

Monday 12/08/2025	Tuesday 12/09/2025	Wednesday 12/10/2025	Thursday 12/11/2025	Friday 12/12/2025
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
<b>ELA</b> <b>Unit 2 Lesson 6 Day 5</b> <b>Standards</b> 2.RF.3.c, 2.RF.3.b  Students will... <ul style="list-style-type: none"> <li>review words with /ē/ spelled e, e_e, ee, and ea.</li> <li>review homographs and homophones.</li> <li>build writing skills.</li> </ul> <b>Lesson / Instruction</b> Phonics and Decoding: Review Lesson 5 Sound/ Spellings, Homographs, and Homophones <ul style="list-style-type: none"> <li>REVIEW /ē/ spelled e, e_e, ee, and ea using Sound/Spelling Card 28 and review homographs and homophones.</li> <li>Review the high-frequency words that were introduced in Lesson 5 ( please, three). Then have students read the words and sentences from Lesson 5.</li> <li>HAVE students create a four-column chart with the headings /ē/ spelled e, /ē/ spelled e_e, /ē/ spelled ee, and /ē/ spelled ea. Tell students to list words from the word lines in the appropriate</li> </ul>	<b>ELA</b> <b>Unit 3 Lesson 1 Day 1</b> <b>Standards</b> 2.RF.3.c, 2.RF.3.b, 2.L.1.f, 2.L.4.d, 2.L.2.e  Students will... <ul style="list-style-type: none"> <li>blend words with /ā/ spelled ai_ and _a y.</li> <li>build oral language skills and vocabularies.</li> <li>apply sound/ spelling correspondences to spell dictated words with /ā/.</li> </ul> <b>Lesson / Instruction</b> Launch the Theme <ul style="list-style-type: none"> <li>EXPLAIN to students that they will be learning about communities and different groups of people that make up communities during this unit. Tell students they will read a variety of selections that teach them about working together to help people in their community. They will begin to understand the idea of community and how communities work toward a common goal. Have students turn to Student Anthology 1, pages 312–453 and discuss the various selections</li> </ul>	<b>Music</b> <b>ELA</b> <b>Unit 3 Lesson 1 Day 2</b> <b>Standards</b> 2.L.2.e  Students will... <ul style="list-style-type: none"> <li>blend words with /ā/ spelled ai_ and _a y.</li> <li>apply sound/ spelling correspondences to spell dictated words with /ā/.</li> </ul> <b>Lesson / Instruction</b> Phonics and Decoding: /ā/ spelled ai_ and _ay <ul style="list-style-type: none"> <li>ASK a volunteer to choose a word from the word lines. Have the student say the word, identify the /ā/ spelling(s), and use the word in an interrogative sentence.</li> <li>Display the sentences from the word lines. Ask the following questions, and have students answer in complete sentences. <ul style="list-style-type: none"> <li>What is a noun spelled with ai_? Gail/train/ waiter is a noun spelled with ai_.</li> <li>What is a verb spelled with ai_? Laid is a verb spelled with ai_.</li> </ul> </li> </ul>	<b>ELA</b> <b>Unit 3 Lesson 1 Day 3</b> <b>Standards</b> 2.RF.3.c, 2.RF.3.b, 2.L.2.e  Students will... <ul style="list-style-type: none"> <li>build oral language skills and vocabularies.</li> <li>learn new high-frequency words.</li> <li>build oral language skills and vocabularies.</li> <li>apply sound/ spelling correspondences to spell dictated words with /ā/.</li> </ul> <b>Lesson / Instruction</b> Phonics and Decoding: /ā/ spelled a, a_e, ai_, and _ay <ul style="list-style-type: none"> <li>REVIEW /ā/ spelled a, a_e, ai_, and _ay using Sound/Spelling Card 27.</li> <li>Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the word lines. Note that waste in Line 2 is a word with a silent final e.</li> <li>Use Routine 1A, the High-Frequency Words Routine, to introduce gray.</li> <li>Use Routine 3, the Blending Sentences</li> </ul>	<b>ELA</b> <b>Unit 3 Lesson 1 Day 4</b> <b>Standards</b> 2.RF.4.b, 2.RF.4.c  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> <b>Phonics and Decoding: /ā/ spelled a, a_e, ai_, and _ay</b> <b>Developing Oral Language:</b> HAVE a student choose a word from the word lines, identify the spelling for /ā/ in the word, and then use the word in a sentence. <ul style="list-style-type: none"> <li><b>Fluency: Reading a Decodable Story   Book 4, Story 29 : Hit the Trail</b> <ul style="list-style-type: none"> <li>New High-Frequency Word: gray</li> <li>Reviewed High-Frequency Words: are, good, one, right, two, want, where, your</li> <li>TELL students they should try to read this story automatically. They should be familiar with the four different /ā/ spellings now. Explain to students that they</li> </ul> </li> </ul>

- column of the chart.
- **Use Lesson and Unit Assessment 1 pages 131–134 to assess students' understanding of the skills taught in this unit.**

#### Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. Have students work with a partner during Workshop to list other words with /ā/ spelled ai\_ or \_ay

Enrichment: Have students list other compound words during Workshop with /ā/ spelled ai\_ or \_ay. Have students write a paragraph that includes either Sentence 1 or Sentence 2.

#### ELA Unit 2 Lesson 6 Day 5

##### Standards

2.SL.4, 2.SL.3, 2.SL.1.a, 2.L.6

Students will...

- discuss the unit reading selections.
- discuss the unit theme.
- START a My Community at Work Concept/ Question Board. Begin by posting a few images or words that

- on the pages.
- READ the Big Idea question to students. Discuss with students how people in their community help them. Tell students to keep the Big Idea question in mind as they read the selections throughout the unit.
- READ the Theme Connections question- page 313. Review each photograph with students. Then have students use the three photographs to discuss the question.
- PLAY the Background Builder Video. Discuss what they learned about community from the video.
- Inquiry Board: EXPLAIN to students that they will begin a unit investigation about communities and will continue this investigation over the course of the unit. At the end of the unit, students will present the results of their investigations.

