

Monday 10/13/2025	Tuesday 10/14/2025	Wednesday 10/15/2025	Thursday 10/16/2025	Friday 10/17/2025
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA	Music	ELA	ELA	ELA
Unit 1 Lesson 5 Day 5	Unit 1 Lesson 6 Day 1	Unit 1 Lesson 6 Day 2	Unit 1 Lesson 6 Day 3	Unit 1 Lesson 6 Day 3
Standards 2.RF.4.b	Standards	Standards 2.RF.4.a, 2.RF.4.c	Standards 2.RF.4.a, 2.RF.4.c, 2.RF.4.b	Standards 2.RF.4.a, 2.RF.4.c, 2.RF.4.b
Students will... <ul style="list-style-type: none">blend words with /er/ spelled er, ir, ur, ear and words with /or/ spelled or, ore.build oral language skills.	Students will... <ul style="list-style-type: none">review words with /ch/ spelled ch, /th/ spelled th, /sh/ spelled sh, /w/ spelled wh_, and /ar/ spelled ar.learn a new high-frequency word.read a Decodable Story.	Students will... <ul style="list-style-type: none">review words with closed syllables.review words with /j/ spelled dge, /k/ spelled ck, and /ch/ spelled tch.build writing skills.build fluency.	Students will... <ul style="list-style-type: none">review words with closed syllables.review words with /ch/ spelled ch, /th/ spelled th, /sh/ spelled sh, /w/ spelled wh_, /ar/ spelled ar, /j/ spelled dge, /k/ spelled ck, and /ch/ spelled tch.review words with the inflectional endings -s, -es, and -ed.build writing skills.build fluency.	Students will... <ul style="list-style-type: none">review words with closed syllables.review words with /ch/ spelled ch, /th/ spelled th, /sh/ spelled sh, /w/ spelled wh_, /ar/ spelled ar, /j/ spelled dge, /k/ spelled ck, and /ch/ spelled tch.review words with the inflectional endings -s, -es, and -ed.build writing skills.build fluency.
Lesson / Instruction Phonics and Decoding: /er/ spelled er, ir, ur, or, ear and /or/ spelled or, ore	Lesson / Instruction Phonics and Decoding: Review Lesson 1 Sounds/ Spellings	Lesson / Instruction Phonics and Decoding: Review Lesson 2 Sounds/ Spellings	Lesson / Instruction Phonics and Decoding: Review Lesson 2 Sounds/ Spellings	Lesson / Instruction Phonics and Decoding: Lesson 3 Sounds/Spellings and Inflectional Endings
REVIEW /er/ spelled er, ir, ur, or, and ear and /or/ spelled or and ore using Sound/ Spelling Cards 39 and 37. 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. START at one end of the classroom and work your way around so that each student has a chance to read at least one of the words in the word lines aloud. After every student has had a chance to read, ask for volunteers to finish the remaining words and	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. Then review the high-frequency words that were introduced in Lesson 1 (far, much, start, upon, which). Use Routine 1A, the High-Frequency Words Routine, to introduce live (/liv/). Tracks at a Pond: New High-Frequency Word: live Reviewed High-Frequency Words: by, walk USE Routine 9, the Reading a Decodable Story Routine, to have students read "Tracks at a Pond."	REVIEW /j/ spelled dge , /k/ spelled ck , and /ch/ spelled tch using Sound/Spelling Cards 10, 11, and 34. Review the high-frequency words that were introduced in Lesson 2 (never, under). Then have students read the words and sentences from Lesson 2. DISPLAY the following multiple-meaning words from the word lines: brush, trip, bridge, check, and match. Have students write two sentences for each word to demonstrate its different meanings. Tell them to be sure their sentences include context that reflects the meaning of the target word.	REVIEW /j/ spelled dge , /k/ spelled ck , and /ch/ spelled tch using Sound/Spelling Cards 10, 11, and 34. Review the high-frequency words that were introduced in Lesson 2 (never, under). Then have students read the words and sentences from Lesson 2. DISPLAY the following multiple-meaning words from the word lines: brush, trip, bridge, check, and match. Have students write two sentences for each word to demonstrate its different meanings. Tell them to be sure their sentences include context that reflects the meaning of the target word.	REVIEW the target sound/spellings by using Sound/Spelling Cards 10, 11, 23, 32, 33, 34, and 38. Review the high-frequency words that were introduced in Lesson 3 (eight, nine). Then have students read the words and sentences from Lesson 3. HAVE students create a two-column chart with the headings Base Word and Inflectional

