

Monday 09/29/2025	Tuesday 09/30/2025	Wednesday 10/01/2025	Thursday 10/02/2025	Friday 10/03/2025
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA Unit 1 Lesson 4 Day 2 Standards 2.RF.4.b, 2.RF.4.a, 2.RF.4.c Students will... <ul style="list-style-type: none"> build oral language skills. read a Decodable Story. build fluency. Lesson / Instruction Developing Oral Language POINT to each word in the word lines, and have the class read the word. Ask a student to use the word in a sentence. Then ask another student to extend the sentence by answering questions such as who, what, where, when, why, or how. Fluency: Reading a Decodable Story Book 2, Story 14 : No Drinks in Class New High-Frequency Words: bring, thank, think Reviewed High-Frequency Words: my, no, want, water TELL students that fluent readers read with appropriate speed, or pace. Reading too quickly makes it difficult for the reader and the listener to understand what is being read. Reading too slowly also makes understanding the	ELA Unit 1 Lesson 4 Day 3 Standards 2.L.2.e, 2.RF.3.f Students will... <ul style="list-style-type: none"> blend words with schwa and / ə/ spelled <i>el</i>, <i>le</i>, <i>al</i>, and <i>il</i>. learn new high-frequency words. build oral language skills and vocabularies. apply sound/ spelling correspondences to spell dictated words with schwa and / ə/. Lesson / Instruction Phonics and Decoding: /ng/ spelled ng, /nk/ spelled nk, the Inflectional Ending -ing, Schwa, and / ə/ spelled <i>el</i>, <i>le</i>, <i>al</i>, <i>il</i> Blending INTRODUCE the schwa sound by drawing the symbol (ə) and naming it for students. Explain that schwa is a vowel sound that is unstressed and makes a sound like /u/. Tell students that any vowel can make the schwa sound, and display examples such as the, about, bulletin, and ribbon. Point out that all but one of these words have more than one syllable, and explain that the schwa sound occurs mostly in multisyllabic words.	Music ELA Unit 1 Lesson 4 Day 4 Standards 2.RL.1, 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: /ng/ spelled ng, /nk/ spelled nk, the Inflectional Ending -ing, Schwa, and / ə/ spelled <i>el</i>, <i>le</i>, <i>al</i>, <i>il</i> Developing Oral Language HAVE students go through all the words in the word lines and identify which words can be used as verbs. model, level, marble, puzzle, sizzle, pedal, signal, wobble Then have them use the verbs in sentences. After they have used all the verbs, ask them to use those words in different sentences, but this time as nouns. Fluency: Reading a Decodable Story Book 2, Story 15: Paddle, Duck, Paddle New High-Frequency	ELA Unit 1 Lesson 4 Day 5 Standards 2.RF.4.b Students will... <ul style="list-style-type: none"> blend words with /ng/ spelled ng; /nk/ spelled nk; the inflectional ending -ing; the schwa sound; and / ə/ spelled <i>el</i>, <i>le</i>, <i>al</i>, and <i>il</i>. build oral language skills. Lesson / Instruction Phonics and Decoding REVIEW /ng/ spelled ng and /nk/ spelled nk using Sound/ Spelling Cards 35 and 36 and review the inflectional ending -ing, the schwa sound, and / ə/ spelled <i>el</i> , <i>le</i> , <i>al</i> , and <i>il</i> . Use Routine 2, the Whole-Word Blending Routine, and Routine 3, the Sentence Blending Routine, to have students blend and read the words and sentences on the word lines from Days 1 and 3. Developing Oral Language ASK rhyming questions. For example: Which word rhymes with bunk? dunk Which word rhymes with muzzle? puzzle Which word rhymes with	ELA Unit 1 Lesson 5 Day 1 Standards 2.L.2.d Students will... <ul style="list-style-type: none"> blend words with /er/ spelled <i>er</i>, <i>ir</i>, <i>ur</i>, or, and <i>ear</i>. learn new high-frequency words. build oral language skills. apply sound/ spelling correspondences to spell dictated words with /er/. Lesson / Instruction Phonics and Decoding REVIEW /ng/ spelled ng , /nk/ spelled nk , and Inflectional Ending -ing Blending INTRODUCE /er/ spelled <i>er</i> , <i>ir</i> , and <i>ur</i> using Sound/Spelling Card 39. Point to the <i>er</i> , <i>ir</i> , and <i>ur</i> spellings on the card and have students explain the meaning of the red letters and blue background. They show that this is a special-vowel sound. Tell students that when the letter <i>r</i> follows a vowel, it makes a special-vowel sound. When <i>r</i> follows <i>e</i> , <i>i</i> , or <i>u</i> , these letters make one sound, /er/, which is the vowel sound in the word <i>bird</i> . Explain that <i>or</i> ,

text difficult. Use Routine 9, the Reading a Decodable Story Routine, to have students read "No Drinks in Class." Checking Comprehension HAVE students answer the following questions to check their understanding of the story.

Why is it hard to think?

What does the boy beg Mrs. Bridges for?

Why does the boy say he wants to sing? BUILD students' fluency by having them read "No Drinks in Class" with a partner. Have them reread the story aloud several times. Make sure students are reading at an appropriate rate.

Differentiation / Accommodations

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

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

ELA

Now write the words channel and buckle. Ask students what sound they hear at the end of each word. /əl/ Have them identify the spelling for /əl/ in each word. el and le Explain that the schwa sound with /l/ is often found at the end of words.

Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words. Use Routine 1A, the High-Frequency Words Routine, to introduce seven, use, and why. Have students read each sentence using Routine 3, the Blending Sentences Routine.

About the Words and About the Sentences

Developing Oral Language

DISPLAY the word lines where students can read and approach them. Help students build their vocabularies by giving a definition of a word and having a volunteer point to and read the word. Use the examples in Teacher's Edition.

Guided Practice

ASSIGN pages 45–46 from Skills Practice 1 for students to apply /əl/ spelled el, le, al, and il.