- What is a noun spelled with \_ay? Tray/Jay is a noun spelled with \_ay.
- What is a verb spelled with \_ay? May/stay is a verb spelled with \_ay.
- Explain that may is a special kind of verb called a helping verb. A helping verb comes before the main verb in a sentence and "helps" the main verb by giving more detail about it. In this sentence, the helping verb is may, and the main verb is stay.
- USE the Letter Cards to do a word building activity with students.
- Give each student a set of the Letter Cards that contains the letters a (2), b, c, d, e, h, i, m, n, p, r, s, t, w, and y. Tell students to place their cards in a row at the top of their desks.
- Start with the first word, brain. Say the word, use it in a sentence, and then say it again.
- Have students repeat the word and then say the first sound. Tell

- Routine, to have students blend and read the sentences. Note that Wayne in Sentence 1 is a word with a silent final e.
- About the words and sentences- in teacher's manual
- Developing oral language: CHOOSE a word from the word lines and make up a clue for it. Ask students to identify the word that fits the clue.
- **ASSIGN pages 155-156 from Skills Practice for students to apply /ā/ spelled a, a e, ai , and ay. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.**
- Dictation and spelling: USE Routine 7, the Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate the words and sentences for students to write.
- **Have students use eGames to practice skills learned in this portion of the lesson.**

should look at the words and read them. If they do not know how to pronounce a word, they should stop reading and decode each syllable of the word. Then they should reread the entire sentence.

- Use Routine 9, the Reading a Decodable Story Routine, to have students read "Hit the Trail."

#### Checking Comprehension

- Have students answer the following questions to check their understanding of the story.
- Why should hikers stay on the trail?
- How can a nickel be helpful on a hike?
- What is something you can do when you stop to rest?

#### Building Fluency

- Build students' fluency by having them read "Hit the Trail" with a partner. Have the partners reread the story aloud several times. As students partner-read, check their fluency for speed, accuracy, and expression.

#### Differentiation / Accommodations

Intervention: For students needing additional support, use the

- complete a culminating task.

### Lesson / Instruction

Theme wrap up

- HAVE students look in Student Anthology 1 at the selections and poems for Unit 2. Have them choose the selection they like best. Organize students into small groups based on the selection they chose. Review the rules for collaborative conversations, such as listening to others and speaking one at a time, and then have the small groups use the following activities to discuss and review the unit selections:
- Have each group share its responses with the class. After each group has presented, tell students in the audience to ask the group questions in order to clarify or gather additional information. Continue the discussion about the unit theme by asking students the questions in teacher's manual
- Tell students to create a diagram of Earth. Then show all the various events and influences

represent the concept of communities at work

- USE the information from the selections throughout the unit to help students build knowledge about community. The table in the teacher's manual has examples of the knowledge students may gain in Unit 3.

#### Phonics and Decoding: /ā/ spelled ai\_ and \_ay

- INTRODUCE /ā/ spelled ai\_ and \_ay using Sound/ Spelling Card 27. Ask students what the blanks mean in each spelling. The blanks mean that a consonant must come after ai and before ay. Ask students which spellings for /ā/ they have already learned. a and a\_e

- 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.
- About the words and sentences- follow teacher's manual and presentation
- Developing oral language:

students to pull down the Letter Card for the first sound.

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

### Differentiation / Accommodations

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

Enrichment: Have students write a paragraph that includes words that we used in the letter card activity.

### ELA Unit 3 Lesson 1 Day 2

#### Standards

2.L.4.c, 2.L.4.a, 2.SL.6, 2.SL.1.c, 2.SL.1.b, 2.RI.10,

Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. Have students draw an illustration for several words in the word lines during Workshop.

Enrichment: Have students list other proper nouns with /ā/ during Workshop. Have students identify other homophones with /ā/ and use each word in a sentence during Workshop.

Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. Have students draw an illustration for several words in the word lines during Workshop.

Enrichment: Have students list other proper nouns with /ā/ during Workshop. Have students identify other homophones with /ā/ and use each word in a sentence during Workshop.

### ELA Unit 3 Lesson 1 Day 4

#### Standards

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

Students will...

- identify the Author's Purpose for writing a text.
- demonstrate understanding of Text Features and Language Use in a text.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with appropriate rate.
- develop a research question for Inquiry.

### Lesson / Instruction

#### Close Reading

Gross Jobs: TELL students that now

they have learned about that can change the surface of Earth. Each student should create his or her own diagram. Then have students present their diagrams in small groups.

**Have students use eActivities and eGames to practice skills learned in this portion of the lesson.**

**Use Lesson and Unit Assessment 1 pages 126–130, 135–139, 144–145, and 229–230, to assess students' understanding of the skills taught in this part of the lesson and unit.**

#### Differentiation / Accommodations

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

**Enrichment:** Have students read the reading test to students that need assistance.

**Computers**

**Recess**

**Math**

**Lesson 6-6**  
**Decompose**  
**Numbers to**

- POINT to a word in the word lines, and ask a volunteer to use the word in a sentence. Then ask another student to extend the sentence by answering questions such as who, what, where, when, why, or how. Have students restate your oral directions before they begin.

- Have students define each compound word in Line 4 using their knowledge of the two words that form it.
- Dictation and spelling: USE Routine 7, the Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate the words and sentence for students to write. Words found in teacher's manual
- ASSIGN pages 153-154 from Skills Practice 1 for students to apply /ā/spelled ai and ay. Read the Focus section aloud, and do the first two items as a class. Then have students**

2.RI.1, 2.RF.4.b,  
2.RF.4.a

Students will...

- apply the comprehension strategies Asking and Answering Questions and Making Connections.
- use context to determine the meanings of words, confirming and self-correcting as necessary.
- read grade-level text orally, with accuracy.