<p>sentences. If a student struggles with a word, ask another student to help him or her.</p> <p>Review closed syllables. Have students break apart multisyllabic words in the word lines, and ask them to explain their reasoning.</p> <p>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 16 or Story 17. Tell them to read aloud within a group of students that chose the same book. Circulate the groups to monitor whether students are reading accurately.</p> <p>Use Lesson and Unit Assessment 1 pages 55–56 to assess students' understanding of the skills taught in this lesson.</p> <p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. For students needing additional support, use the Intervention Teacher's</p>	<p>Checking Comprehension</p> <p>HAVE students answer the following questions to check their understanding of the story.</p> <p>What is something that birds and skunks like to eat? Birds and skunks like to eat turtle eggs.</p> <p>Where do chipmunks live? Chipmunks live in long, dirt tunnels.</p> <p>What kind of animal paddles in ponds? Ducks paddle in ponds.</p> <p>Building Fluency</p> <p>BUILD students' fluency by having them read "Tracks at a Pond" with a partner. Have the partners reread the story aloud several times. As students partner-read, check their fluency for speed, accuracy, and expression.</p> <p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. If students need additional support with this lesson, refer to the Intervention Teacher's Guide during Workshop to reteach the skills</p>	<p>INTRODUCE this fluency activity by <u>assigning pages 71–72 from Skills Practice 1</u>. Tell students this activity will help them build their fluency. Inform students that they will use these Skills Practice 1 pages over the next three days.</p> <p><u>Make sure students have adequate means to store the pages, or you can collect the pages and then redistribute them each day.</u></p> <p>Explain that paying attention to punctuation will help students 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 the listener time to understand what the sentence means. Model by reading the first two sentences of "A Trip" on page 22. Be sure to demonstrate the difference between pausing at a comma (less time) and pausing at a period (more time). Ask students to raise their hands when they hear you pause.</p> <p>Review the Fluency Checklist on page 21 with students, and make sure they</p>	<p>Ending. Tell students to use the chart to record the base word and inflectional ending for each word in the word lines.</p> <p>BUILD on the fluency concept from Day 2. Have students get pages 71–72 from Skills Practice 1, either from where they were stored or by redistributing the pages you collected. Tell students that a punctuation mark at the end of a sentence tells readers the kind of intonation, or pitch of voice, they should use as they read. Explain that an exclamation point at the end of a sentence signals excitement, and the sentence should be read with special emphasis. Point out to students that their voices should get louder at the end of a sentence with an exclamation point. Explain that a question mark at the end of a sentence signals that a question is being asked, and students' voices should rise at the end of a question. Model proper expression and intonation for students as you read aloud the following sentences from "A Trip" on page 22.</p> <p>Have students take turns reading the passage aloud in small groups. Remind them to use the</p>
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<p>s Guide during Workshop to reteach the skills taught in this part of the lesson.</p> <p>Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards.</p>	<p>taught in this part of the lesson. For additional practice with the sound/ spellings from this lesson, have students read Story 18: "Turtle Shop" from Practice Decodable</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>understand each item on the list. Tell students to use the checklist to help them improve their fluency as they read the passage. Then have students read "A Trip" aloud quietly to themselves.</p> <p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. Some students might need help determining multiple meanings for the given words. Make sure students have access to print or digital dictionaries so they can look up definitions 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>Fluency Checklist on page 21 to help them monitor their rate, accuracy, and expression as they read "A Trip." Skills Practice 1, pages 71-72</p> <p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. For additional practice with proper intonation, provide the following sentences for students to read aloud during Workshop. Did Dad pack the van? Mom did not want to stop! The tunnels were dark! Did the kids want to sing?</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>Music</p>			
<p>ELA</p> <p>Unit 1 Lesson 5 Day 5</p> <p>Standards</p> <p>2.RF.4.b, 2.RL.5, 2.L.5.a, 2.L.6</p> <p>Students will...</p> <ul style="list-style-type: none">• review the selection vocabulary words.• review the comprehension strategy of Making Connections.• review Making Inferences and Main Idea and Details.• review Language Use and the Story Element of Plot.• review accuracy as an aspect of fluency. <p>Lesson / Instruction</p> <p>Review Vocab</p> <p>USE Routine 11, the Selection Vocabulary Routine, to have students review the vocabulary words. Read each of the questions and have students choose the correct answer. Tell</p>	<p>ELA</p> <p>Unit 1 Lesson 6 Day 1</p> <p>Standards</p> <p>2.RI.10, 2.RF.4.a, 2.RF.4.b, 2.RL.10, 2.W.7, 2.W.8, 2.SL.2, 2.SL.3</p> <p>Students will...</p> <ul style="list-style-type: none">• read grade-level text with purpose and understanding.• read grade-level text orally, at an appropriate rate.• deliver presentations for Inquiry.• <p>Lesson / Instruction</p> <p>Build Background USE Routine 14, the Reading the Selection Routine, to guide students in reading "Ellie's Long Walk." Ask if any students know about the Appalachian Trail. Tell them that the</p>	<p>ELA</p> <p>Unit 1 Lesson 6 Day 2</p> <p>Standards</p> <p>2.RF.4.b, 2.L.4.a, 2.RF.4.a, 2.RL.1, 2.RL.10, 2.RI.10, 2.RI.5, 2.RI.1,</p>	<p>ELA</p> <p>Unit 1 Lesson 6 Day 3</p> <p>Standards</p> <p>2.RF.4.b, 2.RL.6, 2.RI.10, 2.RI.1, 2.RL.1, 2.RI.2</p>

