

Monday 09/15/2025	Tuesday 09/16/2025	Wednesday 09/17/2025	Thursday 09/18/2025	Friday 09/19/2025
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA	ELA	Music	ELA	ELA
Unit 1 Lesson 2 Day 2	Unit 1 Lesson 2 Day 3	Unit 1 Lesson 2 Day 4	Unit 1 Lesson 2 Day 5	Unit 1 Lesson 3 Day 1
Standards 2.L.4.d	Standards 2.L.1.g, 2.L.2.e	Standards 2.RF.4.b, 2.RF.4.a, 2.RF.4.c, 2.RL.1	Standards 2.RF.4.b, 2.L.1.g	Standards 2.L.2.e
Students will: • Students will build oral language skills.	Students will... • blend words with /j/ spelled dge , /k/ spelled ck , and /ch/ spelled tch . • learn new high-frequency words. • build oral language skills and vocabularies. • apply sound/spelling correspondences to spell dictated words with /j/, /k/, and /ch/.	Students will... • read a Decodable Story. • build fluency.	Students will... • blend words with closed syllables. • blend words with /j/ spelled dge , /k/ spelled ck , and /ch/ spelled tch . • build oral language skills. • build fluency skills.	Students will... • blend words with the sounds/spellings from Lesson 1 as well as the inflectional endings -s and -es. • build oral language skills. • apply sound/spelling correspondences to spell dictated words with the sounds/spellings from Lesson 1 as well as the inflectional endings -s and -es.
Lesson / Instruction TELL students that the word garden can be used as a noun, a verb, or an adjective. Provide the definitions below, and then ask students to create different sentences using garden as a noun, a verb, and an adjective on their whiteboards. Remind students that the words in Line 4 are compound words.	Lesson / Instruction Blending: INTRODUCE /j/ spelled dge , /k/ spelled ck , and /ch/ spelled tch using Sound/Spelling Cards 10, 11, and 34. Use Routine 2, the Whole-Word Blending Routine, to help students blend and read the words in the lines. Use Routine 1A, the High-Frequency Words Routine, to introduce never and under. Then use Routine 3, the Blending Sentences Routine, to have students read each sentence.	Lesson / Instruction Story 1 Book 2: Story 12: A Bridge Read decodable-reviewing expression Review high-frequency words (never, under, how, like, over, walk, water, would), check comprehension, build fluency- partner reading	Lesson / Instruction Blending REVIEW closed syllables using Routine 4, the Closed Syllables Routine. Then review /j/ spelled dge , /k/ spelled ck , and /ch/ spelled tch using Sound/Spelling Cards 10, 11, and 34. Use Routine 2, the Whole-Word Blending Routine, and Routine 3, the Blending Sentences Routine, to have students blend and read the words and sentences from Days 1 and 3. Oral Language Partner writes paragraph with words from lines. Share with class - everyone reading a sentence Pairs: One student chooses a word from the word lines and creates a simple sentence. The partner then extends the sentence, telling	Lesson / Instruction Blending Inflectional Endings: REVIEW /ch/ spelled ch , /th/ spelled th , /sh/ spelled sh , /w/ spelled wh , and /ar/ spelled ar using Sound/Spelling Cards 23, 32, 33, 34, and 38. Use Routine 2, the Whole-Word Blending Routine, and Routine 3, the Blending Sentences Routine, to have students blend and read the words and sentences in the lines. About the Words and Sentences Inflectional endings
Differentiation / Accommodations Assessment: Walking around observing sentences created on whiteboards. Paying attention to which students will need extra assistance during workshop time. Intervention: RETEACH during small group time using the Intervention Teacher's Guide during workshop to reteach that part of the lesson. If students are having trouble reading a word, use Routine 1 to have them blend.	Develop Oral Language: DISPLAY the word	Differentiation / Accommodations Assessment: During fluency practice, walking around to assess students on their fluency and expression. Take notes of what needs to be focused on during small group workshop time. Intervention: RETEACH students that need additional support use the Intervention Teacher's Guide during Workshop to reteach the skills taught in this part of the lesson. For additional practice		

Enrichment:
Determine what they will do during workshop time based on lesson. Have students write list of additional words with double consonants. Have them write list of additional compound words with closed syllables.

ELA

Unit 1 Lesson 2 Day 2

Standards

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

Students will...

- identify Main Idea and Details within a paragraph.
- demonstrate understanding of selection vocabulary words.
- read grade-level text orally, at an appropriate rate.
- turn a research question into a conjecture for Inquiry.

