

| Monday<br>01/05/2026   | Tuesday<br>01/06/2026   | Wednesday<br>01/07/2026  | Thursday<br>01/08/2026   | Friday<br>01/09/2026   |
|--|---|--|--|--|
| Morning meeting  | Morning meeting   | Morning meeting  | Morning meeting  | Morning meeting  |
| <b>ELA</b><br><b>New Years Activities</b><br><b>Standards</b><br>2.RF.3.c, 2.RF.3.a, 2.L.2.d, 2.L.2.e<br><br>Students will...<br><ul style="list-style-type: none"> <li>review long and short vowel sounds</li> <li>review open and closed syllables</li> </ul> <b>Lesson / Instruction</b> <ul style="list-style-type: none"> <li>Blending and segmenting words with short and long vowel sounds to review open and closed syllables</li> <li>Review high-frequency words from previous weeks.</li> <li>New Year Resolution making word activity.</li> <li>GimKit on open and closed syllables. (if time allows)</li> </ul> <b>Differentiation / Accommodations</b><br>Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson.<br><br>Enrichment: Will challenge students create 3-4 syllable words in the making word activity. | <b>ELA</b><br><b>Fastbridge</b><br><b>Music</b><br><b>ELA</b><br><b>Fastbridge</b><br><b>Recess</b><br><b>Math</b><br><b>Lesson 7-2 Measure Length with Feet and Yards</b><br><b>Standards</b><br>2.MD.1<br><ul style="list-style-type: none"> <li>I can measure length in feet and yards.</li> </ul> <b>Lesson / Instruction</b> <ol style="list-style-type: none"> <li>Number Routine: Math Picture- discuss prompts to talk about student reasoning.</li> <li>Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual</li> <li>Explore and Develop:           <ul style="list-style-type: none"> <li>Pose the problem</li> <li>Ask 2 clarifying questions</li> <li>Develop the Math Guided Exploration Path- follow the slides that are online</li> <li>Bring it Together</li> </ul> </li> <li>Practice and Reflect- pages 9-10</li> </ol> <b>Differentiation / Accommodations</b><br>Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 | <b>Music</b><br><b>ELA</b><br><b>Unit 3 Lesson 3 Day 1</b><br><b>Standards</b><br>2.RF.3.b, 2.RF.3.c, 2.L.2.e<br><br>Students will... <ul style="list-style-type: none"> <li>blend words with /ā/ and /ē/ spellings.</li> <li>learn new high-frequency words.</li> <li>build oral language and vocabulary skills.</li> <li>apply sound/spelling correspondences to spell dictated words with /ā/ and /ē/</li> </ul> <b>Lesson / Instruction</b> <ul style="list-style-type: none"> <li>Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the word in the first two lines. For Lines 3 and 4, have students read the words, stopping to blend any words they cannot read fluently and automatically.</li> <li>Use Routine 1A, the High- Frequency Words Routine, to introduce different and only. Then display the sentences, and have students read them using Routine 3, the Blending Sentences Routine.</li> <li>Have a student choose a word from the word lines and act</li> </ul> <b>Differentiation / Accommodations</b><br>Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 | <b>ELA</b><br><b>Unit 3 Lesson 3 Day 2</b><br><b>Standards</b><br>2.RF.4.b, 2.RF.4.a<br><br>Students will... <ul style="list-style-type: none"> <li>build oral language skills.</li> <li>read a <b>Decodable Story</b>.</li> <li>build fluency.</li> </ul> <b>Lesson / Instruction</b> <ul style="list-style-type: none"> <li>Phonics and Decoding: /ā/ and /ē/ spellings           <ul style="list-style-type: none"> <li>DISPLAY the following verbs from the word lines: gain, play, tweet, retreat, and create. Ask volunteers to name different nouns that can be connected with these verbs. For example, gain money, birds tweet, and so on. After students have made suggestions to go with each verb, ask more volunteers to use the verbs and suggested nouns in different sentences.</li> </ul> </li> <li>Fluency: Reading a Decodable Story   Book 4, Story 31: Meet the Bats           <ul style="list-style-type: none"> <li>New High-Frequency Words: different, only</li> <li>Reviewed High-Frequency Words: about, are, how,</li> </ul> </li> </ul> | <b>ELA</b><br><b>Unit 3 Lesson 3 Day 3</b><br><b>Standards</b><br>2.L.2.e, 2.RF.3.a<br><br>Students will... <ul style="list-style-type: none"> <li>blend words with /f/ spelled ph, /m/ spelled _mb, and silent letters.</li> <li>build oral language skills and vocabularies.</li> <li>apply sound/spelling correspondences to spell dictated words with /f/, /m/, and silent letters.</li> </ul> <b>Lesson / Instruction</b> <ul style="list-style-type: none"> <li>Phonics and Decoding: /f/ spelled ph, /m/ spelled _mb, and silent letters</li> <li>Blending:           <ul style="list-style-type: none"> <li>INTRODUCE /f/ spelled ph, and /m/ spelled _mb using Sound/ Spelling Cards 6 and 13. Have students explain what the red blank means before the _mb spelling pattern. It means a vowel comes before this spelling. Explain that the b is silent in the _mb spelling pattern.</li> <li>Review /n/ spelled kn_ and gn and /r/ spelled wr_ as examples of other spellings with a silent letter.</li> <li>Use Routine 2, the Whole-Word</li> </ul> </li> </ul> |