students to explain their responses and provide examples and clarification as needed.

Monitor Progress

eActivities and eGames

Comprehension Strategy

Review making connections: Making Connections helps readers understand a story by connecting it to what they already know. Have students identify places in "The Final Game" where they were able to make connections. Then discuss with students how using this strategy helped them understand the story.

Access complex text

Review making inferences and main idea/details

Writer's craft

REVIEW the skills for analyzing a writer's craft by asking students to find examples in the text where they noticed language use and recognized plot as a story element.

Fluency

REVIEW the importance of reading with accuracy. Pronouncing words accurately supports both the reader's and the listener's understandings of the text. Read aloud page 110 from "The Final Game," modeling the techniques students

Appalachian Trail is a path that is more than 2,000 miles long and that it passes through 14 states. Each year, between two and three million people walk at least part of the Trail.

TELL students that "Ellie's Long Walk" is an autobiography. Explain that an autobiography is a story of a real person's life written by that person. Discuss the elements of autobiography.

Explain that "Ellie's Long Walk" can also be classified as narrative nonfiction because it blends elements of fiction with elements of nonfiction in order to make the story exciting. Discuss the elements of narrative nonfiction with students.

EXPLAIN to students that this lesson's concept vocabulary word is partnership. Tell them that partnership is a form of partner and means "the joining together of two or more people or animals." Have students discuss how the word partnership relates to the theme Teamwork.

USE Routine 14, the Reading the Selection Routine, to guide students in reading "Ellie's Long Walk." Ask if any students know about

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

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, with accuracy.

Lesson / Instruction

- TELL students to help you summarize the first half of "Ellie's Long Walk."
- Read Ellie's Long Walk and answer questions on predicting, asking and answering questions, and summarizing.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text by using Routine A, the Handing- Off Routine, to discuss "Ellie's Long Walk." 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

Students will...

- identify Main Idea and Details and Cause-and-Effect relationships.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with expression.

Lesson / Instruction

Close Reading:

INFORM students that they will not read the entire selection "Ellie's Long Walk" a second time. Instead, they will analyze the text using excerpts from the selection. Before you begin, review the following methods for understanding complex text. Remind students about main ideas/details and cause/effect

Access Complex Text:

Examples in teacher's edition

Text Connections:

HAVE students turn to page 156 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.

Practice Vocab:

USE Routine 11, the Selection Vocabulary Routine, to have students practice their vocabulary and

have learned for reading with accuracy.

