

Monday 11/17/2025	Tuesday 11/18/2025	Wednesday 11/19/2025	Thursday 11/20/2025	Friday 11/21/2025
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA	ELA	Music	ELA	ELA
Unit 2 Lesson 4 Day 3	Unit 2 Lesson 4 Day 4	Unit 2 Lesson 4 Day 5	Unit 2 Lesson 5 Day 1	Unit 2 Lesson 5 Day 2
Standards 2.RF.3.c, 2.L.2.e	Standards 2.RI.1, 2.RF.4.b, 2.RF.4.c	Standards 2.RF.3.c, 2.RF.3.d, 2.RF.4.b	Standards 2.RF.3.b, 2.RF.3.c, 2.L.2.e, 2.L.3	Standards 2.L.2.e
Students will... • review all long vowels spelled vowel and vowel_e. • learn new high-frequency words. • build oral language skills. • apply sound/spelling correspondences to spell dictated words with long vowels.	Students will... • build oral language skills. • read a Decodable Story. • build fluency.	Students will... • blend words with /ā/ spelled a, a_e; /ī/ spelled i, i_e; /ō/ spelled o, o_e; /ū/ spelled u, u_e; and /ē/ spelled e, e_e. • build oral language skills. • build fluency	Students will... • blend words with /ē/ spelled ee and ea. • build oral language skills and vocabularies. • apply sound/spelling correspondences to spell dictated words with /ē/.	Students will... • build oral language skills and vocabularies. • apply sound/spelling correspondences to spell dictated words with /ē/.
Lesson / Instruction • REVIEW /ā/ spelled a and a_e, /ī/ spelled i and i_e, /ō/ spelled o and o_e, /ū/ spelled u and u_e, and /ē/ spelled e and e_e using Sound/Spelling Cards 27–31. Ask students what the yellow background color on the cards means. • Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in Line 1. Then use Routine 5, the Open Syllables Routine, to discuss the rest of the words. • Use Routine 1A, the High-Frequency Words Routine, to introduce often, other, and taste. Explain to students that there are many	Lesson / Instruction • HAVE a volunteer use a word from the word lines in a sentence. Ask another student to extend the sentence by telling who, what, where, when, why, or how. • USE Routine 9, the Reading a Decodable Story Routine, to have students read “Amazing Animals.” Tell students to concentrate on reading this story accurately. 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. • Build students’ fluency by having them read “Amazing	Lesson / Instruction • Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words from Days 1 and 3. Have students read each sentence in unison with normal intonation. • HAVE a student choose a word from the word lines, identify the long-vowel sound in the word, and name another word that is not in the word lines but has the same vowel sound. Have another volunteer use the new word in a sentence. • HAVE students get into small groups to practice	Lesson / Instruction • INTRODUCE /ē/ spelled ee and ea using Sound/ Spelling Card 28. Ask students how they know that ee and ea are spellings for a long-vowel sound. • Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the lines. Then have them read each sentence using Routine 3, the Blending Sentences Routine. • ASK volunteers to define the words in Lines 1 and 2. Encourage other students to suggest more or less specific definitions. Have students define each compound word in Line 4 using their knowledge of the two words that	Lesson / Instruction Phonics and Decoding: /ē/ spelled ee and ea • HAVE partners practice giving each other oral directions. Tell them every student needs to develop an activity to do with words from the word lines. Each student should aim to have two to three steps for their oral directions. One partner will give oral directions while the other follows. Then they will switch roles. • Ask students what we call words that sound the same but have different spellings. homophones Then ask students what we call words that are spelled the same way but have different