Dictation and Spelling

Use Routine 7, the

Words: seven, use, why
Reviewed High-Frequency Words: like, my, one, want
TELL students that breaking sentences into meaningful chunks, or phrases, as they read will help them become more fluent readers.

Explain that the way a fluent reader chunks the text affects the pace of his or her reading. Use Routine 9, the Reading a Decodable Story Routine, to have students read "Paddle, Duck, Paddle."

HAVE students answer the following questions to check their understanding of the story. Tell students to point to the answers in the text.

What does Hank want? Hank wants a snack.

Who does Hank see on the bank of the pond? Hank sees seven girls.

What kind of snack does the girl give Hank? The girl gives Hank some bread.

Building Fluency
BUILD students' fluency by having them read "Paddle, Duck, Paddle" with a partner. Have the partners reread the story aloud several times. Make sure students are reading with the appropriate rate.

humming? strumming
Have students work in pairs. One student chooses a word from the word lines and creates a simple sentence. The partner then extends the sentence, telling who, what, where, when, why, or how.

Fluency

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 2, Story 14 or Story 15. Tell them to read aloud within a group of students that chose the same book.

Assessment:

Use Lesson and Unit Assessment 1 pages 47–48

Differentiation / Accommodations

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

Enrichment: Information will determine what is done during workshop time.

ear, and ar are other spellings that can also make /er/. Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the lines.

Use Routine 1A, the High-Frequency Words Routine, to introduce better, first, and learn.

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

About the words and sentences

Use Routine 1A, the High-Frequency Words Routine, to introduce better, first, and learn.

Then have students read each sentence using Routine 3, the Blending Sentences Routine.

Developing Oral Language

PROVIDE students with the words that follow and ask them to give you a synonym for each word. Then have volunteers use a word from the lines or its synonym in a sentence. Continue until all the words have been used in sentences.

Guided Practice

ASSIGN pages 57–58 from Skills Practice 1 for students to apply /er/ spelled er, ir, ur, and ear. Read the Focus section aloud, and do the first two items as a class. Then have

<p>Unit 1 Lesson 4 Day 2</p> <p>Standards 2.RF.4.b, 2.RL.6, 2.RL.9</p>	<p>Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate the words and sentences for students to write.</p>	<p>Have students use eActivities and eGames to practice skills learned in this lesson.</p>	<p>Students will work on using multisyllabic words following the similar sound and spelling cards.</p>	<p>students complete the pages independently</p> <p>Dictation and Spelling 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>
<p>Students will...</p> <ul style="list-style-type: none"> • Compare and Contrast information within a text. • Sequence events in a story. • demonstrate understanding of selection vocabulary words. • read grade-level text orally, with expression. • revise a conjecture for Inquiry. 	<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 draw an illustration for several words in the word lines during Workshop</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>Students will...</p> <ul style="list-style-type: none"> • review the selection vocabulary words. • review the comprehension strategy of Summarizing. • review Compare and Contrast and Sequence. • review Language Use, Genre Knowledge, and the Story Element of Character. • review expression as an aspect of fluency. 	<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 words in the word lines during Workshop.</p>
<p>Lesson / Instruction</p> <p>Close Reading: A Cherokee Stickball Game</p> <p>INFORM students that during the second read of "A Cherokee Stickball Game" they will analyze the text. Explain that this means using different methods to take a closer look at the text.</p> <p>Before you begin the second read of "A Cherokee Stickball Game," teach the following methods for understanding complex text.</p>	<p>INFORM students that during the second read of "A Cherokee Stickball Game" they will analyze the text. Explain that this means using different methods to take a closer look at the text.</p> <p>Before you begin the second read of "A Cherokee Stickball Game," teach the following methods for understanding complex text.</p> <p>Compare and Contrast</p>	<p>REMINDED students that readers Compare and Contrast information to better understand a text. They can</p> <p>Compare and Contrast</p> <p>REMINDED students that readers Compare and Contrast information to better understand a text. They can</p>	<p>Lesson / Instruction</p> <p>Review Vocabulary: 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.</p> <p>Comprehension Strategy</p> <p>REVIEW the following comprehension strategy with</p>	<p>REMINDED students that readers Compare and Contrast information to better understand a text. They can</p> <p>Compare and Contrast</p> <p>REMINDED students that readers Compare and Contrast information to better understand a text. They can</p>
<p>Compare and Contrast</p>	<p>REMINDED students that readers Compare and Contrast information to better understand a text. They can</p>	<p>REMINDED students that readers Compare and Contrast information to better understand a text. They can</p>	<p>REMINDED students that readers Compare and Contrast information to better understand a text. They can</p>	<p>REMINDED students that readers Compare and Contrast information to better understand a text. They can</p>

compare things to see what they have in common and contrast things to see how they are different. Remind students that they looked for comparisons and contrasts within a text when they read "Ants and Aphids Work Together." Explain that, in this lesson, they will compare and contrast two separate selections to see what the two stories have in common and how they are different.

Sequence
HAVE students turn to the Reading Resources portion of their Student Anthologies. This section can be found at the back of the books. Read over the Sequence ACT Skill to give students additional practice and support.

Explain that events in a story usually happen in a certain order, or sequence. Authors often use words that clarify the time and order of events. These are called temporal words. Readers can look for these signal words to identify sequence, which will then help readers understand how a story develops and how events are related to one another.

Sequencing: time and order signal words

Standards

2.W.7, 2.W.8, 2.L.6, 2.SL.4, 2.RL.10, 2.RL.6, 2.RL.2, 2.RL.5, 2.RL.9, 2.RF.4.b

Students will...

- Compare and Contrast information within a story and Sequence events.
- read grade-level text orally, with prosody and accuracy.
- apply selection vocabulary to new contexts.
- collect more information for Inquiry.