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| <p><b>Nonfiction text</b></p> <p><b>Standards</b><br/>2.RI.2, 2.RI.9, 2.L.2.d</p>  | <p>time. We will review and use the guided practice from 7-2 to help us.</p> <p>Extension: Students will choose extended thinking activities during the Tier 2&gt;Title math time. Students will do Use it activity or the websketch Exploration from the online portion.</p> | <p>it out. The first student to correctly guess the word can act out another word from the word lines</p> <p><b>• ASSIGN pages 181-182 from Skills Practice</b></p> <p><b>1</b></p> <p>USE Routine 7, the Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate the words and sentences for students to write.</p>   | <p>into, know, two, where</p> <ul style="list-style-type: none"> <li>• USE Routine 9, the Reading a Decodable Story Routine, to have students read "Meet the Bats." With this story being nonfiction, tell students to use the context to monitor their accuracy and comprehension.</li> </ul>  | <p>Blending Routine, to have students blend and read the words in the first two lines. For Lines 3 and 4, have students read the words, stopping to blend any words they cannot read fluently and automatically. You might need to inform students of the silent letters prior to reading the words in these lines.</p>  |
| <p><b>Lesson / Instruction</b></p> <ul style="list-style-type: none"> <li>• Review the main idea and details throughout a text and how we can identify it in a nonfiction text.</li> <li>• Review vocabulary words that are from the text</li> <li>• Highlight the main ideas and details from the text as a class/partner</li> <li>• Venn Diagram activity with a partner</li> <li>• GimKit on comprehension on the story.</li> </ul> | <p>Lunch</p> <p>Recess</p> <p><b>Tier II/III Math</b></p> <p><b>Fastbridge</b></p> <p><b>RTI</b></p> <p><b>Fastbridge</b></p> <p>Recess</p> <p><b>Science</b></p> <p><b>Topic 6 Lesson 1-Identify Habitats Part 1</b></p> <p><b>Standards</b><br/>2-LS4-1</p>                 | <p>Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the skills taught in this part of the lesson. Have students write the plural form for any singular nouns in the word lines during Workshop.</p> <p>Enrichment: Have students list additional singular and plural noun pairs that end in _y and _ies, respectively during Workshop.</p> | <p><b>Differentiation / Accommodations</b></p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson.</p> <p>Enrichment: Students will create a video explaining 3 facts they learned from the story.</p> <p><b>Lesson / Instruction</b></p> <p>Vocabulary: habitat, diversity, adaptation</p> <p>Jumpstart Discovery Activity- Habitat discovery</p> <p>UInvestigate Lab (Next part)</p> <p>Read and answer questions- pages 198</p> <p>Video</p> <p>Read and answer questions- pages 199</p> <p>Quest Check In</p> | <p>Checking Comprehension</p> <ul style="list-style-type: none"> <li>• Have students answer the following questions to check their understanding of the story. Tell them to point to their answers in the text.</li> </ul> <p><b>Building Fluency</b></p> <ul style="list-style-type: none"> <li>• Build students' fluency by having them read "Meet the Bats" with a partner. Have the partners reread the story aloud several times. As students partner-read, check their fluency for accuracy.</li> </ul> <p><b>Differentiation / Accommodations</b></p> <p>Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught</p> |
| <p><b>Computers</b></p>  | <p>ELA</p>  | <p>About Words and sentences- teacher's manual</p> <p>Developing Oral Language:</p> <ul style="list-style-type: none"> <li>• HELP students build their vocabularies by choosing a word from the word lines and making up a clue for the word. Have students identify the word that matches the clue. For examples:</li> <li>• This sound lets you know that a train is coming. whistle</li> </ul>                        |   |  |

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| <p>Recess</p> <p><b>Math</b></p> <p><b>Lesson 7-1 Measure Length with Inches</b></p> <p><b>Standards</b><br/>2.MD.1</p> <p>• I can measure length in inches.</p> <p><b>Lesson / Instruction</b></p> <ol style="list-style-type: none"> <li>1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.</li> <li>2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual</li> <li>3. Explore and Develop:       <ul style="list-style-type: none"> <li>- Pose the problem</li> <li>Ask 2 clarifying questions</li> <li>- Develop the Math Guided Exploration Path- follow the slides that are online</li> <li>- Bring it Together</li> </ul> </li> <li>4. Practice and Reflect- pages 5-6</li> </ol> <p><b>Differentiation / Accommodations</b></p> <p>Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 7-1 to help us.</p> <p>Extension: Students will choose extended thinking activities during the Tier 2/Title math time.</p> <p>Students will do Use it activity or the</p> | <p><b>Assessment- online quiz</b></p> <p><b>Differentiation / Accommodations</b></p> <p>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 needed based on examples.</p> <p>Extension: If students understand the information, they will create a video explaining what they have learned about habitats.</p> <p><b>ELA/Workshop time</b></p> <p><b>Fastbridge/ Core Phonics Screener</b></p> <p>Guidance</p> <p>Library</p> | <p><b>Unit 3 Lesson 3 Day 1</b></p> <p><b>Standards</b><br/>2.RF.4.b, 2.RF.4.a, 2.RL.10, 2.RI.1, 2.RI.10, 2.RI.10.a, 2.SL.1.b, 2.SL.1.c</p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• apply the comprehension strategies Predicting and Summarizing.</li> <li>• build on others' talk in conversation.</li> <li>• use context to determine the meanings of words, confirming and self-correcting as necessary.</li> <li>• read grade-level text orally, with accuracy</li> </ul> <p><b>Lesson / Instruction</b></p> <ul style="list-style-type: none"> <li>• USE Routine 14, the Reading the Selection Routine, to guide students in reading "Victor's Journal." Ask students what changes they would make to their school building if they could design a new one.</li> <li>• USE Routine 13, the Know, Want to Know, and Learned Routine, to have students browse the selection. Explain to students that browsing will help them to read the text with purpose and understanding. Students may preview the entire informational</li> </ul> | <p>in this part of the lesson. For additional practice with the target sounds/ spellings in this lesson, during the Workshop have students read Story 31: "Cleaning for Gramps" from Practice Decodable Stories.</p> <p>Enrichment: Have students read the decodable story again, but have them work on adding various forms of expression to them.</p> <p><b>ELA</b></p> <p><b>Unit 3 Lesson 3 Day 2</b></p> <p><b>Standards</b><br/>2.RF.4.b, 2.RI.5, 2.RL.10, 2.W.7, 2.W.8</p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• distinguish Fact and Opinion in a text.</li> <li>• identify Sequence of events in a text.</li> <li>• demonstrate understanding of selection vocabulary words.</li> <li>• read grade-level text orally, at an appropriate rate.</li> <li>• collect information for Inquiry.</li> </ul> <p><b>Lesson / Instruction</b></p> <p>Close Reading Victor's Journal: INFORM students that during the second read of "Victor's Journal" they will analyze the text. Before you begin the second read of</p> | <ul style="list-style-type: none"> <li>• You might find this in your lap after dinner. crumb</li> <li>• Invite volunteers to make up clues as well.</li> <li>• Review Lines 3 and 4, and ask students to think of other words that have these silent-letter patterns. Have a volunteer say the new word, then use it in a sentence.</li> </ul> <p>USE Routine 7, the Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate the words and sentences for students to write.</p> <p><b>ASSIGN pages</b><br/><b>183-184 from Skills Practice 1 for students to apply /f/ spelled ph, /m/ spelled mb, and silent letters.</b></p> <p><b>Differentiation / Accommodations</b></p> <p>Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. Have students draw illustrations for several words in the word lines during Workshop.</p> <p>Enrichment: Have</p> |
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websketch  
Exploration from the online portion.