<p>words in the English language that have a silent final e. Tell them that taste is one of these words. Let students know that they will come across the silent final e in their reading. Tell them to sound out the word to test whether the e should be pronounced. Then have students read the sentences using Routine 3, the Blending Sentences Routine.</p> <ul style="list-style-type: none">• DISPLAY some fill-in-the-blank sentences for words from the word lines. Have students identify the missing word and say the complete sentence• ASSIGN pages 121–122 from Skills Practice 1• 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.	<p>Animals” with a partner. Have the partners reread the story aloud several times. Check students’ reading for accuracy</p> <p>Differentiation / Accommodations</p> <p>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 lesson, during Workshop have students read Story 26: “Rose Rides” from Practice Decodable Stories.</p> <p>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.</p>	<p>reading fluently. Give them a choice as to which story they would like to reread: Decodable Stories, Book 3, Story 25 or Story 26. Tell them to read aloud within a group of students that chose the same book.</p> <p>• FORMAL ASSESSMENT Use Lesson and Unit Assessment 1 pages 110-111 to assess students’ understanding of the skills taught in this lesson.</p> <p>Differentiation / Accommodations</p> <p>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.</p> <p>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.</p>	<p>form it. Then have students use the compound words in sentences.</p> <ul style="list-style-type: none">• ASSIGN pages 133-134 from Skills Practice 1 for students to apply /ē/spelled ee and ea.• USE Routine 7, the Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate the words and sentence for students to write. <p>Differentiation / Accommodations</p> <p>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 with a partner during Workshop to list other compound words with /ē/ spelled ee or ea.</p> <p>Enrichment: Have students list other pairs of homophones during Workshop. Have students list other pairs of homographs during Workshop and write a brief definition for each word.</p>	<p>pronunciations. homographs</p> <ul style="list-style-type: none">• Write the pairs of homophones listed below. Have one student say and spell a word, then use the word in a sentence. Then have another student say and spell the other word from the homophone pair and use it in a sentence. Challenge students to use both homophones in the same sentence.<ul style="list-style-type: none">◦ beet, beat◦ steel, steal◦ peek, peak◦ need, knead◦ reel, real <p>Word Building:</p> <ul style="list-style-type: none">• USE the Letter Cards to do a word building activity with students.• Give each student a set of Letter Cards that contains a, c, d, f, g, h, e (3), l, n, p, r, s, t, and z. Tell students to place their cards in a row at the top of their desks.• Start with the first word, feet. Say the word, use it in a sentence, and then say it again.• Have students repeat the word and then say the first sound. Tell students to pull down the Letter
<p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher’s Guide during the Workshop to reteach the skills taught in this part of the lesson. Have students list words that rhyme with the</p>	<p>Music</p> <p>ELA</p> <p>Unit 2 Lesson 4 Day 4</p> <p>Standards</p> <p>2.W.7, 2.W.8, 2.RI.2, 2.RI.1, 2.RF.4.b, 2.RI.3, 2.RI.4, 2.RI.5, 2.RI.6, 2.RI.7, 2.RL.4, 2.L.6</p> <p>Students will...</p>	<p>ELA</p> <p>Unit 2 Lesson 4 Day 5</p> <p>Standards</p> <p>2.RL.4, 2.W.7, 2.RI.1, 2.RI.2, 2.RI.4, 2.RI.5, 2.RI.6, 2.RI.7, 2.RI.3, 2.L.6,</p>	<p>ELA</p> <p>Unit 2 Lesson 5 Day 1</p> <p>Standards</p> <p>2.RF.4.a, 2.RF.4.b, 2.RL.1, 2.RL.10.a, 2.RL.10, 2.SL.1.a,</p>	

words in Line 1.

Enrichment: Have students rewrite the sentences in the word lines to make two exclamatory sentences. Have students name all twelve months and identify long-vowel sounds they hear.

ELA

Unit 2 Lesson 4 Day 3

Standards

2.RI.2, 2.RI.3,
2.RL.10, 2.RF.4.b,
2.RI.1, 2.W.7, 2.W.8

Students will...

- identify the Main Idea and Details within paragraphs.
- recognize Cause-and-Effect relationships within a text.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with prosody and accuracy.
- collect more information for Inquiry

Lesson / Instruction

- Ask and answer questions on cause and effect and main idea and details.
- ASK students what they know about hurricanes. Possible Answers: They are a kind of storm. They have very strong wind and rain. Tell students that they are going to

- identify the Main Idea and Details within paragraphs.
- recognize Cause-and-Effect relationships within a text.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with prosody and accuracy.
- collect more information for Inquiry

Lesson / Instruction

- TELL students that rather than rereading the entire selection a third time, they will now look closely at specific parts of the story with a writer's eye. This means they will examine techniques that writers use to create well-written pieces.- language use, author's purpose- students will ask and answer questions from the story about these topics.
- HAVE students write a meaningful sentence using seismic waves, one of the three content words, and adjectives, or describing words.
- DISPLAY "Earth Changes Quickly and Slowly" and read it as a class. Then have students work with a partner to respond to the questions

2.RF.4.b

Students will...

- review the selection vocabulary words.
- review the comprehension strategies Asking and Answering Questions and Summarizing.
- review Main Idea and Details and Cause and Effect.
- review Author's Purpose and Language Use.
- review accuracy as an aspect of fluency.

Lesson / Instruction

- USE Routine 11, the Selection Vocabulary Routine, to have students review their vocabulary words.
- REVIEW the following comprehension strategies with students.- summarizing and asking questions
- REVIEW the skills for accessing complex text by asking students to find examples in the text where they identified main idea and details and recognized cause-and-effect relationships
- REVIEW the skill for analyzing a writer's craft by asking students to find examples in the text where they recognized language use and identified author's purpose.
- Model reading page 241 of "All about Earthquakes!"

2.SL.1.b, 2.SL.1.c,
2.SL.6, 2.L.4.a

Students will...

