

Monday 09/22/2025	Tuesday 09/23/2025	Wednesday 09/24/2025	Thursday 09/25/2025	Friday 09/26/2025
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA	ELA	Music	ELA	ELA
<b>Unit 1 Lesson 3 Day 2</b>	<b>Unit 1 Lesson 3 Day 3</b>	<b>Unit 1 Lesson 3 Day 4</b>	<b>Unit 1 Lesson 3 Day 5</b>	<b>Unit 1 Lesson 4 Day 1</b>
<b>Standards</b> 2.L.6	<b>Standards</b> 2.L.2.e, 2.RF.3.f	<b>Standards</b> 2.RL.1, 2.RF.4.b, 2.RF.4.c, 2.RF.4.a	<b>Standards</b> 2.RF.4.b	<b>Standards</b> 2.L.2.e
Students will... • build oral language skills.	Students will... • blend words with the sounds/ spellings from Lesson 2 as well as the inflectional ending -ed. • learn new high-frequency words. • build oral language skills and vocabularies. • apply sound/ spelling correspondences to spell dictated words with the sounds/spellings from Lesson 2 as well as the inflectional ending -ed.	Students will... • build oral language. • read a Decodable Story. • build fluency.	Students will... • blend words with /ch/ spelled ch, /th/ spelled th, /sh/ spelled sh, /w/ spelled wh_, /ar/ spelled ar, /j/ spelled ■dge, /k/ spelled ■ck, and /ch/ spelled ■tch. • blend words with the inflectional endings -s, -es, and -ed	Students will... • blend words with /ng/ spelled ng, /nk/ spelled nk, and the inflectional ending -ing. • learn new high-frequency words. • build oral language skills. • apply sound/ spelling correspondences to spell dictated words with /ng/, /nk/, and the inflectional ending -ing.
<b>Lesson / Instruction</b> Developing Oral Language • TELL students that a plural noun names more than one person, place, or thing. Remind them that -s or -es is added to most nouns to form the plural. • Direct students' attention to the words in Line 4. Explain that all of these words are plural nouns. • Have partners practice giving each other oral directions. Tell them every student needs to develop an activity to do with words from the word lines. Each student should aim to have two to three steps for their oral directions. One partner will give oral directions while the other follows. Then they will switch roles.	<b>Lesson / Instruction</b> <b>Blending</b> REVIEW closed syllables using Routine 4, the Closed Syllables Routine. Then use Sound/ Spelling Cards 10, 11, and 34 to review /j/ spelled ■ dge, /k/ spelled ■ck, and /ch/ spelled ■ tch. Remind students that the green box tells them a short-vowel sound and spelling comes before the spelling shown on the card. Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words.	<b>Lesson / Instruction</b> Phonics and Decoding: Lessons 1 and 2 Sounds/ Spellings and Inflectional Endings -s, -es, and -ed  <b>Developing Oral Language</b> REMIND students that some of the words in the lines can be used as adjectives and not just past-tense verbs. Provide students with the following list of words and have them create sentences using the words as adjectives: locked, packed, grilled, distracted.  <b>Fluency: Reading a Decodable Story   Book 2, Story 13: A Lunch List</b> New High-Frequency Words: eight, nine Reviewed High-Frequency Words: good, too, very, water Review punctuation marks. Use Routine 9, the	<b>Lesson / Instruction</b> Phonics and Decoding: Lessons 1 and 2 Sounds/ Spellings and Inflectional Endings -s, -es, and -ed <b>Blending</b> REVIEW closed syllables using Routine 4, the Closed Syllables Routine. Then review the target sounds/ spellings on Sound/ Spelling Cards 10, 11, 23, 32, 33, 34, and 38. Use Routine 2, the Whole-Word Blending Routine, and Routine 3, the Sentence Blending Routine, to help students blend and read the words and sentences from Days 1 and 3. <b>Developing Oral Language</b> TELL students to	<b>Lesson / Instruction</b> Phonics and Decoding: /ng/ spelled ■ng, /nk/ spelled ■nk, and Inflectional Ending -ing  <b>Blending</b> INTRODUCE /ng/ spelled ■ng and /nk/ spelled ■nk using Sound/Spelling Cards 35 and 36. Ask students what the green box tells them about each of these spellings. Remind students that inflectional endings are word parts that are added to the end of a base word. Tell them that inflectional endings do not change the meaning
<b>Differentiation / Accommodations</b> Assessment: Walk				

around informally assessing students while they are reading... focusing on fluency

Intervention:  
Read decodable story in small group time. Use Intervention Teacher's Guide during groups.

Enrichment: This information will determine what the students will be working on during workshop time. Have students write a new ending to the decodable story that was read during small group time.

## ELA

### Unit 1 Lesson 3 Day 2

#### Standards

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

Students will...

- Classify and Categorize information within text.
- demonstrate understanding of selection vocabulary words.
- read grade-level text orally, with expression and at an appropriate rate.
- collect information for Inquiry.

#### Lesson / Instruction

##### Close Reading

TELL students that during the second

Use Routine 1A, the High-Frequency Words Routine, to introduce eight and nine. Display eight and nine and the corresponding numerals (8 and 9) for students.

