

Monday 01/26/2026	Tuesday 01/27/2026	Wednesday 01/28/2026	Thursday 01/29/2026	Friday 01/30/2026
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA	ELA	Music	ELA	ELA
Unit 3 Lesson 5 Day 2	Unit 3 Lesson 5 Day 3	Unit 3 Lesson 5 Day 4	Unit 3 Lesson 5 Day 5	Unit 4 Lesson 1 Day 1
Standards 2.RF.4.c, 2.RF.4.b	Standards 2.RF.3.c, 2.L.4.d, 2.L.2.e	Standards 2.RF.4.c, 2.RF.4.b	Standards 2.RF.3.c, 2.RF.4.b	Standards 2.RF.3.b, 2.RF.3.c
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"> review /i/ spelled <i>i</i> and <i>i_e</i>. learn a new high-frequency word. build oral language skills. apply sound/ spelling correspondences to spell dictated words with /i/. 	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"> read words with /i/. <ul style="list-style-type: none"> build oral language skills. build fluency. 	Students will... <ul style="list-style-type: none"> read words with /ō/ spelled <i>_ow</i>, <i>oa_</i>, <i>o</i>, and <i>o_e</i>. learn new high-frequency words. build oral language and vocabulary skills. apply sound/ spelling correspondences to spell dictated words with /ō/.
Lesson / Instruction Phonics and Decoding: / i/ spelled <i>_igh</i> , <i>_ie</i> , and <i>_y</i> DEVELOPING ORAL LANGUAGE <ul style="list-style-type: none"> POINT to one of the following words in the word lines: sigh, fly, flies, lie, tie, reply, highlight. Have a student make up a sentence using the word as a noun. Then have another student make up a sentence using the word as a verb. Continue until each word has been used. Fluency: Reading a Decodable Story Book 4, Story 35: Meet the Firefighters <ul style="list-style-type: none"> New High-Frequency Words: light, work Reviewed High-Frequency Words: any, are, comes, into, know, one, pretty, too, two, water, where, your USE Routine 9, 	Lesson / Instruction Phonics and Decoding: Review / i/ spelled <i>i</i> , <i>i_e</i> , <i>_igh</i> , <i>_ie</i> , and <i>_y</i> BLENDING <ul style="list-style-type: none"> REVIEW /i/ spelled <i>i</i>, <i>i_e</i>, <i>_igh</i>, <i>_ie</i>, and <i>_y</i> using Sound/Spelling Card 29. Have students read the words, stopping to blend only the words they cannot read fluently and automatically. Use Routine 1A, the High-Frequency Words Routine, to introduce myself. Display the sentences. Have students read each one, stopping to blend only the words 	Lesson / Instruction Phonics and Decoding: Review / i/ spelled <i>i</i> , <i>i_e</i> , <i>_igh</i> , <i>_ie</i> , and <i>_y</i> DEVELOPING ORAL LANGUAGE <ul style="list-style-type: none"> POINT out that the words in Line 1 change by only the beginning or ending sound(s) as they are read from left to right. Have students continue the pattern, beginning with the word prime. Explain that they should make a new word by changing either the initial or final sound to a different sound. Fluency: Reading a Decodable Story Book 4, Story 36: Try My Pie <ul style="list-style-type: none"> New High-Frequency Word: myself Reviewed High-Frequency Words: are, how, into, know, now, one, put, walk, want, 	Lesson / Instruction Phonics and Decoding: / i/ spelled <i>_igh</i> , <i>_ie</i> , <i>_y</i> , <i>i</i> , and <i>i_e</i> BLENDING <ul style="list-style-type: none"> REVIEW /i/ spelled <i>_igh</i>, <i>_ie</i>, <i>_y</i>, <i>i</i>, and <i>i_e</i> using Sound/ Spelling Card 29. Display the word lines from Days 1 and 3. Point to each word and have students read it. Then have students read the sentences with accuracy and proper intonation. DEVELOPING ORAL LANGUAGE <ul style="list-style-type: none"> HAVE students search their writing assignments for words they have used with /i/ spelled <i>_igh</i>, <i>_ie</i>, <i>_y</i>, <i>i</i>, or <i>i_e</i>. Ask students to read aloud the sentences that contain words with /i/. Have students 	Lesson / Instruction Launch the Theme <ul style="list-style-type: none"> EXPLAIN to students that they will be learning about plants and animals during this unit. Tell students they will read a variety of selections that teach them about plant and animal relationships. They will begin to understand how plants and animals help each other. Have students turn to Student Anthology 2, pages 10–177 and discuss the various selections on the pages. READ the Big Idea question to students. Discuss various ways plants and

<p>the Reading a Decodable Story Routine, to have students read "Meet the Firefighters." Tell students to focus on reading this story with an appropriate rate.</p> <ul style="list-style-type: none"> • Checking Comprehension: Have students answer the following questions to check their understanding of the story. <ul style="list-style-type: none"> ◦ Why do firefighters work day and night? ◦ What happens when the alarm bell rings? ◦ What should you do if you are ever in a fire? • Building Fluency: Build students' fluency by having them read "Meet the Firefighters" with a partner. Have the partners reread the story aloud several times. Check students' fluency for an appropriate rate. <p>Differentiation / Accommodations Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to</p>	<p>they cannot read fluently or automatically.</p> <p>ABOUT THE WORDS AND SENTENCES- in teacher's manual</p> <p>DEVELOPING ORAL LANGUAGE</p> <ul style="list-style-type: none"> • REMIND students that the words in Line 3 are homophones. Provide them with the definitions that follow. Then have students use the words in different sentences to demonstrate their understanding of each word: <ul style="list-style-type: none"> ◦ find: to discover or come upon by accident ◦ fined: to have punished someone by making him or her pay a fine ◦ mite: a tiny animal, similar to a spider, that lives on another animal; OR a small amount ◦ might: power or strength; OR to express the past tense of may • Have students identify the two words that make up each compound word in Line 4. Then have them state a definition for the compound words based on their knowledge of the 	<p>your</p> <ul style="list-style-type: none"> • TELL students that since this is a review of the /t/ spellings, they should be able to practice automatic word recognition, or automaticity, with this story. • Use Routine 9, the Reading a Decodable Story Routine, to have students read "Try My Pie." Remind students their purpose for reading this Decodable Story is to practice reading words with the phonics focus and high-frequency words in connected text. The comprehension questions that follow are to check whether students understand what they read. <p>Checking Comprehension</p> <ul style="list-style-type: none"> • Have students answer the following questions to check their understanding of the story. Tell them to point to their answers in the text. <ul style="list-style-type: none"> ◦ What does Mrs. Bly bake for Tyler? ◦ Why does Tyler not want to try Mrs. Bly's pie? ◦ What is in the pie that Mrs. Bly bakes for Tyler? <p>Building</p>	<p>create a sentence using words from both sets of word lines. Invite other students to share ideas for expanding a classmate's sentence.</p> <p>FLUENCY</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 4, Story 35 or Story 36. Tell them to read aloud within a group of students that chose the same book. Circulate the groups to monitor whether students are reading with automaticity. <p>Use Lesson and Unit Assessment 1 pages 180–181 to assess students' understanding of the skills taught in this lesson.</p> <p>Differentiation / Accommodations Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the skills taught in this part of the lesson. (<u>igh</u>, <u>ie</u>,</p>	<p>animals help each other. Tell students to keep the Big Idea question in mind as they read the selections throughout the unit.</p> <ul style="list-style-type: none"> • READ the Theme Connections question on Student Anthology 2, page 11. Review each photograph with students. Then have students use the three photographs to discuss the question. • PLAY the Background Builder Video to provide students with additional background information that will prepare them to learn about the theme. Discuss what they learned about plants and animals from the video. • EXPLAIN to students that they will begin a unit investigation about Plants and Animals and will continue this investigation over the course of the unit. At the end of the unit, students will present the results of their investigations. • USE the information from the selections throughout the unit to help students build
--	--	--	---	--

reteach the skills taught in this part of the lesson. (igh, ie, and y). Read the decodable in small groups with teacher-practicing fluency.

Enrichment: Write an alternative ending or add on to the story read in class.

