

| Monday 11/03/2025 | Tuesday 11/04/2025 | Wednesday 11/05/2025 | Thursday 11/06/2025 | Friday 11/07/2025 |
|---|--|---|--|--|
| Morning meeting | Morning meeting | Morning meeting | Morning meeting | Morning meeting |
| ELA | ELA | Music | ELA | ELA |
| Unit 2 Lesson 2 Day 3 | Unit 2 Lesson 2 Day 4 | Unit 2 Lesson 2 Day 5 | Unit 2 Lesson 3 Day 1 | Unit 2 Lesson 3 Day 2 |
| Standards 2.L.2.e, 2.L.1.g | Standards 2.RF.4.b, 2.RF.4.a | Standards 2.RF.4.b, 2.L.1.g | Standards 2.L.2.e | Standards 2.RF.4.b, 2.RF.4.c |
| Students will... <ul style="list-style-type: none"> blend words with /ū/ spelled <i>u</i> and <i>u_e</i>. learn new high-frequency words. build oral language skills. apply sound/spelling correspondences to spell dictated words with /ū/. | Students will... <ul style="list-style-type: none"> build oral language skills. read a Decodable Story. build fluency. | Students will... <ul style="list-style-type: none"> blend words with /ō/ spelled <i>o</i>, <i>o_e</i> and words with /ū/ spelled <i>u</i>, <i>u_e</i> build oral language skills. build fluency. | Students will... <ul style="list-style-type: none"> blend words with /ā/ spelled <i>a</i>, <i>a_e</i>; /ī/ spelled <i>i</i>, <i>i_e</i>; /ō/ spelled <i>o</i>, <i>o_e</i>; /ū/ spelled <i>u</i>, <i>u_e</i>; and inflectional endings -er and -e st. learn new high-frequency words. build oral language skills and vocabularies. apply sound/spelling correspondences to spell dictated words with /ā/, /ī/, /ō/, and /ū/. | Students will... <ul style="list-style-type: none"> build oral language skills. read a Decodable Story. build fluency. |
| Lesson / Instruction Phonics and Decoding: /ū/ spelled <i>u</i> , <i>u_e</i> INTRODUCE /ū/ spelled <i>u</i> and <i>u_e</i> using Sound/Spelling Card 31. Ask students what the letters written in red mean. They are vowel sounds. Ask students how they can distinguish between a long-vowel sound and a short-vowel sound. The long-vowel sounds have a yellow background and the short-vowel sounds have a green background. <ul style="list-style-type: none"> Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the first two lines. Use Routine 5, | Lesson / Instruction Phonics and Decoding: /ū/ spelled <i>u</i> , <i>u_e</i> Developing oral language HELP students build their vocabularies by pointing to the words that follow. Have them name a synonym for each word. Then have them use the words in sentences. Possible answers in teacher's manual Fluency: Reading a Decodable Story Book 3, Story 22: Hope's Cute Music Box New High-Frequency Words: buy, goes, paste, zero Reviewed High-Frequency Words: too, walk, your USE Routine 9, the Reading a Decodable Story Routine, to have students read "Hope's Cute Music Box." With all the dialogue in this story, tell students to focus on reading with expression. | Lesson / Instruction Phonics and Decoding: /ō/ spelled <i>o</i> , <i>o_e</i> and /ū/ spelled <i>u</i> , <i>u_e</i> <ul style="list-style-type: none"> REVIEW /ō/ spelled <i>o</i>, <i>o_e</i> and /ū/ spelled <i>u</i>, <i>u_e</i> using Sound/Spelling Cards 30 and 31. Use Routine 3, the Whole-Word Blending Routine, to blend and read the words in the word lines from Days 1 and 3. Then have students read each sentence using Routine 3, the Blending Sentences Routine. START at one end of the classroom and work your way around so that each student has a chance to read at least one of the words in the | Lesson / Instruction Phonics and Decoding: /ā/, /ī/, /ō/, /ū/, and Inflectional Endings -er and -est <ul style="list-style-type: none"> REVIEW the target spellings (vowel and vowel_e) for /ā/, /ī/, /ō/, and /ū/ using Sound/Spelling Cards 27, 29, 30, and 31. Ask students what the yellow background color on each card means. Each sound is a long-vowel sound. Ask students to identify the spellings they have learned. a, | Lesson / Instruction Phonics and Decoding: Review /ā/, /ī/, /ō/, and /ū/ spelled vowel, vowel_e Developing Oral Language: EXPLAIN to students that a verb is a word that shows action, and an adjective is a word that describes a noun. Point to the word close. Tell students that the pronunciation of this word depends on its part of speech, or how it is used in a sentence. Tell them that when this word is a verb it has /z/ spelled <i>_s</i> , but when it is an adjective it has /s/ spelled <i>s</i> . Have volunteers use close in different sentences, demonstrating the different parts of speech. Fluency: Reading a Decodable Story Book 3, Story 23: A Good Life at the Lake |

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| <p>the Open Syllables Routine, to discuss the open syllables in Lines 3 and 4 with students. Remind them that every syllable must have a vowel sound and a vowel spelling.</p> <ul style="list-style-type: none"> • Use Routine 1A, the High-Frequency Words Routine, to introduce buy, goes, paste, and zero. • Display the sentences, and have students read each one using Routine 3, the Blending Sentences Routine <p>Discuss about the words and sentences- in Teacher's Manual Developing Oral Language: HAVE a volunteer use one of the words from the word lines in a declarative sentence. Ask another volunteer to use the same word in an interrogative sentence. Ask a third volunteer to use the word in an exclamatory sentence. Produce, expand, and rearrange complete simple and compound sentences by using Routine 7, the Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate</p> | <p>Checking Comprehension: Have students answer the following questions to check their understanding of the story. Have students point to their answers in the text.</p> <p>Building Fluency: Build students' fluency by having them read "Hope's Cute Music Box" with a partner. Have the partners reread the story aloud several times. Check students' reading for expression.</p> <p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. For additional practice with the sound/spellings from this lesson, have students read during Workshop Story 22: "Nick's Bugle Music" from practice Decodable Stories.</p> <p>Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards.</p> <p>Music</p> | <p>word lines aloud. After every student has had a chance to read, ask for volunteers to finish the remaining words and sentences. If a student struggles with a word, have him or her refer to the Sound/Spelling Cards. Have students use words from both sets of word lines to create a sentence using as many words as they can. Have students suggest ideas for adding to a classmate's sentence. And tell students it is okay for the sentences to be silly.</p> <ul style="list-style-type: none"> • HAVE students get into small groups to practice reading fluently. Give them a choice as to which story they would like to reread: Decodable Stories, Book 3, Story 21 or Story 22. Tell them to read aloud within a group of students that chose the same book. Circulate the groups to monitor whether students are reading accurately. <p>-ONLINE</p> <p><u>Use Assessment pages 93–94 to assess students' understanding of</u></p> | <p>a_e, i, i_e, o, o_e, u, u_e</p> <ul style="list-style-type: none"> • Remind students that inflectional endings are word parts that are added to the end of a base word. Tell them inflectional endings do not change the meaning of the word; they change only the form or function of the word. Display the words cold, colder, and coldest. Explain that cold is the base word. To make a comparison between two things, use the comparative ending -er. Read the following sentence to students: The basement is colder than the kitchen. Ask them what two things are being compared. the basement and the kitchen Now read this sentence: The basement is the coldest part of the house. Ask students what things are being compared. all parts of the house Explain that the superlative ending -est is used in this case because more than two things are being compared. | <p>New High-Frequency Words: another, many</p> <p>Reviewed High-Frequency Words: away, good, how, now, where</p> <p>FLUENT reading comes from automatic word recognition, or automaticity. Automaticity allows students to focus on understanding what they read instead of focusing on the process of decoding words. When readers read with automaticity, their rapid decoding of words seems unconscious. This quick word recognition allows readers to gain more meaning from the text. Since this is a review of the long-vowel sounds, it is a good place to introduce this aspect of fluency. Use Routine 9, the Reading a Decodable Story Routine, to have students read "A Good Life at the Lake."</p> <p>Checking Comprehension-questions in Teachers Manual Build students' fluency by having them read "A Good Life at the Lake" with a partner. Have the partners reread the story aloud several times. Check students' reading for speed and accuracy.</p> <p>Differentiation /</p> |
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the words and sentences for students to write.