Lesson / Instruction

Close Reading

INFORM students that during the second read of "Ants and Aphids Work Together" they will analyze the text. Explain that this means using different methods to take a closer look at the selection.

Access Complex Text

Main idea and Compare/contrast: Page 46

lines. Ask a student to choose a word, identify the target sound/ spelling in the word, and use the word in a sentence. Then have another student extend the sentence by telling who, what, where, when, why, or how

Guided Practice:

ASSIGN pages 17–18 from Skills Practice 1

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.

Differentiation / Accommodations

Assessment: Grade skills practice pages 17-18- note which students need extra assistance during workshop time.

Intervention: RETEACH using the Intervention Teacher's Guide during the workshop. During the workshop have students make flashcards to practice quickly reading the words from word lines.

Enrichment: Have students write short poems using words from the word lines/ rhyming. Have

with the sound/ spellings from this lesson, have students read Story 12: "Pudge Runs" from Practice Decodable Stories

Enrichment: Have students create a different ending to the decodable text that we read during this lesson.

ELA

Unit 1 Lesson 2 Day 4

Standards

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

Students will...

- demonstrate an understanding of Text Features and Author's Purpose.
- recognize Language Use in a text.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with automaticity.
- plan to collect 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 selection. Explain that they will read with a writer's eye. This means they will examine techniques

who, what, where, when, why, or how. Tell partners to take turns going first.

Fluency

Decodables Book 2 Story 12: Focus on expression

Formal Assessment

Lesson and Unit Assessment page 30-31

Differentiation / Accommodations

Assessment: Results from formal assessment to check level of understanding. Informal observation will be done during fluency reading decodables.

Intervention: Reteach the students needing additional support by using the Intervention Teacher's Guide during workshop to reteach the skills from this lesson.

Enrichment: Use information from assessment to determine what students will do during workshop time- students will be reading one of the decodable stories on Google Classroom to work on adding expression and then completing independent work based on where they are at.

ELA

Unit 1 Lesson 2 Day 5

Standards

Developing Oral Language

POINT to a word in the word lines. Ask a volunteer to read the word and use it in a sentence. Then have the student tell whether the word was used as a noun or a verb.

Guided Practice

ASSIGN pages 29–30 from Skills Practice I

Dictation and Spelling

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.

Informal Assessment

eActivities and eGames

Differentiation / Accommodations

Assessment: ASSIGN pages 29–30 from Skills Practice I

Intervention: RETEACH For students needing additional support by using the Intervention Teacher's Guide during Workshop small groups to reteach the skills taught in this lesson. If students have difficulty with whole-word dictation, use Routine 6.

Enrichment: This information will

Practice Vocab

USE Routine 11, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words. Skills Practice Pages 19 and 20.

Fluency

Rate- practice reading page 46, model and then have students practice.

Inquiry

TELL students that the next step in inquiry is turning a question into a conjecture. Explain that a conjecture is a possible answer to a question. Connect this concept to the way students make a prediction about a story by combining what they already know with what the author tells them. Once students read the story, their prediction may be supported or refuted. Have students share other possible conjectures, and encourage them to be creative.

Remind them that one question can have many conjectures, and list all of their conjectures on the Concept/ Question Board.

Independent

Reading

Explain the colors of stickers on books

Differentiation / Accommodations

Assessment: Skills

students write questions using words from word lines and then exchange papers with another student and answer the questions.

Music

ELA

Unit 1 Lesson 2 Day 3

Standards

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

Students will:

- identify the Main Idea and Details and Compare and Contrast information.
- read grade-level text orally, with prosody.
- apply selection vocabulary to new contexts.
- select a strong research conjecture for Inquiry.

Lesson / Instruction

Access Complex Text

REMIND students that headings within a text often state or give clues to a main idea. Have students identify the heading on page 50.

Compare/Contrast

Build Background

HAVE students share some things they have learned about teamwork from the

that writers use to create well-written pieces.

Writer's Craft

Text Features, Author's purpose, Language Use In their writing notebook, HAVE students write two sentences detailing both what the author wants to explain and how "Ants and Aphids Work Together" might be different if the author's purpose was to entertain or persuade.

Science Connection

REMIND students that bold type emphasizes certain words important to understanding texts. Then have students identify examples of bold type in "Habitats." DISPLAY and read aloud "Habitats." Have students work with a partner to answer the questions. REVIEW with students some reliable websites they can visit to research strange plants and animals and their habitats.