Display the sentences, and have students read each one using Routine 3, the Blending Sentences Routine.

#### About the Words and Sentences

/j/ spelled □dge, /k/ spelled □ck, /ch/ spelled □tch, and inflectional ending -ed Review the underlined high-frequency words. Have students identify each word with the -ed ending and tell whether it is used as a verb or an adjective.

#### Developing Oral Language

REMIND students that a verb is an action word. Display the words in Line 3, and remind students that these words are all verbs. Have a student choose a word from the word line and pantomime the action. The first student to correctly guess the word can act out another word from Line 3.

#### Guided Practice

ASSIGN pages 31–32 from Skills Practice 1 for students to apply the inflectional ending -ed.

#### Dictation and

Reading a Decodable Story Routine, to have students read "A Lunch List."

Checking Comprehension Have students answer the following questions to check their understanding of the story.

Why is Jess buying sandwiches? She is buying sandwiches for lunch.

What does Jess need to get besides sandwiches? She needs to get cups for water, napkins, and dishes.

Why does Mack think Jess will get back very fast? He thinks Jess will get back very fast because she forgot her list.

Build students' fluency by having them read "A Lunch List" with a partner. Have the partners reread the story aloud several times. Make sure students are reading the story with an appropriate rate.

#### Differentiation / Accommodations

Assessment: Walk around informally assessing students while they are reading... focusing on fluency

Intervention: Read decodable story in small group time. Use

write a paragraph about what they have done this past weekend. Then have students exchange papers and circle the inflectional endings (-e, -es, -ed) their partners used. Ask students to read aloud the paragraphs they wrote.

#### **Fluency**

HAVE students get into small groups to practice reading fluently. Give each student a copy of Decodable Stories, Book 2, Story 13. Tell them to read aloud within the groups. Circulate the groups to monitor whether students are reading with an appropriate rate.

#### **Formal Assessment**

Use Lesson and Unit Assessment 1 pages 38–40 to assess students' understanding of the skills taught in this lesson.

#### Differentiation / Accommodations

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

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

of the word; they change the form or function of the word. Explain that -ing represents an action that is currently happening. When a verb with the -ing form is used in a sentence, it needs a helping verb.

Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words.

Use Routine 1A, the High-Frequency Words Routine, to introduce bring, thank, and think. Have students read each sentence using Routine 3, the Blending Sentences Routine.

#### **About the words and sentences**

Talk about the words using the examples from Teacher's edition book

#### **Developing Oral Language**

DISPLAY the following words from the word lines and ask students to identify an antonym for each word. Then have volunteers use all the words in different sentences. (strong, flinging, sinking)

#### **Guided Practice**

ASSIGN pages 43–44 from Skills Practice 1 for students to apply /ng/ spelled ng, /nk/ spelled nk, and the inflectional ending -ing. Read the Focus section aloud, and do the first two items as a class. Then have

read of "The Bat, Birds, and Beasts" they will analyze the text. Explain that this means using different methods to take a closer look at the text.

Tell students that separating people, animals, and objects into different groups is called classifying and categorizing. This strategy can help readers better understand a text by identifying important traits of individual groups and the distinctions between groups.

**Cause and Effect**  
**Access Complex Text**

Classify and Categorize: DISPLAY a two-column chart with the headings Birds and Beasts. Tell students they can use this chart to classify and categorize the groups of animals in the story.

**Practice Vocab**

USE Routine 11, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words. Focus on synonyms For additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 33–34.

**Fluency: Rate**

**Spelling**

Use Routine 7, the Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate the words and sentences for students to write.

**Differentiation / Accommodations**

Assessment: ASSIGN pages 31–32 from Skills Practice 1 for students to apply the inflectional ending -ed.

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

Enrichment: This information will determine what the students will be working on during workshop time. Students come up with their own sentences with words with inflectional endings.

**Music**

**ELA**

**Unit 1 Lesson 3 Day 3**

**Standards**

Intervention Teacher's Guide during groups.

Enrichment: This information will determine what the students will be working on during workshop time. Have students write a new ending to the decodable story that was read during small group time.

**ELA**

**Unit 1 Lesson 3 Day 4**

**Standards**

2.RL.9, 2.RL.4, 2.RL.2, 2.W.8, 2.W.7, 2.RL.1, 2.RL.7, 2.RF.4.b, 2.L.4.b, 2.L.5.b

Students will...

- demonstrate understanding of Language Use and Genre Knowledge.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with prosody.
- organize and synthesize information for Inquiry.

**Lesson / Instruction**  
**Close Reading**

TELL students that rather than rereading the entire selection a third time, they will now look closely at specific parts of the story. Explain that they will read with a writer's eye. This means they will

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

**ELA**

**Unit 1 Lesson 3 Day 5**

**Standards**

2.RL.1, 2.L.5.a, 2.L.5.b, 2.L.6, 2.RF.4.b, 2.RL.10, 2.RL.7

Students will...