ELA

Unit 3 Lesson 5 Day 2

Standards

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

Students will...

- identify Main Idea and Details in a paragraph.
- Make Inferences about characters and events in a story.
- demonstrate understanding of selection vocabulary words.
- read grade-level text orally, with accuracy.
- choose a type of presentation for Inquiry.

Lesson / Instruction

CLOSE READING

- Stranger and the Soup
 - INFORM students that during the second read of "The Stranger and the Soup" they will analyze the text. Before you begin the second read of

two smaller words. 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.

GUIDED PRACTICE

- **ASSIGN pages 211–212 from Skills Practice 1 for students to apply /i/ spelled i, i_e, igh, ie, and y. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.**

Differentiation / Accommodations

Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the skills taught in this part of the lesson. (igh, ie, and y). Have students create sentences with the words given.

Enrichment: Have students create a story with the words. Making sure the story has all elements of a

Fluency: Build students' fluency by having them read "Try My Pie" with a partner. Have the partners reread the story aloud several times. Check students' reading for automatic word recognition.

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

Differentiation / Accommodations

Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the skills taught in this part of the lesson. (igh, ie, and y). **Have students use eActivities and eGames to practice skills learned in this portion of the lesson.**

Enrichment: Using our spelling words for the week create a story. Share with a partner.

ELA

Unit 3 lesson 5 Day 4

Standards

2.RL.4, 2.RL.7,
2.RL.1, 2.RL.2,
2.RL.3, 2.RL.5,
2.RL.10, 2.SL.5,
2.SL.1.a, 2.L.1.f,

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

Enrichment: 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 4, Story 35 or Story 36. Tell them to read aloud within a group of students that chose the same book. Circulate the groups to monitor whether students are reading with automaticity.

ELA

Unit 3 Lesson 5 Day 5

Standards

2.L.5.a, 2.RL.9,
2.L.6, 2.RL.6,
2.RF.4.b

Students will...

- review the selection vocabulary words.
- review the comprehension strategies Visualizing and Summarizing.
- review Making Inferences and Main Idea and Details.
- review Point of View, Language Use, and the Story Element of Character.
- review accuracy and expression as aspects of fluency.

knowledge about organisms. The table below shows examples of the knowledge students may gain in Unit 4.

Phonics and Decoding: /ō/ spelled _ow, oa_, o, and o_e

- INTRODUCE /ō/ spelled _ow and oa_ using Sound/ Spelling Card 30. Ask students what spellings for /ō/ they have already learned. o and o_e

- Have students read the words in the lines.
- Use Routine 1A, the High-Frequency Words Routine, to introduce own and show.

- Display the sentences, and have students read each one

About words and sentences- use teacher's manual Developing Oral Language

- TELL students that shadow and toast are multiple-meaning words. Display the given definitions, and read them aloud with students. Then have students use the words in different sentences to demonstrate their various meanings.
- Call on students to

<p>"The Stranger and the Soup," review the following methods for understanding complex text.</p> <ul style="list-style-type: none"> ◦ Making inferences and Main Idea/Details <p>ACCESS COMPLEX TEXT- examples are in teacher's manual</p> <p>PRACTICE VOCABULARY</p> <ul style="list-style-type: none"> • Selection vocab: <ul style="list-style-type: none"> ◦ 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 "The Stranger and the Soup." Ask students the following questions and have them respond with the appropriate vocabulary words. <ul style="list-style-type: none"> ▪ Which words name a sound people make? gasp, sighed ▪ Which word is a synonym for steadily ? 	<p>narrative. Have students share their stories with a partner.</p> <p>Music</p> <p>ELA</p> <p>Unit 3 Lesson 5 Day 3</p> <p>Standards</p> <p>2.RL.7, 2.RL.3, 2.RL.6, 2.RL.1, 2.RL.10, 2.RF.3.f, 2.RF.4.b, 2.W.6, 2.W.7, 2.W.8</p> <p>Students will...</p> <ul style="list-style-type: none"> • identify Main Idea and Details in a paragraph. • Make Inferences about characters and events in a story. • apply selection vocabulary to new contexts. • read grade-level text orally, with prosody. • work on a presentation plan for Inquiry. <p>Lesson / Instruction</p> <p>ACCESS COMPLEX TEXT</p> <ul style="list-style-type: none"> • REREAD page 403, then discuss what follows with the class. • What happens on this page of the story? Which sentence in the first paragraph states the main idea of this page? What details in the text support this idea? • REMIND students that on page 408, Senhora Silva is given the stone for 	<p>2.L.6, 2.RI.5, 2.L.5.b, 2.W.7</p> <p>Students will...</p> <ul style="list-style-type: none"> • identify Point of View in a story. • recognize Language Use in a story. • recognize Character as a Story Element. • review the selection vocabulary. • read the selection orally, at an appropriate rate. • set up a presentation schedule for Inquiry. <p>Lesson / Instruction</p> <p>CLOSE READING</p> <ul style="list-style-type: none"> • The Stranger and the Soup <ul style="list-style-type: none"> ◦ TELL students that rather than rereading the entire selection a third time, they will look at specific parts of the story to examine techniques that writers use to create well-written pieces. • Point of View • REMIND students that the Point of View in a fictional text refers to whomever the author has chosen to tell the story. If a character in the story describes the action and tells what other characters are doing and thinking, this is first-person point 	<p>Lesson / Instruction</p> <p>REVIEW VOCAB</p> <ul style="list-style-type: none"> • USE Routine 11, the Selection Vocabulary Routine, to have students review the vocabulary words. Read each of the questions and have students choose the correct answer. Tell students to explain their responses and provide examples and clarification as needed. <p>MONITOR PROGRESS</p> <ul style="list-style-type: none"> • Have students use eActivities and eGames to practice skills learned in this portion of the lesson. <p>COMPREHENSION STRATEGY</p> <ul style="list-style-type: none"> • REVIEW the following comprehension strategies with students. • Visualizing is when readers form mental images of what is happening in the text. Have students identify places in "The Stranger and the Soup" where they visualized. Possible Answer: On page 401 the word plunk helped me visualize the stranger dropping the stone into a large pot of water. 	<p>say the words that answer the following questions:</p> <ul style="list-style-type: none"> ◦ Which word names a musical instrument? trombone ◦ Which word names a part of the body? elbow ◦ Which two words name ways to cross a pond? stroke, rowboat ◦ Which word names something you might eat for breakfast? toast ◦ Which word describes a sound a person might make? groan <p>Ask students which line contains only one-syllable words. Line 2 Have students add inflectional endings to the first three words in this line to make each word multisyllabic. Then ask students to identify the syllable break in the new word.</p> <p>Dictation and spelling</p> <ul style="list-style-type: none"> • 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.
---	--	---	--	---

