the following comprehension strategies during the first read of “The Stranger and the Soup.” Visualizing Summarizing

COMPREHENSION STRATEGIES- EXAMPLES IN TEACHER'S MANUAL

DISCUSS THE SELECTION

- HAVE students turn to the Reading Resources portion of their Student Anthologies. This section can be found at the back of the books. To help students start a collaborative conversation with their peers, read over Visualizing and Summarizing under the Comprehension Discussion Strategies to give students ways to start or add to a discussion.
- Use Routine A, the Handing-Off Routine, to discuss “The Stranger and the Soup.” Engage students in a discussion by

that researchers share their findings with one another. Now that they are working in two or three groups and using different conjectures, it will be very interesting to come together and share each group's findings with the whole class. Help students brainstorm presentation ideas, and have volunteers list possible ideas on the Concept/ Question Board.

Differentiation / Accommodations

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

Enrichment: Provide sentence frames to help students connect their comments to those of others. For example, I agree with what said, and I think . said , but I think . Have students think of additional discussion questions to help classmates connect “The Stranger and the Soup” to the unit theme My

<p>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 topic. Then have students complete the Write activity on their own.</p> <p>Extend Vocab</p> <ul style="list-style-type: none"> • USE Routine 11, the Selection Vocabulary Routine, to have students extend their vocabulary. Display the vocabulary activity at the bottom of page 389. Tell students to follow the directions to complete the activity. Discuss student responses as a class, then have students complete the activity with each of the remaining selection vocabulary words: features, officials, progress, result, revealing, seams, solar panels, sources, and values. <p>Fluency-automaticity</p> <ul style="list-style-type: none"> • TELL students that multiple readings of a passage or 	<p>I can: -identify where plants and animals live in water.</p> <p>Vocab: wetland, marsh, swamp</p> <p>Jumpstart discovery</p> <p>ulInvestigate: How do plants survive in water?</p> <p>Lesson / Instruction (Next part) Read and answer questions- pages 212-215 Video Quest Connection Interactivity online Quest Check In- Why some animals live in water Assessment-quiz</p> <p>When we are reading and answering questions, I will observe on how kids are participating and if they understand the information.</p> <p>Differentiation / Accommodations Intervention: I will walk around the room to review students' information. If they are having struggles on getting the needed information, we may use sentence starters or examples on what is needed based on my examples. Students will use the phenomena Readers once finished.</p> <p>Extension: If students are finished and understand the information, they can</p>	<p>asking them the questions that follow. Have students record their responses in their Writer's Notebooks, which will be referenced during the culminating task at the end of the unit. Remind students to build on each other's conversations by connecting their comments to the comments of others and to ask questions using who, what, where, when, why, and how to demonstrate understanding of key details in the text. You should also model how to ask for clarification about a topic that is being discussed. Make sure every student gets the chance to speak during this discussion. As the year progresses, students will take more responsibility during the discussion. They should connect the conversations, clarify when necessary, summarize when appropriate, and ask additional questions. They should also produce complete sentences when providing requested details or clarification.</p>	<p>Community at Work.</p> <p>ELA/Workshop time</p> <p>Unit 3 Lesson 5 Day 2</p> <p>Students will...</p> <ul style="list-style-type: none"> • plan a fantasy story using a WWW-H2-W2 graphic organizer. • practice the formation of small letters <i>j</i> and <i>q</i>. <p>Lesson / Instruction</p> <p>Narrative Writing: Prewriting INSTRUCT- PLANNING A FANTASY STORY</p> <ul style="list-style-type: none"> • REMIND students that all stories have three elements: a main character, a setting, and a plot. Tell them writers think carefully about these three elements when planning a story and incorporate these elements into their writing. • Have students form small groups to discuss why character, setting, and plot are important. When the groups are finished discussing, have them share their thoughts with the class. • Remind students that a writer thinks of specific details for the characters and settings in his or her story. These details make the story fun and interesting to
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<p>selection will help them become more fluent readers. They should be able to read a passage with greater automaticity and accuracy with each attempt. Remind students that automaticity means being able to recognize or decode words quickly while reading. Read aloud the first paragraph on page 382 from "The Langston Times," and have students echo read to improve their automaticity. Tell students to reread each sentence smoothly and with the same intonation you modeled.</p> <p>Step 4-revise conjectures</p> <ul style="list-style-type: none">• HAVE each group's members share all information that has been gathered through the research and inquiry process, and help them organize that information into related groups. If relevant, help groups create new spreadsheets to synthesize any further survey results.	<p>research a habitat. Find information about this habitat and create a poster or presentation. Students will use the phenomena Readers once finished.</p> <p>P.E.</p>	<ul style="list-style-type: none">• Have students return to the Clues, Problems, and Wonderings chart. Ask them whether the clues they found while browsing the selection helped them understand the story. Discuss the problems and how they were resolved, and then discuss answers to students' wonderings.• REMIND students that the concept vocabulary word for this lesson is contribution. Provide the definition again, and ask students to discuss how the word relates to this selection. <p>contribution: a thing that is given</p> <ul style="list-style-type: none">• REVISIT the Essential Question for this selection and have students discuss their answers.• REVIEW the elements of a folktale with students. <p>DEVELOP VOCABULARY</p> <ul style="list-style-type: none">• TELL students they can use the vocabulary strategy Context Clues to figure out the meaning of the phrase dark time on page 395. This phrase could mean a time that is dark, as in the opposite of light, but I don't think	<p>read.</p> <ul style="list-style-type: none">• Review the elements of fantasy with students, and remind them to include at least one of the element of a fantasy in their stories. <p>GUIDED PRACTICE</p> <ul style="list-style-type: none">• DISTRIBUTE blank WWW-H2-W2 graphic organizers from Skills Practice 1 page R11 to students, and have them begin planning their fantasy stories. Display the graphic organizer you completed in the previous day's lesson, so students can refer to it as a model <p>APPLY</p> <ul style="list-style-type: none">• REMIND students that all stories have a beginning, middle, and ending. Have students complete the graphic organizer on Skills Practice 1 page 203 to organize the events of their stories in a logical sequence. <p>PENMANSHIP</p> <ul style="list-style-type: none">• MODEL for students the formation of small letters j and q.• Trace the letters j and q, saying the strokes aloud as you form the letters.• TELL students to hold an unsharpened pencil in the air in
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Differentiation / Accommodations
Intervention: For