Lesson / Instruction

Access Complex Text

Compare and Contrast and Sequencing

Build Background

HAVE students name some sports teams they have read about or been a part of. Possible Answers: basketball, stickball, soccer, football. Tell students that next they are going to read a poem about a softball team.

Read the poem

TELL students that, in this poem, the sentences are broken into parts. Each part is on a line of its own. Read the Essential Question on page 88 and tell students to keep this in mind as they listen to the poem. Essential Question: In what ways can you be

Knowledge.

- apply selection vocabulary to new contexts.
- read grade-level text orally, with automaticity.
- organize information for Inquiry.

Lesson / Instruction

Close Reading

TELL students that rather than rereading the entire selection a third time, they will now look closely at specific parts of the story. Explain that they will read with a writer's eye. This means they will examine techniques that writers use to create well-written pieces.

Language Use, Genre Knowledge, and Story Elements: Character

- REMIND students that poets use the sounds of words to communicate ideas and feelings. One way a poet uses the sounds of words is through rhyme. Read the poem again and have students identify pairs of rhyming words. yours/scores; mine/shine; cheer/hear/clear/here Point out the words been and win at the end of the last two lines of the poem. Explain that these words make a half rhyme. This happens when the final consonant sounds of words rhyme, but the vowel sounds that come

students.

Summarizing involves retelling important story events in one's own words while retaining the original event order. Good readers summarize to keep track of what they are reading and to focus on important information. Have students summarize "A Cherokee Stickball Game" and determine its moral.

Access Complex Text

REVIEW the following comprehension strategy with students asking and answering questions on summarizing, comparing and contrasting, and sequencing.

Writer's Craft

REVIEW the skills for analyzing a writer's craft by asking students to find examples in the text of places where they recognized these skills. Language Use, Characters, Genre Knowledge

Fluency:

Expression

REMIND students that reading with expression means changing tone of voice to reflect what is happening in a story or to represent different characters who are speaking. Have students work in small groups to practice reading "A Cherokee Stickball Game" with

Unit 1 Lesson 5 Day 1

Standards

2.RF.4.a, 2.SL.6, 2.L.4.d, 2.RF.4.b, 2.RL.10, 2.RL.1, 2.SL.1.a, 2.SL.1.b, 2.SL.1.c, 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 meanings of words, confirming and self-correcting as necessary.
- read grade-level text orally, at an appropriate rate.

Lesson / Instruction

Build Background

USE Routine 14, the Reading the Selection Routine, to guide students in reading "The Final Game." Ask students what they know about ice hockey. Then tell them that some historians believe ice hockey developed from games that were played with a stick and a ball, such as lacrosse or Cherokee stickball. Ice hockey is very popular in the northern United States and Canada. Tell students the story they will be reading takes place in Canada.

TELL students that "The Final Game" is a

Practice Vocab Words

SE Routine 11, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words. Display the selection vocabulary words from "A Cherokee Stickball Game." Ask students the following questions and have them respond with the appropriate vocabulary words: Which word is an antonym for proudly? humbly
Which word describes a way of making sound? roared
Which word is a synonym for sympathy? pity
Which word describes someone who is sad and upset? disappointed
Which word describes a person who is angry and upset? furious
Which word is an antonym for whole? part
Have students complete Skills Practice 1 pages 47–48.

TELL students that the punctuation mark at the end of a sentence tells readers what kind of intonation, or pitch of voice, they should use as they read. An exclamation point signals excitement, and thus a reader

supportive of your team, even when you are not participating?

HOW DOES POEM RELATE TO THEME (TEAMWORK)?

Fluency: Prosody
REMIND students that reading a text with proper phrasing helps a reader to communicate its meaning more clearly. This is especially true with poems because phrasing and rhythm are important elements of poetry. Model reading the poem with proper phrasing, rhythm, and intonation.

Comprehension Questions

HAVE students turn to page 90 of Student Anthology 1. Read each question with the class. Call on various students to answer the questions. Provide enough time for students to respond to each other's questions and to ask new ones when relevant to the topic.

Selection Vocab Routine

USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 92–93. Start by reviewing the words and definitions with students. Then explain to them that many English words

before them do not.

- REMIND students that some of the ways authors develop characters' personalities is through what the characters say, do, and think. Direct students' attention to page 85 and ask: What do we learn about Pretty Feathered Eagle from what he says and does?

-REMIND students that "A Cherokee Stickball Game" is a folktale, and review the characteristics of this genre. Ask, How are the characters in "A Cherokee Stickball Game" like other characters in folktales?

TELL students, Suppose Big Bear and Pretty Feathered Eagle met and had a conversation about teamwork. What might Pretty Feathered Eagle say to Big Bear? Then have students write a brief, imagined conversation between the two characters.

DISPLAY and read "Cherokee Stickball." **Have student pairs work to answer the questions.**

REVIEW with students some of the reliable websites for researching Cherokee stickball.

Look Closer

HAVE students turn

expression. As students read the selection aloud, have them speak in different voices for each character as they acknowledge differences in the characters' points of view.

Assessment:
Use Lesson and Unit Assessment pages 49–51, 53–54 and 220.

Differentiation / Accommodations

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

Enrichment: Use information to determine what students will do during workshop time. Students will work on use multisyllabic words following the similar sound and spelling cards. During Workshop, have students write additional "If you . . ." questions related to the vocabulary words. Present selected questions to the rest of the class.

ELA/Workshop time

work of realistic fiction. Explain to students that realistic fiction is fiction in which the characters seem real and in which the events could happen in real life. Discuss the following elements of realistic fiction.

EXPLAIN to students that the concept vocabulary word for this lesson is assistance. Tell them that assistance means "the act of helping." Have students discuss how they think the word assistance relates to the theme Teamwork. HAVE students read aloud the Essential Questions on Student Anthology 1 page 96. Tell them to think about the Essential Questions as they read "The Final Game."