#### Lesson / Instruction

##### Build Background

- USE Routine 14, the Reading the Selection Routine, to guide students in reading "Gross Jobs." Ask students to name some jobs that they think are "gross." Talk about the purpose of each job and the importance of the service it provides to a community.
- TELL students that "Gross Jobs" is an informational text. Then prompt them to identify the elements of informational text.
- EXPLAIN to students that the concept vocabulary word for this lesson is industrious. Tell them that industrious means "working hard." Have students discuss how they

#### Close Reading

- INFORM students that during the second read of "Gross Jobs" they will use different methods to analyze the text. Before you begin the second read of "Gross Jobs," review the following methods for understanding complex text.
- Access Complex text: classify and categorize/ main idea and details-examples are in teacher's manual

Comprehension questions:

- HAVE students turn to page 326 of Student Anthology 1. Read each question with the class. Call on various students to answer the questions. Provide enough time for students to respond to each other's questions and ask new ones when relevant to the topic.
- Draw students' attention to the Did You Know? feature on page 326. As a class, discuss what this information means. Have students consider what could happen if landfills did not have gas vents or pipes.

Practice vocab:

- USE Routine 11, the Selection Vocabulary

they will look at the selection closely and examine techniques that writers use to create well-written pieces.

Writer's Craft: Text features and language use-examples in teacher's edition  
Discuss Author's purpose

#### Social Studies Connection

- REMIND students that photographs are included with text in order to help readers understand the text's subject better. Textbooks, newspaper articles, and other informational texts often include photographs.
- DISPLAY "Wasteful Ways" and read it as a class. Then have students work with a partner to answer the questions.
- REVIEW with students some of the reliable websites they can visit to research recycling facts. Also review text features students can use to locate key facts and information more efficiently. These text features include: captions, bold text, subheadings, glossaries, indexes, electronic menus, and icons.

<p><b>Subtract Part 2</b></p> <p><b>Standards</b> 2.NBT.5</p> <ul style="list-style-type: none"> <li>• I can decompose 2-digit number to help me subtract.</li> <li>• I can explain how to decompose 2-digit numbers to make subtracting friendly.</li> </ul>	<p><b>complete the pages independently.</b></p> <p><b>Differentiation / Accommodations</b></p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. Have students work with a partner during Workshop to list other words with /ā/ spelled ai_ or _ay</p> <p>Enrichment: Have students list other compound words during Workshop with /ā/ spelled ai_ or _ay. Have students write a paragraph that includes either Sentence 1 or Sentence 2.</p>	<p>think the word industrious relates to the theme My Community at Work.</p> <ul style="list-style-type: none"> <li>• Essential Questions: What types of jobs help keep your community clean and safe? Why are all jobs essential to the well-being of your community?</li> <li>• Create KWL chart with students</li> <li>• Set purposes: REMIND students that the selection is informational text. Ask students to look for examples of informational text features and to consider how the selection connects to the theme My Community at Work.</li> <li>• BIG Idea: How do people in your community help you?</li> </ul> <p>Read the selection</p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Making Connections</li> <li>• Examples in teacher's manual</li> </ul> <p>Discussion of the selection</p> <ul style="list-style-type: none"> <li>• Use Routine A, the Handing-Off Routine, to discuss "Gross Jobs." Engage students in a discussion by asking them the questions that follow. Have students record</li> </ul>	<p>Routine, to have students practice their vocabulary and determine the meaning of words.</p> <ul style="list-style-type: none"> <li>• Display the selection vocabulary words from "Gross Jobs." Ask students the following questions and have them respond with the appropriate vocabulary words.</li> <li>• <b>For additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 157–158.</b></li> </ul> <p>Fluency: expression</p> <p>REMIND students that reading with expression helps to communicate a text's meaning and make the text more enjoyable. An exclamation point signals that a sentence should be read with special emphasis. When reading dialogue, fluent readers use expression to emphasize a speaker's words.</p> <p>Read aloud the first two paragraphs on page 316 from "Gross Jobs," demonstrating proper expression and using a different voice for the quoted text. Then have students find a partner and practice reading page 316</p>	<p><b>Look Closer</b></p> <ul style="list-style-type: none"> <li>• HAVE students turn to page 327 of Student Anthology 1. Tell them to write an answer for each question in their notebooks. After students have finished writing their answers, read each question with the class. Ask volunteers to read their answers. Provide enough time for students to respond to each other's questions and to ask new ones when relevant to the topic. Then have students complete the Write activity on their own.</li> </ul> <p><b>Apply Vocab</b></p> <ul style="list-style-type: none"> <li>• USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 328–329.</li> <li>• Start by reviewing the words and definitions with students. Then explain that many English words can be used in different ways. Sometimes a word can function as a noun, but also as a verb. Sometimes a suffix can change a noun into an adjective. Tell students to pay</li> </ul>
<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 6-6 to help us.</p> <p>Extension: Students will choose extended thinking activities during the Tier 2/Title math time.</p>	<p><b>Music</b></p> <p><b>ELA</b></p> <p><b>Unit 3 Lesson 1 Day 1</b></p> <p><b>Standards</b></p> <p>2.RL.9, 2.W.7, 2.SL.1.a, 2.RL.2, 2.RL.1, 2.SL.2</p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• recount key details from the Read Aloud selection.</li> <li>• identify how the Read Aloud connects to the unit theme.</li> <li>• generate questions for the Concept/</li> </ul>			

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 1 Day 1

**Standards**

2.L.2.e, 2.L.4.b,  
2.L.1.f, 2.RF.3.b,  
2.RF.3.c

Students will...

- identify the elements of narrative writing.
- use a WWW-H2-W2 graphic organizer.
- use drawings to generate ideas for an action tale.
- generalize learned spelling patterns when writing words.