students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson. Have students identify the selection vocabulary words that are plural nouns.

Enrichment: Have students identify the singular form of the selection vocabulary words that are plural nouns. Have students identify other plural nouns in the selection "The Langston Times."

Recess

Math

Lesson 7-9 Estimate Length Using Metric Units

Standards

2.MD.3

- I can use everyday items to help me estimate length in metric units.

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

that is what the author means. If I continue reading, I see the author describes the condition of the crops in the village, and it is a negative description. I know dark can have a negative connotation, so I think dark time means "a bad or unfortunate time."

- 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 stud

FLUENCY: EXPRESSION

- TELL students that reading with expression helps to communicate the mood and meaning of text. Remind them that when reading a question, the pitch of the voice rises at the end of the sentence. Dialogue is also read with expression and in a voice that reflects the character who is speaking.

- Model proper expression as you read aloud page 396 of "The

front of them. Have students mimic your movements as if they were writing in the air.

- WRITE each letter 5 times

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide to reteach the Grammar, Usage, and Mechanics skills taught in this lesson. If students are having difficulty coming up with ideas, guide them in the right direction.

Enrichment: If students are ready for the next step, have them share their thoughts with a partner. Once they are done sharing, they can begin brainstorming each part of their story.

Recess

Math

Measurement treasure hunt

Standards

2.MD.5, 2.MD.4, 2.MD.3, 2.MD.2, 2.MD.1

I can measure different objects in centimeters and inches.

I can compare different lengths using centimeters and inches.

I can estimate the

Guided Exploration Path- follow the slides that are online
- Bring it Together
4. Practice and Reflect- pages 39-40.

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 7-9 to help us.

Extension: Students will choose extended thinking activities during the Tier 2>Title math time. Students will do Use it activity or the websketch Exploration from the online portion.

Lunch

Recess

Tier II/III Math

RTI

Recess

Science

SS Week 17: George Washington and Thomas Jefferson Article 1-2

Standards

2.SS.7.B, 2.SS.7.A, 2.SS.7.C

- I can explain important events in George Washington's

"Stranger and the Soup," altering your voice for the different characters' dialogue. Then have students find a partner and practice reading sections of the story aloud with expression. Remind them to speak in a different voice for each character.