ASSIGN pages 93-94 from Skills Practice 1 for students to apply /û/ spelled u and u 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: 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 in pairs. One student asks a question using a word from the word lines, and the partner responds using the same word in a statement.

Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards. Have students sort the words in the word lines according to the number of syllables. Assign random words from

ELA

Unit 2 Lesson 2 Day 4

Standards

2.RI.3, 2.W.8, 2.W.7, 2.RF.4.b, 2.L.5, 2.RL.4, 2.RI.10.a, 2.RI.10, 2.RI.7, 2.RI.6, 2.RI.5

Students will...

- identify Author's Purpose in a text.
- demonstrate understanding of Text Features and Language Use.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with accuracy.
- plan to collect information for Inquiry.

Lesson / Instruction

Close Reading

- TELL students that rather than rereading the entire selection a third time, they will now look closely at specific parts of it. Explain that they will read with a writer's eye and examine techniques that writers use to create well-written pieces.
- EXPLAIN that different features can be used to help readers make sense of text. For example, writers sometimes divide a text into chapters to organize information in a

the skills taught in this lesson.

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. For additional practice with the sound/ spellings from this lesson, have students read during Workshop Story 22: "Nick's Bugle Music" from Practice Decodable Stories.

Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards.

ELA

Unit 2 Lesson 2 Day 5

Standards

2.RI.10, 2.RI.10.a, 2.RF.4.b, 2.RI.6, 2.RI.5, 2.L.6

Students will...

- review the selection vocabulary words.
- review the comprehension strategies Clarifying and Summarizing.
- review Main Idea

- Tell students that, while many adjectives use the inflectional endings -er and -est to show comparison, some do not. Some exceptions include good (base word), better (comparative), best (superlative) and bad (base word), worse (comparative), worst (superlative). Also, sometimes the words more and most or less and least are used to make the comparative and superlative forms of an adjective. Give the following examples: amazing, more amazing, most amazing; excited, less excited, least excited.

- Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the word lines. Use Routine 5, the Open Syllables Routine, to discuss words like apron and diet. Then use Routine 4, the Closed Syllables Routine, to discuss words like formula and tribute.

- Use Routine 1A, the High-Frequency Words

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. For additional practice with the target sound/ spellings in this lesson, have students during Workshop read Story 23: "Backyard Life" from Practice Decodable Stories. Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards.

ELA

Unit 2 Lesson 3 Day 2

Standards

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

Students will...

- Sequence events within a text.
- demonstrate understanding of selection vocabulary words.
- read grade-level text orally, with appropriate rate.
- collect information for Inquiry.

Lesson / Instruction

Close Reading
INFORM students

the lines to each student. Tell him or her to provide a definition for the words he or she receives.

ELA

Unit 2 Lesson 2 Day 3

Standards

2.W.7, 2.SL.4,
2.RF.4.b, 2.RL.10,
2.RI.10, 2.RI.7,
2.RI.3, 2.RI.2,
2.RI.1

Students will...

- blend words with /ū/ spelled u and u_e.
- learn new high-frequency words.
- build oral language skills.
- apply sound/spelling correspondences to spell dictated words with /ū/.

Lesson / Instruction

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text by accessing and reviewing comprehension skills through this complex text- main idea and details and Cause and Effect (answer questions throughout various pages).
- ASK students to share some things they have learned about Earth in Action from the first two selections
- READ the Essential Question for the

reasonable way. Writers also include photos, diagrams, graphs, and other kinds of illustrations to help clarify ideas. Captions and labels explain the information presented in illustrations. (AUTHORS PURPOSE AND LANGUAGE USE): Tell students that will focus on alliteration when they revisit the poem "Dunes."

Writer's Craft:

Examples in Teacher's Manual

- REMIND students that poets use language in ways that create ideas, feelings, and images. When poets use descriptive language that shows rather than tells, this is called imagery. Ask students what mental pictures they formed as they listened to the poem. Have students identify the descriptive words that helped them form these images.
- Explain that poets often use other techniques to emphasize or enhance the imagery in their writing. One of these techniques is alliteration—the repetition of initial

and Details and Cause and Effect.

- review Text Features, Author's Purpose, and Language Use.
- review prosody as an aspect of fluency.

Lesson / Instruction

Review Vocab

- USE Routine 11, the Selection Vocabulary Routine, to have students review the vocabulary words. Review the following activity to provide additional practice with the vocabulary words. Write the following sentence stems on the board and have students complete each one. Tell students to use vocabulary words in their responses. Make sure students' sentences demonstrate understanding of the vocabulary words and ask them to provide examples and clarification as needed.

Monitor Progress

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

Comprehension Strategy

- REVIEW the following comprehension

Routine, to introduce another and many.

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

About the words and sentences:

Discussion in Teacher's manual Developing Oral Lanugage

- REVIEW the meaning of the words in the word lines to ensure student understanding. Then display fill-in-the-blank sentences for some of the words. Have students identify the missing word and say the complete sentence. For example: Sit

_____ to the fire to get warm. closer Mason's

_____ includes lots of fresh produce. diet

Guided practice

- **ASSIGN pages 105-106 from Skills Practice for students to apply /ā/, /ī/, /ō/, and /ū/. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages**

that during the second read of "What Makes the Earth Shake?" they will analyze the text. Before you begin the second read of "What Makes the Earth Shake?" teach the following methods for understanding complex text.