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

Lesson / Instruction

- USE Routine 14, the Reading the Selection Routine, to guide students in reading "In My Own Backyard." Ask if students have ever wondered how the area in which they live looked long, long ago. Tell students that, in this story, the narrator imagines many changes that have occurred over time right in his or her own backyard.
- USE Routine 12, the Clues, Problems, and Wonderings Routine, to have students browse the first few pages of the selection. Explain to students that browsing will help them to read the text with purpose and understanding. As students browse, have them

Card for the first sound.

- Repeat the word, and have students pull down the Letter Card for the next sound in the word. Continue until the whole word has been spelled.
- Write or display the word and have students compare their words to the word on the board. Tell them to make any necessary corrections to their words. Then read the word as a class. Continue until you have done every word.

Differentiation / Accommodations

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.

Enrichment: Have students write a short story using words from dictation and oral language lists- finish story and record on flipgrid if they have completed the story.

ELA

Unit 2 Lesson 5 Day 2

read a poem about a hurricane. Explain that this poem does not have end rhyme, or rhyming words at the end of lines.

- **READ** the Essential Question for the poem and have students discuss their answers.
- After you read the entire poem, reread the first stanza. Have students repeat the lines after you, mimicking your phrasing and intonation. Continue to read the rest of the poem in this manner to help students build fluency with reading poetry.
- **ASK** students how the poem relates to the unit theme.
- **HAVE** students turn to page 244 of Student Anthology 1. Tell them to write an answer for each question in their notebooks. After students have finished writing their answers, read each question with the class. Ask volunteers to read their answers. Provide enough time for students to respond to each other's questions and ask new ones when relevant to the topic.
- **USE** Routine

and complete the experiment described.

- **HAVE** students turn to page 245 of Student Anthology 1. Tell them to write an answer for each question in their notebooks. After students have finished writing their answers, read each question with the class. Ask volunteers to read their answers. Provide enough time for students to respond to each other's questions and to ask new ones when relevant to the topic. Then have students complete the Write activity on their own.
- **USE** Routine 11, the Selection Vocabulary Routine, to have students extend their vocabulary
- Read aloud page 235 from "All about Earthquakes!" and have students echo read to improve their accuracy and automaticity. Tell students to reread each sentence smoothly and with the same intonation you modeled.
- Discuss whether the conjecture should be revised again, based on all the research. Remind students that the next step will be to think of a way to present

with accuracy. Demonstrate pausing at a multisyllabic word, such as incredible, and sounding it out; then reread the entire sentence accurately. Have students take turns reading the page several times with a partner. Tell them the more they read, the more their accuracy will improve.

- **Lesson and Unit Assessment 1 pages 112–114, 116–117, and 227**

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. During Workshop, have students write additional "If you . . ." questions related to the vocabulary words. Present selected questions to the rest of the class for a response.

Enrichment: During Workshop, have students find out other uses for a dash. During Workshop, have students write a sentence that includes a dash.

Recess

search for clues that tell them something about the selection.

- **USE** Routine A, the Handing-Off Routine, to discuss "In My Own Backyard." 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.
- **REVISIT** the Essential Questions for this selection and have students discuss their answers.
- **Ask** students to explain how they know "In My Own Backyard" is a fantasy.
- **TELL** student they can use the vocabulary strategy Context Clues to figure out the meaning of the words scythes and waterwheel on page 254.
- **USE** Routine 11, the

Standards

2.RL.1, 2.RL.7, 2.RL.10, 2.L.5.b, 2.RF.4.b, 2.W.6, 2.W.7, 2.W.8

Students will...

- Sequence events within a text.
- apply provided information and prior knowledge to Make Inferences.
- demonstrate understanding of selection vocabulary words.
- read grade-level text orally, with accuracy.
- choose a type of presentation for Inquiry.

Lesson / Instruction

Close Reading

- **INFORM** students that during the second read of "In My Own Backyard" they will analyze the text. Before you begin the second read of "In My Own Backyard," review the following methods for understanding complex text.
- Sequences and making inferences
 - **REMIND** students that authors often use words called temporal words that clarify the time and order of events in a story. Readers can look for these signal words to identify sequence,

11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 246–247.

- Skills Practice 1 pages 125–126
- Model reading page 240 of “All about Earthquakes!”

with accuracy. Demonstrate pausing at a potentially unfamiliar word, such as skyscrapers, and sounding it out, then rereading the entire sentence accurately. Have students take turns reading the page several times with a partner. Tell them the more they read, the more their accuracy will improve.

- Discuss the best places to find the right types of information for your class conjecture, depending on how your conjecture has changed.

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: During

the findings

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: During Workshop, have students find out other uses for a dash. During Workshop, have students write a sentence that includes a dash.