Differentiation / Accommodations

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

Enrichment: Provide sentence frames to help students connect their comments to those of others. For example, I agree with what said, and I think . said , but I think . Have students think of additional discussion questions to help classmates connect "The Stranger and the Soup" to the unit theme My Community at Work.

lengths of different objects.

Lesson / Instruction

As a group, we will follow our pirate map to go around the school to find different checkpoints to measure. Students will show me their answers after they measure. They will not be able to move on until they have it correct.

Differentiation / Accommodations

There will be no small groups during the test time. If students are struggling with a certain question, I will review it with them with another object by us to review how to use this standard unit of measurement. Once we are finished, they will do their math checklist.

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 3 Lesson 5 Day 2

Students will...

- plan a fantasy story using a WWW-H2-W2 graphic organizer.
- practice the formation of small letters *j* and *q*.

Lesson / Instruction

Narrative Writing:

<p>presidency. • I can listen to George Washington's Thanksgiving Proclamation and discuss its meaning with my classmates. • I can explain important events of Thomas Jefferson's presidency.</p>	<p>ELA/Workshop time Unit 3 Lesson 5 Day 1 Standards 2.W.5, 2.L.2.e</p> <p>Students will...</p> <ul style="list-style-type: none"> • identify the elements of fantasy in a model of fantasy writing. • choose story ideas for their fantasies. • generalize learned spelling patterns when writing words. 	<p>Prewriting INSTRUCT-PLANNING A FANTASY STORY</p> <ul style="list-style-type: none"> • REMIND students that all stories have three elements: a main character, a setting, and a plot. Tell them writers think carefully about these three elements when planning a story and incorporate these elements into their writing.
<p>Lesson / Instruction</p> <p>Vocab: Cabinet Neutral Proclamation There is a walkthrough slide deck, "George Washington and Thomas Jefferson," that goes with this week. Slides 1–6 go with this lesson.</p> <p>2. Read the article. Have the students mark interesting facts about George Washington's life.</p> <p>3. Give each student a copy of the printable George Washington's Pocket.</p> <p>4. Have the students cut out the pocket and glue it into their interactive notebooks as a pouch.</p> <p>a. Instruct students to glue around the outside of the pocket, without putting any glue on the top. They will be putting other paper into the pocket.</p> <p>5. Give each student three or four small squares of paper. They will be writing or drawing on these</p>	<p>Lesson / Instruction</p> <p>NARRATIVE WRITING: PREWRITING</p> <ul style="list-style-type: none"> • Instruct- Planning A Fantasy Story <ul style="list-style-type: none"> ◦ REVIEW the elements of a fantasy with students. Remind them that in a fantasy, people, animals, or objects are able to do things they cannot do in the real world. Things also happen that could not happen in the real world, the story may take place in a make-believe setting, and the story may have creatures that are not found in the real world. ◦ Have students refer to the model of 	<p>GUIDED PRACTICE</p> <ul style="list-style-type: none"> • DISTRIBUTE blank WWW-H2-W2 graphic organizers from Skills Practice 1

papers to illustrate what they imagine George Washington may have carried in his pocket.

6. Invite the students to choose 3–5 interesting facts or important ideas they marked on their paper. From these, students should draw or write down what George Washington might have in his pocket on their small pieces of paper. This can be done independently or as a group.

7. Have the students place the squares of paper into the pouch that they have glued in their interactive notebooks.

Week 17 | George Washington and Thomas Jefferson 17.5

8. Ask a few students to share what items they placed in George Washington's pocket. This could also be done in small groups, so that each student has the opportunity to share what they put in George Washington's pocket.

9. If necessary, review the concept of timelines with the students. Ask:

- What is a timeline? (a list of things that happened, arranged in chronological order)
- What is an example of a timeline for our school day? (Answers may vary,

fantasy writing on Language Arts Handbook page 129. Read the story with students, and have them identify which elements of the story are realistic and which elements make the story a fantasy.