Look Closer

READ aloud each question, and call on various students to answer. Provide enough time for students to respond to each other's questions and to ask new ones when relevant to the topic.

2.RI.10, 2.RF.4.b, 2.L.6

Students will...

- review the selection vocabulary words.
- review the comprehension strategy of Clarifying.
- review Main Idea and Details and Compare and Contrast.
- review Text Features and Author's Purpose.
- review prosody as an aspect of fluency.

Lesson / Instruction

Review Vocab

USE Routine 11, the Selection Vocabulary Routine, to have students review the vocabulary words. Read sentences and fill in the blanks.

Comprehension

Strategy

Access Complex

Text

REVIEW the skills for accessing complex text by telling students to find examples where they identified the main idea and details and compared and contrasted.

Monitor Progress

eActivities and eGames

Writer's Craft

REVIEW the skills for analyzing a writer's craft by having students find places in the text where they noticed text features, language use, and details relating to the

determine what the students will be working on during workshop time. (eActivities and eGames)

ELA

Unit 1 Lesson 3 Day 1

Students will...

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

Lesson / Instruction

Build Background

USE Routine 14, the Reading the Selection Routine, to guide students in reading "The Bat, Birds, and Beasts." Ask what they know about bats. Tell students that bats are the only mammals that are able to fly. Fable: Short story, discuss genre Faithfulness- discuss what it is and how it relates to teamwork Page 63- Essential Question: How can you show loyalty to your teammates?

Preview Selection

USE Routine 12, the Clues, Problems, and

practice pages 19-20 graded, informal assessment walking around while students are practicing fluency to see where they are at and how they are doing

Intervention: Students that are struggling with reading/ comprehension, will be focused on during workshop time. Blending routines- tricky words, using sound/spelling cards. Additional support- use the Intervention Teacher's Guide during the workshop to reteach accessing complex text and vocab words from the lesson.

Enrichment: Create a presentation with a group about what they have learned about teamwork

Computers

Recess

Math

Lesson 3-2 Patterns When Skip Counting By 5s

Standards

2.NBT.2

- I can identify patterns when skip counting by 5s.
- I can describe patterns when skip counting by 5s.

Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about

first two selections.

Read the Poem

TELL students that in this poem the sentences are broken into different lines, but it is important when reading poems to pause at the ends of sentences not lines. Read the Essential Question on page 54, and tell students to keep this in mind as they listen to the poem.

Essential question: Why can it be better to work as a team?

Theme Connection

ASK students how the title of the poem relates to the unit theme.

Fluency

EXPLAIN to students that reading a text with proper phrasing helps to communicate its meaning more clearly. This can be especially true with poems, in which phrasing and rhythm are important elements. Model reading the poem with proper phrasing, rhythm, and intonation.

Text Connections

HAVE students turn to page 56 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 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 expand their understanding of the selection vocabulary words. Display the vocabulary activity at the bottom of page 59. Tell students to following the directions to complete the Extend Vocabulary activity.

Fluency:

Automaticity

Model reading page 46 of "Ants and Aphids Work Together" with automaticity. As you read, pause appropriately at punctuation. Stop reading when you encounter multisyllabic words, such as relationship and symbiosis. Decode each word, and reread the sentence with automaticity. Then continue reading the remainder of the page. Have students each read the page several times with a partner to practice automaticity. Tell them that the more they reread a selection, the more natural their reading will sound.

Inquiry: Step 2: Creating

author's purpose.

Fluency

REMIND students that reading a text with proper phrasing and expression helps to communicate its meaning more clearly.

Monitor Progress

Formal

Assessment: Use Lesson and Unit Assessment 1 pages 32-34, 36-37, 218 to assess students' understanding of the skills taught in this part of the lesson.

Differentiation / Accommodations

Assessment:

Monitoring students to make sure they are understanding information during questions of story. Grading progress monitoring Lesson and Unit Assessment 1 pages 32-34, 36-37, 218

Intervention: Read assessment questions to students out loud. Additional support can be used from the Intervention Teacher's Guide during workshop to reteach based on how students do on the assessment

Enrichment: Allow students to take assessment on their own without me reading questions. When they are done, have students create questions about vocab words, using words in each

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. REMIND students that they will be reading a fable about different kinds of animals. Tell them to think about the moral, or lesson, this story might have, and how that moral relates to teamwork.

How can you work better with others?