Recess

Math

Lesson 6-1: Strategies to Subtract Fluently within 20

Standards

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

- I can count on and count back to subtract within 20.
- I can explain how to count on and count back to subtract within 20.

Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:

Math

Lesson 6-2: More Strategies to Subtract Fluently within 20

Standards

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

- I can make a 10 and use addition to subtract within 20.
- I can explain how to subtract within 20 by making a 10 or using addition

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 207-208

Differentiation / Accommodations

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

Extension: Students will choose

Selection Vocabulary Routine, to introduce the vocabulary words for this reading selection.

- Model reading page 253 of “In My Own Backyard” at an appropriate rate. Be sure to demonstrate pausing at a comma (less time) and pausing at a period (more time). Have students read the paragraph several times with a partner at an appropriate rate

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

which will help them understand how the story develops and how events are related to one another.

- REMIND students that authors often use words that clarify the time and order of events in a story. Readers can look for these signal words to identify sequence, which will help them understand how the story develops and how events are related to one another.

Access Complex Text: Examples in teachers manual

Practice Vocab

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

- Display the selection vocabulary words from “In My Own Backyard.” Ask students to identify the correct vocabulary word for each clue below. Discuss and have students identify shades of meaning among

Workshop, have students find out other uses for a dash. During Workshop, have students write a sentence that includes a dash.

Computers

Recess

Math

Unit 5 Test

Standards

2.OA.2, 2.NBT.5

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

Lesson / Instruction

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

Will check the assessment during the math checklist.
Will pull up students individually, if needed, to review the information that was wrong/missed on this topic assessment.

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 4 Day 3

Standards

- 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 203-204

Differentiation / Accommodations

Intervention:
If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 6-1 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

Topic 4 Lesson 2: Earth Changes Slowly Part 2

Standards

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

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

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 4 Day 5

Standards

2.W.2.b, 2.W.2.a,
2.W.2

Students will...
• choose a topic for an informative/ explanatory text.
• use TREE diagrams to plan their informative/ explanatory texts.
• take the spelling assessment.
• review adjectives.
• review forming small letters d and g

Lesson / Instruction

• REVIEW adjectives with students. Remind them that adjectives describe nouns by providing details such as color, shape, number, and other sensory details.
• **FORMAL ASSESSMENT Use Lesson and Unit Assessment 1 page**

"In My Own Backyard" to the unit theme Earth in Action.

ELA/Workshop time

Unit 2 Lesson 5 Day 1

Standards

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

Students will...

- give and receive feedback on writing plans.
- set writer's goals for informative/ explanatory texts.
- draft their informative/ explanatory texts.
- generalize learned spelling patterns when writing words.

Lesson / Instruction

COMPLETE the Think section on Skills Practice 1 page 127 to choose a purpose for their writing. Tell students that their audience will be a teacher, so they should use formal language and avoid informal language in their writing.

Model creating a draft based on your TREE graphic organizer from the previous day's lesson. Be sure to leave incomplete some aspects, including informal language use, so they can be addressed in the revising step. Include mistakes in spelling,

each pair or group of synonyms.

- **For additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 137-138.**

Fluency

- REMIND students that when they encounter unfamiliar words, they should slow down, sound out the pronunciation, 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.
- Read aloud page 259 from "In My Own Backyard." When you encounter a multisyllabic word, such as disappeared, read the word syllable by syllable (dis/ap/peared) before rereading the entire word correctly. Finally, reread the entire sentence fluently and automatically.
- Have students read the page twice with a