Sequence and Compare/Contrast

Access Complex Text

REMIND students that authors often use time-and-order words to signal sequence. Explain to students that order words tell exactly in what order things happen. Have students identify the order word on page 213. First Direct students' attention to page 215. Point out that the third sentence begins with the word next, which is a sequence word. It lets readers know that Kwawar added soil to the turtles' backs after he piled on straw. Ask students to identify the signal word that tells them Kwawar shaped the clouds into mountains and forests after he added soil. Then **Practice Vocab** USE Routine 11, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words. Display the selection vocabulary words from "What Makes

poem and have students discuss their answers.

- After you read the poem, read the first stanza aloud, and have students repeat it using the same phrasing and expression you modeled. Continue to read the rest of the poem in this manner to help students build fluency with reading poetry.
- HAVE students turn to page 204 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 ask new ones when relevant to the topic.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text by using Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student

consonant sounds. Point out the phrase the wind makes waves at the beginning of each stanza as an example of alliteration with the letter w. Have students identify a different phrase in the second stanza that uses alliteration, and have them explain how the phrase creates rhythm and meaning.

ripple and rise;
The sound pattern of these words reminds me of the movement of water.

Science Connection

- REMIND students that graphs are drawings that show the relationship between two things. Graphs are often used in textbooks and scientific texts. Ask students where they have seen examples of graphs, and have students describe them.

Look Closer

- HAVE students turn to page 205 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

strategies with students.

- Clarifying involves watching for unfamiliar vocabulary or confusing concepts and recognizing loss of concentration while reading. Good readers address these problems in order to gain a better understanding of a text.
- Summarizing involves pausing to review the most important information presented in a text.

Access Complex Text

- REVIEW the skills for accessing complex text by telling students to find examples where they identified main idea and details and cause-and-effect relationships.
- Main Idea and Details The main idea is the key concept of a section of text, and details provide information that supports or explains the main idea. Details usually tell how, what, why, where, or when. Have students revisit page 188 and recall the main

Independently.

Dictation and Spelling

- BEFORE you begin dictating the words and sentence, remind students that if a base word ends with e, the final e is dropped before adding the inflectional ending -er or -est. Then 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

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

Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the

the Earth Shake?"

Ask students to identify the vocabulary word that is a synonym for each word or phrase below.

trembles shivers
holds secures
overhead aloft
saw spied
rested settled
fidgety restless

For additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 109–110.

Fluency: Rate

Read aloud page 213 from "What Makes the Earth Shake?" Model pausing briefly at commas and slightly longer at periods. Then have student pairs practice reading page 213 at the proper rate.

Inquiry: Step 3 Collect Information

REMIND students that note taking is an important part of research. Review with students that note taking involves writing a few important points from a source. Explain that there are several good ways to take notes, and that it is helpful to try different types out in order to find one that works well for you. Review that in Unit 1 they discussed how to take combination notes. Explain that another type of note taking is called

Anthology
1 pages 206–207
• **HAVE students turn to Skills Practice 1 pages 97–98.**
• Read aloud page 200 from “A River of Ice.” Model pausing briefly at the comma and slightly longer at periods. Then have student pairs practice reading page 200 at an appropriate rate

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. 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. Have students add the inflectional endings -ed and -ing to the word scratch during Workshop.

Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the

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.

Extended Vocab

- USE Routine 11, the Selection Vocabulary Routine, to have students extend their vocabulary Display the vocabulary activity at the bottom of page 207. With students, complete the first item. Then have students complete the remaining items independently. Review the answers as a class. Then have students work with a partner to develop sentences for each of the remaining vocabulary words: crevasse, fjords, glacier, happens, over, time, and valley.

Fluency

- REMIND students that reading words accurately is necessary for fluency and comprehension. Point out that some words in this

idea and supporting details.
• Cause and Effect helps readers identify how events are related. Have students revisit page 196 and recall the cause-and-effect relationships they identified,

Writer’s Craft

- REVIEW the skills for analyzing a writer’s craft by having students find examples where they noticed text features, author’s purpose, and language use.
- Text Features such as graphs, maps, photos, and other illustrations help to clarify or expand on information in the text.
- Captions tell what an image represents. Have students name the types of images in “A River of Ice.”
- Author’s Purpose helps readers understand why an author wrote a text. The most common purposes are to entertain, inform, or persuade. Text features and organization of a selection provide clues about the author’s purpose. Have students state the author’s purpose for writing

similar sound and spelling cards.

ELA

Unit 2 Lesson 3 Day 1

Standards

2.RL.1, 2.RL.10, 2.SL.1.b, 2.SL.1.c, 2.SL.6, 2.RF.4.b, 2.RF.4.a, 2.L.4.c, 2.L.4.e

Students will...

- read grade-level text with purpose and understanding.
- produce complete sentences to provide requested detail or clarification.
- use context to determine the meaning 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 “What Makes the Earth Shake?” Ask students what they know about earthquakes. Then tell students that they are going to read some stories that people made up long ago in order to explain why earthquakes happen.
- TELL students that “What Makes the Earth Shake?”

writing a summary. Display the list of guided questions for taking summary notes, and read through them with students. Tell students: When you write a summary, it is important to use your own words, double check your summary against the original, and write down information about your source. Model writing a summary by revisiting the Lesson 2 selection “A River of Ice” and walking students through the first three guided questions to produce the following: The author is writing about how glaciers form and behave. She says that they form when snow high in the mountains turns to huge chunks of ice that slide slowly over the land. These chunks scrape land and create different types of impressions, such as fjords and valleys. Explain that, were this a research source for a class conjecture, the final step would be to decide how it relates to their conjecture. Discuss how this selection would or would not support the following conjecture: The Great Lakes are scars on the Earth created during the last ice age.

Differentiation / Accommodations

similar sound and spelling cards. Have students write a definition for scratch used as a noun during Workshop. Have students write sentences using scratch as a noun and as a verb during Workshop.

Computers

Recess

Math

Lesson 5-7: Decompose One Addend to Add

Standards

2.NBT.5

- I can decompose one addend to help me add.
- I can explain how to decompose one addend to add.

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 177-178

Differentiation / Accommodations

Intervention:

selection might be unfamiliar to students. When they encounter these words, they should slow down, sound out the pronunciation, reread the sentence, and then continue reading the page. Have students follow along as you read aloud page 200 from "A River of Ice." Then have student pairs practice reading page 200 with accuracy.

Inquiry Step 2:
Create Conjectures

- DISPLAY again the question and conjecture students selected as a group. Remind students that the next step is to do research and collect information that supports or refutes their conjecture.
- Remind students that good research involves a variety of information sources. Display again the list of possible research ideas.
- Add other ideas that students have, especially those that specifically relate to the question and conjecture you will be researching.

the selection. The author's purpose is to inform.

- Language Use is an author's use of words and phrases to convey meaning in a text. Alliteration is the repetition of initial consonant sounds. Have students recall examples of alliteration in the poem "Dunes" and how they create rhythm and meaning. "The wind makes waves" is an example of alliteration with the letter w. The /w/ sound reminds me of the sound of wind and waves.