- review the selection vocabulary words.
- review the comprehension strategy of Asking and Answering Questions.
- review Classify and Categorize and Cause and Effect.
- review Genre Knowledge and Language Use.
- review prosody and expression as aspects of fluency.

**Lesson / Instruction**

**Review Vocab**

USE Routine 11, the Selection Vocabulary Routine, to have students review the vocabulary words. Read each of the sentences and 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.

**Differentiation / Accommodations**

Assessment: ASSIGN pages 43-44 from Skills Practice 1

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

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

**ELA**

**Unit 1 Lesson 4 Day 1**

**Standards**

2.RF.4.b, 2.RF.4.a, 2.RL.10, 2.L.4.a, 2.SL.1.a, 2.SL.5, 2.SL.1.c, 2.SL.1.b

Read aloud page 65 from "The Bat, Birds, and Beasts." Model pausing briefly at commas and slightly longer at periods. In addition, model proper inflection by raising your voice slightly at the end of the last sentence to indicate that it is a question. Then have student pairs practice reading page 65 with proper rate and intonation.

**Inquiry: step 3- collect information**

Combination notes: collecting information, note-taking, summary area

**Differentiation / Accommodations**

Assessment: Skills Practice 1 pages 33–34., informal assessment walking around while students are practicing fluency to see where they are at and how they are doing

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

2.L.6, 2.SL.2, 2.W.8, 2.RF.4.b, 2.RL.6, 2.RL.7, 2.RL.1, 2.W.7, 2.RL.10

**Lesson / Instruction**

**Access Complex Text**

pages 68-70 : The Bat, Birds, and Beasts  
Cause and Effect  
**Text Connections**  
HAVE students turn to page 72 of Student Anthology 1. Read each question with the class. Call on various students to answer the questions. Provide enough time for students to respond to each other's questions and to ask new ones when relevant to the topic. Draw students' attention to the Did You Know? feature on page 72. As a class, discuss what this information means. Tell students to consider why they think some bats eat fruit and nectar, while other bats eat insects and small animals.

**Vocab**

USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 74–75.

**Practice**

**Comprehension**

HAVE students turn to Skills Practice 1 pages 35–36.

**Fluency**

REMIND students that, when reading

examine techniques that writers use to create well-written pieces.

**Language Use**

**Writer's Craft**

TELL students the author of "The Bat, Birds, and Beasts" uses detailed language to describe the animals and their actions in the story. Review examples from the story- found in teacher's manual. REVIEW with students the elements of a fable. Then have students identify text elements on pages 70 and 71 that connect to fable elements Examples in teacher's manual. HAVE students compare and contrast "The Bat, Birds, and Beasts" to other versions by different authors such as the traditional Aesop's Fable and to Bat's Big Game by Margaret Read MacDonald. Discuss why each author may have written it differently.

HAVE students write a new moral for the fable. Tell them to recall details from the fable to enrich what they write.

**Science Connection**

Text feature: REVIEW with students elements of lists. Explain that lists are often ordered with numbers or dots called bullets. They sometimes appear in informational texts. DISPLAY and read

students choose the correct answer. Tell students to explain their responses and provide examples and clarification as needed.

**Comprehension Strategy**

Asking and Answering Questions prompts readers to focus their attention on what they are reading. Have students revisit page 71 of "The Bat, Birds, and Beasts" and identify where they asked and answered questions. Then discuss with students how using this strategy helped them understand the story.

**Accessing Complex Text**

REVIEW the skills for accessing complex text by telling students to find examples where they classified and categorized and identified cause and effect.

**Classify and Categorize** helps readers to make comparisons, make connections, and remember content. Have students revisit page 65 and **recall the information they classified and categorized.** **Cause and Effect** helps readers understand how story events are related. Have students revisit Bat fouling Hummingbird during

Students will...

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

**Lesson / Instruction**

**Build Background**

USE Routine 14, the Reading the Selection Routine, to guide students in reading "A Cherokee Stickball Game." Explain that the Cherokee people are Native Americans and that stickball is an ancient game still played by some members of the Cherokee people group. There are different versions of stickball. Discuss based on information in Teacher's edition book.

TELL students that "A Cherokee Stickball Game" is a folktale. Explain to students that a folktale is a story that was passed on from generation to generation through an oral tradition before it was written down. A folktale often contains repetition and a moral about



lesson.

Enrichment: Create a presentation with a group about what they have learned about teamwork while reading this selection

### Computers

### Recess

### Math

#### Lesson 3-6 Patterns with Arrays

#### Standards

2.OA.4

I can skip count to find the total number of objects in an array. I can represent equal groups with arrays.

#### Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.  
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual  
3. Explore and Develop:  
- Pose the problem  
Ask 2 clarifying questions  
- Develop the Math Guided Exploration Path- follow the slides that are online  
- Bring it Together  
4. Practice and Reflect- page 87-88  
How will you know they learned it?  
During the practice and reflection, I will be able to tell how students comprehend arrays and repeated addition. During this time, I will walk

dialogue, fluent readers use expression to emphasize the characters' words. Read aloud page 70 from "The Bat, Birds, and Beasts," demonstrating proper expression and using different voices for different characters. Then have students work in small groups to practice reading the dialogue on page 70 with expression.  
**Inquiry: step 3**  
CONTINUE to plan time for students to do research, either as a whole class or in a few smaller groups. For this first unit, walk students through the process of assessing materials for usefulness and remind them of effective note-taking strategies.