<p>2.W.2.b, 2.W.2.a, 2.W.2, 2.L.2.e</p> <p>Students will...</p> <ul style="list-style-type: none"> • write verbs in the correct tense. • identify and use adjectives. • review spelling words. <p>Lesson / Instruction</p> <ul style="list-style-type: none"> • DISPLAY the ePresentation of the following sentences. Point out the adjectives, and the noun it modifies. • DISPLAY the ePresentation visual of the following sentences. Help students identify the adjectives in each sentence by asking the following questions: What kind of face? How many grapes? What color balloon? Then have them identify the noun it modifies. • INSTRUCT students to help you generate a list of adjectives. • REMIND students that /ē/ spellings include e and e_e, /ā/ spellings include a and a_e, /ī/ spellings include i and i_e, /ō/ spelling includes o and o_e, and /ū/ spellings include u and u_e. • ASSIGN <u>pages 129–130 from Skills Practice 1</u> • Model how we can write in 	<p>I can investigate slow changes that happen on Earth. I can explain how wind and water can change the shape of the land.</p> <p>Vocabulary: weathering, erosion, deposition Jumpstart Discovery Activity- Mountains UInvestigate Lab</p> <p>Lesson / Instruction (Next part) Read and answer questions- pages 126-127 Video Quest Check In Assessment- online quiz</p> <p>When we are reading and answering questions, I will observe on how kids are participating and if they understand the information. Use pages 126-127 to help them comprehend the information from their science notebooks.</p> <p>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.</p> <p>Extension: If students understand the information, they will create a video</p>	<p>115 to assess students' understanding of the skills taught in this lesson.</p> <p>Start NEW Writing: RESEARCH ABOUT 1 HOLIDAY AROUND THE WORLD</p> <ul style="list-style-type: none"> • USE Routine 16, the Graphic Organizer Routine, to review the purpose and benefits of using a TREE graphic organizer to plan their writing. Tell students that they will be writing another informative/ explanatory essay individually. Display the model of good writing to inform. Tell students to identify the topic sentence, facts and explanations, and concluding sentence. Have volunteers explain how a TREE graphic organizer helps them plan a text when writing to inform. • TELL students they will be writing an informative/ explanatory text about a holiday. Have students help identify different holidays they could write about, and list their ideas on the board. Explain that they will use classroom resources to find 	<p>grammar, usage, and mechanics that will be corrected during the editing step.</p> <p>The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.</p> <p>DIRECT students to get into small groups to review their TREE graphic organizers. Refer students to Language Arts Handbook pages 34–37 for a review of writers' conferences. Have students share their plans with the group. Each student will identify one positive aspect about the plan. Then have students evaluate the TREE graphic organizer and offer suggestions for improvement. Display the ePresentation visual of the following questions, and have groups use them to offer additional feedback. Remind students to take notes about the feedback they receive.</p> <p>Does the plan have a topic sentence? Does the plan list three facts about the animal, including further explanations? Does the plan have a conclusion?</p> <p>START DRAFTING</p>	<p>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> <p>Inquiry: step 5- develop presentations</p> <ul style="list-style-type: none"> • REMIND students that, although the research process can continue on and on, scientists will periodically stop and share their findings with each other. This can help everyone learn more as they continue asking questions. Brainstorm possible ways to present the information you have found as a class. List possible presentation ideas on the Concept/ Question Board. • Refer to the Inquiry Videos found in the online resources for more information about creating web pages. Then discuss the types of things related to the sample conjecture that could be put into a web page, such as videos of
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a paragraph and how a paragraph needs to have a main idea and details.

TELL students they will edit their informative/explanatory writing today. Remind them that during the editing step, they will read through their writing carefully to look for mistakes in spelling, grammar, capitalization, and punctuation. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings. Point out that they may need to read through their writing several times to ensure their writing is error free. Model editing your revised draft. Be sure to narrate the changes you make, including fixing any errors in verb tenses. Have students offer suggestions for edits, and incorporate their changes whenever appropriate. The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

HAVE students edit their informational/explanatory writing using the checklist on

explaining the information they have learned about Earth surface changes.

ELA/Workshop time

Unit 2 Lesson 4 Day 4

Standards

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

Students will...

- identify and use adjectives.
- practice the formation of small letters d and g.

Lesson / Instruction

- **DISPLAY** the ePresentation visual of the following sentences. Remind students that adjectives describe nouns. Identify the adjective in each sentence, and the noun it modifies.
- **DISPLAY** the ePresentation visual for the following sentences. Have students circle the adjectives in the sentences, and underline the noun it modifies.
- **Skills Practice 1** pages 131–132. Have students complete the remainder of the workbook pages with a partner.

REMINDE students that the final step of the writing process is publishing. They will produce a final copy of their informative/explanatory writing and present it to

three facts about the holiday so they should choose an animal likely to appear in an encyclopedia or other common classroom informational text.

- **HAVE** students choose a holiday for their informative/explanatory text. Give them time to look up information about the holiday they have chosen. If students are having difficulty finding three facts about a holiday, they may need to choose another one. Circulate among students and help anyone who needs assistance finding facts. Remind students that they will be writing facts about the holiday they choose, and not their opinions about the holiday.

- Distribute blank TREE graphic organizers to students, and have them fill in the sections to plan their informational/explanatory writing.

Differentiation / Accommodations

Intervention: RETEACH For students needing additional

ON TREE PAGE ABOUT HOLIDAY CHOSEN.

Differentiation / Accommodations

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

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

P.E.

Math

Lesson 6-3: Represent Subtraction with 2-Digit Numbers part 1

Standards

2.OA.2, 2.NBT.5

- I can subtract 2-digit numbers.
- I can represent subtracting 2-digit numbers.

Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:

scientists being interviewed, links to sources of information, and so on. If your class has its own website, demonstrate to students how to add a web page for their project to it. If not, discuss how students could create a written plan for a web page and share that with the class instead.

- As a class, choose the way you will plan to present your findings.

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 "In My Own Backyard" to the unit theme Earth in

Skills Practice 1 page 114.