Read the Selection

Asking and answering questions Comprehension Strategy Use teacher manual to stop and point out asking/answering questions while reading "The Bat, Birds, and Beasts"

Discuss Selection

Use Routine A, the Handing-Off Routine, to discuss "The Bat, Birds, and Beasts." 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. Have students return to the Clues, Problems, and Wonderings chart. Ask them whether the clues they found while browsing the

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 69-70

Differentiation / Accommodations

Intervention:
If they don't understand the patterns of counting by 5s, 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 3-2 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

Counting by 5s

Lesson / Instruction

Math Facts:

99 math

At Your Seat:

Draw students' attention to the Did You Know? feature on page 56. As a class, discuss what this information means. Tell students to think about the number of ants one hundred aphids could feed, as well as the number of ants required to protect one hundred aphids.

Apply Vocab

USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 58–59.

Review the words and definitions with students. Remind students that the concept vocabulary word is dependence. Then discuss the question on page 59.

Practice

Comprehension

HAVE students turn to Skills Practice 1 pages 21–22.

Fluency: Prosody

EXPLAIN to students that reading a text with proper phrasing helps to communicate its meaning more clearly. Read page 44 of "Ants and Aphids Work Together" with proper phrasing, rhythm, and intonation.

After you read the page aloud, have students repeat it, mimicking your phrasing and expression. Then

Conjectures

REVIEW with students the question and conjecture they selected as a group, and explain that the next step will be to do research and collect information.

Tell students that good research involves using a variety of information sources. Display the list of possible research ideas, discuss these and other resources students might use, and have students suggest any other ideas they might have.

Make a plan for when and how to do research as a class

Differentiation / Accommodations

Assessment:
Comprehension questions on page 57, 2 sentences in notebook detailing both what the author wants to explain and how "Ants and Aphids Work Together" might be different if the author's purpose was to entertain or persuade.

Intervention: During small group, focusing on blending use routines and sound/spelling cards. For students needing additional support, use the Intervention

sentence. Then allow students to pair up and answer each question of their partner's after everyone is done with assessing.

ELA/Workshop time

Unit 1 Lesson 4 Day 3

Lesson / Instruction

Writing an Opinion Piece: Prewriting

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. 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. As a class, decide on the topic most students want to use, and choose that as the topic for the next opinion piece assignment.

selection helped them understand the story.

Faithfulness
Essential Question
Genre Review

Develop Vocab

TELL students they can use the vocabulary strategy Context Clues to figure out the meaning of the word advantage on page 65.

USE Routine 11, the Selection Vocabulary Routine, to introduce the vocabulary words for this reading selection. Use teacher manual to read vocab sentence activity.

Fluency

Model reading page 65 of "The Bat, Birds, and Beasts" with accuracy as students follow along. Display page 65, tracking with your finger as you read. When you encounter a multisyllabic word, such as competitive, draw slash marks to divide the word into syllables (com/pet/i/tive). Then reread the word syllable by syllable before rereading the entire word correctly. Finally, reread the entire sentence fluently and automatically. Have students read this page with a partner twice through practicing fluency (accuracy).

Differentiation /

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

Main Idea and Details

Lesson / Instruction

Focus on finding main idea and details of stories.

If time create their own story and share with others to find main idea and details.

Recess

RTI Tier III

ELA/Workshop time

Unit 1 Lesson 3 Day 5

Standards

2.SL.1.a, 2.L.2.d, 2.L.1.f

Students will...

- review their drafts during a writers' conference.
- take the spelling assessment.
- review helping and linking verbs.
- review formation of the small letters i, l, t, and f.

Lesson / Instruction

Writing an Opinion Piece: Drafting

EXPLAIN to students that they will review their drafts in small

have students find a partner and practice reading sections of the selection aloud with prosody.

Inquiry Step 2:

Create Conjectures

REVIEW that inquiry involves asking good questions and making conjectures about their answers before doing research. Remind them that one question can have many conjectures. Review the list of student conjectures on the Concept/ Question Board, and revisit the question, allowing students to add any new conjectures they have. Display the Question and Conjectures organizer and discuss the sample conjectures. Use a similar chart to list three strong student conjectures. Tell students that the next step will be to begin researching their question and to see how the research relates to their conjecture.

Differentiation / Accommodations

Assessment: Skills practice page 21-22, answer questions in student notebooks from page 56

Intervention: Reading/ comprehension focus during small group time. Use spelling/ sound cards and

Teacher's Guide during Workshop to reteach the writer's craft skills and vocabulary words taught in this lesson.