**Lesson / Instruction**

• Use Routine 15, the Modeling Writing Strategies Routine, to explain to students that all stories have three elements in common: a main character, or whom the story is about; a setting, or where the story takes place; and a plot, or the events that happen in the story. Explain that every story also has a beginning, middle,

**Question Board.**

- connect Inquiry to the unit theme.

**Lesson / Instruction**

Build Background

- ASK students to talk about their school community and describe the different groups of people that make up the community. Then ask them to describe projects or events that they have participated in with members of the school community. Have students share some of their experiences working in a group toward a common goal.
- TELL students that this selection is a folktale. Explain the elements of a folktale.
- Comprehension strategies: Ask Questions to monitor their understanding of the story. Summarize important information in the text.
- Essential questions: What is the lesson of this story? How does this story's lesson connect to the idea of community?
- Before reading "The Little Red Hen" aloud, introduce the following vocabulary words

their responses in

their Writer's Notebooks, which will be referenced during the culminating task at the end of the unit. Remind students to build on each other's conversations by connecting their comments to the comments of others and to ask questions using who, what, where, when, why, and how to demonstrate understanding of key details in the text. You should also model how to ask for clarification about a topic that is being discussed. Make sure every student gets the chance to speak during this discussion. As the year progresses, students will take more responsibility during the discussion. They should connect the conversations, clarify when necessary, summarize when appropriate, and ask additional questions. They should also produce complete sentences when providing requested details or clarification.

Concept vocab

- REMIND students that the concept

with expression. Remind them to speak in a different voice when reading text that is in quotation marks.

Inquiry: Step 1—Develop Questions

- REVIEW the rules for working together on inquiry. Remind students that in this unit they will first come up with a question as a whole group before dividing into a few groups to explore different conjectures for that question.
- Continue having student volunteers share and add questions to the Concept/Question Board, and help students identify questions that would lead to interesting research.

**Differentiation / Accommodations**

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

**Enrichment:** Provide sentence frames to help students

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.

**Extend vocab**

- Have students follow the directions to complete the Extend Vocabulary activity at the bottom of page 329. adjustable, bolt, necessary, blocked Once students have completed the activity, have them identify synonyms or near synonyms for each of the remaining words: ensure, expired, install, landfill, plant, and waste. Discuss shades of meaning of selected synonyms.

**Fluency: Rate**

- Read aloud page 321 from "Gross Jobs" while modeling reading at an appropriate rate. Pause briefly after the commas and a bit longer after each period. Then, have students find a partner and practice reading sections of the selection aloud, with appropriate

and ending. Tell them that an author thinks carefully about these three elements when planning his or her story. Explain that the author develops personalities for each character, thinks of details that make the setting a place readers can picture in their minds, and comes up with a problem and a solution that form the plot, or action, of the story.

- Use Routine 16, the Graphic Organizer Routine, to explain each element of the graphic organizer. Tell students that it is a good tool for planning a narrative story, similar to the way a TREE graphic organizer helped them plan and organize their opinion writing and informative/explanatory texts.
- Read "Hamster on the Loose!" as a class, and then model filling in the WWW-H2-W2 graphic organizer using the story. Have students offer suggestions for how to fill in each part of the graphic organizer.
- **TELL students they will need to brainstorm ideas for an action tale. Have students think of**

to students. Say each word and its definition. Then use the words in a sentence.

Fluency: Rate and expression

- MODEL fluent reading by pausing briefly after commas and periods and using appropriate rate and expression.
- Read The Little Red Hen

Discuss the read-aloud

- REVISIT the Essential Questions for this selection and have students discuss their answers.
- LEAD students in a discussion about the selection. Ask these questions to help students connect the selection to the theme My Community at Work.
- Who makes up the community in this story, and where is it set?
- What finally motivated Duck and Cat to help the Little Red Hen?
- How does the Little Red Hen show that she cares about her community?

Question and concept board

- Brainstorm things that would be appropriate to

vocabulary word for this selection is industrious. Give them the definition again and ask them to discuss how the word relates to this selection.

- industrious: working hard

Essential Questions

- REVISIT the Essential Questions for this selection and have students discuss their answers.
- Have students ask for clarification or further explanation as needed while discussing possible answers to the Essential Questions.

Genre Review

- REVIEW the elements of informational text with students.
- Then ask students to explain how they know "Gross Jobs" is informational text.

Develop Vocab

- TELL students they can use the vocabulary strategy Word Analysis to figure out the meaning of the word unpleasant on page 316. With unpleasant, I see the base word pleasant and the prefix un-. The prefix un- means "not" or "opposite of." So,

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 "Gross Jobs" to the unit theme My Community at Work.

#### ELA/Workshop time

#### Unit 3 Lesson 1 Day 4

#### Standards

2.SL.1.a

Students will...

- set writer's goals for the action tale.
- choose an audience and purpose for the action tale.
- draft an action tale.
- use quotation marks and commas in dialogue.
- practice the formation of small letters v and w.

#### Lesson / Instruction

##### Writing:

- Finish putting books together-gluing onto construction paper.
- Glue pictures of themselves onto their pages.
- Practice memorizing their speeches.

##### Grammar, Usage, and Mechanics: Quotation Marks and Commas in Dialogue

- DISPLAY the

pauses for punctuation.

**Inquiry Step 1: Develop Questions**

REVIEW that a good research question is a question that makes people explore beyond what they already know. As a class, look through the questions posted so far on the Concept/Question Board. If needed, provide additional questions to stimulate further discussion.

#### Have students turn to Skills Practice 1 pages 159–160.

#### Differentiation / Accommodations

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

**Enrichment:** Provide sentence frames to help students connect their comments to those of others. For example, I agree with what said, and I think . said , but I think . Have students think of additional discussion questions to help classmates connect "Gross Jobs" to the unit theme My Community at Work.