Fluency

- REMIND students that reading a text with proper phrasing and intonation helps to communicate its meaning more clearly.
- Display the following sentence from page 194 of the selection: "A glacier drags rocks along the ground / as it moves." Point out that the slash shows a reasonable way to divide this sentence into chunks, or phrases. Demonstrate by reading the sentence aloud

is a collection of myths. Remind students that a myth is a type of fiction that explains how something in nature works or how it came to be the way it is. Remind them that the story "How Athens Got Its Name" is also a myth. Then discuss the following elements of a myth:

- EXPLAIN to students that the concept vocabulary word for this lesson is explanation. Tell them that explanation means "a reason or meaning." Have students discuss how they think the word explanation relates to the theme Earth in Action.
- HAVE students read aloud the Essential Question on Student Anthology 1 page 211. Tell them to think about the Essential Question as they read "What Makes the Earth Shake?"

- Why do you think people make up stories to explain the world around them?
- Preview the selection
- USE Routine 12,

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 think of additional discussion questions to help classmates connect "What Makes the Earth Shake?" to the unit theme Earth in Action- work on note taking.

ELA/Workshop time

Unit 2 Lesson 3 Day 2

Standards

2.L.2.f, 2.W.5

Students will...

- use proofreading marks and a checklist to edit their writing.
- practice the formation of small letters a, c, and s.

Lesson / Instruction

Writing to Inform: Editing

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

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 5-7 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
Story Problems

RTI
Group story work

Recess

RTI Tier III

ELA/Workshop time
Unit 2 Lesson 2 Day 3

Standards
2.W.5

Students will...
• use an Idea Web to generate facts that support a topic.
• classify types of sentences.
• review spelling words.

Lesson / Instruction
Writing to Inform:
Prewriting
• USE Routine 16, the Graphic

- Have students suggest how they would like to begin research, and discuss steps they would need to take.

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: During Workshop, ask students to tell how this selection might be different if the author's purpose was to persuade.

Recess

Math

Lesson 5-7:
Decompose One Addend to Add Part 2

Standards
2.NBT.5

- I can decompose one addend to help me add.
- I can explain how to decompose one addend to add.

Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided,

with proper phrasing and intonation.

- Ask students to repeat the sentence after you. Then have students work in small groups to practice reading "A River of Ice" with proper prosody
- Monitor Progress
- Use Lesson and Unit Assessment 1 pages 95–97, 99–100, and 225 to assess students' understanding of the skills taught in this part of the lesson.

Differentiation / Accommodations

Intervention: Have students work with a partner or in small groups to complete the vocabulary activity.

Enrichment: Have students write their responses as complete, correct sentences. Have students write additional sentences that use the vocabulary words.

Recess

Math

Lesson 5-8: Adjust Addends to Add

Standards
2.NBT.5

- I can adjust

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.
- REMIND students that they will be reading myths about why earthquakes happen. Ask them to think about how these myths relate to the theme Earth in Action.
- READ the Big Idea question before the class reads the selection. Tell students to keep this question in mind as they read the story. In what ways can Earth's surface change?

Comprehension Strategies

- MODEL the use of the following comprehension strategies during the first read of "What Makes the Earth Shake?"

38–41 for more information about and examples of the editing step. Model editing your revised draft, explaining why you make each change. Point out where you edit to create complete sentences. Have students make suggestions for edits, and incorporate their suggestions wherever possible. The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

TELL students it is easy to miss simple errors when correcting their work, so it is always a good idea to have a friend or other student read the material as well. Have students exchange texts with a partner. Have the partner read through the revised draft and note three places where edits should be made. Have students return the texts to their authors with the list of suggested edits.

INSTRUCT students to edit their informative/explanatory writing using the checklist and proofreading marks on Skills Practice 1 page 100, as well as reference