<ul style="list-style-type: none">surelyWhich word means “squeezing or twisting”? wringingWhich word describes a cooking temperature ? simmerWhich word names a place to get water? wellWhich word indicates that something is really true? indeedWhich word means “withered”? wiltedWhich word is a synonym for town square? plazaWhich word describes spices that add flavor? seasoningFor additional practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 213–214. <p>FLUENCY-ACCURACY</p> <ul style="list-style-type: none">REMIND students that when they encounter unfamiliar words, they should slow down, sound out the pronunciation,	<p>safekeeping. Based on this evidence, ask students what inference they can make about Senhora Silva.</p> <ul style="list-style-type: none">POINT OUT that at the end of the story, the villagers say the stranger’s special stone saved them during the hard winter, but Isabel says the stone is just a stone. What inferences can you make about the villagers and about Isabel?Have students discuss the differences in the beginning of the story between the points of view between Isabel and the rest of the villagers.How did the points of view of the villagers change over the course of the story? <p>COMPREHENSION QUESTIONS</p> <ul style="list-style-type: none">HAVE students turn to page 410 of Student Anthology1. 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	<p>of view. If someone outside the story describes all of the characters’ thoughts, feelings, and actions, this is third-person point of view.</p> <ul style="list-style-type: none">Story Elements: Character<ul style="list-style-type: none">PROMPT students to identify a Character as “a person or creature that interacts with others within a story.” Remind students that writers develop characters by describing their physical features, personality, and feelings. Readers also learn about characters through what the characters say, what they think, and how they act. Illustrations can also help readers learn about characters.Language Use<ul style="list-style-type: none">REVIEW with students some of the ways that authors use language for effect. A simile is a comparison made between two unlike	<ul style="list-style-type: none">Summarizing involves pausing to review the most important information presented in a text. Have students identify places in “The Stranger and the Soup” where they paused to summarize. Possible Answer: On page 403 I summarized the items that people contributed to help make the soup.Read another version of Stone Soup by a different author. Have students summarize or recount the version that you read aloud. Then have students compare and contrast the two versions of Stone Soup by different authors. <p>ACCESS COMPLEX TEXT</p> <ul style="list-style-type: none">REVIEW the skills for accessing complex text by asking students to find examples in the text where they made an inference or identified a main idea and supporting details. Making Inferences helps readers gain a deeper understanding of the text by figuring out details the author did not state directly.	<p>Guided practice</p> <ul style="list-style-type: none">ASSIGN pages 1–2 from Skills Practice 2 for students to apply /ō/ spelled _ow, oa_, o, and o_e. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently. <p>Differentiation / Accommodations</p> <p>Intervention: RETEACH For students needing additional support, use the Intervention Teacher’s Guide during Workshop to reteach the skills taught in this part of the lesson.</p> <p>Enrichment: Have students during Workshop list other words with a long O and making a T chart between _ow and oa_ words.</p> <p>ELA</p> <p>Unit 4 Lesson 1 Day 1</p> <p>Standards</p> <p>2.RI.1, 2.RI.3, 2.SL.2, 2.SL.1.a, 2.W.7</p> <p>Students will...</p> <ul style="list-style-type: none">recount key details from the Read Aloud selection.identify how the Read Aloud
---	---	---	---	--

<p>reread the sentence, and then continue reading the passage. Pronouncing words accurately is important because it supports both the reader's and the listener's understanding of the text.</p> <ul style="list-style-type: none"> Read aloud the last paragraph on page 398 from "The Stranger and the Soup." When you encounter a multisyllabic word, such as quietly, read the word syllable by syllable (qui/et/ly) before rereading the entire word correctly. Finally, reread the entire sentence fluently and automatically. Have students read the paragraph 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. <p>INQUIRY-STEP 5-DEVELOP PRESENTATIONS</p> <ul style="list-style-type: none"> REMIND students 	<p>time for students to respond to each other's questions and ask new ones when relevant to the topic.</p> <ul style="list-style-type: none"> Why are Isabel and her mother surprised to see the stranger approaching? Isabel watches the stranger visit her neighbors' houses. How do the neighbors treat him? What are the three things Isabel gives to the stranger to help make the soup? One person who gives or shares can make a big difference by inspiring others to do so, too. Give an example of how you could inspire others to give or share. Draw students' attention to the Did You Know? feature on page 410. As a class, discuss what this information means. Have students consider how a drought affects animals and people. <p>APPLY VOCAB</p> <ul style="list-style-type: none"> USE Routine 11, the Selection Vocabulary 	<p>things while using the word like or as. Sensory details are descriptive words that appeal to a reader's senses and aid with visualizing. Dialogue is conversation between or among characters.</p> <p>SOCIAL STUDIES CONNECTION</p> <ul style="list-style-type: none"> REMIND students that bold text emphasizes certain words in a text. Prompt students to find the example of bold text in "Citizenship." Have them explain how the bold text calls out key information. DISPLAY "Citizenship" and read it as a class. Then have students work with a partner to respond to the questions. The article says that citizens are involved in their communities. In what ways are you involved in your school community? What makes someone a good citizen in his or her community? Citizenship means "the qualities that a person is expected to have as a responsible 	<ul style="list-style-type: none"> Have students identify a place in the text where they made an inference. Main Idea and Details refers to the most important point in a paragraph or section of text and the information that supports the main points. Ask students to recall a place in the text where they identified a main idea and supporting details. <p>WRITER'S CRAFT</p> <ul style="list-style-type: none"> REVIEW the skills for analyzing a writer's craft by asking students to identify the point of view, explain how the author developed characters, and give examples of effective language use in "The Stranger and the Soup." Point of View refers to whom the author has chosen to narrate the story. In fiction, the point of view might be first person or third person. Have students identify the point of view in "The Stranger and the Soup." Character is the story element that refers to the people or animals in a story. Authors 	<p>connects to the unit theme.</p> <ul style="list-style-type: none"> generate questions for the Concept/Question Board. generate questions for Inquiry. <p>Lesson / Instruction</p> <p>Build Background</p> <ul style="list-style-type: none"> ASK students to share what they know about how chocolate is made. Tell them that chocolate begins as a seed. This selection tells about the trees that produce "chocolate seeds" and the animals that help plant them. <p>Genre</p> <ul style="list-style-type: none"> TELL students that this selection is informational text. Prompt students to identify features of informational text. <p>Comprehension Strategies</p> <ul style="list-style-type: none"> MODEL the use of the following comprehension strategies: Summarize important information in the text. Give students examples of how they can visualize what is happening in the text to help deepen their understanding of what they hear. <p>Essential Questions</p> <ul style="list-style-type: none"> How do insects and animals help
--	---	--	---	--

<p>that researchers share their findings with one another. Now that they are working in two or three groups and using different conjectures, it will be very interesting to come together and share each group's findings with the whole class. Help students brainstorm presentation ideas, and have volunteers list possible ideas on the Concept/Question Board.</p>	<p>Routine, to have students read the vocabulary selection on Student Anthology 1 pages 412–413.</p> <ul style="list-style-type: none"> Start by reviewing the words and definitions with students. Then explain to them that many English words can be used in different ways. Sometimes a word can function as a noun, but also as a verb. Sometimes a suffix can change a noun into an adjective. 	<p>member of the community.” What are some ways you show good citizenship at school? Give an example.</p> <ul style="list-style-type: none"> REVIEW with students some of the reliable websites they can visit to search for information about democracy in the United States. Also review text features students can use to locate key facts and information more efficiently. These text features include: captions, bold text, subheadings, glossaries, indexes, electronic menus, and icons. 	<p>develop characters through physical descriptions and through what the characters do, say, and think. Have students revisit page 408 and explain how the stranger and his stone provided motivation for the villagers to get through the winter.</p> <ul style="list-style-type: none"> Language Use refers to the variety of techniques writers use to create an effect and communicate meaning. Have students identify a simile in “The Stranger and the Soup.” Then have students give examples of effective use of sensory details and dialogue in the story. 	<p>cacao trees survive? Read Aloud Vocab</p> <ul style="list-style-type: none"> BEFORE reading “How Animals Help Make Chocolate” aloud, introduce the following vocabulary words with students. Say each word and its definition. Then use the word in a sentence. <ul style="list-style-type: none"> canopy (kan’ ə pē) n. Anything that acts or seems to act as an overhanging shelter or covering. nectar (nek’ tūr) n. The sweet liquid formed in flowers. mixture (miks’ chūr) n. Something made up of different things put together. eventually (ē ven’ chə lē’) adv. At the end; finally.
<p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher’s Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson.</p> <p>Enrichment: 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 Stranger and the Soup” to the unit theme My</p>	<ul style="list-style-type: none"> Tell students that, as they read this text, they should pay close attention to this week’s selection vocabulary words and how each word is used here. You may want to have students compare and contrast the new and original definitions and parts of speech. Remind students that the concept vocabulary word is contribution. Have them discuss the question on page 413: Think about the word contribution. What is a contribution you make to your community? <p>FLUENCY-PROSODY</p>	<p>Comprehension questions page 411:</p> <ul style="list-style-type: none"> HAVE students turn to page 411 of Student Anthology 1. Tell them to write an answer for each question in their notebooks. After students have finished writing their answers, read each question with the class. Ask volunteers to read their answers. Provide enough time for students to respond to each other’s questions and to ask new ones when relevant to the topic. Then have students complete the Write activity 	<p>FLUENCY-ACCURACY AND EXPRESSION</p> <ul style="list-style-type: none"> REMIND students that accuracy means reading without mistakes. Accurate reading is necessary for full comprehension of a text. Reading with expression means changing tone of voice to reflect what is happening in a story or to represent different characters who are speaking. 	<p>Fluency</p> <ul style="list-style-type: none"> MODEL fluent reading by pausing briefly after commas and periods and using appropriate rate and expression. Read “How Animals Help Make Chocolate” <p>Discuss Read Aloud</p> <ul style="list-style-type: none"> REVISIT essential question Lead students in a discussion about the selection. Ask

Community at Work.