Use Lesson and Unit Assessment 1 pages 57–59, 61–62, and 221 to assess students' understanding of the skills taught in this part of the lesson

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. Have students work with a beyond-level partner to formulate responses to the vocabulary questions.

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. During Workshop, have students write additional "If you . . ." questions related to the vocabulary words. Present

the Appalachian Trail. Tell them that the Appalachian Trail is a path that is more than 2,000 miles long and that it passes through 14 states. Each year, between two and three million people walk at least part of the Trail.

Ellie's Long Walk, pages 124-125
Instructional Routine 14: Reading the Selection

TELL students that "Ellie's Long Walk" is an autobiography. Explain that an autobiography is a story of a real person's life written by that person. Discuss the elements of autobiography: It is written by a person about his or her own life. It tells the most important information about a person's life and how the person talks, feels, and thinks about things. It may be the story of a person's whole life or only part of a person's life. Events are almost always told in chronological order.

Explain that "Ellie's Long Walk" can also be classified as narrative nonfiction because it blends elements of fiction with elements of nonfiction in order to make the story exciting. Discuss the elements of narrative nonfiction with

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.

- Have students return to the Clues, Problems, and Wonderings chart. Ask them whether the clues they found while browsing the selection helped them understand the story. Discuss the problems and how they were resolved, and then discuss answers to students' wonderings
- REVISIT the Essential Questions for this selection and have students discuss their answers.
- Use sentence-level context as a clue to the meaning of a word or phrase by using Routine 11, the Selection Vocabulary Routine, to introduce the vocabulary words for this reading selection. Display the vocabulary words, pronunciations, and parts of speech. Then have students use the activity below to verify the meaning of each word. Use print and digital reference materials to

determine the meaning of words. Display the selection vocabulary words from "Ellie's Long Walk." Ask students the following questions and have them respond to each with one of the appropriate vocabulary words.

For additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 73–74.

Fluency:
REMIND students that reading with expression helps to communicate the mood and meaning of text. An exclamation point at the end of a sentence signals excitement, and the sentence should be read with special emphasis. Dialogue is also read with expression and in a voice that reflects the character who is speaking. Model proper expression as you read aloud page 150 of "Ellie's Long Walk."

Practice Comprehension:
HAVE students turn to Skills Practice 1 pages 75–76. Read through the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually.

selected questions to the rest of the class for a response.

Recess

Math

Lesson 4-9 Solve Two-Step Problems with Comparison

Standards

2.OA.1

- I can represent two-step compare problems.
- I can solve two-step Compare 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 137-138

Differentiation / Accommodations

Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 4-9 to help us.

students.
Facts about real people, places, or events are included. This information is shaped into a story. The real people become characters; the real places become settings; and the real events become the plot.
Genre: Autobiography
Genre: Narrative Nonfiction

EXPLAIN to students that this lesson's concept vocabulary word is partnership. Tell them that partnership is a form of partner and means "the joining together of two or more people or animals." Have students discuss how the word partnership relates to the theme Teamwork.

HAVE students read aloud the Essential Questions on Student Anthology 1 page 124. Tell them to think about the Essential Questions as they read "Ellie's Long Walk."
How can animals and people work together as a team?
In what ways can pets help people?

USE Routine 12, the Clues, Problems, and Wonderings Routine, to have students browse the first few pages of the selection

determine or clarify the meaning of words and phrases.
• Read grade-level text with purpose and understanding by having students read the first two paragraphs on page 144 twice with a partner to practice reading with accuracy. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

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 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. Provide

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 Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson.

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. Have students compare and contrast the training that Pam and Ellie did with the training required of other teams students have read about in this unit.