#### Differentiation / Accommodations

Assessment: HAVE students turn to Skills Practice 1 pages 35-36

Intervention: Reading/ comprehension focus during small group time. Use spelling/ sound cards and blending routines. Use Intervention Guide to review topics covered during lesson for the day.

Enrichment: Presentation about what they have

aloud the article. Then have students answer the questions in pairs. REVIEW with students some of the reliable websites they can visit to research the different kinds of snakes that live in deserts and wetlands.

#### Look Closer

Comprehension questions: READ each question with the class. Call on various students to answer the questions. Then have students complete the Write Activity on their own.

#### Extend Vocabulary

USE Routine 11, the Selection Vocabulary Routine, to have students extend their vocabulary. Display the Extend Vocabulary activity at the bottom of page 75. Tell students to follow the directions to complete the activity. 1. disloyal, 2. semiannual, 3. deemphasize, 4, unacceptable Then have students identify two synonyms or near synonyms for each of the remaining vocabulary words, strategy and inquired.

#### Fluency: prosody

REMIND students that reading a text with proper phrasing helps a reader clearly communicate its meaning. Model reading aloud page 64 with proper phrasing and expression. Then

the basketball game as a cause. Ask, What effects does this have?

#### Monitor Progress

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

#### Writer's Craft

REVIEW the skills for analyzing a writer's craft by having students find examples of places they applied genre knowledge and noticed language use.

Genre Knowledge helps readers know what to expect from a text and helps readers to understand the author's purpose. Ask students what elements of a fable are present in "The Bat, Birds, and Beasts." The characters are animals that talk and act like humans, and the story has a moral. Language Use and descriptive words help readers visualize what they read and make a text more entertaining. Have students identify some descriptive verbs in the story that helped them create vivid mental images.

#### Fluency

REVIEW the importance of proper phrasing and expression while reading. Read aloud

life. Discuss the following elements of a folktale: From Teacher's Edition

EXPLAIN to students that the concept vocabulary word for this lesson is approval. Tell them that approval means "favorable opinion" and "acceptance." Have students discuss how they think the word approval relates to the theme Teamwork.

PAGE 79: Why is it important to be kind and accepting of others? In what ways do teams benefit from diversity?

#### Preview the selection

USE Routine 12, the Clues, Problems, and Wonderings Routine, to have students browse the first few pages of the selection. Explain to students that browsing will help them to read the text with purpose and understanding. As students browse, have them search for clues that tell them something about the selection. Also, have them look for problems, such as unfamiliar words, and concepts they wonder about. For example, students might point out that the illustrations on pages 80 and 81 show that the story characters are animals.

around to review the work of students. Also, students will do the Exit ticket/ extra practice pages on their own. This will be turned in to assess their work and how they comprehended the work.

### Differentiation / Accommodations

Intervention:  
If they don't understand arrays, we will focus more on these during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 3-6 to help us.

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

Lunch

Recess

Duty

Tier II/III Math

### Lesson / Instruction

Math Facts:  
99 math  
At Your Seat:  
Students will finish "on my own" paper and then to ALEKS.  
Teacher Time:  
Students will work

learned about teamwork.

Recess

Math

### Lesson 3-7 Use Arrays to Add

#### Standards

2.OA.4

I can write equations to describe arrays.  
I can represent the total number of objects using arrays.

### Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:  
- Pose the problem  
Ask 2 clarifying questions  
- Develop the Math Guided Exploration Path- follow the slides that are online  
- Bring it Together
4. Practice and Reflect- page 91-92

### Differentiation / Accommodations

Intervention: If they don't understand arrays, we will focus more on these during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 3-6 to help us.

Extension  
Students will choose

have students repeat the text on page 64, mimicking your phrasing and intonation. Continue to read pages 65 and 66 in this manner to help students build prosody.

**Inquiry: Step 3- collect information**  
REVIEW the question and conjecture you have been researching as a class, and have students share information they have gathered. Make a list of what students have found so far. Explain that the next step will be to organize their information. They also need to figure out how the ideas are related and put those ideas together to make new ideas. By doing this, they will be able to tell what additional information they need to find. As a class, make a list of pieces of useful information you have researched, and organize those pieces of information into a chain organizer.

### Differentiation / Accommodations

Assessment:  
Extended vocabulary activity,

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

page 67, sentence by sentence, while demonstrating proper phrasing and intonation. After you read each sentence, have students repeat after you. Then have students work in small groups to practice reading "The Bat, Birds, and Beasts" with prosody.

### Monitor Progress

Use Lesson and Unit Assessment pages 41-43, 45-46, and 219 to assess students' understanding of the skills taught in this part of the lesson.