- Guided Practice
 - COMPLETE the Think section on Skills Practice 1 page 203 with students to determine an audience and purpose for their fantasy stories.
 - Display a WWW-H2-W2 graphic organizer, and model completing it to plan your own fantasy story. Tell students to identify which parts are realistic and which parts are not.
- Apply
 - HAVE students work with a partner to discuss their story ideas. They should read their story ideas to one another and provide feedback that will help their partners choose the

page R11 to students, and have them begin planning their fantasy stories. Display the graphic organizer you completed in the previous day's lesson, so students can refer to it as a model

APPLY

- REMIND students that all stories have a beginning, middle, and ending. Have students complete the graphic organizer on Skills Practice 1 page 203 to organize the events of their stories in a logical sequence.

PENMANSHIP

- MODEL for students the formation of small letters j and q.
- Trace the letters j and q, saying the strokes aloud as you form the letters.
- 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.
- WRITE each letter 5 times

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide to

but an example of a school-day timeline could be:
the bus drops me off at school, I come to class and put my backpack in the correct spot, I sit at my desk, the bell rings, we have recess, etc. Make sure the students understand the concept of chronological order.)
10. Direct the students to look at the timeline of George Washington's presidency on page 2 of the student edition. Ask:
a. What is the date at the beginning of the timeline? (October 3, 1789)
b. What is the date at the end of the timeline? (September 19, 1796)
c. How many points are included on this timeline? (nine)
11. Read the first section of the article "George Washington's Presidency."
12. Have the students circle the date in the first paragraph. (April 30, 1789)
13. Invite the students to create a box and write this event in the correct spot on the timeline.
a. Note: it should be placed before the first event on the timeline.
14. Have the students read the rest of the important

best topic for their individual stories.

- Remind students to pick a topic that will allow for at least one element of a fantasy story. Remind them that their stories will need a beginning, middle, and ending.

SPELLING: /i/
spelled _igh, _y, _ie, i, and i_e

- Pretest with words and sentences
- Have students correct their tests- check with teacher (DIAGNOSE)
- Practice words

reteach the Grammar, Usage, and Mechanics skills taught in this lesson.

If students are having difficulty coming up with ideas, guide them in the right direction.

Enrichment: If students are ready for the next step, have them share their thoughts with a partner. Once they are done sharing, they can begin brainstorming each part of their story.

Art

Fun Friday

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide to reteach the Grammar, Usage, and Mechanics skills taught in this lesson.

Enrichment: If students are able to spell this week's spelling words, then have them write five sentences using the spelling words. Have them insert a blank line where each spelling word should be. They

events on the timeline with a peer, in a small group, or as a class. Invite students to ask questions about the events on the timeline. Check for student understanding.

15. Review the following two points with the class.

a. Have students review the bolded word “neutral” in the timeline section “April 22, 1793” and ask what that means. Discuss what it means to be neutral politically. Have students think about why it might have been important for a young country to be neutral. (The idea here is to help students understand that the United States was a very young country at this point. It did not have a strong military. They did not want to risk being part of, or in the middle of, fighting between France and Great Britain.)

b. Read the section “September 19, 1796” to the class. Ask: “How do kings stop ruling?” (They only stop ruling when they die.) Explain that a government leader who gave up power without any pressure was very rare at the time. Read what King George supposedly said about George

should then trade sentences with a partner, and have the partner fill in the blank with the correct spelling word.

P.E.

Math

Lesson 7-11 Solve More Problems Involving Length

Standards

2.MD.5, 2.MD.6

- I can use a number line to solve problems involving length.

Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:
 - Pose the problem
 - Ask 2 clarifying questions
 - Develop the Math Guided Exploration Path- follow the slides that are online
 - Bring it Together
4. Practice and Reflect- pages 47-48.

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 7-11 to

Washington.
i. American artist Benjamin West lived in England. He had painted King George many times and they often conversed about America. West told a story about one of these conversations. He said that King George had heard Washington would retire instead of keeping the power of government. "The King said if He did He would be the greatest man in the world."
c. Ask students to consider why King George might feel that way.
d. Discuss student ideas about why Washington stepping down was significant.
16. Ask the students to discuss the following question in pairs, groups, or as a class (write the question on the board):
a. Which event of George Washington's presidency do you think was most important?
Why?
i. If students need help discussing this question, invite them to think about which events still impact us today. You could ask the students:
1. Do we still have a day of Thanksgiving? (yes)
2. Is Washington, D.C., still our nation's capital? (yes)
3. Do you think the

help us.

Extension:
Students will choose extended thinking activities during the Tier 2/Title math time.
Students will do Use it activity or the websketch Exploration from the online portion.