ELA/Workshop time

Unit 1 Lesson 6 Day 3

Standards

2.SL.1.a, 2.W.1.d,

<p>Enrichment: 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>REMIND students that they will be reading a story about a real person's life. Ask them to think about how this selection relates to the unit theme Teamwork.</p> <p>BIG IDEA: How can you work better with others?</p>	<p>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 "Ellie's Long Walk" to the unit theme Teamwork.</p>	<p>2.W.1, 2.W.1.b, 2.W.1.c, 2.W.1.a</p> <p>Students will...</p> <ul style="list-style-type: none">• review goals and finish drafting their opinion pieces.• give and receive feedback about their drafts.• review subjects.• review verbs, nouns, and capitalization.• review spelling words.•
Lunch			
Recess			
Tier II/III Math			
RTI			
Recess			
Science			
Topic 2: Changing Matter			
<p>How do you change materials?</p> <p>Introduce topic- the essential question</p>			
<p>Quest Kickoff- Building Bridges</p>			
<p>UConnectLab- How can we use all the materials?</p>			
<p>Literacy Connection- page 47</p>			
Lesson / Instruction			
<p>During the UConnect Lab activity, I will walk around to assess to see if students are understanding the use of measurement to describe matter.</p>			
Differentiation / Accommodations			
<p>Intervention:I will walk around the review students</p>	<p>MODEL the use of the following comprehension strategies as you read the first half of "Ellie's Long Walk" in small groups: Predicting and Confirming Predictions Asking and Answering Questions Summarizing</p> <p>USE EXAMPLES FROM TE BOOK</p> <p>Fluency: Rate</p> <p>REMIND students that reading at an appropriate rate, or speed, is part of reading with fluency. Commas and end marks are signals to pause, and they help readers control the pace of their reading. Readers should not pause at the end of a line if there is no punctuation mark. Read aloud the first paragraph on page 129 from "Ellie's Long Walk." Model pausing briefly at commas and slightly longer at periods. Then have student pairs practice reading the same paragraph at an appropriate rate.</p>	<p>P.E.</p> <p>Math</p> <p>Unit 4 Test</p> <p>Standards</p> <p>2.OA.1</p> <p>1 and 2 step word problems with comparing, addition, and subtraction</p> <p>Lesson / Instruction</p> <p>Order of information: Review questions for each lesson- 1-2 questions each. Go over directions/ read questions for students who need it.</p> <p>Differentiation / Accommodations</p> <p>Small Group Centers for students who understand and don't understand: Will check the assessment during the math checklist. Will pull up students individually, if needed, to review the information that was wrong/missed on this topic assessment.</p>	<p>Lesson / Instruction</p> <p>Writing an Opinion Piece: Drafting</p> <p>Instruct: Display goals and discuss what draft should look like</p> <p>Point out places where your writing included some of these elements.</p> <p>Specific vocabulary: allowance, save, borrow, generous; Linking words and phrases: last reason; Plural nouns: lots, things, decisions, others</p> <p>Guided Practice: HAVE students finish writing the drafts of their opinion pieces. Remind them to use their graphic organizers as a guide and to keep the writer's goals in mind. Circulate among students to help them as needed.</p> <p>Apply: DIRECT students to get into small groups to review their drafts. Refer students to Language Arts</p>
Lunch			

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- Changing Matter Advance- All About Changing Matter STEM Engineering- Changing Matter

ELA/Workshop time

Unit 1 Lesson 5 Day 5

Standards

2.SL.1a, 2.W.5, 2.L.6

- freewrite to generate writing topic ideas.
- identify the audience and purpose of an opinion piece.
- take the spelling assessment.
- review capitalization of the first words of sentences.
- review small letters n and r.

Inquiry: Present Findings: HAVE students present their research findings either as a class for another group or as large groups taking turns.

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. Pair these students with a beyond-level partner for fluency practice. The beyond-level student can act as a mentor and model how to read at an appropriate rate.

Enrichment: Students will work on reading a story together as a pair. They will work on summarizing and asking and answering questions on the story.

Recess

Math

Lesson 4-10 Solve Two-Step Problems Using Addition and Subtraction

Standards

2.OA.1

- I can represent two-

Recess

Tier II/III Math

Standards

K-12.H.4

Students will...

- Read an article about current events
- Ask questions and share what they know about the article.

Lesson / Instruction

1. Pull up Scholastic News Article on the computer
2. Show students the video before reading the article
3. Review vocabulary words before reading the article
4. Ask students to share anything they "know or wonder" before reading the article
5. Read the article as a class- point out captions for images
6. Have students respond to the questions on the back of the article.

Differentiation / Accommodations

This will be done full class. If students need assistance reading the questions on the back I will be guiding and reading them to these students.

Students who need enrichment will be asked to write a short summary of what they read in their notebook.