### Differentiation / Accommodations

Assessment:  
Monitoring students to make sure they are understanding information during questions of story. Grading progress monitoring Lesson and Unit Assessment pages 41-43, 45-46, and 219

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

Enrichment: Allow students to take

REMIND students that they will be reading a folktale about animals playing stickball. Tell them to think about how this selection relates both to the theme Teamwork and to other selections they have read.  
BIG IDEA: How can you work better with others?

### Read the selection

MODEL the use of the following comprehension strategy during the first read of "A Cherokee Stickball Game:" Summarizing Explain that, from time to time, readers will pause to review what they have read and prepare to continue reading. This strategy is called summarizing. Stop after each page and at other necessary spots to briefly summarize key events. Emphasize to students that summaries should be brief and restate only the most important information. Point out that, when summarizing, readers retell events in the order in which they happen in the story.  
**Comprehension strategy**  
Teacher models:  
Give in Teacher's Edition book while reading the selection as a class  
**Discuss the Selection**  
HAVE students turn to the Reading

with the teachers reviewing the daily lesson/current topic.  
Hands On:  
Students will play a game/work on project that is around the current topic.

#### RTI

#### Main idea and details

#### Recess

#### Duty

#### RTI Tier III

#### ELA/Workshop time

#### Unit 1 Lesson 3 Day 2

Students will...

- complete a TREE graphic organizer.
- give and receive feedback on their plans in a writers' conference.
- practice formation of small letters i and l.

#### Lesson / Instruction

#### Writing an Opinion Piece-rewriting Instruct

MODEL filling in a TREE graphic organizer based on the Idea Web you completed in the previous day's class. Choose three of the ideas as the strongest reasons for your opinion, and narrate your thoughts as you generate a further explanation for each reason.

#### Guided Practice

The best thing that each of us can do to help the environment is to \_\_\_\_\_. Have partners

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

#### Duty

#### Recess

#### Tier II/III Math

#### Lesson / Instruction

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

#### RTI

#### Main idea and details

#### Recess

#### Science

#### Lesson 3: Use Solids

#### Standards

2-PS1-2, 2-PS1-1

Students will...

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

#### Lesson / Instruction

Vocabulary: purpose  
Jumpstart  
Discovery Activity-  
Act out a solid item to

needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the writer's craft skills and vocabulary words taught in this lesson.

Enrichment: Create small presentation about what they've learned about teamwork. During workshop, have students write a new title for "The Bats, Birds, and Beasts". Remind them it should give a strong clue about the info that will be in the text.

#### Recess

#### Math

#### Unit 3 Test

#### Standards

2.OA.4, 2.OA.2, 2.OA.3

Assess on knowledge of patterns with numbers.

#### Lesson / Instruction

Order of information:  
Review questions for each lesson- 1-2 questions each.  
Go over directions/ read questions for students who need it.

1. Independent Practice: Unit 3 Test
3. Alyx online lesson.
4. 99 Math- quick math facts review

5. Blue Folder Work-catch up on work

they didn't finish

assessment on their own without me reading questions. When they are done, have students create questions about vocab words, using words in each sentence. Then allow students to pair up and answer each question of their partner's after everyone is done with assessing.

#### P.E.

#### Math

#### Lesson 4-1 Represent and solve add to problems

#### Standards

2.OA.1

I can represent Add to problems.  
I can solve add to problems.

#### Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:  
- Pose the problem  
Ask 2 clarifying questions  
- Develop the Math Guided Exploration Path- follow the slides that are online
4. Practice and Reflect- page 103-104

#### Differentiation / Accommodations

Resources portion of their Student Anthologies.. To help students start a collaborative conversation with their peers, read over Summarizing under the Comprehension Discussion Strategies to give students ways to start or add to a discussion.

Use Routine A, the Handing-Off Routine, to discuss "A Cherokee Stickball Game." 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. How is this selection similar to other selections you have read in this unit? What lesson does this story teach about relationships among teammates? Have students return to the Clues, Problems, and Wonderings chart. Ask them whether the clues they found while browsing the selection helped them understand the story. Discuss the problems and how they were resolved, and then discuss answers to students' wonderings. REMIND students that the concept vocabulary word for this lesson is

complete TREE graphic organizers to plan their opinion pieces. Explain that they should use the sentence frame to write their topic sentences.

#### **Apply**

Peer feedback  
Does the plan include an opening sentence that clearly states the opinion?  
Does the plan include three reasons that support the opinion?  
Does the plan include an explanation for each reason?  
Does the plan include a strong concluding statement?  
Make changes if needed after meeting in small groups

#### **Penmanship:**

##### **Instruct**

REVIEW the formation of small letter i and l.

##### **Apply**

HAVE students write each of the letters on their papers twice. 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. Write the word ill.

#### **Differentiation / Accommodations**

Assessment: Assess penmanship- have them correct errors if needed. Write/revise given sentences with proofreading marks.

a partner- no words :) UInvestigate Lab Read and answer questions- pages 22-23  
Quest Check in

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

#### **Differentiation / Accommodations**

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

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

#### **ELA/Workshop time**

##### **Unit 1 Lesson 3 Day 3**

##### **Standards**

2.W.1

Students will...