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 3 Lesson 5 Day 1

Standards

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

Students will...

- identify the elements of fantasy in a model of fantasy writing.
- choose story ideas for their fantasies.
- generalize learned spelling patterns when writing words.

Lesson / Instruction

NARRATIVE

WRITING:

PREWRITING

- Instruct- Planning A Fantasy Story
 - REVIEW the elements of a fantasy with students. Remind them that in a fantasy, people,

Bill of Rights is still important today?
(yes)
4. Can a president serve longer than two terms in office today?
(no)
17. Invite the students to write the question and their answer in their interactive notebooks

Differentiation / Accommodations

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

ELA/Workshop time

Unit 3 Lesson 4 Day 4

Standards

2.L.1.f, 2.W.6,
2.SL.5, 2.W.3

Students will...

- create a final copy of their personal narratives.
- evaluate their personal narratives based on the writer's goals.
- use colons and commas in a

animals, or objects are able to do things they cannot do in the real world. Things also happen that could not happen in the real world, the story may take place in a make-believe setting, and the story may have creatures that are not found in the real world.

- Have students refer to the model of fantasy writing on Language Arts Handbook page 129. Read the story with students, and have them identify which elements of the story are realistic and which elements make the story a fantasy.
- Guided Practice
 - COMPLETE the Think section on Skills Practice 1 page 203 with students to determine an audience and purpose for their fantasy stories.
 - Display a WWW-H2-W2 graphic organizer, and model completing it to

<p>series.</p> <ul style="list-style-type: none">• practice the formation of small letters <i>k</i> and <i>x</i>.	<p>plan your own fantasy story. Tell students to identify which parts are realistic and which parts are not.</p>
<p>Lesson / Instruction</p> <p>Narrative Writing:</p> <p>Publishing</p> <ul style="list-style-type: none">• REFER students to Skills Practice 1 page 190 for a publishing checklist. Model rewriting your revised and edited personal narrative to create a clean copy. Have students follow your model and create their own neatly-written copies.• USE Routine 18, the Presenting Writing Routine, to have students publish and present their writing. Have students decide whether they want to present their writing orally or in written form.• HAVE students write two sentences using commas in a series. Tell them to include a colon in at least one of the sentences. Have students trade papers with a partner to check their work.• Skills Practice 1 pages 207–208.• INSTRUCT students to mimic your movements, using an unsharpened pencil to write in the air. Have students say the strokes aloud with you. Instruct students to write each of the	<ul style="list-style-type: none">• Apply<ul style="list-style-type: none">◦ HAVE students work with a partner to discuss their story ideas. They should read their story ideas to one another and provide feedback that will help their partners choose the best topic for their individual stories.◦ Remind students to pick a topic that will allow for at least one element of a fantasy story. Remind them that their stories will need a beginning, middle, and ending. <p>SPELLING: /i/ spelled <i>_igh</i>, <i>_y</i>, <i>_ie</i>, <i>i</i>, and <i>i_e</i></p> <ul style="list-style-type: none">• Pretest with words and sentences• Have students correct their tests- check with teacher (DIAGNOSE)• Practice words <p>Differentiation / Accommodations</p>

<p>letters on their papers several times. Tell students to correct or rewrite poorly-formed letters.</p>	<p>Differentiation / Accommodations</p>	<p>Intervention: For students needing additional support, use the Intervention Teacher's Guide to reteach the Grammar, Usage, and Mechanics skills taught in this lesson.</p>	<p>Enrichment: If students understand the publishing process, then have them publish another piece of writing.</p>	<p>Intervention: For students needing additional support, use the Intervention Teacher's Guide to reteach the Grammar, Usage, and Mechanics skills taught in this lesson.</p>	<p>Enrichment: If students are able to spell this week's spelling words, then have them write five sentences using the spelling words. Have them insert a blank line where each spelling word should be. They should then trade sentences with a partner, and have the partner fill in the blank with the correct spelling word.</p>
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Guidance

Library

Social Studies

Week 17: George Washington and Thomas Jefferson Article 3-5

Standards

2.SS.7.C, 2.SS.7.B, 2.SS.7.A

- I can explain important events in George Washington's presidency.
- I can listen to George Washington's Thanksgiving Proclamation and discuss its meaning with my classmates.
- I can explain important events of