Lunch

Recess

Tier II/III Math

**Core Phonics Screener**

RTI

**Core Phonics Screener**

Recess

RTI Tier III

**Core Phonics Screener**

ELA/Workshop time

**New Years Resolution**

**Standards**

2.L.2, 2.W.3,  
2.L.1.g, 2.L.1

Students will...

- Review goal setting
- Review complete sentences
- Review proper grammar

**Lesson / Instruction**

- Review what is included in a sentence.
- Do a daily grammar fix-up with a partner.
- Go over the resolution and what to include/ think about.
- Create a new Year resolution with 3 goals.

**Differentiation / Accommodations**

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

text  
to look at illustrations, captions, and charts.

- MODEL AND PROMPT the use of the following comprehension strategies during the first read of "Victor's Journal."
- Predicting and Confirming Predictions
- Summarizing
- Use Routine A, the Handing-Off Routine, to discuss "Victor's Journal."

Engage students in a discussion by asking them the questions that follow. Have students record their responses in their Writer's Notebooks, which will be referenced during the culminating task at the end of the unit. Remind students to build on each other's conversations by connecting their comments to the comments of others and to ask questions using who, what, where, when, why, and how to demonstrate understanding of key details in the text.

- REMIND students that the concept vocabulary word for this lesson is an improvement. Provide the definition again, and ask students to discuss how the word relates to this selection
- REVISIT the Essential Questio

"Victor's Journal" review the following methods for understanding complex text. HAVE students turn to the Reading Resources portion of their Student Anthologies. This section can be found at the back of the books. Read over the Fact and Opinion and Sequence ACT Skill section to give students additional practice and support.

Access Complex Text: Sequence and Fact/Opinion-examples in teacher's manual

Practice Vocab:  
USE Routine 11, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words. Display the selection vocabulary words from "Victor's Journal." Ask students the following questions and have them respond with the appropriate vocabulary words. Which word is a synonym for handle? lever  
Which word means "at the same time as"? while  
Which word names a kind of map or plan? blueprints  
Which word is an antonym for unprotected? insulated  
Which word names a type of building

students write sentences that include two words from the word lines during Workshop. Have students write sentences that include one word from each of the four word lines during Workshop.

**ELA**

**Unit 3 Lesson 3 Day 3**

**Standards**

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

Students will...

- distinguish Facts from Opinions in a text.
- identify Sequence of events in a text.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with expression.
- collect information for Inquiry.

**Lesson / Instruction**

Access Complex Text: Sequence and Fact/opinion examples in teacher's manual

Text Connections:

- Comprehension questions
  - HAVE students turn to page 372 of Student Anthology 1. Tell them to write an

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

Enrichment: Create a video on Class Dojo going over the goals that were created and how they will follow the resolutions.

### Social Studies

#### Week 15: Article 1 A constitutional republic

##### Standards

2.SS.5.E, 2.SS.5.D, 2.SS.5.G

- Students will be able to explain the differences between the legislative, executive, and judicial branches.
- Students will be able to explain what Congress, the president, and the Supreme Court do.
- Students will be able to explain what a governor and state legislators

##### Lesson / Instruction

Vocab:  
abide by  
bill  
congress  
executive branch  
governor  
judicial branch  
legislate branch  
public officials  
separation of powers  
supreme court

n for this selection and have students discuss their answers.

- USE Routine 11, the Selection Vocabulary Routine, to introduce the vocabulary words for this reading selection.
- Have students read the page twice with a partner. Remind students that if they do not recognize or if they mispronounce a word while reading, they should decode each syllable, reread the word, and then reread the entire sentence until they can read it correctly

#### Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson. 1. Provide sentence frames to help students ask for clarification. For example, I do not understand . Could someone explain ?

Enrichment: Have students identify a synonym and an antonym for the word insulated. Provide sentence frames to help students connect their

material that hardens as it dries? cement Which word means "the skeleton of a building"? frame

**For additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 185–186.**

Fluency/Rate: REMIND students that fluent readers use commas, end marks, and other punctuation as clues to help them read at an appropriate rate. Punctuation signals when readers should pause.