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| <p>Organizer Routine, to review how to use an Idea Web. Display a blank Idea Web, and remind students that they used an Idea Web in the previous unit to help them gather facts to support their opinion piece topics. Explain that an Idea Web can be used in a similar way to gather facts and explanations when writing to inform.</p> <ul style="list-style-type: none"> Model completing an Idea Web using a job chosen for informative/ explanatory writing. Narrate your thoughts as you complete the Web. TELL students to work with their partners from the previous day's lesson. Instruct them to choose one of the jobs from their lists to write about. Remind students that they will need to include three facts and explanations about the job, so they should choose a job that they are somewhat familiar with or that they can ask someone for information about. DISTRIBUTE a blank Idea Web to partners, and | <p>purposeful questions from the manual</p> <p>3. Explore and Develop:</p> <ul style="list-style-type: none"> - Pose the problem <p>Ask 2 clarifying questions</p> <ul style="list-style-type: none"> - Develop the Math Guided Exploration Path- follow the slides that are online - Bring it Together <p>4. Practice and Reflect- pages 177-178</p> <p>Differentiation / Accommodations</p> <p>Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 5-7 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 online portion.</p> <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>Story Problems Gimkit</p> <p>RTI</p> <p>Group story work</p> <p>Recess</p> <p>Science</p> <p>Topic 4 Lesson 1:</p> | <p>addends to make them friendlier to add.</p> <ul style="list-style-type: none"> • I can explain how to adjust addends to add within 100. <p>Lesson / Instruction</p> <p>1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.</p> <p>2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual</p> <p>3. Explore and Develop:</p> <ul style="list-style-type: none"> - Pose the problem <p>Ask 2 clarifying questions</p> <ul style="list-style-type: none"> - Develop the Math Guided Exploration Path- follow the slides that are online - Bring it Together <p>4. Practice and Reflect- pages 181-182</p> <p>Differentiation / Accommodations</p> <p>Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 5-8 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 online portion.</p> | <ul style="list-style-type: none"> ◦ Clarifying ◦ Visualizing ◦ Examples from story in Teacher's Manual <p>Discuss the selection</p> <ul style="list-style-type: none"> • HAVE students turn to the Reading Resources portion of their Student Anthologies. This section can be found at the back of the books. To help students start a collaborative conversation with their peers, read over Clarifying and Visualizing under the Comprehension Discussion Strategies to give students ways to start or add to a discussion. • REMIND students that discussion allows them to hear what others think about a selection. Then review with students the agreed-upon rules for holding a discussion. • Use Routine A, the Handing-Off Routine, to discuss "What Makes the Earth Shake?" Engage students in a discussion by asking them the questions that follow. Have students record their responses in their Writer's | <p>materials, including beginning dictionaries.</p> <p>Penmanship: Review Small Letters a, c, and s</p> <p>MODEL for students the formation of small letters a, c, and s. Trace the letters a, c, and s, saying the strokes aloud as you form the letters.</p> <p>WRITE the words scale, collect, and ape on the board to model proper letter formation. Have students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters. Review the words on the board with students. Tell them to write the words on their papers 5 times each. Check with teacher.</p> <p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. Guide students through more modeling of the symbols used to revise.</p> |
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| <p>have them use it to gather five facts about the job they have chosen as their topic. Circulate among students and monitor their ability to complete the Idea Webs.</p> <p>Grammar, Usage, and Mechanics: Kinds of Sentences and End Marks</p> <ul style="list-style-type: none"> Explain that declarative sentences make statements; interrogative sentences ask questions; imperative sentences give directions or commands; and exclamatory sentences show strong feelings. Circle the end mark of each sentence. Tell students that end marks can indicate the type of sentence being used. Explain each type of sentence's ending mark. Point out the missing subject in the imperative sentence. Explain that the subject of an imperative sentence is always you, even though the word you might not appear. DISPLAY the ePresentation visual for sentences in Teacher's manual. Have volunteers | <p>Earth Changes Quickly</p> <p>Standards 2-ESS2-2, 2-ESS2-1</p> <p>I can provide evidence that fast changes happen on Earth.</p> <p>Vocabulary: lava, earthquake, flood, and landslide Jumpstart Discovery Activity- Be a volcano UInvestigate Lab</p> <p>Lesson / Instruction (Next part) Read and answer questions- pages 120-122 Video Quest Check In Assessment- online quiz</p> <p>When we are reading and answering questions, I will observe on how kids are participating and if they understand the information. Use pages 120-123 to help them comprehend the information from their science notebooks.</p> <p>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.</p> <p>Extension: If students</p> | <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>Story Problems War Game</p> <p>RTI</p> <p>Characters</p> <p>Recess</p> <p>RTI Tier III</p> <p>ELA/Workshop time</p> <p>Unit 2 Lesson 2 Day 5</p> <p>Standards 2.L.2.d, 2.SL.1.a, 2.W.5, 2.W.2</p> <p>Students will...</p> <ul style="list-style-type: none"> give and receive feedback about their writing plans and set writer's goals. draft their informative/ explanatory texts. take the spelling assessment. review the four basic sentence types. review small letters b, h, and p. <p>Lesson / Instruction Writing to Inform: Prewriting/Drafting</p> <ul style="list-style-type: none"> TELL students that they will get into small groups to review their writing plans. Remind students that even the best writers ask others to look over their writing and provide suggestions for how it could be improved. Refer students to Language Arts | <p>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.</p> <ul style="list-style-type: none"> Contrast the types of animals and people in these myths. Why do the myths have different types of animals and people as characters? Turtles appear in two of the myths. Compare and contrast the use of turtles in these myths. What makes the turtle a fitting animal for these stories? 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 | <p>Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards to help connect</p> <p>Recess</p> <p>Math</p> <p>Dinosaur Day- Review of Topic 3 and 4</p> <p>Standards 2.NBT.5, 2.NBT.9</p> <p>Objective:</p> <ul style="list-style-type: none"> Assess our knowledge on math facts for addition and subtraction with 20. Add using place value and partial sums. Use an open number line to add tens and ones within 100. <p>Lesson / Instruction Challenge 1: Dino Search- Students will use magnifying glasses to look for different addition problems in a dino picture. They will use the traditional strategy to solve the problems. Challenge 2: Digging for Bones- reviewing using the open number line in a small group activity with Mrs. Burke. Students will dig for bones in</p> |
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classify each sentence as declarative, exclamatory, imperative, or interrogative.

- WRITE declarative, exclamatory, imperative, or interrogative across the top of the board. Have students generate examples of each sentence type. Write their suggestions on the board, but leave off the end marks. Have volunteers tell you which end mark to add.

Spelling: /ō/ spelled o and o_e; /ū/ spelled u and u_e

- REMIND students that /ō/ spellings include o and o_e and /ū/ spellings include u and u_e. Display the ePresentation visual for word pairs. Have volunteers come to the board and circle the correctly-spelled word in each pair. Tell each student to pronounce the word correctly.
- **ASSIGN pages 101–102 from Skills Practice 1 for students to practice spelling words with /ō/ spelled o and o_e and /ū/ spelled u and u_e. Read the Focus section aloud, and do the**

understand the information, they will create a video explaining the information they have learned about Earth surface changes.

ELA/Workshop time

Guidance

Library

Handbook pages 34–37 for more information about and guidelines for a writers' conference.

- Organize students into pairs. Remind students to follow agreed-upon rules for discussion. Have pairs exchange TREE graphic organizers to review them for completeness. Display the following questions, read them aloud, and have students use them as they review the TREE graphic organizers. Explain that an answer of no, maybe, or kind of for any question means that the plan should be modified and improved.
- Give students time to review the plans and provide feedback. Afterward, have partners review their own plans one more time and make any necessary changes based on peer feedback.
- REMIND students that the next step of the writing process is drafting. Tell them they will create drafts, revise, edit, and publish their writing

discuss answers to students' wonderings.

- REMIND students that the concept vocabulary word for this lesson is explanation. Provide the definition again, and ask students to discuss how the word relates to this selection.
 - explanation: A reason or meaning
- REVISIT the Essential Question for this selection and have students discuss their answers: Why do you think people make up stories to explain the world around them?
- REVIEW the elements of a myth with students.

Develop Vocab

- TELL students they can use the vocabulary strategy Apposition to figure out the meaning of the word buried on page 218.
- USE Routine 11, the Selection Vocabulary Routine, to introduce the vocabulary words for this reading selection.
- Display the vocabulary words, pronunciations, and parts of

the sand and use those two numbers to add together.

Challenge 3: Dino Escape- students will do an activity on the computer reviewing place value and addition strategies within 100.

Challenge 4: Dino Coloring- students will work on adding the quick math facts in solving this dino picture.

Before we start the challenges, we will do 2 examples explaining how to solve addition 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 dino day.

Differentiation / Accommodations

Intervention: There will be no small groups during dino day. If students are struggling, I will pull them to the side to assist them.

Enrichment: If they are doing well, we will group them with students who are struggling to help them.

Lunch

Recess

Tier II/III Math

first two items as a class. Then have students complete the pages independently.

Differentiation / Accommodations

Intervention: For students who need an additional sources of information, guide them in looking in an encyclopedia, an informative text about jobs or careers, or on an age-appropriate Internet site. If the job they have chosen is one that a parent or adult relative does, then direct students to ask for more information at home and record the facts in the Idea Web for later use.

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: If students understand the types of sentences, then during Workshop have them write one sentence for each type.