Thomas Jefferson's presidency.
Lesson / Instruction
Vocab: Cabinet Neutral Proclamation Slides 7–8 of the walkthrough slide deck, "George Washington and Thomas Jefferson," go with this lesson.
2. Read the title of the article, "Washington's Thanksgiving Proclamation." Ask: a. Do you know when Thanksgiving Day is? If the students don't know, explain that Thanksgiving is always the fourth Thursday in November.
3. Read the article as a class. a. Tell the students that a proclamation is a public or official announcement.
4. Distribute the printable Washington's Thanksgiving Proclamation.
5. Have the students listen to the text of the "Washington's Thanksgiving Proclamation" as you read it aloud to them or play the audio. a. Invite the students to point to the words on their paper as they listen to the text. i. Note: Washington's speech is quite long. Consider sharing just a small portion of the text with the students.

6. In their interactive notebooks, have students write a short thanksgiving proclamation of their own. If desired, share the following sentence stems to provide support:
 - a. I am thankful for ...
 - b. We should all be grateful for ...
 - c. Gratitude means ...
 - d. It is important to thank ...
7. If there is time, invite the students to share their thanksgiving proclamation with a neighbor, or invite several students to share their thanksgiving proclamation with the class.

Slides 9–13 of the walkthrough slide deck, “George Washington and Thomas Jefferson,” go with this lesson.

2. Read the article “Thomas Jefferson” as a class.
3. Tell the students that they will be doing the pocket activity again, like the activity they did with George Washington.
4. Have the students reread the article with a peer and highlight any important facts about Thomas Jefferson.
5. Give each student a copy of the printable Thomas Jefferson’s Pocket.
6. Have the students cut out the pocket and glue it into their interactive notebooks

to create a pocket.

- a. Instruct students to glue around the edges of the pocket without putting any glue on the top. They will be putting other papers into the pocket.
7. Give each student 3–4 small squares of paper. They will be writing or drawing on these papers to illustrate what they imagine could have been in Thomas Jefferson's pocket.
8. Invite the students to choose three to five interesting facts or important ideas they highlighted in their article. From these, students should draw or write down what Thomas Jefferson might have in his pocket on their small pieces of paper. This can be done independently or as a group.
9. Have the students place the squares of paper into the pocket that they have glued into their interactive notebooks.
10. Ask a few students to share what items they placed in Thomas Jefferson's pocket. This could also be done in small groups, so that each student has the opportunity to share what they put in Thomas Jefferson's pocket.
11. Have students

look at the timeline of the article “Thomas Jefferson’s Presidency” and explain that each color represents events that are related to each other. Students will review the events by color.

12. Use the purple colored boxes, which are about the situation with the Barbary Pirates, to model what students will do.
13. Look at a map of the Barbary Coast and help students see where these events took place.
14. Read the text in the purple boxes and create a summary of the story.

15. Divide the class into four groups. Each group will review one color and create a summary/outline of the important points.

16. Jigsaw the students by putting them in new groups with at least one student from each previous group.

17. Have students in the new groups work together to create a list of the five important events in “Thomas Jefferson’s Presidency.” (1. Jefferson was elected president twice. 2. He refused to pay the Barbary Pirates and attacked them. The attack led to a peace treaty. 3. He bought the Louisiana

Territory, which more than doubled United States territory. 4. He sent Lewis and Clark to explore the new territory. 5. He worked with Congress to make it illegal to bring enslaved people into the United States.)
18. Review as a class and make sure students have essentially the same events on their lists.
19. Ask the students to discuss the following question with a classmate, group, or class (write the question on the board):
a. Which event of Thomas Jefferson's presidency do you think was most important

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 articles 3-5.

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

Science
Living Things in

**Water Habitats Part
2**

Standards

2-LS4-1

I can:

-identify where plants and animals live in water.

Vocab: wetland, marsh, swamp
Jumpstart discovery
ulnvestigate: How do plants survive in water?

Lesson / Instruction

(Next part)
Read and answer questions- pages 212-215
Video
Quest Connection
Interactivity online
Quest Check In- Why some animals live in water
Assessment-quiz

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

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.

Students will use the phenomena Readers once finished.

Extension:
If students are finished and understand the information, they can research a habitat. Find information about this habitat and create a poster or presentation. Students will use the phenomena Readers once finished.