Read aloud page 361 from "Victor's Journal." Model pausing briefly at commas and slightly longer at periods. Then have student pairs practice reading page 361 at the proper rate.

Inquiry step 3: collect information- note taking

REMIND students that note taking is an important part of research. Review that all note taking involves writing a few important points from a source, but that people have developed different methods for doing this.

Review how to take combination notes and how to write a summary. Explain that another note-

answer for each question in their notebooks. After students have finished writing their answers, read each question with the class. Ask volunteers to read their answers.

Provide enough time for students to respond to each other's questions and ask new ones when relevant to the topic.

- Draw students' attention to the Did You Know? feature on page 372. As a class, discuss what this information means. Have students consider why building foundations are so important.

#### Apply Vocab:

- USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 374–375.
- Start by reviewing the words and definitions with students. Then explain to them that many English words can be used in different ways. Sometimes

## veto

The first three slides from the walkthrough slide deck, "The United States Government," go with this lesson.

2. Before beginning the lesson, think about a possible scenario that will work for your class to model how a representative system of government works.

This could be a decision about a class rule or recess for the day. Anything that seems like it would be important to the students will work for this activity. Examples might include: bringing things to class (i.e., markers, pencil boxes, toys, etc.), using specific playground equipment, having recess inside or outside, getting to sit where they choose in the classroom, etc.

3. Pose the compelling question and discuss what it means, if necessary. Explain that the week will be devoted to studying how the United States government works. By the end of the week,

they should be able to answer the compelling question, "How does the United States government work?"

4. Write the terms

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 "Victor's Journal" to the unit theme My Community at Work.

## Recess

## Math

**Lesson 7-3**  
**Compare Lengths**  
**Using Customary Units**

## Standards

2.MD.4

- I can compare lengths using customary units.

## Lesson / Instruction

- Number Routine: Math Picture- discuss prompts to talk about student reasoning.
- Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
- 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
- Practice and Reflect- pages 13-14

**Differentiation / Accommodations**

Intervention: If they don't understand these

taking skill is the use of symbols within notes.

Display the slide showing how to use symbols and abbreviations, and use the techniques to brainstorm ideas as a class. Have volunteers make a list of symbols and abbreviations on the board. Connect the use of these symbols to the use of abbreviations and emoticons in text messages and emails—could some of the same abbreviations be helpful when taking notes?

Explain that such symbols can be especially helpful when taking notes during an interview or when taking notes on an audio or video presentation. Make a class list of symbols and abbreviations for note taking, and post it where students can reference it when taking notes. Give each group time to work together to take notes from one or two sources; remind them of any task assignments you helped them with.

**Differentiation / Accommodations**

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

a word can function as a noun, but also as a verb. Sometimes a suffix can change a noun into an adjective.

- Tell students that, as they read this text, they should pay close attention to this week's selection vocabulary words and how each word is used here. You may want to have students compare and contrast the new and original definitions and parts of speech.
- Remind students that the concept vocabulary word is improvement. Have them discuss the question on page 375: Think about the word improvement. Can you think of some improvements you could make at school or in your neighborhood? Possible Answers: I could help my teacher keep the classroom cleaner; I could help my neighbor plant vegetables in the community garden.

Fluency- expression:

- REMIND students that reading with expression helps to communicate a text's meaning and to make the text more

"constitutional republic," "representatives," and "public officials" on the board. Ask the students what they know about the terms. Write their ideas next to the terms.

5. Do a choral reading of the article "A Constitutional Republic" with the students. Have them highlight the terms "constitutional republic," "representatives," and "public officials" in the text.

Discuss the meaning of the terms as a class. (A constitutional republic is a government in which leaders are elected by the people and the laws are written in a constitution. The Constitution determines what the government can and can't do.

Representatives are people chosen to act and speak for the people. These representatives are called public officials.)

6. Have students circle any words or phrases they don't understand, and go over them as a class.

7. Have the students repeat the term "constitutional republic" after you. Say that you are going to model the ideas of a constitutional republic as a class.

problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 7-3 to help us.

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

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

### Unit 3 Lesson 3 Day 1

Students will...

- use realistic dialogue in their stories.
- draft their realistic stories.
- generalize learned spelling patterns.

### Lesson / Instruction

• USE Routine 15, the Modeling Writing Strategies Routine, to explain to students that including realistic dialogue in their stories will make the stories more interesting and believable. Use a realistic story with dialogue that

Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson. 1. Provide sentence frames to help students ask for clarification. For example, I do not understand. Could someone explain ?

**Enrichment:** Have students identify a synonym and an antonym for the word insulated. Provide sentence frames to help students connect their comments to those of others. For example, I agree with what said, and I think . said , but I think . Have students think of additional discussion questions to help classmates connect "Victor's Journal" to the unit theme My Community at Work.

ELA/Workshop time

### Unit 3 Lesson 3 Day 2

Students will...

- practice the formation of small letters v and w.

### Lesson / Instruction

REVIEW with students the formation of small letters v and w. v

Starting point, slanting down right, slanting up right: small v

enjoyable. The pitch of one's voice should rise at the end of sentence that is a question, and exclamatory sentences should be read with special emphasis. Read aloud the last paragraph on page 358 from "Victor's Journal," demonstrating proper expression when reading a question and an exclamatory sentence. Then have students find a partner and practice reading page 358 with expression.

**Inquiry step 3: collect info**

- Help groups create surveys related to their conjectures, as their interest leads. Then assist students with finding appropriate people within the school or community to whom they can administer their survey(s).