Computers

Recess

Math

Unit 7 Test

Standards

2.MD.1, 2.MD.2,
2.MD.3, 2.MD.4,
2.MD.5

I can use inches, foot, centimeters, meters, yards, and estimation skills to measure items.

Lesson / Instruction

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

Unit 7 test will be graded to test for understanding on story problems.

Differentiation / Accommodations

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

Lunch

Recess

Tier II/III Math

Measurement treasure hunt

Standards

2.MD.1, 2.MD.2,
2.MD.3, 2.MD.4,

- REMIND students that reading a text with proper phrasing helps to communicate its meaning more clearly. Demonstrate reading the following sentences from page 405 with proper phrasing, rhythm, and intonation: "The villagers left the plaza / and returned with bowls and spoons. / They brought tables and chairs / and placed them side by side."

- Tell students to read page 405 aloud quietly to themselves to practice reading with proper phrasing, rhythm, and intonation.

PRACTICE COMPREHENSION

- **HAVE students turn to Skills Practice 1 pages 215–216. Read the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually.**

INQUIRY:

presentation plan

- REMIND students it is time for each group to finalize the presentation plan. Review that when creating a presentation, it will

on their own.

Extend vocab

- USE Routine 11, the Selection Vocabulary Routine, to have students extend their vocabulary.
- Display the Extend Vocabulary activity at the bottom of page 413. Tell students to follow the directions to complete the activity. sagged, wheeze, definitely, flavor, twisting Have students identify the shades of meaning of each synonym. Then have students identify a synonym, near synonym, or related word for each of the remaining vocabulary words: indeed, plaza, sighed, simmer, and well.

Fluency-rate

- REMIND students that paying attention to punctuation will help them read at an appropriate rate. Review with students the comma and period, and explain that these are two of the punctuation marks that signal a reader to pause. Tell them that pausing gives both the reader and listener time

- Have students work in small groups to practice reading "The Stranger and the Soup" with accuracy and expression. As students read the selection aloud, remind them to change their voices to reflect how the characters sound.

Use Lesson and Unit Assessment 1 pages 182–184, 186–187, and 235 to assess students' understanding of the skills taught in this part of the lesson.

Differentiation / Accommodations

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

Enrichment: Have students write additional "If you . . ." questions related to the vocabulary words. Present selected questions to the rest of the class for a response.

ELA/Workshop time

Unit 3 Lesson 5 Day 5

these questions to help students connect the selection to the theme Plants and Animals.

- How do cacao trees help insects and animals?
- In what ways are cacao trees different from many other kinds of trees?
- How did ancient Aztecs and, later, Spanish citizens show that they valued cocoa?

Concept/Question Board: Plants and Animals

- TELL students the Concept/Question Board is a place for them to ask questions and to find answers in order to have a better understanding of the unit theme Plants and Animals. To begin using the Concept/Question Board, ask students to name different types of plants and animals. Have them post their responses on the Concept side of the Board. Then ask students to write any questions they have about the theme and attach them to the Question side of

<p>2.MD.5</p> <p>I can measure different objects in centimeters and inches. I can compare different lengths using centimeters and inches. I can estimate the lengths of different objects.</p> <p>Lesson / Instruction</p> <p>As a group, we will follow our pirate map to go around the school to find different checkpoints to measure. Students will show me their answers after they measure. They will not be able to move on until they have it correct.</p> <p>Differentiation / Accommodations</p> <p>There will be no small groups during the test time. If students are struggling with a certain question, I will review it with them with another object by us to review how to use this standard unit of measurement. Once we are finished, they will do their math checklist.</p> <p>RTI</p> <p>Recess</p> <p>RTI Tier III</p> <p>ELA/Workshop time</p> <p>Unit 3 Lesson 5 Day 2</p> <p>Students will...</p> <ul style="list-style-type: none"> plan a fantasy story using a WWW-H2-W2 	<p>be important to be sure the presentation gives all of the following information: what your inquiry question and conjecture were; what new things you now understand; what sources you used, and what new questions you now have.</p> <p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson.</p> <p>Enrichment: Have students create W questions about the story we have read in class.</p> <p>Recess</p> <p>Math</p> <p>Lesson 8-1- Day 1 of 2</p> <p>Standards</p> <p>2.MD.8</p> <ul style="list-style-type: none"> I can determine the value of different types of coins. I can skip count to determine the value of a group of like coins. <p>Lesson / Instruction</p> <p>1. Number Routine: Math Picture- discuss prompts to talk about</p>	<p>to understand what the text means.</p> <ul style="list-style-type: none"> Model reading the first paragraph on page 406 of "The Stranger and the Soup" at an appropriate rate. Be sure to demonstrate pausing at a comma (less time) and pausing at a period (more time). Have students read the paragraph several times with a partner at an appropriate rate. <p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson. Have students identify the selection vocabulary words that are plural nouns.</p> <p>Enrichment: Have students identify the singular form of the selection vocabulary words that are plural nouns. Have students identify other plural nouns in the selection "The Stranger and the Soup."</p> <p>Recess</p>	<p>Standards</p> <p>2.W.5, 2.W.3, 2.W.3.a, 2.W.3.b, 2.W.3.c, 2.L.2.e</p> <p>Students will...</p> <ul style="list-style-type: none"> revise their fantasy stories. take the spelling assessment. review subject/verb agreement. review formation of small letters <i>j</i> and <i>q</i>. <p>Lesson / Instruction</p> <p>NARRATIVE WRITING-REVISING</p> <ul style="list-style-type: none"> REMINDE students that revising involves rereading a story and makes necessary changes to make it better. Tell students they will focus on just the content of their stories during the revision. They will have the opportunity to correct spelling and grammatical errors next week. Review the elements of narrative writing in general and fantasy stories in particular. Remind students to make sure they have incorporated these elements into their stories. MODEL revising the first half of your story. Point out where you add details to make the writing more interesting, and where you add time-and-order, or 	<p>the Board.</p> <p>Brainstorm things that would be appropriate to post on the Plants and Animals Concept/Question Board.</p> <p>Inquiry- Step 1: Develop Questions</p> <ul style="list-style-type: none"> Revisit "How Animals Help Make Chocolate" with students and have them recount the process that produces cacao beans, identifying the connections between these steps. Point out to students that there are many steps in this process. Then say, One reason why we know so much about cacao beans is because scientists have studied them. Explain to students that scientists often explore and observe the natural world to research a question. Then discuss ways they can do this. <p>Differentiation / Accommodations</p> <p>Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson.</p>
--	---	--	--	--