RTI

Handbook pages 34–37 for a review of writers' conferences. Remind students to follow agreed-upon rules for discussion. Have students take turns reading aloud their drafts. Each student in the group will identify one positive aspect about the draft. Then have students evaluate the draft using a TREE diagram and the writer's goals, and offer suggestions for improvement. Be sure students take notes about the feedback they receive from their peers.

Grammar, Usage, and Mechanics: REVIEW Lessons 1–5. Have students get into groups. Give each group of students a sheet of chart paper. Have students write a sentence on the chart paper and then pass it around to the other members of the groups, so each student can add a sentence. When every student has written a sentence, pass the group's chart paper with sentences to another group so that each group has another group's sentences. Have the first student in each group put a line between the complete subject and the complete predicate.

<p>Lesson / Instruction</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • USE Routine 16, the Graphic Organizer Routine, to review the purpose and benefits of using a TREE graphic organizer to plan their writing. Tell students that they will be writing another opinion piece individually. Display the model of a well-written opinion piece. Discuss the elements of opinion pieces (topic sentence, reasons, and explanations, ending). Have students explain how a TREE graphic organizer can help them plan a similar kind of opinion piece <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions by having students complete the Think section on Skills Practice 1 page 65 to identify the purpose and audience for their opinion pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • REPEAT the pretest, or use the 	<p>step word problems using addition and subtraction.</p> <ul style="list-style-type: none"> • I can solve two-step word problems using addition and subtraction <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 141-142 <p>Differentiation / Accommodations</p> <p>Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 4-10 to help us.</p> <p>Enrichment: Students will choose extended thinking activities during the Tier 2/Title math time. Students will do Use it activity or the websketch</p>	<p>Recess</p> <p>RTI Tier III</p> <p>ELA/Workshop time</p> <p>Unit 1 Lesson 6 Day 2</p> <ul style="list-style-type: none"> • review linking words. • give and receive feedback from peers about writing plans. • set goals for opinion pieces. • draft their opinion pieces. • practice the formation of small letters e and o. <p>Lesson / Instruction</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • HAVE students share their TREE graphic organizers or other graphic organizers with a partner. Display the following questions, and have partners provide feedback about each other's writing plans. • TELL students they will begin drafting their opinion piece, using the graphic organizer and their partner's feedback as guides. • HAVE students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters.- letters E and O <p>Differentiation / Accommodations</p>	<p>Have the next student in each group underline the simple subject of a sentence.</p> <p>Have the next student circle the verb(s) in a sentence and label them as helping, linking, or action.</p> <p>Tell the next student to identify the noun(s) in a sentence as either common or proper nouns.</p> <p>Tell the next student to edit all sentences for proper capitalization or have the student point out several capitalized words and explain why each word begins with a capital letter.</p> <p>Continue this process until all sentences have been marked for the skills taught in this unit.</p> <p>Differentiation / Accommodations</p> <p>Intervention: If students are having trouble understanding how to complete/ revise 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. For students needing additional support, use th Intervention</p>
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following process to assess students. Have students each 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.

- Display the ePresentation visual of the following sentences. Tell students to copy the sentences onto their own papers and to insert capital letters where they are needed.
- HAVE students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters.- letters R and N.
- FORMAL ASSESSMENT Use Lesson and Unit Assessment 1 page 60 to assess students' understanding of the skills taught in this lesson.

Differentiation / Accommodations

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

Exploration from the online portion.

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 1 Lesson 6 Day 1

Standards

2.L.2.e

- review linking words.
- use a graphic organizer to begin planning their opinion pieces.
- generalize learned spelling patterns when writing words.

Lesson / Instruction

Assessment(s):

- DISTRIBUTE a blank TREE graphic organizer to each student. Have them use the TREE graphic organizer or another similar graphic organizer to begin planning their opinion pieces.
- Generalize learned spelling patterns when writing words by using the following process to review spelling words from Lessons 1–5. Have students take out a clean sheet of paper. Tell them to write the word Spelling

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

Enrichment: Students will add more to their handwriting page, by creating words and including them in a sentence that start with letters E and O.

ELA/Workshop time

Unit 1 Lesson 6 Day 2

- review linking words.
- give and receive feedback from peers about writing plans.
- set goals for opinion pieces.
- draft their opinion pieces.
- practice the formation of small letters e and o.