#### ELA/Workshop time

**exciting moments they have experienced or read about. Explain that one way to generate ideas or remember something is to draw pictures. Have students use Skills Practice 1 page 161** to draw four pictures of memories or ideas that could be the basis of an action tale.

- GIVE students the pretest by reading aloud the words and sentences below.

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

#### Differentiation / Accommodations

**Intervention:**  
RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the Writing and Spelling skills taught in this lesson. If students need help understanding the components of an action tale, then during Workshop have them choose a narrative book from the classroom, and help them identify its story elements.

post on the My Community at Work Concept/ Question Board.

- Say, Over the years, people have used research to come up with ways to improve their communities. People ask the question, "How can we make this town a better place to live?" By exploring such questions and then taking action, people have changed our country's towns and cities over the years.

- Tell students that jobs such as trash collection, housing construction, and plumbing were likely performed two hundred years ago. Ask students, how have these jobs become more effective? What types of inventions improved them?
- Explain that in Units 3 and 4, the class will still select a single question as a large group. Students will then form two or three large groups. Each group will form a different conjecture, do research, and present findings at the end of the unit.

#### Differentiation / Accommodations

**Intervention:** For

unpleasant literally means "not pleasant."

- USE Routine 11, the Selection Vocabulary Routine, to introduce the vocabulary words for this reading selection.
- Display the vocabulary words, pronunciations, and parts of speech. Then have students use the activity below to verify the meaning of each word. Provide examples and clarification as needed.

**Fluency: Accuracy**

- REMIND students that reading a text accurately is important for comprehension and that reading even one word incorrectly can change the meaning of the text. If students do not recognize a word or if they mispronounce a word while reading, they should stop reading and decode the word. Then they should reread the entire sentence until they can read it accurately and automatically.

- Model reading the first paragraph of page 317 with accuracy as

ePresentation visual of the following sentences. Point out the quotation marks and any comma in each sentence.

- "Let's build a snowman!" yelled Sonja.
- Mr. Bellingham sighed and said, "I love the smell of rain."
- "Please tell the children it is time to leave," said Ms. Moss.
- Remind students that commas and quotation marks set off the exact words of one character or speaker from another and that the quotation marks surround the words that are spoken, while commas separate the spoken dialogue from the part of the sentence telling who is speaking, also known as the tag.

- Point out the small y of yelled in the first sentence. Explain to students that even though the dialogue in the sentence ends with an end mark—an exclamation point—the dialogue tag is still part of the same sentence, so it

#### Unit 3 Lesson 1 Day 5

##### Standards

2.L.5.b, 2.SL.4, 2.L.6, 2.L.2.e

Students will...

- evaluate the action tale draft using a WWW-H2-W2 graphic organizer.
- revise the draft of the action tale by including descriptive details.
- take the spelling assessment.
- review quotation marks and commas in dialogue.
- review small letters v and w.

#### Lesson / Instruction

##### Grammar:

- REVIEW quotation marks and commas in dialogue with students. Display the ePresentation visual for the following sentences, and have volunteers add missing punctuation.

- I read three books this week said Addie. "I read three books this week," said Addie.
- Malik asked What time do we need to arrive? Malik asked, "What time do we need to arrive?"
- Look at that

Enrichment: If students understand the elements of narrative writing, then during Workshop have them choose a short narrative book from the classroom and identify the story elements in it. If students are ready for a challenge with understanding the elements of narrative writing, then during Workshop have them write a description of each element in their Writer's Notebooks.

**Social Studies**

**Ice Cream Party**

**Science**

**Topic 1-4**  
**Experiments/**  
**Activities we did not**  
**have time 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 possible conjecture about the community at work.

**Recess**

**Math**

**Lesson 6-7 Adjust Numbers to Subtract Part 1**

**Standards**

2.NBT.5

- I can adjust and subtract 2-digit numbers.
- I can explain how to adjust 2-digit numbers for friendlier subtraction.

**Lesson / Instruction**

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:
  - Pose the problem
  - Ask 2 clarifying questions
  - Develop the Math Guided Exploration Path- follow the slides that are online
  - Bring it Together
4. Practice and Reflect- pages 227-228

students follow along. When you encounter a potentially unfamiliar word, such as faucet, read the word syllable by syllable (fau/cet) before rereading the entire word correctly. Finally, reread the entire sentence fluently and automatically.

- Have students read the page twice with a partner.

**Differentiation / Accommodations**

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

Enrichment: Have students write sentences using the word plant as a noun and as a verb during Workshop. During Workshop, have students

does not begin with a capital letter. Tell students that the same rule applies when dialogue ends with a question mark.

**Practice:**

- DISPLAY the ePresentation visual of the following sentences. Instruct students to tell you where to place quotation marks and commas.
  - Did you get a good grade on the test? asked Max.
  - Mr. Chow said This semester we will have a unit on tropical forests.
  - The park is closed for renovations my mom explained.
- TELL students to make statements, ask questions, or say exclamatory sentences. Write their sentences on the board as dialogue with dialogue tags, but leave out the quotation marks and any commas. Have volunteers add the missing punctuation.
- As a class read the Focus section, and do the first two Practice questions on Skills Practice 1 pages 165-166. Have

eagle! exclaimed Hannah. "Look at that eagle!" exclaimed Hannah.

- Have students take turns telling about events from the week. Tell them to use complete sentences and to include descriptive details. After each statement, have a volunteer come to the board and write the sentence as dialogue with a dialogue tag.

**Checklist.**

1. **Use Lesson and Unit Assessment 1 page 152 to assess students' understanding of the skills taught in this lesson.**

2. Penmanship: practice small v and w on papers

3. Have students use eActivities and eGames to practice skills learned in this portion of the lesson.

4. Blue Folder or writing folder

5. Read a book or EPIC

**Differentiation / Accommodations**

Intervention: Practice v and w words. Practice writing well, very, weave, view.