**HAVE students turn to Skills Practice 1 pages 187–188.**

**Read the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually.**

### Differentiation /

8. Discuss how the class can choose representatives for the classroom, just like citizens do in the U.S. government.

9. Help the students understand that for a constitutional republic to work, all people agree to "abide by" the decisions of their representatives. Relate this concept to the activity you are doing. Ensure that all students agree to abide by the decision of their representatives. Perhaps they could sign their name to an agreement or raise their hands and say, "Yes."

10. If you have class rules that govern behavior, these could form the constitution for your classroom. Otherwise, establish some ground rules specifically for this activity.

11. Put students in groups, representing states or communities. Each group will elect one person to represent their group (community).

12. Present the previously chosen situation to the representatives and have them vote. The whole class must abide by their decision, even if they don't like it.

13. Discuss what went well and what

students have previously read in class. Have students relate the realistic dialogue to conversations they have had in real life.

- DISPLAY your draft of a realistic story that was completed in the previous day's lesson. Point out any instances of dialogue you included in the story. Ask students if they think the dialogue you included in the story sounds realistic. Possible Answer: Yes, it sounds like the way my dad or mom would talk. Ask students to identify instances of informal language, and have them compare those instances with the type of language used in their informative/explanatory writing. Explain that because dialogue should sound realistic, informal language, like that used by people in everyday speech, makes sense in a narrative, but is not typically used in formal informative/explanatory writing.
- Have students make suggestions for other realistic dialogue that

w  
Starting point, slanting down right, slanting up right, slanting down right, slanting up right: small w  
Write the words villain and wear on the board to model proper letter formation.

Write each letter 5 times and each word 3 times.

REMIND students that revising is the next step in the writing process. Explain that they will meet in writers' conferences to have peers read their drafts and provide feedback. Then they will carefully read their writing and make changes to improve the content of the work.

Use Routine B, the Writing Conference Routine, to explain to students how to provide peer feedback. Direct students to get into small groups. Have one student in each group read his or her draft aloud. Each student in the group will then identify one positive aspect about the draft.

MODEL revising your draft, narrating your thoughts as you make changes. Point out where you add descriptive details, action words, or time-and-order words.

Have students

## Accommodations

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

Enrichment: Provide sentence frames to help students connect their comments to those of others. For example, I agree with what said, and I think . said , but I think .

## ELA/Workshop time

### Unit 3 Lesson 3 Day 3

#### Standards

2.L.2.f, 2.L.2.a

Students will...

- capitalize days, months, holidays, cities, states, and geographic names.
- review spelling words.

#### Lesson / Instruction

Writing:

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 pages 38–41 for more

didn't as a class. The purpose of this discussion is to help students understand that a representative system only works well when everyone follows the rules and honors agreements. Ask:

- What were some of the problems with this system?
- What if representatives choose to do what they want instead of what the people want?
- What might happen if there are no rules/constitution to guide how the representatives act?
- Are they part of a minority (smaller group) that want something different?

14. Discuss how the activity is similar to the constitutional republic of the United States.

Week 15 | The United States Government  
15.5

15. Do a shared write to create a paragraph that explains what a constitutional republic is. Have students draw an image that represents a constitutional republic in their interactive notebooks.

16. Extension activity: Put the following questions on the board and have students work in groups to answer them, using the article text

could be added to your draft.

- INSTRUCT students to finish writing the drafts of their realistic stories. Tell them to add a line or two of realistic dialogue as they draft, or to think about dialogue they could add during the revising step of the writing process.

Refer students to Language Arts Handbook pages 200–201 for more information about and examples of using dialogue in narrative writing.

#### Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide to reteach the Grammar, Usage, and Mechanics skills taught in this lesson. If students need help writing dialogue, then have them talk in pairs about what they did yesterday. Tell them this is dialogue. Review their dialogue with them.

Enrichment: If students easily write dialogue, then have them expand some of their characters' actions that go along with the dialogue. Tell them

suggest revisions, and incorporate their suggestions whenever possible. 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.

INSTRUCT students to revise their realistic stories using proofreading symbols and the checklist on Skills Practice 1 page 176, as well as the following list of writer's goals. To help students add additional details to their stories, refer them to Language Arts Handbook pages 198–199 for more information and examples.

Independent Checklist:

- Practice letters
- Journal entry: What did you do during your 2 snow days?
- Green Folder
- Practice spelling words twice
- Boddle, EPIC, read a book

#### Differentiation / Accommodations

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

information about and examples of the editing step.

Model editing your revised draft, explaining why you make each change. Point out where you edit to keep the point of view consistent. Have students make suggestions for edits, and incorporate their suggestions wherever possible. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings. 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.

TELL students it is easy to miss simple errors when correcting their work, so it is always a good idea to have another student read the material as well.

Have students exchange stories with a partner. Have the partner read through the revised draft and note three places where edits should be made. Have students return the stories to their authors with the list of suggested edits.

INSTRUCT students to edit their realistic stories using proofreading symbols and the checklist on Skills Practice 1 page

and their experience. Give students the choice of working together or independently on this.

- a. How are our leaders chosen? (We vote for our leaders.)
- b. What are our leaders called? (public officials)
- c. What agreement gives government leaders power? (Voters agree to abide by or follow the decisions of elected officials.)
- d. What do our leaders do? (They represent us.)

#### Differentiation / Accommodations

**Intervention:** I will walk around the room and review students' information. If they are having struggles on getting the needed information, we may use sentence starters or examples on what is needed based on article 1.

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

#### Science

##### Topic 6- Habitats

###### Standards

2-LS4-1

1. Essential Question:  
How do habitats

to make the characters' speech consistent with what people say in real life.