Social Studies

Week 10: Article 1-2: Charlemagne

Standards

2.SS.3.1

- Students will identify historical events of the Carolingian

individually. Explain that they will also meet the following goals in their informative/explanatory writing:

- Tell students it is also important to stay on topic as they write. Remind them that the purpose of their writing is to inform the reader about a job. If they include details or descriptions unrelated to the job they are writing about, then they are introducing new topics that can confuse or distract the reader from the main purpose of the writing.
- Model writing a draft on the board, using the TREE graphic organizer as a guide. Narrate your thought process as you write the draft and make changes.
- INSTRUCT students to complete Skills Practice 1 page 99 to practice staying on topic as they write. Then have students begin writing their drafts. Remind them to use their TREE graphic organizers to guide their writing

speech. Then have students use the activity below to verify the meaning of each word. Provide examples and clarification as needed. Also, to practice dictionary skills, review the use of print and digital dictionaries and glossaries by having student use such resources to look up and determine the meaning of some of the vocabulary words.

Fluency: Accuracy

- 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.
- Model reading page 212 of "What Makes the Earth Shake?" with accuracy as students follow along. When you encounter a multisyllabic word, such as creative,

Story Problems Blooket

RTI

Compare/contrast

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 3 Day 2

Standards

2.L.2.f, 2.W.5

Students will...

- use proofreading marks and a checklist to edit their writing.
- practice the formation of small letters a, c, and s.

Lesson / Instruction

Writing to Inform: Editing

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 for more information about and examples of the editing step. Model editing your revised draft, explaining why you make each change. Point out where you edit to create complete sentences. Have students make suggestions for edits, and incorporate their suggestions wherever possible.

Dynasty and the Viking invasions.

- Students will explain the practice of feudalism in European societies.
- The student will tell the stories of the Norman Conquest, the rule of King John of England, and the signing of Magna Carta.

Lesson / Instruction

This lesson goes with slide 4 of the walkthrough slide deck. Begin by writing the title of the article on the board and telling the students how to say the name. Tell the students that this is the name of a leader of the Holy Roman Empire and that in English, his name translates to "Charles the Great."

2. Show students the images of Charlemagne and the Holy Roman Empire, from related media, or on slide 3 of the lesson walkthrough.

3. Have the students pair up and take turns reading the article. Have them stop after each turn and highlight the important information. Encourage them to look for information that answers the "who," "what,"

and to keep in mind the goals for writing on the board. Tell students they may want to skip lines as they draft, so they have room to add or change words when revising.

Monitor Progress

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

Spelling: /ō/ spelled o and o_e; /ū/ spelled u and u_e

- Spelling assessment- calling back students to the back table- testing them over the words they spelled incorrectly on the pretest

Grammar, Usage, and Mechanics:

Kinds of Sentences and End Marks

- REVIEW with students the four basic sentence types. Remind them that declarative sentences make statements; interrogative sentences ask questions; imperative sentences give directions or commands; and exclamatory sentences show strong feelings.

- Display the ePresentation

read the word syllable by syllable (cre/a/tive) before rereading the entire word correctly.

- Finally, reread the entire sentence fluently and automatically.
- Have students read the page twice with a partner. Remind students that if they do not recognize or if they mispronounce a word while reading, they should decode each syllable, reread the word, and then reread the entire sentence until they can read it correctly.

Differentiation / Accommodations

Intervention: Provide sentence frames to help students ask for clarification. For example, I do not understand . Could someone explain?

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

The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

TELL students it is easy to miss simple errors when correcting their work, so it is always a good idea to have a friend or other student read the material as well. Have students exchange texts with a partner. Have the partner read through the revised draft and note three places where edits should be made. Have students return the texts to their authors with the list of suggested edits.

INSTRUCT students to edit their informative/ explanatory writing using the checklist and proofreading marks on Skills Practice 1 page 100, as well as reference materials, including beginning dictionaries.

Penmanship: Review Small

Letters a, c, and s
MODEL for students the formation of small letters a, c, and s. Trace the letters a, c, and s, saying the strokes aloud as you form the letters.

WRITE the words

“where,” “when,” “how,” and “why” questions. Have the students swap partners and retell what they learned about Charlemagne to their new partners. They will do this for each article they read this week.

4. Give each student the printable Vikings and Normans and have them turn to the page that says “Charlemagne.” Using the information from the article, model for the students how to fill out the page. They should create a small image to help them remember this week’s information. They will be doing the same activity for the remaining articles this week.

a. Who is this article about?
(Charlemagne)

b. What did he do as a ruler? (He united the empire.)

c. Where was he the ruler? (France)

d. When did he become emperor?
(Holy Roman Empire)

e. How did he try to make himself better?
(by learning to read and write)

f. Why was Charlemagne called an emperor?
(because he ruled over many countries)

5. Review the timeline with the class and have them identify each event

visual for the following sentences. Have volunteers identify each type of sentence.

Penmanship: Small Letters b, h, and p

- MODEL for students the formation of small letters b, h, and p.
- Write the words hope, boil, pale, and phobia on the board to model proper letter formation.
- HAVE students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters.
- Review the words on the board with students. Tell them to write the words on their papers as many times as they can in three minutes. Tell students you will time them for three minutes and that you will tell them when to stop. Remind them to form b, h, and p properly and to write legibly

Monitor progress

- **Use Lesson and Unit Assessment 1 page 98 to assess students’ understanding of the skills taught in this lesson.**

Differentiation / Accommodations

Intervention: If

“What Makes the Earth Shake?” to the unit theme Earth in Action

ELA/Workshop time

Unit 2 Lesson 3 Day 1

Standards

2.W.5, 2.W.2, 2.L.2.e

Students will...

- give and receive feedback about their drafts.
- revise the drafts of their informative/explanatory texts.
- generalize learned spelling patterns when writing words.

Lesson / Instruction

Writing to Inform:
Revising

- REMIND students that revising is the third step in the writing process. Tell them they will carefully read their writing and make changes to improve the content of the work. Explain that they will also meet in writers’ conferences to have peers read their drafts and provide feedback.
- Have students refer to Language Arts Handbook pages 34–37 for additional information and suggestions about writers’ conferences. Use Routine B, the

scale, collect, and ape on the board to model proper letter formation. Have students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters. Review the words on the board with students. Tell them to write the words on their papers 5 times each. Check with teacher.

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. Guide students through more modeling of the symbols used to revise.

Enrichment: I will use this information to determine what students will do during workshop time. Students will work on using multisyllabic words following the similar sound and spelling cards to help connect

Art

Fun Friday

with the image of the individual from the student edition. These are in slide 5 of the walkthrough slide deck.

6. Using the printable Vikings and Normans, have students turn to the page that says “Carolingian Dynasty.” (slide 7)

a. Who was the first king of the Carolingian Dynasty? (Pepin II or Pepin the Short)

b. What is a dynasty? (when a family rules for many years)

c. Where did Pepin rule? (in the part of Europe that would later become France)

d. When did Charles (Charlemagne) become king? (after his father Pepin died)

e. How did the Holy Roman Empire become divided? (Louis’s sons split it into three parts.)

f. Why did Charlemagne want the monks to sing the same songs? (so they would be more alike)

7. Have students use the information from the questions they just answered to write short summaries of the articles “Charlemagne” and “The Carolingian Dynasty” in their interactive notebooks.