Enrichment: Create sentences with words that have v and w in them. Have them use dialogue in the sentences and use

<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 6-7 to help us.</p> <p>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</p>	<p>identify synonyms for both the noun and verb forms of plant. 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 "Gross Jobs" to the unit theme My Community at Work.</p>	<p>students complete the remainder of the workbook pages with a partner.</p> <p>Penmanship: Small Letters v and w</p> <ul style="list-style-type: none"> <li>• MODEL for students the formation of small letters v and w.</li> <li>• Instruct students to write each of the letters on their papers several times. Tell students to correct or rewrite poorly-formed letters.</li> </ul>	<p>appropriate quotation marks and punctuation.</p>
<p><b>Recess</b></p>	<p><b>Math</b></p>	<p><b>Differentiation / Accommodations</b></p>	<p><b>Recess</b></p>
<p><b>Math</b></p>	<p><b>Lesson 6-7 Adjust Numbers to Subtract Part 2</b></p>	<p><b>Intervention:</b> RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the Writing and Spelling skills taught in this lesson.</p>	<p><b>Math</b></p>
<p><b>Standards</b></p>	<p><b>2.NBT.5</b></p>	<p><b>• I can adjust and subtract 2-digit numbers.</b></p>	<p><b>Enrichment:</b> Students will tell their speech to 3 different classmates- trying not to use their sheets of paper.</p>
<p><b>Science</b></p>	<p><b>Lesson / Instruction</b></p>	<p><b>• I can explain how to adjust 2-digit numbers for friendlier subtraction.</b></p>	<p><b>P.E.</b></p>
<p><b>Topic 1-4 Experiments/ Activities we did not have time for</b></p>	<p><b>1. Number Routine:</b> Math Picture- discuss prompts to talk about student reasoning.</p>	<p><b>Challenge 1:</b> Students will add and subtract 2-digit numbers. They will color coffee cups green if the answer given is correct. They will color the coffee cup red if it is incorrect.</p>	<p><b>Challenge 2:</b> Students will add or subtract numbers within 100. They will draw a line to the correct coffee cup (answer).</p>
<p><b>Science</b></p>	<p><b>2. Notice and Wonder-</b> Be curious slide. Ask guided, purposeful questions from the manual</p>	<p><b>Challenge 5:</b> Students will do a color-by-code to review 2-digit addition/ subtraction on a coffee cup.</p>	<p><b>Challenge 6:</b> Students will add 2 numbers together. They will determine which coffee cups have the most coffee drops. Whichever has more,</p>
<p><b>ELA/Workshop time</b></p>	<p><b>Unit 3 Lesson 1 Day 2</b></p>	<p><b>3. Explore and Develop:</b> - Pose the problem Ask 2 clarifying questions</p>	
<p><b>Standards</b></p>	<p><b>2.W.5, 2.SL.1.a</b></p>	<p>- Develop the Math Guided Exploration Path- follow the slides that are online</p>	
<p><b>Students will...</b></p>	<ul style="list-style-type: none"> <li>• complete a WWW-H2-W2 graphic organizer based on a model of good writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use addition to solve 2-digit subtraction equations.</li> </ul>	
<ul style="list-style-type: none"> <li>• choose an idea for an action tale.</li> </ul>	<ul style="list-style-type: none"> <li>• practice the formation of small</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how to use addition to solve 2-digit subtraction</li> </ul>	