#### Social Studies

##### Week 15: Article 2-5 State Government

###### Standards

2.SS.5.G, 2.SS.5.E,  
2.SS.5.D

- Students will be able to explain the differences between the legislative, executive, and judicial branches.
- Students will be able to explain what Congress, the president, and the Supreme Court do.
- Students will be able to explain what a governor and state legislators do.

#### Lesson / Instruction

Vocab:  
abide by  
bill  
congress  
executive branch  
governor  
judicial branch  
legislate branch  
public officials  
separation of powers  
supreme court  
veto  
Slides 4–8 of the walkthrough slide deck "The United States Government" go with this lesson.  
2. Review what students previously learned about the

taught in this lesson. If students need help writing dialogue, then have them talk in pairs about what they did yesterday. Tell them this is dialogue. Review their dialogue with them.

**Enrichment:** If students easily write dialogue, then have them expand some of their characters' actions that go along with the dialogue. Tell them to make the characters' speech consistent with what people say in real life.

#### P.E.

#### Math

##### Lesson 7-4 Relate Inches, Feet, and Yards

###### Standards

2.MD.2

- I can explain the relationships between inches, feet, and yards.

#### 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

176, as well as the following list of writer's goals. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings.

**Grammar, Usage, and Mechanics:**  
Capitalization—Days and Months, Holidays, Cities, States, and Geographic Names

- DISPLAY the ePresentation visual for the following sentences. Point out the initial capitals of proper nouns in the sentences.

- We plan to travel to Sioux City for Memorial Day. Sioux City, Memorial Day
- My grandmother lives in Mesa, Arizona. Mesa, Arizona
- Our meeting is scheduled for the second Tuesday of April. Tuesday, April

- Explain to students that the days of the week, the months of the year, holidays, cities, and states and other geographic names are all proper nouns and should be capitalized.

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| support living things?  |
| <b>Lesson / Instruction</b>   |
| Introduce topic- the essential question   |
| Quest Kickoff- Protect a Habitat  |
| UConnectLab- What is out there  |
| Literacy Connection- page 195   |
| During the UConnect Lab activity, I will walk around to assess to see if students are understanding the Main Idea and Details and the essential question from today.  |
| <b>Differentiation / Accommodations</b>   |
| Intervention: I will walk around the review students information. If they need help with 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 Habitats |
| Extension: If students are finished and understand the information, they can research one habitat they want to learn about. Find information about this plant.  |

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| Constitution. One option for this is a hot potato-style review. For this review, have students work in small groups. Give each group a page with a question, such as:   |
| a. What is a constitution? (a document that establishes a country or state and its laws)  |
| b. What is the purpose of a constitution? (to establish the laws and organization of a government)  |
| c. What are the parts of the Constitution of the United States? (The Constitution has three parts:  |
| i. The preamble explains the purpose of the document.   |
| ii. The articles explain how the government should be run. They define the power of the government. The articles ensure that no branch has too much power. The Constitution balances the power so no one person is too powerful. It helps the power remain with the people. |
| Week 15   The United States Government 15.6   |
| iii. The amendments are changes made after the Constitution was written. There have been 27 amendments to the Constitution of the United States.)   |
| 3. Have students  |

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| slides that are online - Bring it Together 4. Practice and Reflect- pages 17-18  |
| <b>Differentiation / Accommodations</b>  |
| Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 7-4 to help us. |
| Extension: Students will choose extended thinking activities during the Tier 2/TITLE math time.  |
| Students will do Use it activity or the websketch Exploration from the online portion.   |
| Lunch  |
| Recess   |
| Tier II/III Math   |
| RTI  |
| Recess   |
| RTI Tier III   |
| ELA/Workshop time  |
| <b>Unit 3 Lesson 3 Day 2</b>   |
| Students will...   |
| <ul style="list-style-type: none"> <li>• practice the formation of small letters v and w.</li> </ul>   |
| <b>Lesson / Instruction</b>  |
| REVIEW with students the formation of small letters v and w.   |
| v  |
| Starting point,  |

|  |
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| • DISPLAY the ePresentation visual for the following sentences. Have volunteers capitalize the proper nouns.   |
| • HAVE volunteers share the city or state in which they were born, their favorite day of the week, their favorite holiday, the month in which they were born, or local geographic places. Write their responses on the board, but do not capitalize days of the week, months, holidays, or place names. Have students come to the board and capitalize the proper nouns. |
| Spelling: /f/ spelled ph; /m/ spelled _mb; Silent Letters  |
| <ul style="list-style-type: none"> <li>• REMIND students that /f/ can be spelled ph, /m/ can be spelled _mb, and some letters in words are silent.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Display the ePresentation visual for the following word pairs: limb/lim, urb/herb, lamb/lamm, dowt/doubt, phone/foan, graph/ graph, haff/half, scent/centh, fase/phase, crum/ crumb .</li> </ul>  |
| • Have volunteers come to the board  |

discuss the question and write an answer on the page. Students should then pass the paper to another group. Each group then reviews what the previous group wrote and decides if there is anything else they can add to the answer.

4. Read the article as a class. Have students look for and highlight the idea of separation of powers in the text.

5. Write the phrase "separation of powers" on the board.

6. Discuss the following scenario with the students:

a. Two teams were going to have a tug-of-war competition.

One side was allowed to have 10 people, but the other side was only allowed to have four.

i. Discuss the situation and ask students for their thoughts. Lead the conversation toward the idea that when the power is unbalanced (when one group has more power than another), it is easy for a situation to become unfair.

7. Ask students how this situation relates to "separation of powers." (The situation shows an imbalance of power. It is not a fair

slanting down right, slanting up right: small v  
w  
Starting point, slanting down right, slanting up right, slanting down right, slanting up right: small w  
Write the words villain and wear on the board to model proper letter formation.

Write each letter 5 times and each word 3 times.