- draft their opinion pieces.
- review linking

6. Prodigy Math, Boddle Math, or Read

Lunch

Recess

#### **Tier II/III Math**

##### **Lesson / Instruction**

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

#### **RTI**

##### **Main idea and details**

Recess

#### **RTI Tier III**

#### **ELA/Workshop time**

##### **Unit 1 Lesson 3 Day 4**

##### **Standards**

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

Students will...

- use words that show opinions.
- review goals for their writing.
- finish drafting an opinion piece.
- use helping and linking verbs.
- practice the formation of small letters t and f.

##### **Lesson / Instruction**

Opinion Writing: Draft  
Instruct:TELL

Intervention: If they don't understand arrays, we will focus more on these during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 4-1 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**

##### **Lesson / Instruction**

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

#### **RTI**

##### **Main idea and details**

Recess

#### **RTI Tier III**

#### **ELA/Workshop time**

##### **Unit 1 Lesson 3 Day**

approval. Provide the definition again, and ask students to discuss how the word relates to this selection.

REVISIT Essential Questions  
REVIEW elements of a folktale

#### **Develop Vocab**

TELL students they can use the vocabulary strategy Word Analysis to figure out the meaning of the word stickball on page 80. I see two base words I recognize: stick and ball. Using what I know about these two words, I think this must be a sport where a stick is used to hit a ball. However, I know baseball and golf both use sticks to hit a ball. If I look at the illustration, I see Little Mouse holding a stick that doesn't look like a baseball bat or a golf club. I think stickball is completely different game from baseball or golf. This is an example of breaking down a word as well as using the illustration to help me understand a word. I used Word Analysis and Context Clues. 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



<p>Intervention: Small group time- sentence starters, Intervention Teacher's Guide during the workshop to reteach writing skills from this lesson if additional support is needed.</p> <p>Enrichment: Challenge students to expand their opinion, share ideas with others, continue thinking/working on draft</p>	<p>words.</p> <ul style="list-style-type: none"><li>• set additional goals for their writing.</li><li>• identify helping and linking verbs.</li><li>• review spelling words.</li></ul> <p><b>Lesson / Instruction</b> <b>Writing an Opinion Piece: Drafting</b> Instruct: TREE, Language Arts Handbook pages 158–161, linking words, draft</p> <p>Guided practice: REFER students to Language Arts Handbook pages 28–29 for more information and examples of drafting. Model writing a draft, using the TREE graphic organizer as a guide. Narrate your thought process as you write and make changes. As you write the draft, include some spelling, punctuation, and grammar mistakes that you will model fixing during the editing step of the writing process.</p> <p>Apply: HAVE students refer to Skills Practice 1 page 37. Read the Think section aloud, and complete the first two items with students to reinforce the audience and purpose for their writing. Begin writing their drafts.</p> <p><b>Grammar, Usage, and Mechanics</b></p>	<p>students that they will continue working on their opinion piece drafts.</p> <p>Guided practice: Write the following words on the board: think believe feel should want Tell students that these opinion words will help make their points of view clear to readers. Have students use these words in their drafts.</p> <p>Apply: TELL students that they will finish their drafts today. Remind them to use the TREE graphic organizer to develop the writing and to maintain focus on the main idea of their paragraphs. Tell them to continue planning as they write by adding, changing, or reordering their reasons and explanations as needed. Tell students that the more specific their reasons are, the better the reasons will support their opinions.</p> <p>Grammar, Usage, and Mechanics: Helping and Linking Verbs Instruct: REVIEW with students that a linking verb links the subject of a sentence to a word or phrase that describes or renames the subject, and a helping verb works with the main verb to indicate when</p>	<p><b>5</b></p> <p><b>Standards</b> 2.L.1.f, 2.L.2.d, 2.SL.1.a</p> <p>Students will...</p> <ul style="list-style-type: none"><li>• review their drafts during a writers' conference.</li><li>• take the spelling assessment.</li><li>• review helping and linking verbs.</li><li>• review formation of the small letters i, l, t, and f.</li></ul> <p><b>Lesson / Instruction</b> <b>Writing an Opinion Piece: Drafting</b> EXPLAIN to students that they will review their drafts in small groups. Remind them that they should not take criticisms or suggestions personally, and they must be kind and respectful as they make suggestions about others' writing plans. Have students refer to Language Arts Handbook pages 34–37 for additional information and suggestions about writers' conferences.</p> <p>USE Routine B, the Writing Conference Routine, to explain to students how to provide peer feedback. Have students get into small groups. Remind students to follow agreed-upon rules for discussion. Have one student in each group read his or her draft aloud. Tell students that</p>	<p>the activity below (in teacher's edition) to verify the meaning of each word. Provide examples and clarification as needed.</p> <p><b>Fluency</b> REMIND students that reading a text accurately is important for comprehension. If they do not recognize a word or if they mispronounce a word while reading, students should stop reading and decode the word, syllable by syllable if necessary. Then they should reread the entire sentence several times until they can read it accurately and automatically. As students follow along, model reading page 80 of "A Cherokee Stickball Game" with accuracy. Demonstrate pausing at a potentially unfamiliar word, such as creatures, and sounding it out before rereading the entire sentence accurately. Have students each read the page aloud 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. Tell them that the more they read, the more their accuracy</p>
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virtues could be based on the images.  
3. Read the first sentence and have students underline the words that explain what civic virtues are. (personal behaviors and actions that help improve communities)  
4. Explain that responsible citizens show civic virtues. Since civic virtues are behaviors and actions that help a community, ask students what types of behaviors and actions might show civic virtues. Remind students of the images they have just looked at, if necessary. (Answers will vary. The aim here is to have students think about the actions and behaviors that are civic virtues and that these actions are how responsible citizens behave.)  
5. Have students use the printable Civic Virtues Mind Map. They should fill the circles in with the civic virtues of a responsible citizen. Model this, if necessary. (respect, equality, truthfulness, working together/ common good, Respecting the law, volunteering)  
6. Explain that the