Lesson / Instruction

Assessment(s):

- HAVE students share their TREE graphic organizers or other graphic organizers with a partner. Display the following questions, and have partners provide feedback about each other's writing plans.
- TELL students they will begin drafting their opinion piece,

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

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 a 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 a previous lesson. Have them suggest two ways they could improve that paragraph.

Recess

Math

Review topics 2-4

Standards

2.OA.1

Students will...

- Take Apart problems, Add on problems, and 2 step problems on equations. I can understand take apart problems. I can understand add

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

Enrichment: Have students extend their publishing skills by also creating a FlipGrid explaining their thoughts.

Guidance

Library

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 and give students time to spell it correctly. Tell them to spell the challenge words, but assure them that misspelling a challenge word will not affect their test scores.

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

Enrichment: If students are able to complete the TREE graphic organizer, then during Workshop have

using the graphic organizer and their partner's feedback as guides.

• HAVE students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters.- letters E and O

Differentiation / Accommodations

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

Enrichment: Students will add more to their handwriting page, by creating words and including them in a sentence that start with letters E and O.

Social Studies

Week 7: Article 2-3: Landmarks of the United States and Which Landmark is it?

Standards

2.SS.1, 2.SS.1.G

• I can identify man-made landmarks of the United States.

Lesson / Instruction

Slides 4–15 of the walkthrough slide deck "Landmarks" go with this lesson.

on problems.

- Counting patterns arrays odd/even repeated addition place value

Lesson / Instruction

Order of information:

Solve and Share-check in to see what

students will need extra guidance through the game. Guided Practice- 3 review example problems to go over ways to get answers.

Independent work-math basketball/math

checklist

Differentiation / Accommodations

Intervention: Students will come back to the tables to do more examples of adding 3 or 4 numbers together within 100. We will continue to work on 1 step story problems too. We will continue to work on addition and subtraction math facts.

Enrichment: Students will come back to the tables to do more examples of adding 3 or 4 numbers together. We will continue to solve up to two-three steps in the story problems. Continue to work on addition and subtraction math facts.

them complete a second TREE graphic organizer using the opinion piece they completed in a 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 a previous lesson. Have them suggest two ways they could improve that paragraph.

Social Studies

Week 7: Article 1:
Human Features

Standards

2.SS.1.G, 2.SS.1

- I can identify man-made landmarks of the United States.

Lesson / Instruction

There is a walkthrough slide deck, "Landmarks," that goes with this week. Slides 2 and 3 go with this lesson.
2. Create a T-chart on the board. Write "Physical Features" on one side of the T-chart, and prompt students to recall examples of physical features.
3. Show students images of landforms and bodies of water to

2. As a class, review the landmarks in the United States. Use one symbol to mark the landmarks students have heard of or seen. Use a different symbol to mark for the landmarks students would like to know more about.
3. Have students mark the landmarks in their student editions.
4. Read about each landmark, beginning with the landmark "Crazy Horse Memorial." For each landmark, follow steps 5–9.
5. Have students find the landmark on the spread on pages 2–3.6. Show the images and read the information about the landmark.
7. Have students read along with you and highlight important information in the text. This might include:
a. the type of landmark
b. where it is
c. why people might consider it important or interesting
8. Discuss students' ideas as a class.
9. Have students turn to page 4 of the student edition and find the picture of the landmark. Have students write the

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 1 Lesson 6 Day 3

Standards

2.SL.1.a, 2.W.1.d, 2.W.1.c, 2.W.1.b, 2.W.1.a, 2.W.1

Students will...

- review goals and finish drafting their opinion pieces.
- give and receive feedback about their drafts.
- review subjects.
- review verbs, nouns, and capitalization.
- review spelling words.
-

Lesson / Instruction

Writing an Opinion Piece: Drafting
Instruct: Display goals and discuss what draft should look like
Point out places where your writing included some of these elements.
Specific vocabulary: allowance, save, borrow, generous;
Linking words and phrases: last reason;
Plural nouns: lots, things, decisions, others

Guided Practice:
HAVE students finish writing the drafts of their opinion pieces.