Enrichment: Create small presentation about what they've learned about teamwork. During workshop, have students write a new heading for the first section of text in "Ants and Aphids Work Together". Remind them it should give a strong clue about the info that will be in the text.

Recess

Math

Lesson 3-4 Understand Even and Odd Numbers

Standards

2.OA.3

- I can determine whether a group of objects is even or odd.
- I can recognize the patterns within even and odd numbers.

Lesson / Instruction

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

REFER students to Skills Practice 1 page 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:

Accommodations

Assessment: Informal assessment while filling out Clues, Problems, and Wonderings

Intervention: Focus during small group if students are having difficulties- blending tricky words, using sentences frames to ask for help... I don't understand, could you clarify.....could someone please explain... could we go over that again...etc.

Enrichment: Provide sentence frames to connect students to each others thoughts and ideas- examples: I agree with _____. I think _____but she thought_____. Have students be thinking of additional questions to discuss with classmates. and how it connects to the theme of teamwork.

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.

groups. Remind them that they should not take criticisms or suggestions personally, and they must be kind and respectful as they make suggestions about others' writing plans. Have students refer to Language Arts Handbook pages 34–37 for additional information and suggestions about writers' conferences.

USE Routine B, the Writing Conference Routine, to explain to students how to provide peer feedback. Have students get into small groups. Remind students to follow agreed-upon rules for discussion.

Have one student in each group read his or her draft aloud. Tell students that each student in the group should identify one positive aspect about the draft. Then have students evaluate the draft using a TREE diagram and offer suggestions for improvement.

Have groups use them to offer additional feedback:

- Did the student use specific content vocabulary related to the topic?
- Did the student use detailed and descriptive language?
- Did the student

blending routines. During workshop, have students add inflectional ending into words. (scurry)

Enrichment:
Presentation about what they have learned about teamwork. Identify different tests of the verb scurry/scurried. Write sentences using scurry, scurried, scurrying.

Recess

Math

Lesson 3-3 Patterns When Skip Counting by 10s and 100s

Standards

2.NBT.2

- I can identify patterns when skip counting by 10s and 100s.
- I can describe patterns when skip counting by 10s and 100s.

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

- Develop the Math Guided Exploration Path- follow the slides that are online
- Bring it Together
4. Practice and Reflect- page 79-80
How will you know they learned it?
During the practice and reflection, I will be able to tell how students comprehend odd and even numbers. During this time, I will walk around to review the work of students. Also, students will do the Exit ticket/ extra practice pages on their own. This will be turned in to assess their work and how they comprehended the work.

Differentiation / Accommodations

Intervention: If they don't understand odd and even numbers, 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 3-4 to help.

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

Follow presentation and Teacher's Edition guide

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/sink, grave/gravel, shrank/shrank, grining/grinning, blank/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

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 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

present a clear point of view?
INSTRUCT students to take notes about the feedback they each receive from their peers. Now that student groups have practiced giving feedback to one group member, have each remaining student in the group read aloud his or her writing. Have the other students provide feedback, using the evaluation questions as a guide and following the agreed-upon rules for discussion.

Spelling:
Inflectional Endings -s, -es, and -ed

Have students take out a clean sheet of paper. Tell them to write the word Spelling and their names in the top margin. Have them number the first ten lines 1–10, skip a line, and then number the next five lines 11–15. Read each word, use it in a sentence, and give students time to spell it correctly.

Monitor Progress
Have students use eActivities and eGames to practice skills learned in this portion of the lesson.
Grammar, Usage, and Mechanics:
Helping and Linking Verbs

REVIEW helping and linking verbs with students. Remind students that linking verbs link the subject

- Bring it Together
4. Practice and Reflect- page 73-74

During the practice and reflection, I will be able to tell how students comprehend skip counting by 10s and 100s.. During this time, I will walk around to review the work of students. Also, students will do the Exit ticket/ extra practice pages on their own. This will be turned in to assess their work and how they comprehended the work.

Differentiation / Accommodations

Intervention: If they don't understand the patterns of counting by 10s and 100s, 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 3-3 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
Counting by 10s

Recess

Tier II/III Math

Odd and Even

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

Main Idea and Details- Using book examples

Lesson / Instruction

Use picture books- find main idea and details- write them down on paper

Recess

RTI Tier III

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

Intervention Teacher's Guide during Workshop to 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.

P.E.

Math

Lesson 3-5 Addition Patterns

Standards

2.OA.3

- I can write an equation to show an even number as a sum of doubles.
- I can write an equation to show an odd number as a sum of near doubles.