Preview the selection

USE Routine 12, the Clues, Problems, and Wonderings Routine, to have students browse the first few pages of the selection. Explain to students that browsing will help them to read the text with purpose and understanding. As students browse, have them search for clues that tell them something about the selection. Also, have them look for problems, such as unfamiliar words, and concepts they wonder about.

should give the sentence special emphasis. A question mark at the end of a sentence signals that a question is being asked, and thus students' voices should rise at the end of the sentence. Remind students that when reading dialogue, they should use different voices to represent the different characters and the different characters' points of view. Read aloud page 81 from "A Cherokee Stickball Game" while demonstrating proper expression and using different voices for various characters. Then have students work with a partner to practice reading page 81 with expression. Remind them to watch for question marks that signal a question and quotation marks that signal character dialogue.

Inquiry: Step 4—Revise Conjectures: Synthesized Information

Differentiation / Accommodations
Intervention: If students are struggling to read or comprehend the stories/decoding, this will be a focus in our workshop time. We will focus on using blending routines to figure out

can be used in different ways. Sometimes a word can function as a noun, but also as a verb. Sometimes a suffix can change a noun into an adjective. Tell students that, as they read this text, they should pay close attention to this week's selection vocabulary words and how each word is used here. You may want to have students compare and contrast the new and original definitions and parts of speech.

Practice Comprehension

HAVE students turn to Skills Practice 1 pages 49–50.

Fluency: Accuracy

TELL students that the more they reread a selection, the more natural their reading will sound. Multiple readings will help them read quickly, expressively, and smoothly. Explain to students that accuracy is an important part of reading fluently. Fluent readers are able to recognize most of the

Inquiry: Step 4—Revise

Conjectures:

Collect More Info

DISPLAY for students the revised conjecture and review the research that led you to make that revision. Tell them that once they

to page 91 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 one another's questions and to ask new ones when relevant to the topic. Then have students complete the Write Activity on their own.

Extend Vocab

USE Routine 11, the Selection Vocabulary Routine, to have students extend their vocabulary. Display the Extend Vocabulary activity at the bottom of page 93. Tell students to follow the directions to complete the activity: Possible Answers: bellowed, boomed, rolled, blasted, growled, rumbled Then ask students, What is one related word for each of the remaining vocabulary words? Encourage students to recall information from real-life experiences they have had when writing the vocabulary and related words.

Fluency: Automaticity

Unit 1 Lesson 4 Day 5

Standards

2.L.1.f, 2.L.2.d

Students will...

- set additional writer's goals.
- use the TREE organizer to plan an opinion piece.
- take the spelling assessment.
- review subjects and predicates.
- review small letters e and o.

Lesson / Instruction

Writing an Opinion Piece: Prewriting

- REVIEW the TREE graphic organizer students completed during the previous day's lesson. Remind students that the model has a clear topic sentence, three reasons with further explanations, and an ending that sums up the opinion.
- Model completing a TREE diagram for your opinion piece.
- REMIND students that their opinion pieces should include linking words that guide the reader through their reasons and explanations.
- COMPLETE Skills Practice 1 page 51 with students to identify their audience and purpose for writing. Then have

REMIND students that they will be reading a work of realistic fiction about an important hockey game. Ask them to consider what new information they might learn about a sport or about teamwork. **BIG IDEA:** How can you work better with others?

Read 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. Read over the Making Connections Comprehension Strategy to give students additional practice and support. MODEL the use of the following comprehension strategy during the first read of "The Final Game:" Making Connections Tell students that making connections between the text and what they already know from personal experience or previous reading can expand their understanding of a story. Explain that there are different ways to make connections. Present examples from Teacher's Edition. **Comprehension strategy Making Connections** Teacher models: Give in Teacher's Edition book while

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

During Workshop, have students work in pairs to list temporal words

Enrichment: Have students create a small presentation for other small groups about what they have learned so far about "teamwork" on our question and concept board. During Workshop, have students write several sentences that include temporal words. During Workshop, have students write a short paragraph in which they use temporal words to indicate sequence of events.

Computers

Recess

Recess Duty

Math

Lesson 4-2 Represent and Solve Take From Problems

Standards

revise a conjecture, they will usually do more research to explore this idea further. words they read without repeating or skipping words. This gives them more time to spend understanding what they read.

Differentiation / Accommodations

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

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

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

REMIND students that reading automatically means being able to quickly look at words and accurately read them.

Read aloud page 86 from "A Cherokee Stickball Game," and have students echo-read to improve their automaticity

Inquiry: Organize Info

SHARE as a class all information that has been gathered through the research and inquiry process. Use a new chain organizer to organize the relevant pieces of research as they relate to the revised conjecture..

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the writer's craft skills and vocabulary words taught in this lesson. During Workshop, read another folktale aloud and point out the genre characteristics to students

Enrichment: Use information to determine what students will do during workshop time. Students will work on use multisyllabic words following the similar

students use TREE graphic organizers to plan their opinion pieces

Spelling: /ng/ spelled **ng**, /nk/ spelled **nk**, inflectional ending -ing, /əl/ spelled **el**, **le**, **al**, and **il**
Spelling assessment

Grammar

REVIEW with students the difference between a subject and a predicate. If necessary, tell students that the subject of a sentence is the person or thing the sentence is about, and the predicate of a sentence is the verb or verb phrase that tells what the subject is or does. Remind students that a complete sentence always includes a subject and a predicate. Have students write two complete sentences, and then trade sentences with a partner. Each partner should identify both the simple and complete subject and predicate in each sentence.

Penmanship: Small Letters e and o

HAVE students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters. Review the words on the board with students. Tell them to

reading the selection as a class

Discuss the Selection

REMIND students that discussion allows them to hear what others think about a selection. Then review with students the agreed-upon rules for holding a discussion.

Use Routine A, the Handing-Off Routine, to discuss "The Final Game" as a class. Engage students in a discussion by asking them the questions that follow. Have students record their responses in their Writer's Notebooks, which will be referenced during the culminating task at the end of the unit. Remind students to build on each other's conversations by connecting their comments to the comments of others and to ask questions using who, what, where, when, why, and how to demonstrate understanding of key details in the text. You should also model how to ask for clarification about a topic that is being discussed.