<p>letters v and w.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Lesson / Instruction</b></p> <ul style="list-style-type: none"> <li>• DISTRIBUTE a blank WWW-H2-W2 graphic organizer to partners. Direct them to a previously read narrative reading selection from Student Anthology 1, or allow them to choose their own narrative reading selection. Tell partners to complete the graphic organizer using the reading selection. Afterward, have volunteers review each element of the graphic organizer and explain what they wrote for each element.</li> <li>• TELL students to refer to Skills Practice 1 page 161 to review their ideas for an action tale. Tell students to choose one idea they think would make the best action tale. Have students share their ideas, and record them on the board. Remind students to follow agreed-upon rules for discussions. Choose one idea for the class to write together, or have students vote on their favorite idea.</li> <li>• Tell students to form a row of each letter on a clean sheet of paper. Say the strokes with them as they begin each row, and then give them time to complete that row of</li> </ul>	<p>- Bring it Together 4. Practice and Reflect- pages 227-228</p> <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 6-7 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 websketch Exploration from the</p> <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>RTI</p> <p>Recess</p> <p>RTI Tier III</p> <p>ELA/Workshop time</p> <p><b>Unit 3 Lesson 1 Day 3</b></p> <p><b>Standards</b></p> <p>2.SL.1.b, 2.L.1.f</p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• plan an action tale using a WWW-H2-W2 graphic organizer.</li> <li>• plan the beginning, middle, and end of the action tale using a story map.</li> </ul>	<p>equations.</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 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 233-234</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 6-8 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 websketch Exploration from the online portion.</p> <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>RTI</p> <p>Recess</p>	<p>they will color.</p> <p><b>Challenge 8:</b> Students will answer the story problem about hot chocolate.</p> <p><b>Challenge 10:</b> Students will add or subtract using any strategy.</p> <p>Before we start the challenges, we will do 2 examples explaining how to solve addition/ subtraction problems with the open number line, breaking numbers apart, and the traditional strategy. independent sheet/ 99 math- students will add and subtract within 20 using strategies on 99 math and on each challenge during coffee day.</p> <p><b>Differentiation / Accommodations</b></p> <p>There will be no small groups during coffee day. If students are struggling, I will pull them to the side to assist them. If they are doing well, we will group them with students that are struggling to help help them.</p> <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>RTI</p> <p>Recess</p>
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<p>letters. Have students proofread their work. Have them compare their letters to the model and identify which letters can be written more neatly. Have them circle those letters, and write them again.</p>	<ul style="list-style-type: none"> <li>use quotation marks and commas in dialogue.</li> <li>review spelling words.</li> </ul>	<p><b>RTI</b></p> <p>Recess</p> <p><b>RTI Tier III</b></p> <p>ELA/Workshop time</p>	<p><b>RTI Tier III</b></p> <p><b>ELA/Workshop time</b></p> <p><b>Unit 3 Lesson 2 Day 1</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>edit the revised draft of the action tale.</li> <li>generalize learned spelling patterns.</li> </ul>
<p><b>Differentiation / Accommodations</b></p> <p><b>Intervention:</b> RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the Writing and Spelling skills taught in this lesson.</p> <p><b>Enrichment:</b> If students understand the elements of narrative writing, then during Workshop have them choose a short narrative book from the classroom and identify the story elements in it. If students are ready for a challenge with understanding the elements of narrative writing, then during Workshop have them write a description of each element in their Writer's Notebooks.</p>	<p><b>Lesson / Instruction</b></p> <ul style="list-style-type: none"> <li>DISPLAY a blank WWW-H2-W2 graphic organizer. Use Routine 16, the Graphic Organizer Routine, to review the purpose of the graphic organizer as a whole—to help plan and organize narrative writing—and each element specifically.</li> <li>Distribute blank WWW-H2-W2 graphic organizers from Skills Practice 1 page R11 to students. Guide students in completing the graphic organizer to plan the action tale. Lead a discussion for each element of the plan, and allow students to make suggestions, but make the final determination of what will or will not appear in the story. Have them build on each other's talk by linking their comments to those of others. Model filling in the graphic organizer, and have students follow your model to fill in their own copies.</li> <li><b>INSTRUCT</b> students to get into</li> </ul>	<p><b>Social Studies</b></p> <p><b>Week 13: Article 6-8 The Beginning of the Renaissance (taught with "Art in the Renaissance," "Sculpture in the Renaissance," and "Architecture in the Renaissance")</b></p> <p><b>Standards</b></p> <p>2.SS.4.G</p> <ul style="list-style-type: none"> <li>I can explain how the Black Death, the Great Schism, and the Hundred Years' War changed society during the late Middle Ages.</li> <li>I can explain the important ideas of the Renaissance and what cultural changes happened.</li> </ul> <p><b>Lesson / Instruction</b></p> <p>Vocab: papacy renaissance schism</p> <p>Have students look at the pictures in the student edition that go with the article "The Beginning of the Renaissance."</p> <p>a. Ask: Do you recognize any of these people? How do you know them? (Answers will vary.)</p> <p>b. Show students</p>	<p><b>Lesson / Instruction</b></p> <p>Writing:</p> <ul style="list-style-type: none"> <li>Create a draft together of a WWW-H2-W2 narrative writing piece</li> <li>Talk about WWW-H2-W2 and what each element of a narrative piece means</li> <li>Edit the text together</li> </ul> <p>HAVE students refer to Language Arts Handbook page 38 for a list of proofreading symbols. Tell them to follow your model and make the same changes to the revised draft that they copied in their Writer's Notebooks.</p> <p><b>Differentiation / Accommodations</b></p> <p><b>Intervention:</b> RETEACH For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the Writing and Spelling skills taught in this lesson.</p>
<p><b>Guidance</b></p>			<p>Enrichment: Have</p>

small groups. Distribute a blank story map graphic organizer from **Skills Practice 1 page R7** to each group. Tell students to refer to the WWW- H2-W2 graphic organizer they completed, and then use the story map to organize the events of the story into a beginning, middle, and end. Have one student in each group fill in the graphic organizer, based on what the group decides. Collect the story maps and save them for later use.

- DISPLAY the ePresentation visual for the following sentences. Tell students that each sentence was spoken by the person named. Help student rewrite each sentence as spoken dialogue.
- Have students work in pairs. Have each student say a sentence, and then have his or her partner write the sentence as dialogue enclosed by quotation marks, using the sentence frame as a model. Have the students exchange their papers with a partner, and have the partners check to make sure the punctuation is correct. Have students correct any mistakes.
- Have volunteers come to

slide 9 of the walkthrough slide deck. Have them answer the questions associated with the image.

3. Ask: Have you ever tried to learn something new, create art, or explore a new place? (Answers will vary.)
4. Explain to students that this is what happened during the Renaissance.
5. Read the article "The Beginning of the Renaissance" as a class. Have students circle what "renaissance" means.
- a. Ask: Why was the renaissance called a rebirth? (Answers will vary.)
6. Have students read the article "Art in the Renaissance" together. Have them underline what art was inspired by.
7. Show students slide 10 in the walkthrough slide deck. Discuss the questions on the slide.
8. Give students the printable The Beginning of the Renaissance. Have them match the artists they have learned about to the famous pieces they created. Ask the following questions. Students' answers will vary based on their backgrounds and experiences.
- a. What do you think makes Renaissance

students partner with students that are struggling and offer support and help when needed.

Art

Fun Friday

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

- ASSIGN pages 163–164 from Skills Practice 1 for students to practice spelling words with /ā/ spelled ai\_, \_ay, a, and a\_e.

Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.

#### Differentiation / Accommodations

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

**Enrichment:** If students understand the elements of narrative writing, then during Workshop have them choose a short narrative book from the classroom and identify the story elements in it. If students are ready for a challenge with understanding the elements of narrative writing, then during Workshop have them write a description of each element in their Writer's Notebooks.

art special or different from other types of art?

b. If you could meet a Renaissance artist, who would it be and why?

c. Why do you think Renaissance artists wanted their art to look very real?

9. Read the article "Architecture in the Renaissance" with students.

10. Show students slide 11 of the walkthrough slide deck. Have students study the image and discuss the questions on the slide.

11. Have students match the pictures in the "Architecture" section of The Beginning of the Renaissance printable. Ask:

a. How do you think the ideas from ancient Greek and Roman architecture influenced Renaissance buildings? (Answers will vary.)

b. How do Renaissance buildings compare to modern buildings? What is similar and what is different? (Answers will vary.)