<p>graphic organizer.</p> <ul style="list-style-type: none"> practice the formation of small letters <i>j</i> and <i>q</i>. <p>Lesson / Instruction</p> <p>Narrative Writing: Prewriting INSTRUCT- PLANNING A FANTASY STORY</p> <ul style="list-style-type: none"> REMIND students that all stories have three elements: a main character, a setting, and a plot. Tell them writers think carefully about these three elements when planning a story and incorporate these elements into their writing. Have students form small groups to discuss why they think character, setting, and plot are important. When the groups are finished discussing, have them share their thoughts with the class. Remind students that a writer thinks of specific details for the characters and settings in his or her story. These details make the story fun and interesting to read. Review the elements of fantasy with students, and remind them to include at least one of the element of a fantasy in 	<p>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 Ask 2 clarifying questions Develop the Math Guided Exploration Path- follow the slides that are online Bring it Together <p>4. Practice and Reflect- pages 59-60</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 8-1 to help us.</p> <p>Extension: Students will choose extended thinking activities during the Tier 2/Title math time.</p> <p>Students will do Use it activity or the websketch Exploration from the online portion.</p> <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>RTI</p> <p>Recess</p> <p>Science</p> <p>Topic Close: Habitats</p>	<p>Math</p> <p>Lesson 8-1- Day 2 of 2</p> <p>Standards</p> <p>2.MD.8</p> <ul style="list-style-type: none"> I can determine the value of different types of coins. I can skip count to determine the value of a group of like coins. <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 Ask 2 clarifying questions Develop the Math Guided Exploration Path- follow the slides that are online Bring it Together <p>4. Practice and Reflect- pages 59-60</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 8-1 to help us.</p> <p>Extension: Students will choose extended thinking activities during the Tier 2/Title math time.</p>	<p>temporal, words to clarify sequence.</p> <ul style="list-style-type: none"> 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. USE Routine 17, the Checklist Routine, to review the revising checklist. Have students begin revising their drafts using the checklist on Skills Practice 1 page 218. Tell them to read their first drafts. Remind them that if their story does not flow smoothly, they should make sure they have adequately developed their characters, setting, and plot and included elements of fantasy. <p>Spelling: Phonics and Decoding: / <i>ī</i>/ spelled <i>_igh</i>, <i>_ie</i>, <i>_y</i>, <i>i</i>, and <i>i_e</i></p> <ul style="list-style-type: none"> REPEAT the pretest, or use the following process to assess students. 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 	<p>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 .</p> <p>ELA/Workshop time</p> <p>Unit 4 Lesson 1 Day 1</p> <p>Standards</p> <p>2.L.2.e</p> <p>Students will...</p> <ul style="list-style-type: none"> compare and contrast different types of writing and their purposes. use a Venn diagram to compare and contrast. generalize learned spelling patterns when writing words. <p>Lesson / Instruction</p> <p>Writing to Inform: Prewriting</p> <ul style="list-style-type: none"> REMIND students that the purpose of informative/ explanatory writing is to provide facts and explanations about a topic. Tell students to recall the informative/ explanatory texts they completed earlier. Have students compare and contrast the purpose and elements of writing to inform with the purposes and elements of opinion writing and narrative
--	---	---	--	--

their stories.

GUIDED PRACTICE

- DISTRIBUTE blank WWW-H2-W2 graphic organizers from Skills Practice 1 page R11 to students, and have them begin planning their fantasy stories. Display the graphic organizer you completed in the previous day's lesson, so students can refer to it as a model

APPLY

- REMIND students that all stories have a beginning, middle, and ending. Have students complete the graphic organizer on Skills Practice 1 page 203 to organize the events of their stories in a logical sequence.

PENMANSHIP

- MODEL for students the formation of small letters *j* and *q*.
- Trace the letters *j* and *q*, saying the strokes aloud as you form the letters.
- TELL students to hold an unsharpened pencil in the air in front of them. Have students mimic your movements as if they were writing in the air.
- WRITE each letter 5 times

Standards

2-LS4-1

Lesson / Instruction

Math Connection
Quest Findings-
Protect a habitat
Career Connection-
Ecologist

Chapter Assessment

ELA/Workshop time

Unit 3 Lesson 5 Day 3

Standards

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

Students will...

- set writer's goals for their fantasy stories.
- draft their fantasy stories.
- use subject/verb agreement.
- review spelling words.

Lesson / Instruction

NARRATIVE
WRITING-
DRAFTING

Instruct

- REVIEW with students the necessary elements of any story: a main character, setting, and plot.
- Explain to students that the beginning of the story should be interesting. It should introduce the main character and the character's problem. The middle of the story should provide more information about the problem

Students will do Use it activity or the websketch Exploration from the online portion.

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 3 Lesson 5 Day 4

Standards

2.W.5, 2.W.3,
2.L.1.g

Students will...

- evaluate their fantasy story drafts.
- draft their fantasy stories.
- use subject/verb agreement.
- practice the formation of small letters *j* and *q*.

Lesson / Instruction

Narrative Writing:
Drafting
Finish drafting

- MODEL completing the second half of the draft of your fantasy story. Tell students to offer suggestions about the draft, and incorporate their ideas when appropriate. Be sure to narrate your thoughts as you complete the draft.
- The following text can serve as an

first ten 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. Tell them to spell the challenge words, but assure them that misspelling a challenge word will not affect their test scores.

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

Grammar, Usage, and Mechanics:
Subject/Verb Agreement

- REVIEW subject/verb agreement with students. Remind them that the subject and verb must agree in number in a sentence. If the subject is singular, then the verb must also be singular. If the subject is plural, then the verb must also be plural.
- Display the ePresentation visual for the following sentences. Have volunteers identify the correct verb in each sentence.
 - Jordan (walk/ walks) to school every

writing.

- Point out to students that they have compared and contrasted informative/ explanatory writing with other kinds of writing. Explain that comparing is to describe how two or more people, objects, or ideas are alike; and contrasting is to describe how they are different.
 - Display a blank Venn diagram. Use Routine 16, the Graphic Organizer Routine, to explain to students that writers use Venn diagrams to help plan informative/ explanatory texts that will compare and contrast. Point out the overlapping circles in the middle of the graphic organizer. Explain that similarities between two things are written in the overlapping portion of the circles, and differences are written outside the overlap.
- Guided Practice
- READ the comparing and contrasting model on Language Arts Handbook page 155 as a class, and display the ePresentation

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide to reteach the Grammar, Usage, and Mechanics skills taught in this lesson. If students are having difficulty coming up with ideas, guide them in the right direction.

Enrichment: If students are ready for the next step, have them share their thoughts with a partner. Once they are done sharing, they can begin brainstorming each part of their story.

Social Studies

Week 18: War and Change- Article 1-3

Standards

2.SS.7.F, 2.SS.7.E, 2.SS.8.A

1.Objective: • Students will be able to explain the story of the Burning of Washington and the Battle of New Orleans in the War of 1812. • Students will be able to name inventions that helped transform the American economy and way of life in the first half of the 19th

and how it develops. The end should provide the resolution to the problem. It should also close the story in an interesting way.

- Tell students they will begin drafting their fantasy stories, guided by the writing plans they have developed using graphic organizers.
- Guided Practice
- HAVE students look through a fantasy story they have read recently, either on their own or in Student Anthology 1. Determine the main characters and setting(s). Have students identify specific words and phrases that describe details about each character and the setting. Discuss how these details help make the writing more interesting to read.
- Model using the WWW-H2-W2 graphic organizer you completed for a fantasy story to begin writing the first half of a draft. Be sure to leave out some details, so you can model adding them during the revising step, and include some errors in

example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

- DIRECT students to get into small groups to review what they have written so far. Refer students to Language Arts Handbook pages 34–37 for a review of writers' conferences.
- Have students take turns reading aloud their drafts. Each student in the group will identify one positive aspect about the draft.
- Then have students evaluate the draft using a WWW-H2-W2 graphic organizer and offer suggestions for improvement.
- Display the ePresentation visual for the following questions, and have groups use them to offer additional feedback:
 - Does the story have fantasy elements?
 - Does the story have an interesting beginning?
 - Does the draft

day. walks

- Students (are going/is going) on a field trip. are going
- Many people (live/lives) in the suburbs. live
- Have students write three sentences on a sheet of paper. Tell them to trade papers with a partner. Each partner should check that the subjects and verbs agree.

Penmanship: Small Letters j and q

- REVIEW with students the formation of small letters j and q.
- Write the words jeans, jealous, quail, and quiet 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 j and q properly and to

visual of the texts comparing apples and oranges.

- Have students guide you in completing a Venn diagram based on the information in each text.
- Write Comparing Words and Contrasting Words on the board. Help students identify comparing and contrasting words and phrases in the texts, and list them on the board

Apply

- **DISTRIBUTE blank Venn diagrams from Skills Practice 2 page R3 to students.** Have them each choose two objects from the classroom and complete a Venn diagram to compare and contrast the objects.
- Tell students they will be writing an informative/ explanatory text comparing two similar animals. Tell them to begin thinking about which animals they will choose.

Differentiation / Accommodations

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

century. • Students will be able to explain the meaning of the first stanza of "The Star-Spangled Banner."