Vocab:
allegiance

students need help drafting, then during Workshop have them review the previous lesson’s informational / explanatory writing. Review how the TREE graphic organizer was used to guide the writing, and help them begin their drafts.

Enrichment: If students understand how to draft, then during Workshop have them explain to a partner how they used the TREE graphic organizer to guide their writing. If students are ready for a challenge, then during Workshop have them use what they have learned in Spelling and Grammar, Usage, and Mechanics to write a clean first draft.

Social Studies

Week 10: Article 3-4: Viking Invaders

Standards

2.SS.3.1

- Students will identify historical events of the Carolingian Dynasty and the Viking invasions.
- Students will explain the practice of feudalism in European

Writing Conference Routine, to remind students how to provide peer feedback. Display the questions in ePresentation, and have groups use them to offer feedback.

- MODEL revising your draft, narrating your thoughts as you make changes. Point out where you eliminate sentences that do not stay on topic and where you add descriptive details to make the writing more interesting. Have students suggest revisions, and incorporate their suggestions whenever possible.
- The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.
- INSTRUCT students to revise their informative/ explanatory writing using the checklist on Skills Practice 1 page 100 (used in Unit 2, Lesson 2) and proofreading marks on Language Arts Handbook page

dynasty
emperor
feudalism
invade
Magna Carta
Noble
Normandy
Plunder
Serf
Vassal
Vikings

While going through the lesson, students will do the follow task to check their understanding of the lesson:
During the lesson, students will have 3 questions to check for comprehension. They will also use their interactive notebook to add material that will show their understanding.

Differentiation / Accommodations
Intervention:
understand?
I will walk around the review students information, If they are having struggles on getting the needed information, we may use sentence starters or examples on what is need based on article 1-2.

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

Science
Science- Intro to

societies.
● The student will tell the stories of the Norman Conquest, the rule of King John of England, and the signing of Magna Carta.

Lesson / Instruction
Write the word “invader” on the board and, as a class, create a definition of the word.
(a person who enters as an enemy, by force)
2. Show students the video “Vikings Intro,” and ask them to look for items in the video that would help to identify a Viking culture: e.g., clothes, tools, architecture, beliefs. There are also images in related media and on slide 8 of the lesson walkthrough to support this discussion.
3. Have the students pair up and take turns reading the article. Have them stop after each turn and highlight the important information.
4. Have the students then swap partners and retell what they learned about the “Viking invaders” to their new partner.
5. Give each student the printable Vikings and Normans and have them turn to the page titled “Viking Invaders.”

38, as well as the list of writer’s goals in the ePresentation visual. Refer students back to the rubric that you will be using to make sure they have included all required criteria.

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 how to draft, then during Workshop have them explain to a partner how they used the TREE graphic organizer to guide their writing. If students are ready for a challenge, then during Workshop have them use what they have learned in Spelling and Grammar, Usage, and Mechanics to write a clean first draft.

P.E.

Math
Lesson 5-8: Adjust Addends to Add Part 2

Topic 4: Earth's Processes

Standards

2-ESS1-1

What can cause land to change?

Lesson / Instruction

1. Essential Question:
"What do you think shaped the land"
Introduce topic- the essential question
Quest Kickoff- Save the Town
UConnectLab- What Solution is Better?

Literacy Connection- page 117

During the UConnect Lab activity, I will walk around to assess to see if students are understanding the sequencing and the changes to earth surfaces.

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.
Students will use the phenomena Readers once finished.
Below-Learn About Earth's Processes

Extension:
If students are finished and

Using the information from the article, students should fill out the page. They should create a small image to help them remember this week's information. (slide 10)
a. Who were the Vikings? (raiders who stole money or would fight for someone if they got paid)
b. What were the Vikings good at building? (ships)
c. Where were the Vikings from? (Denmark, Sweden, Norway, and Iceland)
d. When did the Vikings start to sail to other countries? (in the late 700s)
e. How did the Vikings change other countries? (They stayed in the country, and some became leaders.)
f. Why did kings hire the Vikings? (to fight anyone the king told them to)
6. Show students the two map images in related media of the Holy Roman Empire. One map shows the Empire as a whole in 814 C.E., and the other shows all the countries that would be part of the Empire, using today's political boundaries. Ask the students what they notice or wonder about as they look at the maps. (slide 11)
7. Have the students pair up and take turns

Standards

2.NBT.5

- I can adjust addends to make them friendlier to add.
- I can explain how to adjust addends to add within 100.

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 181-182

Differentiation / Accommodations

Intervention: If they don't understand these problems, we will focus more on them during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 5-8 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

understand the information, they can research a piece of land like theirs. Find information about this piece of land. Students will use the phenomena Readers once finished. On Level- Earth's Processes Advance- All About Earth's Processes STEM

Engineering- Earth's Processes

reading the next article. Have them stop after each turn and highlight the important information. 8. Have the students swap partners and retell what they learned about the Vikings and the Holy Roman Empire to their new partners. 9. Using the printable Vikings and Normans, have them turn to the page that says "Vikings and the Holy Roman Empire." (slide 12) Discuss these questions:

- a. Who paid the vikings to go away? (the kings of the different countries)
- b. What was this payment called? (Danegeld, which means "Danish gold")
- c. Where did Ragnar Lothbrok take his ships? (Paris)
- d. When did the Vikings decide was a good time to attack? (when the empire split into three parts)
- e. How much did Charles the Bald pay Ragnar to go away? (2,000 pounds of gold)
- f. Why was Charles the Bald scared? (He was not a good leader.)

10. Have students use the information from the questions they just answered to write short summaries of the two articles in their interactive notebooks.

websketch
Exploration from the online portion.

Lunch

Recess

Tier II/III Math

Story Problems
Create your own

RTI

Plot

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 3 Day 1

Standards
2.W.2, 2.W.5,
2.L.2.e

Students will...

- give and receive feedback about their drafts.
- revise the drafts of their informative/ explanatory texts.
- generalize learned spelling patterns when writing words.

Lesson / Instruction

Writing to Inform:
Revising

- REMIND students that revising is the third step in the writing process. Tell them they will carefully read their writing and make changes to improve the content of the work. Explain that they will also meet in writers' conferences to have peers read their drafts and

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| <p>11. Extension activity: Have the students read through the infographic that includes the names of some famous Vikings. Give the students time to write down all the adjectives that they think describe themselves. Then have them pick one to create their own Viking name for themselves. Have the students get into small groups and share their names with each other</p> <p>Vocab: allegiance dynasty emperor feudalism invade Magna Noble Normandy Plunder Serf Vassal Vikings</p> <p>Differentiation / Accommodations</p> <p>Intervention: I will walk around the review students information, If they are having struggles on getting the needed information, we may use sentence starters or examples on what is need based on article 3-4.</p> <p>Extension: If students understand the information, they will create a journal entry on Class Dojo explaining the</p> | <p>provide feedback.</p> <ul style="list-style-type: none">• Have students refer to Language Arts Handbook pages 34–37 for additional information and suggestions about writers’ conferences. Use Routine B, the Writing Conference Routine, to remind students how to provide peer feedback. Display the questions in ePresentation, and have groups use them to offer feedback.• MODEL revising your draft, narrating your thoughts as you make changes. Point out where you eliminate sentences that do not stay on topic and where you add descriptive details to make the writing more interesting. Have students suggest revisions, and incorporate their suggestions whenever possible.• The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.• INSTRUCT |
|--|--|

information they have learned about the articles.