REMIND students that revising is the next step in the writing process. Explain that they will meet in writers' conferences to have peers read their drafts and provide feedback. Then they will carefully read their writing and make changes to improve the content of the work.

Use Routine B, the Writing Conference Routine, to explain to students how to provide peer feedback. Direct students to get into small groups. Have one student in each group read his or her draft aloud. Each student in the group will then identify one positive aspect about the draft.

MODEL revising your draft, narrating your thoughts as you make changes. Point out where you add descriptive details,

and circle the correctly-spelled word in each pair. Instruct each student to pronounce the word correctly.

- [ASSIGN pages 191–192 from Skills Practice 1 for students to practice spelling words with /f/ spelled ph, /m/ spelled mb, and silent letters.](#)
- [Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.](#)

#### Differentiation / Accommodations

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

Enrichment: If students easily write dialogue, then have them expand some of their characters' actions that go along with the dialogue. Tell them to make characters' speech consistent with what people say in real life.

Recess

Math

Review of Topic 7

Standards

situation. Separating the power between three branches ensures that the government is balanced in power. It makes it more likely for leaders to seek consensus and ensure fairness for everyone.)

8. Show the video “American Federal Government Branches - 2nd.” Stop at timestamp 1:30. You will be watching the remainder of this video in the next lesson.

a. Have the students listen for the three branches of government.

b. After the video, write the three branches on the board. Explain to the students that they are going to learn more about the three branches of government.

9. Set your students up to do a jigsaw reading, using the articles “The Executive Branch,” “The Legislative Branch,” and “The Judicial Branch.”

a. Note: If the students need more guidance with reading, you may want to do this as a class shared reading so you can guide the activity.

10. Collect images of the leaders of each branch of government. Display

action words, or time-and-order words. Have students suggest revisions, and incorporate their suggestions whenever possible. 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.

INSTRUCT students to revise their realistic stories using proofreading symbols and the checklist on Skills Practice 1 page 176, as well as the following list of writer’s goals. To help students add additional details to their stories, refer them to Language Arts Handbook pages 198–199 for more information and examples.

Independent Checklist:

1. Practice letters
2. Journal entry: What did you do during your 2 snow days?
3. Green Folder
4. Practice spelling words twice
5. Boddle, EPIC, read a book

#### Differentiation / Accommodations

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

2.MD.1, 2.MD.2, 2.MD.4

Measure the length and height of objects using different metric units.

#### Lesson / Instruction

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- Measure the length and height of objects using different metric units.

Math review game

#### Differentiation / Accommodations

During math games, I will walk around to assess students and where they are at. If they are struggling, I will help guide them on the questions.

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

**Unit 3 Lesson 3 Day 3**

#### Standards

2.L.2.f, 2.L.2.a

Students will...

- capitalize days, months, holidays, cities, states, and geographic names.

the images of the leaders and explain that they are the leaders of the branches of government that students are studying about.

11. Have students work in groups to read the articles. Choose three colors for the activity. Each color will be assigned to represent one of the branches of the government. Have students use the appropriate color to mark the central idea and details in the article they read.

a. Note: Make sure students read the captions that go with the images as well as the article text. Have students identify which images show the leaders who represent the branch of government they studied.

12. Circulate while students are working to ensure each group covers the main points of the article they were assigned to.

13. Rearrange the groups and have students work in groups of three, where each student previously read a different article. Each student should read the article and share the important points about the branch of government they read about with their

the Grammar, Usage, and Mechanics skills taught in this lesson. If students need help writing dialogue, then have them talk in pairs about what they did yesterday. Tell them this is dialogue. Review their dialogue with them.

Enrichment: If students easily write dialogue, then have them expand some of their characters' actions that go along with the dialogue. Tell them to make the characters' speech consistent with what people say in real life.

- review spelling words.

#### Lesson / Instruction

Writing:  
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 pages 38–41 for more information about and examples of the editing step.

Model editing your revised draft, explaining why you make each change. Point out where you edit to keep the point of view consistent.

Have students make suggestions for edits, and incorporate their suggestions wherever possible.

Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings. 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.

TELL students it is easy to miss simple errors when correcting their work, so it is always a good idea to have another student read the

#### Social Studies

##### Week 15: Article 6 State Government

##### Standards

2.SS.5.D, 2.SS.5.G, 2.SS.5.E

- Students will be able to explain the differences between the legislative, executive, and judicial branches.
- Students will be able to explain what Congress, the president, and the Supreme Court do.
- Students will be able to explain what a governor and