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

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 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

of a sentence to a word or phrase that describes the subject. Linking verbs do not show action. Remind students that helping verbs work with main verbs to indicate when the action is happening or has happened.

Have students each write two sentences that contain helping verbs and two sentences that contain linking verbs. Have students trade papers with a partner, and tell each partner to identify the helping and linking verbs.

Penmanship: Small Letters i, l, t, and f

REVIEW for students the formation of small letters i, l, t, and f. Write the words lift, till, and fill on the board to model proper letter formation and spacing.

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 three words on their papers as many times as they can in three minutes. Explain that you will time them and that you will tell them when to stop. Remind them to form the letters i, l, t, and f properly and to write legibly.

Monitor Progress
Use Lesson and Unit

and 100s

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

Main Idea and Details

Lesson / Instruction

Focus on finding main idea and details of stories.

If time create their own story and share with others to find main idea and details.

Recess

Science

Lesson 1

Standards

2-PS1-1

Students will tell the difference between solid, liquid, and gas

Lesson / Instruction

Vocabulary: matter, solid, liquid, gas, and properties
Jumpstart Discovery Activity- describe an item to a partner
UInvestigate Lab
Read and answer questions- pages 8-10

the writing process is publishing. They will 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

- Bring it Together
4. Practice and Reflect- page 83-84

Differentiation / Accommodations

Intervention: If they don't understand odd and even numbers, 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 3-5 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.

Lunch

Recess

Duty

Tier II/III Math

Addition Patterns

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.

Differentiation / Accommodations

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.

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.

Recess

Math

Math review game

Standards

2.OA.3, 2.NBT.2

1. Objective: Skip counting by 1s, 5s, 10s, and 100s to 1,000.

I can understand addition patterns.
I can understand odd and even numbers.

Lesson / Instruction

Play a review game with white boards and markers and slideshow with students to review this topic.

Math checklist when finished.

Lunch

Assessment 1 page 44 to assess students' understanding of the skills taught in this lesson.

Differentiation / Accommodations

Assessment:
Spelling assessment: generalized spelling patterns.
Linking and helping verbs assessment page 44
Penmanship: "i, l, t, f" writing assessment

Intervention: Reteach information needed during small group time- use sentence starters for students that need additional support with opinion writing and provide linking words. For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the writing and spelling skills taught in today's lesson.

Enrichment: Students who are ready for the peer editing stage will work together and start editing their drafts.

Social Studies

Week 4: Article 1- Chronological Thinking

Standards

2.SS.1, 2.SS.1.D

- I can identify and use time words and

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 8-10 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.

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

ELA/Workshop time

Unit 1 Lesson 4 Day 1

Standards

2.W.5, 2.L.2.f, 2.L.6, 2.L.2.e

Students will...

- revise and edit an opinion piece draft.
- generalize learned spelling patterns when writing words.

Lesson / Instruction

drawings or visuals. Remind the other students to listen carefully.

Penmanship: Small Letters e and o
MODEL for students the formation of small letters e and o.
TELL students to hold an unsharpened pencil in the air in front of them. Have students mimic your movements as if they were writing in the air.
Tell students to form a row of each letter on a clean sheet of paper. Say the strokes with them as they begin each row, and then give them time to complete that row of letters. Have students proofread their work. Have them compare their letters to the model and identify which letters can be written more neatly. Have them circle those letters and write them again.

Social Studies

Week 4: Article 2-Past, Present, Future

Standards

2.SS.1, 2.SS.1.D

- I can identify and use time words and timelines.
- I can create a timeline.
- I can put events in

RTI

Main idea and details- game

Lesson / Instruction

Gimkit based on main idea and details

Recess

RTI Tier III

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

Duty

Recess

Tier II/III Math

Review of the week

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

Main idea and details anchor chart

Lesson / Instruction

Create an anchor chart with main idea and details focus

Use either ice cream cone or stool strategy

Recess

RTI Tier III

ELA/Workshop time

Unit 1 Lesson 5 Day 1

Standards

2.L.2.d

Students will...

- blend words with /er/ spelled *er*, *ir*, *ur*, *or*, and *ear*.
- learn new high-frequency words.
- build oral language skills.
- apply sound/ spelling correspondences

timelines.

- I can create a timeline.
- I can put events in chronological order.
- I can explain how events relate to each other.