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

<p>2.OA.1</p> <ul style="list-style-type: none"> • I can represent take from problems. • I can solve take from problems. 	<p>board. During Workshop, have students write several sentences that include temporal words. During Workshop, have students write a short paragraph in which they use temporal words to indicate a sequence of events.</p>	<p>sound and spelling cards. During Workshop, read another folktale aloud and have students identify the genre characteristics. During Workshop, have students independently read another folktale and identify the genre characteristics.</p>	<p>write the words on their papers as many times as they can in three minutes. Tell students you will time them and will tell them when to stop. Remind them to form the letters e and o properly and to write legibly.</p>	<p>problems and how they were resolved, and then discuss answers to students' wonderings. REMIND students that the concept vocabulary word for this lesson is assistance. Provide the definition again, and ask students to discuss how the word relates to this selection. REVISIT the Essential Questions for this selection and have students discuss their answers.</p>
<p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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: <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 4. Practice and Reflect- page 107-108 	<p>Recess</p> <p>Math</p> <p>Lesson 4-3 Solve Two-Step Add To and Take From Problems</p> <p>Standards</p> <p>2.OA.1</p> <ul style="list-style-type: none"> • I can represent two-step Add To and Take From problems. • I can solve two-step Add To and Take From problems. 	<p>Lesson 4-4 Represent and solve put together problems</p> <p>Standards</p> <p>2.OA.1</p> <ul style="list-style-type: none"> • I can represent Put Together problems. • I can solve Put Together problems. 	<p>Assessment</p> <p>Use Lesson and Unit Assessment 1 page 52</p>	<p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the Grammar, Usage, and Mechanics skills taught in this lesson.</p>
<p>Differentiation / Accommodations</p> <p>Intervention: If they don't understand story problems, we will focus more on these during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 4-2 to help us.</p>	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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: <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 4. Practice and Reflect- page 115-116 	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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: <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 4. Practice and Reflect- page 115-116 	<p>Enrichment: Students will make a journal entry. When they are finished, they will have a partner edit their writing using revising skills they have learned previously.</p>	<p>P.E.</p>
<p>Extension:</p> <p>Students will choose extended thinking activities during the Tier 2/Title math time.</p> <p>Students will do Use it activity or the websketch Exploration from the online portion.</p>	<p>Differentiation / Accommodations</p> <p>Intervention: If they don't</p>	<p>Differentiation / Accommodations</p> <p>Intervention: If they don't</p>	<p>Math</p> <p>Lesson 4-5 Represent and solve take apart problems</p> <p>Standards</p> <p>2.OA.1</p> <ul style="list-style-type: none"> • I can represent Take Apart problems. 	<p>USE Routine 11, the Selection Vocabulary Routine, to introduce the vocabulary words for this reading selection. Display the vocabulary words, pronunciations, and parts of speech. Then have students use the activity below to verify the meaning of</p>

Lunch
Recess
Tier II/III Math
Unit 3
Lesson / Instruction
Math Facts: 99 math
At Your Seat: Students will finish "on my own" paper and then to ALEKS.
Teacher Time: Students will work with the teachers reviewing the daily lesson/current topic.
Hands On: Students will play a game/work on project that is around the current topic.

Accommodations
Intervention: If they don't understand 2 step story problems, we will focus more on these during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 4-3 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.

understand put together story problems, we will focus more on these during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 4-4 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.

• I can solve Take Apart Problems.
Lesson / Instruction
1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:
- Pose the problem Ask 2 clarifying questions
- Develop the Math Guided Exploration Path- follow the slides that are online
- Bring it Together
4. Practice and Reflect- page 119-120

each word. Provide examples and clarification as needed.
Fluency: Rate
REMIND students that paying attention to punctuation will help them read at an appropriate rate.
Review with students the comma and period, and explain that these are two of the punctuation marks that signal a reader to pause. Tell them that pausing gives both the reader and listener time to understand what the text means.
Model reading the first paragraph on page 104 of "The Final Game" 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

Differentiation / Accommodations

Intervention: If they don't understand taking apart story problems, we will focus more on these during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 4-5 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.

Differentiation / Accommodations

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

RTI
Sequencing
Recess
RTI Tier III
Independent reading/ catch up on blue folder work
ELA/Workshop time
Unit 1 Lesson 4 Day 2
Standards
2.W.6, 2.W.1
Students will...
• create clean and final copies of an opinion piece.
• publish an opinion piece.
• practice the formation of small letters e and o.
Lesson / Instruction
Writing an Opinion Piece: Publish REMIND students that the final step of the writing process is publishing. They will

Lunch
Recess
Tier II/III Math
Unit 3
Lesson / Instruction
Math Facts: 99 math
At Your Seat: Students will finish "on my own" paper and then to ALEKS.
Teacher Time: Students will work with the teachers reviewing the daily lesson/current topic.
Hands On: Students will play a game/work on project that is around the current topic.

RTI
Compare and Contrast
Recess
RTI Tier III
Independent reading/ catch up

Lunch
Recess

produce a final copy of their opinion piece and present it to others. Tell them that reading their writing aloud is one way to publish it, and that the written version of their work can be presented in different ways.

Have students think about the process of writing opinion pieces. Lead a discussion about the graphic organizers that helped them plan and draft their writing. Have students describe the easiest and most difficult aspects of the writing process. Afterward, have students record their reflections in their journal section of their Writer's Notebooks.

MODEL rewriting your revised and edited opinion piece to create a clean copy. Have students follow your model and create their own neatly-written copies. If possible, allow students to use a digital tool such as a computer to type final copies, as interest dictates.

USE Routine 18, the Presenting Writing Routine, to have students publish and present their writing. Have volunteers read their opinion pieces aloud and share any drawings or visuals. Remind the other

liquids and gases

Standards

2-PS1-1, 2-PS1-2

Students will...