Instruct: DISPLAY the ePresentation visual of the following sentences. Circle the linking and helping verbs is and were.  
  
Guided Practice: HAVE volunteers write sentences on the board that contain helping and linking verbs. Have another group of students identify the verbs as either helping or linking.  
  
Apply: WRITE the following three words on the board, and have students write sentences using them as linking and helping verbs: is, was, have  
Refer students to Language Arts Handbook page 286–287 for more information and examples of linking and helping verbs.  
  
**Spelling**  
Instruct: REMIND students that inflectional ending spellings include -s, -es, and -ed. Display the ePresentation visuals of the following word pairs: claped/clapped, shops/shopps, lockd/locked, patches/patchs, piked/picked, wishs/wishes, startted/started, stacks/stackes, grabbed/grabed, pitchs/pitches. Have volunteers come to the board and circle the correctly-spelled word in each pair.

something is happening or has happened.  
(is are was were)- create sentences with these words  
  
Guided practice: DISPLAY the ePresentation visual for the following sentences. Have students circle the linking or helping verbs. Tell them to identify each circled word as a linking or a helping verb.  
I am watching a movie. am, helping verb  
She was happy when we told her the news. was, linking verb  
The turtles were hiding in their shells. were, helping verb  
  
Apply: Tell students to turn to Skills Practice 1 pages 41–42.  
  
Practice t and f and the word fit-penmanship  
  
**Differentiation / Accommodations**  
Assessment: Skills Practice 1 pages 41–42.  
  
Intervention: Continue to support writing draft-encouraging use of sound/spelling cards as they write.  
  
Enrichment: Encourage students to use linking verbs in their drafts. Share their drafts with

each student in the group should identify one positive aspect about the draft. Then have students evaluate the draft using a TREE diagram and offer suggestions for improvement. Have groups use them to offer additional feedback:  

- Did the student use specific content vocabulary related to the topic?
- Did the student use detailed and descriptive language?
- Did the student present a clear point of view?

INSTRUCT students to take notes about the feedback they each receive from their peers. Now that student groups have practiced giving feedback to one group member, have each remaining student in the group read aloud his or her writing. Have the other students provide feedback, using the evaluation questions as a guide and following the agreed-upon rules for discussion.  
**Spelling: Inflectional Endings -s, -es, and -ed**  
Have students take out a clean sheet of paper. Tell them to write the word Spelling and their names in the top margin. Have them number the first ten

will improve.  
RECORD individual students reading aloud. Then meet with each student to listen to her or his recording and evaluate it. Being able to hear the mistakes they are making will help students improve more rapidly.  
  
**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. If students have trouble reading a word, have them blend the word using Routine 1 during Workshop.  
  
Enrichment: Use info from informal assessment to determine what they will do during workshop time. Students will work on use multisyllabic words following the similar sound and spelling cards. Have students write a list of additional plural nouns during Workshop that end with -s or -es. Have students write a list of rules about words that take the -es ending during Workshop.

ELA/Workshop time

boxes in the printable are for the definitions of the terms they put in the circles. Put students in small groups or pairs and have them discuss what? Using the boxes in the printable, have the students work together to craft simple definitions of each term.

8. Circulate and give feedback to help students shape their definitions.

9. Have each pair or group come up with one sentence that describes what a responsible citizen is and write it down on a separate sheet of paper. (Answers will vary. Accept any reasonable sentences.)

10. Post these sentences on a wall in the classroom.

11. Have students glue their mind maps into their interactive notebooks.

Vocab:  
Civic virtues  
common good  
equality  
respect  
truthfulness  
volunteers

#### Differentiation / Accommodations

Intervention: understand?  
I will walk around the review students

Tell each student to pronounce the word correctly.

Apply: ASSIGN pages 39–40 from Skills Practice 1 for students to practice spelling words with the inflectional endings -s, -es, and -ed.

#### Differentiation / Accommodations

Assessment: page 37 in skills practice page ASSIGN pages 39–40 from Skills Practice 1

Intervention: During small groups, discuss ideas, support students writing their rough draft.

Enrichment: Continue writing draft independently.

Guidance

Library

partners/ share critiques with each other when ready.