<p>prod their memories.</p> <p>4. Write “Human Features” on the</p> <p>other side of the T-chart, and ask</p> <p>students what they think could be added in that column. (Answers will vary. The purpose here is to get students to think about what human features are rather than to list specific human features.)</p> <p>5. Read the first paragraph of the article. While reading, prompt students to underline the examples of human features noted in the article. (bridges, factories, buildings, and parks)</p> <p>6. After reading, have students recall and share the examples of human features from the article</p> <p>and complete the T-chart.</p> <p>7. Have students work individually or in pairs. Have them write down as many human features about their city/ town/neighborhood as they can on a piece of paper in 3–5 minutes. Prompt students to use the examples from the article, if necessary.</p>	<p>name of the landmark on the line below the picture.</p> <p>10. Follow the same process for each landmark.</p> <p>11. When finished, have students create flashcards with the images on page 4 by cutting out each image and pasting it on cardboard or stiff paper. Once the cards are made, have students write 1–2 sentences about each landmark on the reverse side of the corresponding image.</p> <p>12. Have students test themselves, or each other, to see if they can remember the names or details of the landmarks.</p> <p>13. As an exit ticket, have students write the landmark they thought was most interesting from the lesson. Have them explain their reasons.</p> <p>Vocab: human features man-made landmarks</p> <p>Differentiation / Accommodations</p> <p>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 2-3.</p> <p>Extension:</p>	<p>Remind them to use their graphic organizers as a guide and to keep the writer’s goals in mind. Circulate among students to help them as needed.</p> <p>Apply: DIRECT students to get into small groups to review their drafts. Refer students to Language Arts Handbook pages 34–37 for a review of writers’ conferences. Remind students to follow agreed-upon rules for discussion. Have students take turns reading aloud their drafts. Each student in the group will identify one positive aspect about the draft. Then have students evaluate the draft using a TREE diagram and the writer’s goals, and offer suggestions for improvement. Be sure students take notes about the feedback they receive from their peers.</p> <p>Grammar, Usage, and Mechanics: REVIEW Lessons 1–5. Have students get into groups. Give each group of students a sheet of chart paper. Have students write a sentence on the chart paper and then pass it around to the other members of the groups, so each student can add a sentence.</p>
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8. Have students share their answers while you write them on the board. Monitor for understanding, and ensure that students are describing human features and not physical features.

9. Read the second paragraph of the article. Ensure that students understand that landmarks are a type of human feature.

10. Ask students to review the paragraph and highlight the type of human features "landmarks" are. (They are well-known human features.)

11. Ask students to look at the images on the cover page of the student edition. Do they know/have they seen any of these features?

12. Have students think about landmarks in your local area. Show some prepared images of local landmarks that students might recognize to help spark ideas.

13. Discuss students' ideas as a class.

14. Have students create a page titled "Landmarks" in their interactive notebooks. Students should

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

Science

Topic 2 Lesson 1- Observe Changes in Matter

Standards

2-PS1-2, 2-PS1-3

I can explore different ways matter can change.

Lesson / Instruction

Vocabulary: matter
Jumpstart Discovery
Activity- change the paper
UInvestigate Lab (Next part)
Read and answer questions- pages 50-52
Quest Check In
Assessment- online quiz

When we are reading and answering questions, I will observe on how kids are participating and if they understand the information. Use pages 22-23 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

When every student has written a sentence, pass the group's chart paper with sentences to another group so that each group has another group's sentences.

Have the first student in each group put a line between the complete subject and the complete predicate.

Have the next student in each group underline the simple subject of a sentence.

Have the next student circle the verb(s) in a sentence and label them as helping, linking, or action.

Tell the next student to identify the noun(s) in a sentence as either common or proper nouns.

Tell the next student to edit all sentences for proper capitalization or have the student point out several capitalized words and explain why each word begins with a capital letter.

Continue this process until all sentences have been marked for the skills taught in this unit.

Differentiation / Accommodations

Intervention: If students are having trouble understanding how to complete/ revise the TREE

write a definition of the word “landmark” and draw one or two examples of landmarks on thepage.
Vocab:
human features
man-made landmarks

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.

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

P.E.

struggles on getting the need information, we may use sentence starters or examples on what is need based on my examples.

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

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

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

Art

Fun Friday