Differentiation / Accommodations

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

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

Social Studies

Week 12: Article 1-2 Confucianism in China

Standards

2.SS.4.F

- I can explain important ideas and people from Africa during the Middle Ages.
- I can explain important ideas and people from India during the Middle Ages.
- I can explain important ideas and people from China during the Middle Ages.
- I can explain important ideas and people from Japan

others. Have students think about the process of writing to inform. Lead a discussion about how the graphic organizers helped them plan and draft their writing. Have students describe the easiest and most difficult aspects of the writing process. Have volunteers share the most helpful piece of feedback they received during the writers' conferences. Refer students to Language Arts Handbook pages 42–45 for more information about publishing. REFER students to Skills Practice 1 page 114 for a publishing checklist. Model rewriting your revised and edited informative/explanatory text to create a clean copy. Have students create neatly-written copies of their own writing. If possible, have interested students use digital tools such as a computer to create final, printed copies.

USE Routine 18, the Presenting Writing Routine, to have students publish and present their writing. Have students decide whether they want to present their writing orally or in written form. If possible, have students display a copy of the book

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

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

Social Studies

Week 12: Article 3-4 Hinduism in India

Standards

2.SS.4.F

- I can explain important ideas and people from Africa during the Middle Ages.
 - I can explain important ideas and people from India during the Middle Ages.
 - I can explain important ideas and people from China during the Middle Ages.
 - I can explain important ideas and people from Japan during the Middle Ages.
- Vocab: Confucius dharma dynasty empire feudalism Hinduism reincarnation

- 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 211-212

Differentiation / Accommodations

Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 6-3 to help us.

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

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 5 Day 1

Standards

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

Action- also start using those questions on creating their presentation for the question

ELA/Workshop time

Unit 2 Lesson 5 Day 2

Standards

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

Students will...

- give and receive feedback about their drafts.
- revise drafts to include formal language.
- revise their informative/explanatory texts.
- practice the formation of small letters m and u.

Lesson / Instruction

- HAVE students complete Skills Practice 1 page 127 to identify informal and formal language. As a class, discuss and compare the effect of each type of language on writing.

REMIND students that the audience for their informative/explanatory writing is a teacher, so they need to use formal language. Model revising your draft based on the writer's goals set in the previous day's lesson. Narrate your thoughts as you make changes, including eliminating

during the Middle Ages.
Vocab:
Confucius
dharma
dynasty
empire
feudalism
Hinduism
reincarnation
shoguns

Lesson / Instruction

Tell the students that they are going to learn about four specific regions that were important during the Middle Ages. Show slide 2 of the walkthrough slide deck "Middle Ages Around the World" and identify each of the regions. 2. Give each student the printable Regions of the Middle Ages, and have them write the name of each region in one of the boxes. Students will use this printable for questions about all four of the different regions. 3. Have students look at the images on slide 3 and discuss how they are similar and how they are different. These are images from the articles. 4. Using slide 4, have the students highlight or circle the titles of the articles. Tell the students that as they read the articles, they should look for details that support the titles of the articles and highlight them. Allow students to work with

they have written about as they read aloud their writing.

Differentiation / Accommodations

Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the Writing and Spelling skills taught in this lesson. Enrichment: If students are able to complete the page "Types of _____", then during Workshop have them revise/edit a partner's writing.

Guidance

Library

shoguns

Lesson / Instruction

Have students locate India on the map on slide 7 of the walkthrough slide deck. a. What do they notice about its location? b. What other countries or regions are nearby? c. Compare the size of this region to others. 2. Read the articles "Hinduism in India" and "Muslim Rule and Mongol Attacks in India" out loud to the class. While you are reading, the students' goal should be to notice every time you say the words "India," "Hinduism," or "Mongol." 3. Go to slide 8. Then, divide the class into small groups. Give each group the printable Stop, Plop, and Roll and a dice. 4. Next, tell the students that they are going to read the articles, two sentences at a time. If it helps, have the students take the time to highlight the groups of sentences. Students can use the audio reader online for additional reading support. 5. Have the students follow the instructions for playing the game: a. One student reads part of the text.

Students will...

- give and receive feedback on writing plans.
- set writer's goals for informative/explanatory texts.
- draft their informative/explanatory texts.
- generalize learned spelling patterns when writing words.

Lesson / Instruction

COMPLETE the Think section on Skills Practice 1 page 127 to choose a purpose for their writing. Tell students that their audience will be a teacher, so they should use formal language and avoid informal language in their writing.

Model creating a draft based on your TREE graphic organizer from the previous day's lesson. Be sure to leave incomplete some aspects, including informal language use, so they can be addressed in the revising step. Include mistakes in spelling, grammar, usage, and mechanics that will be corrected during the editing step.