#### Social Studies

#### Week 5: Article 2-7: Respect part 1

#### Standards

2.SS.1.E

I can describe what civic virtues are.  
I can give examples of civic virtues.

#### Lesson / Instruction

Pages 5 to 11 of the walkthrough slide deck "Citizenship" go with this lesson plan.

a. Note: This lesson plan could be done over two days, with three articles being done each day instead of six in one day.

2. Divide the class into six groups. Give each student a copy of the printable Civic Virtues Flipbook. Assign each group one of the articles.

a. Have each group read their assigned article together. Each article has audio online. If possible, allow students to listen to the audio. You may also consider asking for parent volunteers to come and help each group with this activity.

b. After reading and discussing, have the students write the

lines 1–10, skip a line, and then number the next five lines 11–15. Read each word, use it in a sentence, and give students time to spell it correctly.

#### Monitor Progress

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

#### Grammar, Usage, and Mechanics: Helping and Linking Verbs

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

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

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

#### Unit 1 Lesson 4 Day 1

#### Standards

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

Students will...

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

#### Lesson / Instruction

Writing an Opinion Piece: Revising and Editing

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

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

information, If they are having struggles on getting the needed information, we may use sentence starters or examples on what is need based on article 1.

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

Science

Lesson 2

Standards

2-PS1-1

I can describe matter by its different properties.

Lesson / Instruction

Vocabulary: weight, texture, magnetic, flexibility, hardness  
Jumpstart Discovery Activity- describe an item to a partner  
UInvestigate Lab (Next part)  
Read and answer questions- pages 16-18  
Quest Check In

When we are reading and answering questions, I will observe on how kids are participating and if they understand the information.  
Use pages 8-10 to help them comprehend the information from their science notebooks.

title of the article on the front flap of the flipbook. Students will write or draw what they learned under the flap that corresponds with the civic virtue they studied.

i. Note: If you are doing the ELA mini-lesson here, have students practice reading their articles orally.

c. When they are done writing the information, have the students get into groups with one student from each of the other groups. Students should teach each other what they learned about the civic virtue they studied. They can read the article to their classmates, if you're doing the ELA mini-lesson.

d. Have the students fill out the other flaps on the printable with the new information. Students can write or draw pictures to show what they learned.r

e. When finished, have the students glue the printable into their interactive notebooks.

3. Come together as a class and discuss what was learned. You could have the students share what they wrote on their printables.

4. Next, use the

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

**Monitor Progress**  
Use Lesson and Unit Assessment 1 page 44 to assess students' understanding of the skills taught in this lesson.

Differentiation / Accommodations

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

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

and examples of revising.

Model revising your draft, narrating your thoughts as you make changes. The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

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

REMIND students that after they have revised their writing, the next step is editing. They will check their writing for spelling, punctuation, and grammatical errors before they publish it. Tell students to turn to Language Arts Handbook page 38–41. Model editing your revised draft, explaining why you make each change.

INSTRUCT students to revise and edit their opinion pieces using the checklist and proofreading marks on Skills



**Differentiation / Accommodations**

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

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

printable Civic Virtue Scenarios, reading each scenario to the class. Have students decide which civic virtue is being represented in each scenario.

a. Note that sometimes the scenarios could represent more than one civic virtue. Discuss student ideas, and accept any reasonable responses.  
5. Extension activity: Have students work in groups to come up with a new scenario that shows one of the civic virtues they learned about in the lesson. If your students are interested, they could act out the scenario, tell the scenario, or practice writing by creating a written story based on the scenario.

Vocab:  
Civic virtues  
common  
goodequality  
respect  
truthfulness  
volunteers

**Differentiation / Accommodations**

Intervention:  
I will walk around the review students information, If they are having struggles on getting the needed information,

to reteach the writing and spelling skills taught in today's lesson.

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

**Social Studies**

**Week 5 Assessment- Citizenship**

**Standards**

2.SS.1.E

I can describe what civic virtues are.  
I can give examples of civic virtues.

**Lesson / Instruction**

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

Week 5 test will be graded to test for understanding on citizenship, civic virtues, and respect.

**Differentiation / Accommodations**

Will check the assessment during the social studies checklist. Will pull up students individually, if needed, to review the information that was wrong/missed on this weeks assessment.

**Science**

**Lesson 3: Use Solids Part 2**

Practice 1 page 38 and Language Arts Handbook page 38. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings.

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

**Differentiation / Accommodations**

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

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

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

**Recess**

**Math**

**Circus/Carnival Day**

**Standards**

we may use sentence starters or examples on what is need based on article 2-7.

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

P.E.

**Standards**

2-PS1-1, 2-PS1-2

Students will...

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

**Lesson / Instruction**

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

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

**Differentiation / Accommodations**

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

Enrichment: If students understand the information, they will create a video explaining the information they

2.NBT.1, 2.OA.4

**Lesson / Instruction**

Circus/Carnival Day

Rotations practicing different math skills.

Lunch

Recess

Tier II/III Math

Homecoming

RTI

Homecoming

Recess

RTI Tier III

Homecoming

ELA/Workshop time

Art

Fun Friday

Homecoming

have learned about  
solids.