P.E.

students to revise their informative/explanatory writing using the checklist on Skills Practice 1 page 100 (used in Unit 2, Lesson 2) and proofreading marks on Language Arts Handbook page 38, as well as the list of writer's goals in the ePresentation visual. Refer students back to the rubric that you will be using to make sure they have included all required criteria.

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 how to draft, then during Workshop have them explain to a partner how they used the TREE graphic organizer to guide their writing. If students are ready for a challenge, then during Workshop have them use what they have

learned in Spelling and Grammar, Usage, and Mechanics to write a clean first draft.

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| Social Studies |
| Week 10: Article and End of Week Assessment |
| Standards |
| 2.SS.3.1 |
| <ul style="list-style-type: none">• Students will identify historical events of the Carolingian Dynasty and the Viking invasions.• Students will explain the practice of feudalism in European societies.• The student will tell the stories of the Norman Conquest, the rule of King John of England, and the signing of Magna Carta. |
| Lesson / Instruction |
| Begin by having the students use a small sheet of paper to cover the article "Feudalism in Europe." Ask them to look at the image that goes with the article. Ask the students what they see, think, and wonder. Discuss the following questions. Write their responses on the board. Accept any responses that the |

student can support with a reason. (For example, students may say that the serfs are more important because without them, nothing gets done.)

(slide 13)

a. What jobs do you see in the image?

b. What do you think these people do for work?

c. What responsibilities do you think they may have?

d. What do you think the colors might signify?

e. Who do you think is most important and why?

2. Next, have the students watch the video “Feudalism” and listen for answers for their see, think, wonder questions.

3. Have the students pair up and take turns reading the article. Have them stop after each turn and highlight the important details.

4. Have the students swap partners and retell what they learned about feudalism in Europe to their new partners.

5. Using the printable Vikings and Normans, have students turn to the page that says “Feudalism in Europe” and respond to the following questions.

(slide 14)

a. Who was required

to pay rent to the land they farmed? (the serfs)

b. What were the knights responsible for? (protecting the land and fighting in battles)

c. Where did feudalism take place? (during the Middle Ages in Europe)

d. When could the king summon his nobles? (during a war or when he was traveling)

e. How would you describe feudalism? (a system of government that serves the king) f. Why would protecting the king be needed? (The king was the ruler of the whole kingdom.)

6. Have the students pair up, and give each pair a set of dice. (slide 15)

a. Give each student a sheet of paper and a die, and have them write the number "10" at the top of their paper.

b. Tell the students they will be competing to see who can get to the number 50 (or any number you choose) first. Set a timer for a specific amount of time.

c. After you give the signal, students should roll the die and write the number they roll on the paper and then add the numbers up. Start with the number 10, then add

whatever
number they roll.
Keep rolling and
adding until they get
to 50 or time runs
out.
d. Have students
switch partners and
repeat the game.
e. The purpose of this
is to have students
see that while the war
is going on,
sometimes
you might be ahead,
and other times, your
opponent might be
ahead. The winner
isn't
decided until the very
end. There are times
when winning
depends on the roll of
the
dice or which party
had an advantage.
7. Have the students
pair up and take turns
reading that article.
Have them stop after
each turn
and highlight the
important information.
8. Have the students
swap partners and
retell what they
learned about the
Norman Conquest to
their new partners.
9. Using the printable
Vikings and
Normans, have
students turn to the
page that says "The
Norman Conquest"
and respond to the
following questions.
(slide 16)
a. Who were the two
leaders during the
Norman Conquest?
(King Harold II and
William
the Duke of
Normandy)
Week 10 | Vikings

and Normans
10.9
b. What were they fighting for? (who would be the king)
c. Where would this king rule? (England)
d. When did this battle take place? (1066 C.E.)
e. How did this battle get its name? (The Duke of Normandy won, so they called it the Norman Conquest.)
f. Why was this battle so important? (It changed things in England and brought French culture to England.)
10. As a class, review your class and school rules. Have a class discussion, using the following questions. (Accept any answers that can be supported with reasons.) (slide 17)
a. Why do we have rules?
b. How do they help us?
c. Who should keep the rules?
d. Why do different places have different rules?
e. What is the purpose of having rules?
f. How do rules keep things fair?
11. Write the words "Magna Carta" on the board and ask the students what they think they will be reading about. Encourage them to think about the discussion they just had. Write a few of their

responses on the board. (slide 17)

12. Have the students pair up and take turns reading that article. Have them stop after each turn and highlight the important information.

13. Have the students swap partners and retell what they learned about King John and Magna Carta to their new partners.

14. Using the printable Vikings and Normans, have students turn to the page that says "King John and Magna Carta" and respond to the following questions. (slide 18)

- a. Who was Magna Carta written for? (King John)
- b. What was Magna Carta? (a set of rules for the king)
- c. Where did King John sign this document? (in Runnymede)
- d. When was the document signed? (in 1215 C.E.)
- e. How did King John feel about Magna Carta? (He did not want to put his seal on it, or sign it.)
- f. Why was this document important? (It showed that everyone needed rules to follow, even the king.)

15. Have students use the information from the questions

they just answered to write short summaries in their interactive notebooks.

16. Extension activity: Have the students get into small groups and use their flipbooks to discuss the important events that happened in England and the Holy Roman Empire during the Middle Ages. Encourage the students to create their own set of questions, using their flipbooks or information from the student edition articles.

Vocab:
allegiance
dynasty
emperor
feudalism
invade
Madna Carta
Noble
Normandy
Plunder
Serf
Vassal
Vikings

Differentiation / Accommodations

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

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| Science |
| Topic 4 Lesson 1: Earth Changes Quickly Part 2 |
| Standards 2-ESS2-2, 2-ESS2-1 |
| I can provide evidence that fast changes happen on Earth. Vocabulary: lava, earthquake, flood, and landslide Jumpstart Discovery Activity- Be a volcano UInvestigate Lab |
| Lesson / Instruction (Next part) Read and answer questions- pages 120-122 Video Quest Check In Assessment- online quiz When we are reading and answering questions, I will observe on how kids are participating and if they understand the information. Use pages 120-123 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.

Extension:
If students
understand the
information, they will
create a video
explaining the
information they have
learned about Earth
surface changes.