Lesson / Instruction

Vocab:
bargain
embargo
invade
negotiate
There is a walkthrough slide deck, "War and Change," that goes with this week. Slides 2–9 go with this lesson.
2. Introduce the topic for the week and the compelling question to students.
a. Give students time to look at their student editions.
b. Ask: What are some things we might learn about this week? (Answers will vary.)
3. Introduce and distribute the printable War of 1812 Timeline. Explain that students will be using this printable throughout the week to create a timeline of the events around the War of 1812.
4. Read the first paragraph of the article "War of 1812" to the class. As students follow along, they will underline the definition of the bolded term. (embargo)
a. As a class, or in pairs, have students

spelling, grammar, usage, and mechanics that you will correct during the editing step.

Apply

- HAVE students begin drafting their fantasies. Remind them to use the graphic organizers to guide their writing, and display the following goals for students to keep in mind as they write.
 - Use time-and-order (temporal) words to show readers the sequence of events in your story.
 - Avoid sentence problems, such as fragments and run-on sentences.
 - Make sure your plot has a beginning, middle, and ending.
 - Include details to tell readers when and where the story takes place.

GRAMMAR, USAGE, AND MECHANICS-SUBJECT/VERB AGREEMENT
Instruct

- DISPLAY the ePresentation visual for the following sentences. Point out the simple subject and verb in each sentence.

include details about the characters or setting?

- Does the draft use time-and-order (temporal) words to tell the sequence of events?
- COMPLETE the Practice section of Skills Practice 1 page 217 as a class. Then have students complete the Apply section on their own to learn more about adding details.
- Tell students to enrich their stories with details as they draft. Encourage them to write down any idea that comes to them about their characters, setting, and plot. Explain that the more vivid their descriptions are, the more interesting their stories will be.
- Be sure students take notes about the feedback they receive from their peers.

Grammar, Mechanics, and Usage: Subject/Verb Agreement

- DISPLAY the ePresentation visual for the following sentences. Point out the subject/verb agreement in each sentence.

write legibly.

Use Lesson and Unit Assessment 1 page 185 to assess students' understanding of the skills taught in this lesson.

Differentiation / Accommodations

Intervention: Edit paper with teacher. Make changes and add extra details-making sure their story is descriptive.

Enrichment: Edit/revise paper with a partner. Come up with a creative title and images to go with the story.

P.E.

Math

100th Day of School- Zero the Hero

Standards

2.OA.1, 2.NBT.8

Students will....

- work on math problems (zero the hero) working with the number 100.

Lesson / Instruction

Spy Mission
1. Secret Numbers to 100- filling out 100s chart.
2. I Spy Numbers-Look at place value blocks and determine the value
3. Bowling to 100-counting to 100 bowling pins getting knocked down.
4. STEM with 100-building a structure

and Mechanics skills taught in this lesson.

Enrichment: If students understand comparing and contrasting, then during Workshop have them choose two books from the classroom library and identify the similarities and differences between them. If students are ready for a challenge with comparing and contrasting, then during Workshop have them list the similarities and differences between two stories from Student Anthology 2.

Recess

Math

Ice Cream Transformation

Standards

2.OA.2, 2.OA.2.a, 2.OA.2.b, 2.NBT.2, 2.NBT.5, 2.MD.8, 2.MD.8.b, 2.MD.8.a

Students will...

- Identify the value of coins
 - Answer money story problems with accuracy
 - Understand the value of dollar bills.\
- We will review the value of coins with the money poem. We will go over strategies on adding the value of different coins. Once that is finished, we will

<p>discuss:</p> <p>i. How did Britain and France react to the U.S. not helping them? (They attacked U.S. ships, stole supplies, and took American soldiers.)</p> <p>ii. How did the U.S. respond to these actions? (They declared an embargo.)</p> <p>iii. Why did President Jefferson declare the embargo? (He wanted France and Britain to stop stealing American supplies.)</p> <p>iv. How did the embargo hurt France and Britain? (It did not.)</p> <p>v. Who did the embargo hurt? (the U.S.)</p> <p>vi. How did the American people feel after the embargo? (angry)</p> <p>5. Read the rest of the article "War of 1812" to the class. Have students follow along and underline a sentence that describes why James Madison signed a Declaration of War. (He wanted to protect U.S. ships, sailors, and goods.)</p> <p>a. Discuss how the U.S. did not have the ability to attack Britain, so they attacked Canada, a British colony. They wanted this to end conflict, but it started the War of 1812 instead.</p> <p>Week 18 War and</p>	<ul style="list-style-type: none">Dogs have good hearing. Subject: dogs; Verb: haveA dog has an excellent sense of smell. Subject: dog; Verb: hasThe cat climbs a tree. Subject: cat; Verb: climbsThe cats climb over a fence. Subject: cats; Verb: climb <p>Remind students that singular means "one" and plural means "more than one." Explain to students that the subject and verb must agree in number in a sentence. If the subject is singular, then the verb must also be singular. If the subject is plural, then the verb must also be plural. Point out the subject/verb agreement between the plural subject dogs and plural verb have in the first sentence, as well as the subject/verb agreement between the singular dog and singular has in the second sentence. Repeat with cat and cats in the third and fourth sentences.</p> <p>Guided practice</p> <ul style="list-style-type: none">DISPLAY the ePresentation	<ul style="list-style-type: none">A tree begins as a seed. Singular subject: tree; Singular verb: beginsThose trees begin to lose their leaves in September. Plural subject: trees; Plural verb: begin <p>Remind students that the subject and verb must agree in number in a sentence. If the subject is singular, then the verb must also be singular. If the subject is plural, then the verb must also be plural.</p> <p>Tell students they will use subject/verb agreement in every type of writing they do in order for their sentences to make sense to readers.</p> <p>DISPLAY the ePresentation visual for the following sentences. Have students choose the verb in parentheses that correctly completes the sentence.</p> <ul style="list-style-type: none">Eleanor (have/has/want) three brothers and six sisters. hasDaniel and I (likes/like/liking) to travel to Florida for vacation. like <p>WRITE the</p>	<p>out of cups and plates to hold 100 pennies.</p> <p>5. Spy Formulas-making 100s trail mix</p> <p>Differentiation / Accommodations</p> <p>I will be walking around and monitoring groups through the whole activity.</p> <p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>RTI</p> <p>Recess</p> <p>RTI Tier III</p> <p>ELA/Workshop time</p> <p>Unit 3 Lesson 5 Day 5</p> <p>Standards</p> <p>2.L.2.e, 2.W.3.b, 2.W.3.a, 2.W.3, 2.W.5, 2.W.3.c</p> <p>Students will...</p> <ul style="list-style-type: none">revise their fantasy stories.take the spelling assessment.review subject/verb agreement.review formation of small letters <i>j</i> and <i>q</i>. <p>Lesson / Instruction</p> <p>NARRATIVE WRITING-REVISING</p> <ul style="list-style-type: none">REMIND students that revising involves rereading a story and makes necessary changes to make it better. Tell students they will focus on just the content of their stories during the	<p>go over each expectation of the centers.</p> <p>Lesson / Instruction</p> <p>We will do a gradual release of information. We will 2 examples of each center activity to make sure students understand the material. We will do the first one together. The second one will be done independently done on their whiteboards.</p> <p>Challenge 1: Ice cream cone challenge- students will see if every student spent the same amount on their ice cream as others. They will put a smile face if the did. They will put a frown if they didn't.</p> <p>Challenge 2: Ice cream sundae- students will look at different people orders. They will write the value of each order on the line.</p> <p>Challenge 3: Ice cream cup- students will read different values of coins in word form. They will color each sentence depending on the value they count.</p> <p>Challenge 4: Popsicle- students will count the values of the coins. They will write true or false depending on if it matches up with the answer on the stick. If it is false, they will</p>
---	---	---	--	--

Change 18.4
6. As a class, use the printable War of 1812 Timeline to add information from the article to the printable.
a. Encourage students to review the article and highlight any dates and years they find.
b. Work as a class to add dates from the article to the printable.
i. 1809: James Madison becomes president.
ii. June 1812: The U.S. declares war on Great Britain.
7. Read the title of the article "The Burning of Washington, D.C." to the class.
a. Review how war had just broken out between the U.S. and Britain.
b. Ask: From this title, what kind of events might happen next? (Answers will vary.)
8. Read the article "The Burning of Washington, D.C." to the class.
a. Have students pair up to review the events leading up to the burning of Washington, D.C. Encourage students to use the map accompanying the article to track the order of events of the British soldiers.
b. Have students pair up with different classmates to work together,

visual for the following sentences. Have students edit the verbs so they agree in number with the subjects.