- investigate how the properties of some liquids and gases make them useful.

Lesson / Instruction

Vocabulary: state Jumpstart Discovery Activity- picture of wind/breathe UInvestigate Lab

Read and answer questions- pages 28-31

Quest Check In
Quest Findings
Assessment

When we are reading and answering questions, I will observe on how kids are participating and if they understand the information. Use pages 22-23 to help them comprehend the information from their science notebooks.

Differentiation / Accommodations

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

Enrichment: If students understand the information, they

on blue folder work

ELA/Workshop time

Unit 1 Lesson 4 Day 4

Standards

2.W.5

Students will...

- choose a topic for an opinion piece.
- identify subjects and predicates.
- practice the formation of small letters e and o.
-

Lesson / Instruction

Writing an Opinion Piece: Prewriting

DISPLAY the ePresentation visual of the Idea Web from Skills Practice 1 page 51. Have volunteers share some of the opinions they recorded in the graphic organizer on Day 3. Remind students that they will need to support their opinions with three reasons and a further explanation for each reason. Tell students they will need to evaluate their three opinions to see whether they can generate three reasons for holding each opinion. If they have difficulty thinking of three reasons to support an opinion, then that should not be the opinion they choose to write about.

Model reviewing your opinions from the graphic organizer you completed in Day 3. Narrate your thoughts

Tier II/III Math

Unit 3

Lesson / Instruction

Math Facts:

99 math

At Your Seat:

Students will finish "on my own" paper and then to ALEKS. Teacher Time: Students will work with the teacher reviewing the daily lesson/current topic.

Hands On:

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

RTI

Main Idea and Details

Recess

RTI Tier III

Independent reading/ catch up on blue folder work

ELA/Workshop time

Unit 1 Lesson 4 Day 5

Standards

2.L.1.f, 2.L.2.d

Students will...

- set additional writer's goals.
- use the TREE organizer to plan an opinion piece.
- take the spelling assessment.
- review subjects and predicates.
- review small letters e and o.
-

Lesson / Instruction

Writing an Opinion Piece: Prewriting

- REVIEW the TREE graphic

to help students ask for clarification. For example, I do not understand. Could someone explain?

Enrichment: Have students create a small presentation for other small groups about what they have learned so far about "teamwork" on our question and concept board. This story contains many hockey terms that are likely to be unfamiliar.

During Workshop, have students research the meanings of the following terms: winger, stickhandle, defenseman, give-and-go, cross-checked, back-check.

Ask students to explain these terms to classmates through pantomime or drawings. 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 Final Game" to the unit theme Teamwork.

ELA/Workshop time

Unit 1 Lesson 5 Day 1

Standards

<p>students to listen carefully.</p> <p>Penmanship: Small Letters e and o</p> <p>MODEL for students the formation of small letters e and o.</p> <p>TELL students to hold an unsharpened pencil in the air in front of them. Have students mimic your movements as if they were writing in the air.</p> <p>Tell students to form a row of each letter on a clean sheet of paper. Say the strokes with them as they begin each row, and then give them time to complete that row of letters. Have students proofread their work. Have them compare their letters to the model and identify which letters can be written more neatly. Have them circle those letters and write them again.</p>	<p>will create a video explaining the information they have learned about solids.</p> <p>ELA/Workshop time Unit 1 Lesson 4 Day 3</p> <p>Lesson / Instruction Writing an Opinion Piece: Prewriting</p> <p>EXPLAIN to students that they will each now complete all five steps of the writing process for the next writing assignment on their own. Remind them that the five steps are prewriting, drafting, revising, editing, and Review the difference between a fact and an opinion. Have students make statements about the classroom, and identify whether each is a statement of fact or opinion.</p> <p>Tell students that the first thing they will need to do to begin planning their opinion pieces is to each choose a topic and form an opinion about it. Have students suggest broad topics about which they can form more precise opinions.</p> <p>As a class, decide on the topic most students want to use, and choose that as the topic for the next opinion piece assignment.</p> <p>REFER students to Skills Practice 1 page</p>	<p>as you evaluate each opinion as a potential choice.</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>HAVE students meet with a partner to discuss the strengths or weaknesses of each opinion in their Idea Webs. Tell them to take notes during the discussion. Then have students choose an opinion for the writing assignment.</p> <p>Distribute a blank TREE graphic organizer to each student. Display the ePresentation visual of the model of a good opinion piece or have students turn to the model on Language Arts Handbook page 160. Have students work with a partner to review the model of a good opinion piece and to complete the sections of the TREE graphic organizer based on the model.</p> <p>Grammar, Usage, and Mechanics: Subjects and Predicates</p> <p>REVIEW with students that the subject of a sentence is the noun that tells whom or what the sentence is about,</p>	<p>organizer students completed during the previous day's lesson. Remind students that the model has a clear topic sentence, three reasons with further explanations, and an ending that sums up the opinion.</p> <ul style="list-style-type: none"> Model completing a TREE diagram for your opinion piece. REMIND students that their opinion pieces should include linking words that guide the reader through their reasons and explanations. COMPLETE Skills Practice 1 page 51 with students to identify their audience and purpose for writing. Then have students use TREE graphic organizers to plan their opinion pieces <p>Spelling: /ng/ spelled ng, /nk/ spelled nk, inflectional ending -ing, /əl/ spelled el, le, al, and il</p> <p>Spelling assessment</p> <p>Grammar</p> <p>REVIEW with students the difference between a subject and a predicate. If necessary, tell students that the subject of a sentence is the person or thing the sentence is</p>	<p>2.L.2.d</p> <p>Students will...</p> <ul style="list-style-type: none"> blend words with /er/ spelled er, ir, ur, or, and ear. learn new high-frequency words. build oral language skills. apply sound/spelling correspondences to spell dictated words with /er/. <p>Lesson / Instruction Writing an opinion piece: drafting</p> <p>EXPLAIN to students that one purpose for writing an opinion is to persuade, or convince, others that they should agree with your opinion. Providing good reasons and explanations that support the opinion will help convince others. Tell students that word choice is also important. Explain that they will want to choose words carefully to let readers know their point of view about the topic.</p> <p>Display:</p> <p>Bats are unique and interesting creatures. Bats are unusual and weird creatures.</p> <p>Point out the difference in each sentence's meaning: the first is a positive or neutral description, while the second is a negative description. HAVE students work with partners to complete Skills Practice 1 page 65 to generate lists of</p>
<p>Social Studies</p> <p>Week 6: Article 1: Patriotic Celebrations</p> <p>Standards 2.SS.1.F</p> <ul style="list-style-type: none"> I can identify important national holidays. I can explain the meanings of important holidays. <p>Lesson / Instruction</p>	<p>As a class, decide on the topic most students want to use, and choose that as the topic for the next opinion piece assignment.</p> <p>REFER students to Skills Practice 1 page</p>			