12. Show students slide 12 of the walkthrough slide deck. Have them compare the two sculptures.

Week 13 | Change and the Renaissance 13.8

13. Read the article "Sculptures in the

<p><b>Social Studies</b></p> <p><b>Week 13: Article 1-5</b> <b>World Events in the Late Middle Ages and Revival of Greek and Roman Ideas</b></p> <p><b>Standards</b> 2.SS.4.G</p>	<p>Renaissance" with students. Have students highlight what materials were used for sculptures. Ask:</p> <ul style="list-style-type: none"><li>a. If you were living during the Renaissance, what would you be most excited to learn about or do? (Answers will vary.)</li><li>b. How do you think the inventions and discoveries of the Renaissance have affected our world today? (Answers will vary.)</li></ul> <p>14. Have students complete the "Sculpture" section of the printable The Beginning of the Renaissance.</p> <p>15. Have students pull out their Timeline printables as you show slide 2 from the walkthrough slide deck. Discuss with students what their final answers would be for each event as to whether it was a good or bad event. Ask:</p> <ul style="list-style-type: none"><li>a. Did your answers change a lot? Why or why not? (Answers will vary.)</li><li>b. How did the events we looked at this week influence each other? Can you see their influences in our lives today? (Answers will vary.)</li></ul>
<p><b>Lesson / Instruction</b></p> <p>Vocab: papacy renaissance schism</p> <p>1. Tell the students that they are going to learn about life in Europe from the Middle Ages to the time of the Renaissance. Show students slide 2 of the walkthrough slide deck. Have students view the timeline and discuss any words that they recognize. Ask:</p> <ul style="list-style-type: none"><li>a. What does "C.E." mean? ("Common Era")</li></ul> <p>2. Explain that the late Middle Ages was a long time ago, about 700 years ago, and it was a time</p>	<p><b>Differentiation / Accommodations</b></p> <p>Intervention: I will walk around the review students</p>

of many changes in different parts of the world.

3. Show slide 3 of the walkthrough slide deck. Point out Europe, Asia, and Africa on the map. Explain that these were the main areas where significant changes took place during the late Middle Ages.

4. Read the article "World Events in the Late Middle Ages" as a class. Have students highlight some of the good changes that are listed.

5. Have students look at the timeline again. Give each of them a copy of the Timeline printable. Have them cut out each event and sort it, based on if they think it was a good change or bad change.

6. Explain to students that they will be reviewing their timelines throughout the week to see if their predictions were correct.

Have students look at their Timeline printables. Point out the event "The Black Death." Have students raise their hands if they think it was a good event. Take note of how many students raise their hands, and write the number on the board. Have those who think it was a bad event

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 6-8.

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

Science  
Make Presents

raise their hands. Put the tally on the board.

2. Show students slide 4 in the walkthrough slide deck. Have students discuss the questions on the slide, first in small groups and then as a class.

3. Show students slide 3 again and explain that a disease traveled from Asia to Europe.

4. Read the first paragraph of the article “The Black Death.” Have students highlight how the disease was spread.

5. Read the second paragraph of the article. Ask:

- a. Why would it be a good thing to have medical texts in more than one language? (Answers will vary. Student responses could include the idea that more people could understand medicine and help with it.)

6. Read the third paragraph of the article. Have students underline how working conditions changed because of the Black Plague.

7. Have students consult their Timeline printables.

8. Have students then look at their Timeline printables and discuss what column they put “The Great Schism” under and why.

9. Show students slide 5 of the

walkthrough slide deck. Have them compare the two portraits.

10. Read the article “The Great Schism” as a class. Have students circle what a schism is. If students need help, guide them by saying that a schism is a division. The Great Schism was a division in the Roman Catholic Church.

11. Have the students model what happened in the Great Schism:

- Choose two students as leaders. Have them divide the rest of the class into two groups.
- Guide the two students to each try to convince the people on their side to stay there by promising things (such as food, goods, etc.).
- Then have the two groups come together again and choose a new leader.

12. Ask: Why would it be difficult to have a church divided into two different groups? (Answers will vary. Student responses could include the idea that people don't know who to follow.)

13. Have students review their Timeline printables and decide if they still believe their previous assessment of whether the Great Schism was a good or bad change.

14. Then, have students look at where they put The Hundred Years' War on their timelines.  
15. Read the article "The Hundred Years' War" with students.  
a. Ask: Who was involved in the Hundred Years' War? (France and England)  
16. Show slide 6 of the walkthrough slide deck. Using the article, have students count how many times France and England went back and forth on the map.  
17. Have students look over their Timeline printables. Discuss the following questions as a class:  
a. Did your answers for any of the three events we talked about today change after we learned about them? (Answers will vary.)  
b. How and why did you change your answers? (Answers will vary.) Show students slide 2 of the walkthrough slide deck and have them review the events on the timeline they have learned about so far.  
2. Have students take out their Timeline printables to see what category they sorted the first three events into. Ask:  
a. Why did you put your events in the categories you did? (Answers will vary.)  
b. Do you think they could be put in both categories? Why or

why not? (Answers will vary.)

3. Point to the title of the article "Revival of Greek and Roman Ideas." Explain to students that "revival" means something that used to be popular becomes important again.

4. Read the article as a class. Have students highlight what changes came about because of the previous events they learned about.

5. Show slide 7 of the walkthrough slide deck. Have students study the images and answer the question found on the slide.

6. Have students check their Timeline printables to see if they still agree with where they placed the "Revival of Greek and Roman Ideas" event.

**Differentiation / Accommodations**

Intervention: I will walk around the room to review students' work. If they are having struggles with getting the needed information, we may use sentence starters or examples on what is needed based on article 1-4.

Extension:  
If students understand the information, they will create a journal entry

on Class Dojo  
explaining the  
information they have  
learned about  
articles.

P.E.