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

informal language and replacing it with formal language. Be sure to include context clues for words that may be unfamiliar to readers. Have students suggest improvements as well, and incorporate their changes whenever appropriate.

DIRECT students to get into small groups to review their drafts. Refer students to Language Arts Handbook pages 34–37 for a review of writers' conferences.

Have students take turns reading aloud their drafts. Each student in the group will identify one positive aspect about the draft. Then have students evaluate the draft using a TREE graphic organizer and offer suggestions for improvement. Display the questions in ePresentation, and have groups use them to offer additional feedback. Be sure students take notes about the feedback they receive from their peers.

HAVE students complete Skills Practice 1 page 127 to identify informal and formal language. As a class, discuss and compare the effect of each type of language on writing.

reading partners for support.

5. Show students the video “Confucius,” from related media, and have them listen for things that Confucius was known for.

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12.4

6. Pull up slide 5. Have the students read the article “Confucianism in China” and then add details to their printable. Encourage them to use the details that they highlighted in the article to create a bulleted list of ideas. Have them repeat the same process with the article “Dynasties in China.”

7. Go to slide 6. Have the students get into small groups. Ask the students to come up with a list of ways that they could use the three Confucian ideas shared in their reading. Have them write their ideas on a piece of paper.

- a. self-discipline (behavior)
- b. respect (people and traditions)
- c. relationships (citizens, family members, and friends)

8. When the groups are finished, have them trade papers with another group and compare what

b. Another student rolls the dice.

c. Discuss the question on the game board that corresponds with the roll of the dice. Students could highlight any information discussed in the text.

d. Students switch roles and repeat the steps until everything has been read.

6. Have the students turn to a page in their interactive notebooks and write a short summary of what they learned about the region of India during the Middle Ages.

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 3-4.

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

P.E.

teaching as necessary.

DIRECT students to get into small groups to review their TREE graphic organizers. Refer students to Language Arts Handbook pages 34–37 for a review of writers’ conferences. Have students share their plans with the group. Each student will identify one positive aspect about the plan. Then have students evaluate the TREE graphic organizer and offer suggestions for improvement. Display the ePresentation visual of the following questions, and have groups use them to offer additional feedback. Remind students to take notes about the feedback they receive.

Does the plan have a topic sentence?
Does the plan list three facts about the animal, including further explanations?
Does the plan have a conclusion?

START DRAFTING ON TREE PAGE ABOUT HOLIDAY CHOSEN.

Differentiation / Accommodations

Intervention: RETEACH For students needing additional support, use the Intervention Teacher’

Use Routine 17, the Checklist Routine, to review the revising checklist. Have students revise their drafts using the checklist on Skills Practice 1 page 128 and using the feedback they received in the writer’s conference.

IF STUDENTS ARE NOT DONE WITH THEIR DRAFT CONTINUE WORKING ON THAT STEP FIRST.

Differentiation / Accommodations

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

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

Recess

Math

Review Topic 6

Standards
2.OA.2, 2.NBT.5

I can use the various strategies to subtract two 2-digit numbers within 100.

Lesson / Instruction

they wrote. Hang the papers in the room for the week

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 4 Lesson 2: Earth Changes Slowly Part 1

Standards

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

I can investigate slow changes that happen on Earth.
I can explain how wind and water can change the shape of the land.

Vocabulary:
weathering, erosion, deposition
Jumpstart Discovery
Activity- Mountains
UInvestigate Lab

Lesson / Instruction

(Next part)
Read and answer

s Guide during Workshop to reteach the Writing and Spelling skills taught in this lesson

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

Social Studies

Week 12: Article 5-9 Hinduism in India and Assessment

Standards

2.SS.4.F

- I can explain important ideas and people from Africa during the Middle Ages.
 - I can explain important ideas and people from India during the Middle Ages.
 - I can explain important ideas and people from China during the Middle Ages.
 - I can explain important ideas and people from Japan during the Middle Ages.
- Vocab:
Confucius
dharma
dynasty
empire
feudalism
Hinduism
reincarnation
shoguns

Review on whiteboards
Play review game on computers
Blue folder work
Flashcards

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 5 Day 2

Standards

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

- Students will...
- give and receive feedback about their drafts.
 - revise drafts to include formal language.
 - revise their informative/ explanatory texts.
 - practice the formation of small letters m and u.

Lesson / Instruction

- HAVE students complete Skills Practice 1 page 127 to identify informal and formal language. As a class, discuss and compare the effect of each type of language on writing.

REMIND students that the audience for their informative/ explanatory writing is a teacher, so they

questions- pages
126-127
Video
Quest Check In
Assessment- online
quiz

When we are reading
and answering
questions, I will
observe on how kids
are participating and
if they understand the
information.
Use pages 126-127
to help them
comprehend the
information from their
science notebooks.