There is a walkthrough slide deck, "Holidays," that goes with this week. Slides 2–4 go with this lesson.

2. Read the first sentence of the article: "Patriotism is a feeling of love for your country." Find images that exemplify patriotism and show the students. Discuss the idea of patriotism and what people do to show they love their country.

3. Show the students an image of a birthday cake, from related media. Ask:

- a. What is probably happening when you see a cake? (a celebration or party)
- b. What is this picture celebrating? (a birthday)
- c. Why is that important? (Answers will vary. Guide students into thinking along the lines that people are important.)
- d. What other things do we celebrate? (Accept any reasonable answers.)

Week 6 | Holidays 6.4

4. Read the article as a class, or have the students read the article in pairs and highlight the word "celebrate" each

51. Display the ePresentation visual of a similar Idea Web, and model completing the graphic organizer to generate ideas for an opinion piece. Narrate your thoughts as you complete each section. 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 get into small groups to discuss their opinions about the topic in general or about more specific aspects related to it. Tell students to take notes during the discussion to help them think of ideas for their opinion pieces. Remind students to follow agreed-upon rules for discussions.

DIRECT students to Skills Practice 1 page 51. Have them each complete the graphic organizer, using the topic chosen by the class and including three opinions they have about the topic or ideas related to the topic.

Grammar, Mechanics, and Usage
Instruct, Guided Practice, Apply: Follow presentation and Teacher's Edition guide

and the predicate is the verb or verb phrase that tells what the subject is doing. Have students identify the subject and predicate in each.

My neighbor delivers newspapers. subject: My neighbor; predicate: delivers newspapers
The tall, lanky pitcher threw a strike. subject: The tall, lanky pitcher; predicate: threw a strike

WRITE the following words and phrases on the board and have students use them as the subjects and predicates in three original sentences. Tell them to make sure they use the subjects and predicates in the correct order in each sentence.

Penmanship: Small Letters e and o

REVIEW with students the formation of small letters e and o. Trace the letters. 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 letters on a sheet of paper several times. Tell students to correct or rewrite poorly-formed letters.

about, and the predicate of a sentence is the verb or verb phrase that tells what the subject is or does. Remind students that a complete sentence always includes a subject and a predicate. Have students write two complete sentences, and then trade sentences with a partner. Each partner should identify both the simple and complete subject and predicate in each sentence.

Penmanship: Small Letters e and o

HAVE students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters. Review the words on the board with students. Tell them to write the words on their papers as many times as they can in three minutes. Tell students you will time them and will tell them when to stop. Remind them to form the letters e and o properly and to write legibly.

Assessment

Use Lesson and Unit Assessment 1 page 52

Differentiation / Accommodations

Intervention: For students

positive and negative words to describe their writing topics. Have students use words from the appropriate list, depending on their points of view about their topics.

Have students share their TREE graphic organizers with a partner.

HAVE students revise their TREE graphic organizers based on any feedback received from their partners. Then have students begin writing their drafts. Tell students to make sure they are keeping the goals in mind as they revise. Tell students that they can continue planning as they draft by adding, changing, or reordering their ideas as needed.

Spelling /er/ spelled er, ir, ur, /or/ spelled or, ore

GIVE students the pretest by reading aloud the words and sentences below. Have students write each spelling word on a sheet of paper, and then have them proofread and correct any misspelled words. Give the challenge words and sentences to students as well.

Differentiation / Accommodations

Intervention: For students who need more support,

time they read it. They should circle it three times.

5. Discuss the meaning of the word "honor." Have students highlight it in the text.

a. Ask: Why do we use this word for people who made a difference? (We show respect for their sacrifices and efforts to make things better for others.)

6. Show the video "Why Are There National Holidays?" Students should listen for things that get celebrated.

7. In their interactive notebooks, have the students divide a page into four and write the words "We celebrate or honor" four times down the left side of the page.

8. Next, using the article text, have the students write the four types of things we celebrate/honor. (history of the United States; historic events; heroic people; people who made a difference)

9. Have students get into small groups and think about national holidays they are familiar with. Have groups make a list of holidays

Spelling: /ng/ spelled **■ng, /nk/ spelled **■nk**, inflectional ending -ing, /əl/ spelled **el**, **le**, **al**, and **il****

TELL students that /ng/ is spelled ■ng, /nk/ is spelled ■ nk, and /əl/ can be spelled el, le, al, and il. Display the ePresentation visual of the following word pairs on the board: think/think, middle/middle, rushin/rushing, strong/stronga, pickil/pickle, sink/singk, gravle/gravel, shrang/shrank, grining/grinning, blangk/blank. Have volunteers come to the board and circle the correctly-spelled word in each pair. Tell each student to pronounce the word correctly.

ASSIGN pages 53–54 from Skills Practice 1 for students to practice spelling words with /ng/ spelled ■ ng, /nk/ spelled ■ nk, inflectional ending -ing, and /əl/ spelled el, le, al, and il.