Lesson / Instruction

1. There is a walkthrough slide deck "Timelines" that goes with this week. Slides 1–8 go with this lesson.

2. Read the story of Anna May Wong to the class. (There is a printable version available, as well as an online version in Extended Reading.) Create a timeline for the events of the story as you read along. You will add items to this timeline again in the "Timelines" lesson, so ensure that it is in a place where it doesn't have to be removed. When you're finished with the story and the timeline, write the word "chronological" on the board. Tell the students you just put things in chronological order.

3. Have the students read the article and highlight all the words that have anything to do with time. ("first," "next," "calendar," "days," "weeks," "months," "timelines")

Writing an Opinion Piece: Revising and Editing

REMIND students that revising is the third step in the writing process. Tell them they need to carefully read their writing and make changes to improve the content of the work. Have students refer to the notes they took during the writers' conference on Day 5 of Lesson 3. Display the ePresentation visual of additional goals for this writing assignment.

- Use specific content vocabulary related to your topic.
- Be sure every sentence has an end mark.
- Use detailed and descriptive language.
- Present a clear point of view.
- Have students refer to Language Arts Handbook page 30-33 for more information and examples of revising.

Model revising your draft, narrating your thoughts as you make changes. 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. Point out to students

chronological order.

- I can explain how events relate to each other.

Lesson / Instruction

Slides 9–10 of the walkthrough slide deck "Timelines" go with this lesson.

2. Show the video "Using a Calendar."

a. Have the students listen for the words "past," "present," and "future" while watching the video.

3. Have the students read the article and underline the words "past," "present," and "future."

Discuss each term as a class.

a. Discuss what the past is. The past is everything that has happened before today. Say:

i. Yesterday is the past.

ii. Last week is in the past.

iii. You were born in the past.

iv. You were in first grade in the past.

b. Have the students come up with more events that have happened in the past.

c. Continue this type of discussion for both the present and the future.

4. Using the printable Past, Present, Future in the student edition, have the students draw an image of themselves in the past and then finish the sentence

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 as you evaluate each opinion as a potential choice.

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 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.

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.

Grammar, Usage, and Mechanics:

to spell dictated words with /er/.

Lesson / Instruction Writing an opinion piece: drafting

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.

Display:

Bats are unique and interesting creatures. Bats are unusual and weird creatures. 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 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

4. Work through the activity on page 4 of the student edition as a class. Explain the words that are used to describe things that happened a long time ago ("year," "decade," "score," "century"). Have students write the answers in their student editions as you work through the questions.

5. If you have a schedule hanging in the classroom, walk through the schedule and connect it to the word "chronological." Do the same thing with your class calendar.

6. Show the video "Timeline Intro." Encourage students to watch for how to create a timeline.

7. Ask the students to brainstorm three or four activities that you have done as a class. Put those activities in chronological order.

8. Have students create a timeline of those activities in their interactive notebooks.

9. Have the students add a sentence about something important or special they have done in the past. Next, have them write about a big dream that they have and would like to do in the future.

Differentiation / Accommodations

Intervention: I will

the use of the linking words first, so, second, last, and if in the last draft. Discuss how the new phrases and words still include linking words but are more descriptive and add clarity to the paragraph. Point out specific content vocabulary and details that help make the writing more interesting.

REMIND students that after they have revised their writing, the next step is editing. They will check their writing for spelling, punctuation, and grammatical errors before they publish it. Tell students to turn to Language Arts Handbook page 38–41. Model editing your revised draft, explaining why you make each change. INSTRUCT students to revise and edit their opinion pieces using the checklist and proofreading marks on Skills Practice 1 page 38 and Language Arts Handbook page 38. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings.

GIVE students the pretest by reading aloud the words and sentences below. Have students write each spelling word on

frame that goes with it. Have them do the same things for the box titled "Present" and the box titled "Future."

5. Have the students complete the printable to create a timeline of events in their lives to share with a few students.

6. Have them each share their timeline with two other students. Students should compare and contrast their timelines, using these questions:

- What things do they have in common?
- What things are different?

7. Have a discussion as a class about what they discovered.

8. Have the students write in their interactive notebooks about three things that they would like to do in the future and one memory of something they did in the past.

Vocab:

century
chronological
day
decade
month
score
timeline
week
year

While going through the lesson, students will do the follow task to check their understanding of the lesson:

Using the printable in

Subjects and Predicates

REVIEW with students that the subject of a sentence is the noun that tells whom or what the sentence is about, 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

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, 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

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 needed.
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 1- Properties of Matter

Standards

2-PS1-1

Lesson / Instruction

1. Essential Question:
How can different materials be used? Introduce topic- the essential question Quest Kickoff- Toy Building Kit UConnectLab- Which object is bigger

Literacy Connection- page 8

During the UConnect Lab activity, I will walk around to assess to see if students are understanding the use of measurement to describe matter.