- Rita jog every day. Rita jogs every day.
- Matteo and George is both seven years old. Matteo and George are both seven years old.

Apply

- LIST the following subjects on the board, and have students write sentences using them:
 - My cats
 - The table
 - Carlos
 - People
- Tell students to exchange sentences with a partner and check for subject/verb agreement. Have students fix any errors they find.
- For more information about subject/verb agreement, refer students to Language Arts Handbook page 311.

Spelling: /i/ spelled _igh, _y, _ie, i, and i_e

- REMIND students that /i/ spellings include _igh, _y, _ie, i, and i_e.
- Display the

following three subjects on the board, and have students generate sentences using them. Tell them to be sure the subjects and verbs agree.

- Ted and Louis
- Nancy
- You
- **As a class read the Focus section, and do the first two Practice questions on Skills Practice 1 pages 221–222. Have students complete the remainder of the workbook pages with a partner.**

Penmanship

- MODEL for students the formation of small letters j and q.
- INSTRUCT students to mimic your movements, using an unsharpened pencil to write in the air. Have students say the strokes aloud with you.
- Instruct students to write each of the letters on their papers several times. Have students correct or rewrite poorly-formed letters.

revision. They will have the opportunity to correct spelling and grammatical errors next week.

- Review the elements of narrative writing in general and fantasy stories in particular. Remind students to make sure they have incorporated these elements into their stories.
- MODEL revising the first half of your story. Point out where you add details to make the writing more interesting, and where you add time-and-order, or temporal, words to clarify sequence.
- 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.
- USE Routine 17, the Checklist Routine, to review the revising checklist. Have students begin revising their drafts using the checklist on Skills Practice 1 page 218. Tell them to read their first drafts. Remind them that if their story does not

write the true value down.

Challenge 5: Root Beer Float- students will read the story problem. They will identify if the costumer gave enough money to buy the root beer float. They will explain why or why not.
Challenge 6: Frozen yogurt- Students will match up the value of the coins to the color. They will color the frozen yogurt to match up the color given.

During the center rotation, I will pull up students that I observed that are struggling. We will do a few more examples on different strategies to help us solve the problems. I will try to assist different students in the challenges to keep them moving along with their peers.

Math Checklist (during math centers):
1. Independent Practice: 6 centers.
2. Blooket
3. Green Folder
4. 99 Math- quick math facts review
5. Number Sense Game

Lunch

Recess

Tier II/III Math

RTI

Recess

summarizing the events of the burning of Washington, D.C.
i. As students talk, walk around and listen in to their conversations. Discuss any misconceptions, where necessary.
9. Using the printable War of 1812 Timeline, work as a class to identify dates in the article to add to the printable.
a. August 1814: The British attack Washington, D.C.
10. Students should understand that the United States was really struggling and that people were worried. Explain that one of America's most famous symbols came about after the attack on Washington, D.C.
a. Play the first five seconds of the audio "U.S. National Anthem." Ask:
i. Have you ever heard this song? (Answers will vary.)
ii. Where have you heard it? (Answers will vary.)
iii. Do you know what it is called? (Answers will vary.)
b. Introduce the song as "The Star-Spangled Banner."

11. Read the article "The Story of the Star-Spangled Banner" to the class. Have students follow along and circle the name of the individual who wrote

ePresentation visual for the following word pairs: py/pie, nite/night, fly/flie, pile/pighel, child/chiled, right/riet, shigh/shy, ligh/lie, mice/myce, try/trigh.

- Have volunteers come to the board and circle the correctly-spelled word in each pair. Tell each student to pronounce the word correctly.

ASSIGN Skills Practice 1 pages 219–220 for students to practice spelling words with /i/ spelled _igh, _y, _ie, i, and i_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: Review grammar, usage, and mechanics covered in the lesson. HAVE students begin drafting their fantasies. Remind them to use the graphic organizers to guide their writing, and display the following goals for students to keep in mind as they write. Assist students as needed.

Differentiation / Accommodations
Intervention: Assist students with writing as needed- assisting with spelling and the writing process. Provide feedback as needed.

Enrichment: Tell students to enrich their stories with details as they draft. Encourage them to write down any idea that comes to them about their characters, setting, and plot. Explain that the more vivid their descriptions are, the more interesting their stories will be.

Social Studies
Week 18: War and Change- Article 4-5
Standards
2.SS.7.F, 2.SS.7.E, 2.SS.8.A

1.Objective: • •
Students will be able to explain the story of the Burning of Washington and the Battle of New Orleans in the War of 1812. •
Students will be able to name inventions that helped transform the American economy and way of life in the first half of the 19th century. • Students will be able to

flow smoothly, they should make sure they have adequately developed their characters, setting, and plot and included elements of fantasy.
Spelling: Phonics and Decoding: / i/ spelled _igh, _ie, _y, i, and i_e
• REPEAT the pretest, or use the following process to assess students. 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 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. Tell them to spell the challenge words, but assure them that misspelling a challenge word will not affect their test scores.
Have students use eActivities and eGames to practice skills learned in this portion of the lesson.

Grammar, Usage, and Mechanics: Subject/Verb Agreement
• REVIEW subject/

RTI Tier III
ELA/Workshop time
Unit 4 Lesson 1 Day 1
Standards
2.L.2.e

Students will...
• compare and contrast different types of writing and their purposes.
• use a Venn diagram to compare and contrast.
• generalize learned spelling patterns when writing words.

Lesson / Instruction
Writing to Inform: Prewriting
• REMIND students that the purpose of informative/ explanatory writing is to provide facts and explanations about a topic. Tell students to recall the informative/ explanatory texts they completed earlier. Have students compare and contrast the purpose and elements of writing to inform with the purposes and elements of opinion writing and narrative writing.

• Point out to students that they have compared and contrasted informative/ explanatory writing with other

the words to the poem. (Francis Scott Key)
a. Reread the article, as needed, and discuss:
i. Who was Francis Scott Key? (an American lawyer)
ii. Why was he on a British boat? (He was trying to negotiate the release of a prisoner.)
iii. How did he feel, watching the bombs and cannons? (worried)
iv. What was the signal of victory he saw? (The American flag was still flying at Fort McHenry.)
12. Distribute the printable Star-Spangled Banner to each student. Read the words of the poem to the class.
a. Say that you will be rereading the poem and will stop at the end of each line. When you stop, students should use the printable Star-Spangled Banner to write words and draw images of what they think and feel is happening in the poem.
13. Play the video "The Star-Spangled Banner-K," from related media.
a. Encourage students to follow along with the printable Star-Spangled Banner and

Enrichment: Continue drafting- if finished share with a partner and begin giving feedback to each other.

Guidance

Library

explain the meaning of the first stanza of "The Star-Spangled Banner."

Lesson / Instruction

Vocab:
bargain
embargo
invade
negotiate
1. This lesson uses slides 11–13 of the walkthrough slide deck.
2. Explain that the leaders from the United States and Great Britain wanted to live peacefully and end the wars. They met together to discuss and resolve their conflicts.
3. Read the article "Treaty of Ghent" to the class. As you read, have students follow along and underline when the treaty was signed. (December 24, 1814)
a. Reread this sentence to the class: "It said there would be 'firm and universal peace' between them."
i. Ask: What do you think this means? (Answers will vary, but help students understand that the U.S. and Britain made a promise to always have peace with one another.)
4. Briefly discuss how students get information to one another. Help students understand that, thanks to technology,

verb agreement with students. Remind them that the subject and verb must agree in number in a sentence. If the subject is singular, then the verb must also be singular. If the subject is plural, then the verb must also be plural.