Differentiation / Accommodations

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

Differentiation / Accommodations

Intervention: If students are having trouble understanding how to complete the TREE graphic organizer, then during Workshop pair them with an on-level or beyond- level student. Have the more proficient student model completing the TREE graphic organizer, explaining each step in the process.

Enrichment: If students are able to complete the TREE graphic organizer, then during Workshop have them complete a second TREE graphic organizer using the opinion piece they completed in the previous lesson. If students are ready for a challenge with the TREE graphic organizer, then during Workshop have them complete a second TREE graphic organizer using the opinion piece they completed in the previous lesson. Have them suggest two ways they could improve the piece.

Social Studies
Week 6: Article 2:

needing additional support, use the Intervention Teacher's Guide during Workshop to reteach these Writing and Spelling skills.

Enrichment: Students will make a journal entry. When they are finished, they will have a partner edit their writing using revising skills they have learned previously.

Social Studies
Week 6: Article 9: A New Holiday to Honor _____

Standards
2.SS.1.F

- I can identify important national holidays.
- I can explain the meanings of important holidays.

Lesson / Instruction

1. Review the week, using a timeline. Review the concept of a timeline with your students, if necessary.
2. Have students place the holidays they have learned about in chronological order, based on when they occur during the year. This could be done in their interactive notebooks.

use the Intervention Teacher's Guide during Workshop to reteach these Writing and Spelling skills.

Enrichment: If students are ready for a challenge with this week's spelling words, then during Workshop have them write five sentences using the spelling words. Have them leave the spelling word out of each sentence, and then trade sentences with a partner. The partner should fill in each blank with the correct spelling word.

Recess

Math

Review topic 4

Lunch

Recess

Tier II/III Math

Unit 3

Lesson / Instruction

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

RTI

and discuss what we celebrate or honor for each holiday.
10. Discuss their will learn more about patriotic national holidays this week.

Vocab:
celebrations
heroic
honor
patriotic
veteran

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.

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

Science

Lesson 3: Use Solids Part 2

Standards

2-PS1-1, 2-PS1-2

Students will...

- investigate how the properties of some solids make them useful.

Lesson / Instruction

Vocabulary: purpose
Jumpstart

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

Enrichment: Students will create 3 sentences with predicates and subjects with a partner. They will switch and underline and circle the predicates and subjects in their partner sentences.

Guidance

Library

Martin Luther King Jr. Day (taught with "Veterans Day," "Juneteenth," "Native American Day," "Independence Day," "Memorial Day," and "Thanksgiving Day")

Standards

2.SS.1.F

- I can identify important national holidays.
- I can explain the meanings of important holidays.

Lesson / Instruction

Walkthrough slides 5-11 go with this lesson.
2. This lesson plan covers all the articles about specific national holidays. It can be done all in one day if there is time. Alternatively, it can be split and done as your class has time.
3. Have students create a page in their interactive notebooks for each holiday.
4. Each page should be divided into four sections that have the following question words:
a. What? or: Who?
b. When?
c. Why?
d. How?
5. For each article, follow steps 6-9 below.
6. Look at the images related to

a. Note: This activity could also be done on the board as a class review.

3. Have students each share with a peer which holiday they like best and why.

4. In the same pairs, have students think about a new holiday that they could create. Who would they honor and why?

5. Have students complete the activity in the student edition to propose a new holiday about someone they know of who has made a difference in the lives of others.

6. Have students share with their classmates.

7. When they are done, have students cut out the activity from the student edition and put it in their interactive notebooks.

Vocab:
celebrations
heroic
honor
patriotic
veteran

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

Gimkit Review

Recess

RTI Tier III

Independent reading/ catch up on blue folder work

ELA/Workshop time

Week 6 Assessment- Holidays

Standards

2.SS.1.F

- I can identify important national holidays.
- I can explain the meanings of important holidays.

Lesson / Instruction

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

Differentiation / Accommodations

Intervention: For students who need more support, use the Intervention Teacher's Guide during Workshop to reteach these Writing and Spelling skills.

Enrichment: If students are ready for a challenge with this week's spelling words, then during Workshop have them write five sentences using

Discovery Activity-
Act out a solid item to a partner- no words :)
UInvestigate Lab
Read and answer questions- pages 22-23
Quest Check in

When we are reading and answering questions, I will observe on how kids are participating and if they understand the information. Use pages 22-23 to help them comprehend the information from their science notebooks.

Differentiation / Accommodations

Intervention: I will walk around the 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.

Enrichment: If students understand the information, they will create a video explaining the information they have learned about solids.

the celebration, and have students discuss what they see.

7. Read the article. As you read, have students follow along in their student edition.
8. After reading, discuss each of the following questions:

- a. What or who is being honored?
- b. When is the celebration held?
- c. Why do we celebrate this event or person? (The aim of this question is to get to the meaning of the celebration.)
- d. How do people celebrate? (The aim here is to have students think about what they see during the celebration, and thus be able to describe the types of activities that mark this particular celebration.)

9. Reread the article and stop for students to highlight the answers to the questions in the text, where appropriate.
10. Students should then write or draw answers to the questions in the appropriate section of the page in their interactive notebooks.

on what is needed based on article 2-8. Extension:

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

the spelling words. Have them leave the spelling word out of each sentence, and then trade sentences with a partner. The partner should fill in each blank with the correct spelling word.

Art

Fun Friday

Science

Topic 1 Assessment

Standards

2-PS1-1, 2-PS1-2

Students will...
-Take assessment to show learning from topic 1.

Lesson / Instruction

1. Take assessment- teacher will read each question aloud. Students will work one by one as teacher reads.
2. Work on makeup work when finished or read a book.

Vocab:
celebrations
heroic
honor
patriotic
veteran

Differentiation / Accommodations

Intervention: I will walk around the room and review students' information. If they are having struggles on getting the needed information, we may use sentence starters or examples on what is needed based on article 2-8.

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.