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| <p>group. The other students should mark the appropriate information in the chosen color.</p> <p>14. Come together as a class and discuss what the students learned about the three branches of government.</p> <p>15. Give each student a copy of the printable The United States Government. Have students look at the leaves on page 2.</p> <p>a. Students should decide which branch of government the leaves belong to and color the leaves the appropriate color for that branch of government.</p> <p>b. Have students cut and paste the leaves to the appropriate branch of the tree on the printable.</p> <p>Week 15   The United States Government</p> <p>15.7</p> <p>c. Have the students use the printable to retell and summarize what they learned about the three branches of government with a peer.</p> <p>d. Have students put the printable in their interactive notebooks.</p> | <p>state legislators do.</p> <p><b>Lesson / Instruction</b></p> <p>Vocab:</p> <ul style="list-style-type: none"> <li>abide by</li> <li>bill</li> <li>congress</li> <li>executive branch</li> <li>governor</li> <li>judicial branch</li> <li>legislate branch</li> <li>public officials</li> <li>separation of powers</li> <li>supreme court</li> <li>veto</li> </ul> <p>Slides 9–15 of the walkthrough slide deck “The United States Government” go with this lesson.</p> <p>2. Begin the lesson by reviewing previous learning about the Constitution and the federal/national government. Ask:</p> <ol style="list-style-type: none"> <li>a. What is the law of the country? (the Constitution)</li> <li>b. How does the Constitution organize the national government? (into three branches)</li> <li>c. Who makes the laws for the country? (Congress: the House of Representatives and the Senate)</li> <li>d. Who enforces the laws of the country? (the executive branch)</li> <li>e. Who ensures the laws follow the Constitution (the courts, especially the Supreme Court)</li> </ol> <p>3. Show the video “American Federal Government Branches - 2nd” until timestamp 1:30</p> | <p>material as well. Have students exchange stories with a partner. Have the partner read through the revised draft and note three places where edits should be made. Have students return the stories to their authors with the list of suggested edits.</p> <p>INSTRUCT students to edit their realistic stories using proofreading symbols and the checklist on Skills Practice 1 page 176, as well as the following list of writer’s goals.</p> <p>Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings.</p> <p>Grammar, Usage, and Mechanics: Capitalization—Days and Months, Holidays, Cities, States, and Geographic Names</p> <ul style="list-style-type: none"> <li>• DISPLAY the ePresentation visual for the following sentences. Point out the initial capitals of proper nouns in the sentences. <ul style="list-style-type: none"> <li>◦ We plan to travel to Sioux City for Memorial Day. Sioux City, Memorial Day</li> <li>◦ My grandmother lives in Mesa,</li> </ul> </li> </ul> |
|--|--|---|

are having struggles on getting the needed information, we may use sentence starters or examples on what is need based on articles 2-5.

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

P.E.

again.  
Have students listen to confirm their answers and understanding.  
4. Ask the students what they think the responsibilities of the federal government are. (Answers will vary. The aim here is to have students think about what the national government does.)  
5. Begin watching the video at timestamp 1:30. Tell the students to listen for things that the federal government does. Have the students share what they remember at the end of the video. Write their answers on the board. (The video covers the following: makes sure we have a strong military, creates money, creates national parks, helps keep the environment clean, helps keep our food safe, builds our highways, helps provide funding for schools, tries to make sure everyone is treated equally.)  
6. Show the image "Levels of Government," found in related media. Tell students they have learned about the government that runs the country. Now, they are going to learn about the government that runs the state.

Arizona. Mesa, Arizona

- Our meeting is scheduled for the second Tuesday of April. Tuesday, April

- Explain to students that the days of the week, the months of the year, holidays, cities, and states and other geographic names are all proper nouns and should be capitalized.
- DISPLAY the ePresentation visual for the following sentences. Have volunteers capitalize the proper nouns.

- HAVE volunteers share the city or state in which they were born, their favorite day of the week, their favorite holiday, the month in which they were born, or local geographic places. Write their responses on the board, but do not capitalize days of the week, months, holidays, or place names. Have students come to the board and capitalize the proper nouns.

Spelling: /f/ spelled ph; /m/ spelled \_mb;  
Silent Letters

- REMIND students that /f/ can be spelled ph, /m/ can be spelled

7. Read the article "State Government" as a class. As you read, have students highlight important information about the state government, especially about each branch of government at the state level.  
8. Hand out the printable South Dakota Government Review and have students work in pairs or small groups to add text information to the printable.  
9. Before class, prepare images of the current leaders of the state government (i.e., the current governor, members of the state's congress, and current state Supreme Court judges). Students will use these images to complete the printable South Dakota Government Review.  
10. Ask students to figure out who the leaders of the branches of the state government are and place their pictures over the correct area of the printable. Review the printables to ensure understanding.  
11. Have students glue the pictures to their printables and put the printables in their interactive notebooks.  
12. Extension activity: Have students create a "South Dakota State Government

\_mb, and some letters in words are silent.

- Display the ePresentation visual for the following word pairs: limb/lim, urb/herb, lamb/lamm, dowt/doubt, phone/foan, graph/ graph, haff/half, scent/centh, fase/ phase, crum/ crumb .
- Have volunteers come to the board and circle the correctly-spelled word in each pair. Instruct each student to pronounce the word correctly.
- **ASSIGN pages 191–192 from Skills Practice 1 for students to practice spelling words with /f/ spelled ph, /m/ spelled \_mb, and silent letters. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.**

#### **Differentiation / Accommodations**

Intervention: For students needing additional support, use the Intervention Teacher's Guide to reteach the Grammar, Usage, and Mechanics

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| Tree   |
| <b>Differentiation / Accommodations</b>  |
| Intervention: I will walk around the room and review students' information. If they are having struggles with getting the needed information, we may use sentence starters or examples on what is needed based on article 6. |
| Extension: If students understand the information, they will create a journal entry on Class Dojo explaining the information they have learned about articles.   |

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| skills taught in this lesson.  |
| Enrichment: If students easily write dialogue, then have them expand some of their characters' actions that go along with the dialogue. Tell them to make characters' speech consistent with what people say in real life. |
| Art  |

Fun Friday

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| Science  |
| <b>Topic 6 Lesson 1-Identify Habitats Part 2</b>   |
| <b>Standards</b>   |
| 2-LS4-1  |
| I can explain that plants and animals get what they need from their habitats.<br>I can identify different habitats.  |
| <b>Lesson / Instruction</b>  |
| Vocabulary: habitat, diversity, adaptation<br>Jumpstart Discovery Activity- Habitat discovery<br>UInvestigate Lab (Next part)<br>Read and answer questions- pages 198<br>Video<br>Read and answer questions- pages 199<br>Quest Check In<br>Assessment- online |

quiz

**Differentiation / Accommodations**

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

Extension: If students understand the information, they will create a video explaining what they have learned about habitats.