Differentiation / Accommodations

Intervention:
I will walk around the

a sheet of paper, and then have them proofread and correct any misspelled words. Read aloud the challenge words and sentences to students as well. DIAGNOSE misspelled words.

Differentiation / Accommodations

Assessment: Pre-test/diagnostic, skills practice page 37 review

Intervention: During small group, we will practice using sentence starters and generating details.

Enrichment:
Challenge students to expand their writing and generate details. Work with a partner to share details and decide which are the best ones to use.

Guidance

Library

the student edition, have the students decide on a timeline they would like to create. They can choose to make a timeline of their families, starting at any point and going forward. They could also choose to use a storybook family with which they are familiar. Help students decide the types of events they could include in the timeline and monitor for misconceptions. 5. Next, have students create their timelines, following these instructions:

a. Give the timeline a title.

b. Draw images in chronological order in the blank boxes.

c. In the caption area, use dates or sequential terms ("first," "next," "then," "and then," "last").

d. On the lines provided, write a short description about what is happening in each image.

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 my examples of using

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.

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

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.

Art

Fun Friday

review students information, If they are having struggles on getting the need information, we may use sentence starters or examples on what is need based on my examples. Students will use the phenomena Readers once finished. Below-Learn About Properties of Matter

Extension:
If students are finished and understand the information, they can research a piece of land like theirs. Find information about this piece of land. Students will use the phenomena Readers once finished. On Level- Properties of Matter Advance- All About Properties of Matter STEM Engineering- Properties of Matter

timelines.

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

P.E.

they completed in the previous lesson. Have them suggest two ways they could improve the piece.

Social Studies

Week 4: Article 3 Timelines and Assessment

Standards
2.SS.1, 2.SS.1.D

- I can identify and use time words and timelines.
- I can create a timeline.
- I can put events in chronological order.
- I can explain how events relate to each other.

Lesson / Instruction

Slides 11-16 of the walkthrough slide deck "Timelines" go with this lesson.

2. Have the students read the article and connect the descriptions to the image of the timeline organizer. Have the students look at the timeline in the student edition as you discuss what timelines have.

a. Timelines have events and dates in order: the boxes go from left to right.

b. Timelines are divided into sections: separate boxes.

c. Timelines change over time: the images you can create in the boxes show change over

time.

3. Add to the Anna May Wong timeline you created earlier. Use the primary source images, found in related media or the walkthrough slide deck. Display or print the images and have students work in small groups to analyze the images. Discuss each image as a class and decide where it belongs on the timeline you created previously. As you discuss the images, note the information that is important in a timeline.

4. Using the printable in the student edition, have the students decide on a timeline they would like to create. They can choose to make a timeline of their families, starting at any point and going forward. They could also choose to use a storybook family with which they are familiar.

Help students decide the types of events they could include in the timeline and monitor for misconceptions.

5. Next, have students create their timelines, following these instructions:

- a. Give the timeline a title.
- b. Draw images in chronological order in the blank boxes.
- c. In the caption area,

use dates or sequential terms ("first," "next," "then," "and then," "last").

d. On the lines provided, write a short description about what is happening in each image.

6. Optional activity: Have the students write a summary, using the timeline images.

Vocab:
century
chronological
day
decade
month
score
timeline
week
year

Using the printable in the student edition, have the students decide on a timeline they would like to create. They can choose to make a timeline of their families, starting at any point and going forward. They could also choose to use a storybook family with which they are familiar.

Help students decide the types of events they could include in the timeline and monitor for misconceptions.

5. Next, have students create their timelines, following these instructions: a. Give the timeline a title.

b. Draw images in chronological order in

the blank boxes.
c. In the caption area, use dates or sequential terms (“first,” “next,” “then,” “and then,” “last”).
d. On the lines provided, write a short description about what is happening in each image.

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 my examples of using timelines.

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

Science
Lesson 2
Standards
2-PS1-1
I can describe matter by its different properties.
Lesson / Instruction
Vocabulary: weight, texture, magnetic, flexibility, hardness
Jumpstart Discovery
Activity- describe an item to a partner
UInvestigate Lab

(Next part)
Read and answer
questions- pages
16-18
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 8-10 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.

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