Differentiation / Accommodations

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

Extension: If students
understand the
information, they will
create a video
explaining the
information they have
learned about Earth
surface changes.

Lesson / Instruction

Tell the students that
they will be learning
about three important
characteristics of the
culture
and region of Japan
that began in the
Middle Ages. Remind
the students that
Buddhism is still
an important part of
Japanese culture
today.

2. Go to slide 10.
Read the articles
“Feudalism in Japan,”
“Buddhism in Japan,”
and “Shoguns in
Japan” out loud to the
students, or use the
audio reader online.

3. Use slides 11–13
for this activity. Next,
have the students
reread the articles
and answer the
following questions
about their reading.
To scaffold reading,
you could do this one
article at a
time and answer the
questions as a class.

a. Feudalism:
i. What is feudalism?
(a system of
government)
ii. Think about it: how
were the people
organized? (by
classes; samurai,
nobles,
priests, farmers,
peasants, artisans,
and merchants)
b. Buddhism:
i. What is Buddhism?
(a religion)
ii. Think about it: how
was the religion
spread? (The
emperor allowed it to
be
studied, and people

need to use formal
language. Model
revising your draft
based on the writer's
goals set in the
previous day's
lesson. Narrate your
thoughts as you
make changes,
including eliminating
informal language
and replacing it with
formal language. Be
sure to include
context clues for
words that may be
unfamiliar to readers.
Have students
suggest
improvements as
well, and incorporate
their changes
whenever
appropriate.

DIRECT students to
get into small groups
to review their drafts.
Refer students to
Language Arts
Handbook pages
34–37 for a review of
writers' conferences.

Have students take
turns reading aloud
their drafts. Each
student in the group
will identify one
positive aspect about
the draft. Then have
students evaluate the
draft using a TREE
graphic organizer and
offer suggestions for
improvement. Display
the questions in
ePresentation, and
have groups use
them to offer
additional feedback.
Be sure students take
notes about the
feedback they
receive from their
peers.

then shared what they learned; artisans made drawings and sculptures.)
c. Shoguns:
i. Who were the shoguns? (commanders of Japan's armies who made the laws of the land)
ii. Think about it: were the shoguns successful? (They ruled for 700 years.)
4. Go to slide 14.

Create a three-column chart on the board, and title the columns "Feudalism," "Buddhism," and "Shoguns."
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5. Give each student three sticky notes and ask them to write down one fact that they learned about each topic and then place their sticky notes in the correct columns. Monitor the columns for misconceptions.
6. Extension activity: Since there were artists during this time who created drawings and sculptures of historical figures or important people, have the students create a drawing of an important individual. The students should be able to choose the individual but should be able

HAVE students complete Skills Practice 1 page 127 to identify informal and formal language. As a class, discuss and compare the effect of each type of language on writing.

Use Routine 17, the Checklist Routine, to review the revising checklist. Have students revise their drafts using the checklist on Skills Practice 1 page 128 and using the feedback they received in the writer's conference.

IF STUDENTS ARE NOT DONE WITH THEIR DRAFT CONTINUE WORKING ON THAT STEP FIRST.

Differentiation / Accommodations

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

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

Art
Fun Friday

to tell why they are important and how they have contributed. Hang up the students' work when finished and do a museum walk. Use slide 15 of the walkthrough slide deck. Using the key on the map, identify where the three empires are located and how the land changed over time. What physical feature of this region may have helped the empires spread? (the Niger River)

2. Go to slide 16. Read the articles and bulleted lists to the students. As you read, stop and have students highlight information they think is important to remember. Model your thinking as you read.

3. After all the information has been read, designate four corners in your classroom as the three empires and one for culture. Create expectations for movement around the classroom while participating in this activity.

a. corner one: Ghana
b. corner two: Mali
c. corner three: Songhai
d. corner four: Culture

4. Allow students to work in pairs or choose to work alone. Tell them that you will ask a question

and that their job is to find the answer in their text and then move to the corner that answers the question.

a. Which empire was the first empire in Africa? (Ghana)

b. Which empire lasted for 130 years? (Songhai)

c. Which empire made other countries pay taxes for their goods? (Mali)

d. Which empire was attacked by a Moroccan army? (Songhai)

e. Which empire believed in animism? (Ghana)

f. Which empire was Mansa Musa the king of? (Mali)

g. Which empire developed new trade routes? (Songhai)

h. Which empire was weakened by drought? (Ghana)

i. Which empire was weakened by civil wars? (Mali)

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5. Go to slide 17. In their pairs, have students use the information that they learned to fill out the printable Summary of African Civilizations.

6. Extension activity: Give each student a ball of self-drying modeling clay and have them create a sculpture of their own. Students could create a sculpture of an animal that they like.

**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 5-9.

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 4 Lesson 3:
People Can Change
Earth Part 1**