- Display the ePresentation visual for the following sentences. Have volunteers identify the correct verb in each sentence.
 - Jordan (walk/ walks) to school every day. walks
 - Students (are going/is going) on a field trip. are going
 - Many people (live/lives) in the suburbs. live
 - Have students write three sentences on a sheet of paper. Tell them to trade papers with a partner. Each partner should check that the subjects and verbs agree.
- Penmanship: Small Letters j and q
- REVIEW with students the formation of small letters j and q.
 - Write the words jeans, jealous, quail, and quiet on

kinds of writing. Explain that comparing is to describe how two or more people, objects, or ideas are alike; and contrasting is to describe how they are different.
• Display a blank Venn diagram. Use Routine 16, the Graphic Organizer Routine, to explain to students that writers use Venn diagrams to help plan informative/ explanatory texts that will compare and contrast. Point out the overlapping circles in the middle of the graphic organizer. Explain that similarities between two things are written in the overlapping portion of the circles, and differences are written outside the overlap.

Guided Practice

- READ the comparing and contrasting model on Language Arts Handbook page 155 as a class, and display the ePresentation visual of the texts comparing apples and oranges.
- Have students guide you in completing a Venn diagram based on the information in

add words and pictures.
14. Discuss the images and words the students added to the printable.
a. Students should understand the first stanza of the poem is painting a picture of the events that Francis Scott Key was witnessing from his place on the British boat.
15. Consider showing the videos "Flags and the Pledge of Allegiance- 2nd" and "The U.S. National Anthem," from related media.
Week 18 | War and Change
18.5
16. Have students each meet with a peer and take turns explaining the meaning of the first stanza of the Star-Spangled Banner.
17. Collect the printable War of 1812 Timeline, to be used in the next lesson.
18. Have students put the printable Star-Spangled Banner into their interactive notebooks.

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

we can get information quickly to anyone in the world.
Ask:
a. How do you think people communicated during the War of 1812? (Answers will vary.)
b. How long do you think it took to get messages? (Answers will vary.)
5. Explain that because information didn't travel quickly, the news of the Treaty of Ghent did not reach the United States for two months.
6. Read the article "The Battle of New Orleans" to the class. As you read, have students follow along and underline information about Andrew Jackson. (Answers will vary but may include: He did not know about treaty; commander in U.S. army in New Orleans; led army to attack British; etc.)
Week 18 | War and Change
18.7
Ask:
a. What was the Line Jackson? (a defense line created by American forces)
b. How many American men were there? How many British? (4,000 and 8,000)
c. How many days did the Line Jackson defend New Orleans? (18 days)
7. Using the printable

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 j and q properly and to write legibly.

Use Lesson and Unit Assessment 1 page 185 to assess students' understanding of the skills taught in this lesson.

Differentiation / Accommodations

Intervention: Edit paper with teacher. Make changes and add extra details-making sure their story is descriptive.

Enrichment: Edit/revise paper with a partner. Come up with a creative title and images to go with the story.

Social Studies

Week 18: War and Change- Article 6

each text.
• Write Comparing Words and Contrasting Words on the board. Help students identify comparing and contrasting words and phrases in the texts, and list them on the board
Apply
• **DISTRIBUTE blank Venn diagrams from Skills Practice 2 page R3 to students.** Have them each choose two objects from the classroom and complete a Venn diagram to compare and contrast the objects.
• Tell students they will be writing an informative/explanatory text comparing two similar animals. Tell them to begin thinking about which animals they will choose.

Differentiation / Accommodations

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

Enrichment: If students understand comparing and contrasting, then during Workshop have them

starters or examples on what is need based on articles 1-3.

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

Science

Living Things in Water Habitats Part 2

Standards

2-LS4-1

I can:
-identify where plants and animals live in water.

Vocab: wetland, marsh, swamp
Jumpstart discovery
uInvestigate: How do plants survive in water?

Lesson / Instruction

(Next part)
Read and answer questions- pages 212-215
Video
Quest Connection
Interactivity online
Quest Check In- Why some animals live in water
Assessment-quiz

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

Differentiation /

War of 1812
Timeline
from the previous lesson, have students add information from the articles read.
a. December 1814: Treaty of Ghent
b. January 1815: Battle of New Orleans
8. Point out on the printable that on February 18, 1815, nearly two months after the Treaty of Ghent was signed, the war ended. Reiterate how it took time for the communication of the treaty to reach the troops.
9. Encourage students to place their printables in their interactive notebooks.
10. Optional activity: Engage students in an activity to further explore how long different types of communication take. Consider engaging students in some of these activities:
a. Play a game of telephone in the classroom. Have one student stand on one side of the room and have the other students line up next to them to create a line to the other side of the room. Say a sentence to the first student. The student will repeat that sentence to the student next to them. This will continue until the

and assessment

Standards

2.SS.8.A

1.Objective: • •
Students will be able to explain the story of the Burning of Washington and the Battle of New Orleans in the War of 1812. •
Students will be able to name inventions that helped transform the American economy and way of life in the first half of the 19th century. • Students will be able to explain the meaning of the first stanza of

"The Star-Spangled

Banner."

Lesson / Instruction

Vocab:
bargain
embargo
invade
negotiate
1. This lesson will use slides 14–16 in the walkthrough slide deck "War and Change."
2. Briefly review the conversation from the previous lesson about how communication has changed over time. Help students understand that

choose two books from the classroom library and identify the similarities and differences between them. If students are ready for a challenge with comparing and contrasting, then during Workshop have them list the similarities and differences between two stories from Student Anthology 2.

Art

Fun Friday

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.

Extension:
If students are finished and understand the information, they can research a habitat. Find information about this habitat and create a poster or presentation. Students will use the phenomena Readers once finished.

sentence makes its way to the last student. Discuss how long that took.
b. Arrange with the principal to send an email to them at a particular time. Project your email on the board and compose an email to the principal. Consider asking them a question. Send the email and see how long it takes for the principal to respond.
c. Create a drawing with all the students' signatures on it. Take it to the post office and mail it to the school. See how many days it will take to come back to the school.
1. This lesson will use slides 14–16 in the walkthrough slide deck “War and Change.”
2. Briefly review the conversation from the previous lesson about how communication has changed over time. Help students understand that communication has changed because technology has changed. Inventions help make life easier.
3. Introduce the article “Inventions that Changed America.” Tell students they will be exploring how inventions have changed the way people live.
a. Consider showing the videos “Life Then and Now- 1st” and “Technology Changes Things Intro,” from related media.

communication has changed because technology has changed. Inventions help make life easier.
3. Introduce the article “Inventions that Changed America.” Tell students they will be exploring how inventions have changed the way people live.
a. Consider showing the videos “Life Then and Now- 1st” and “Technology Changes Things Intro,” from related media.
4. Introduce and distribute the printable Inventions that Changed America. Explain that students will be using this printable to write down three observations, two questions, and one prediction about inventions.
a. Students can complete the printable independently, in pairs, or as a whole class.
5. Read the article as a class. As you read, encourage students to annotate the article as they follow along. It might be beneficial for students to underline, circle, or highlight information that they will use on their printables.
6. Give students time to work on the printable. Then, have a class conversation

<p>and Now- 1st” and “Technology Changes Things Intro,” from related media.</p> <p>4. Introduce and distribute the</p> <p>on what is need based on article 6.</p> <p>What will you do if they already know it?</p> <p>If students understand the information, they will create a journal entry on Class Dojo explaining the information they have learned about articles.</p> <p>Homework</p> <p>Students need to finish their social studies interactive notebook pages.</p> <p>Notes</p> <p>Supplies Needed: social studies weekly studies social studies flipchart social studies interactive notebook Standards 2.SS.8.A The student names inventions that helped transform the American economy and way of life in the first half of the 19th century, especially in transportation. E</p> <p>2025-2026 Miss Whipple 01/25/2026 - 01/31/2026</p> <p>Page 19 of 23 Week View</p> <p>watching the bombs and cannons? (worried)</p>	<p>about the observations, questions, and predictions they have.</p> <p>a. How did canals and steam engines change transportation in the United States? (Answers will vary.)</p> <p>b. How did Morse Code and the telegraph change communication in the United States? (Answers will vary.)</p> <p>c. How did the steel-tipped plow and cotton gin change the way people did their jobs in the United States? (Answers will vary.)</p> <p>d. Do you think new technology is a good thing in the United States? Why or why not? (Answers will vary.)</p> <p>Week 18 War and Change 18.9</p> <p>7. Refer back to the articles in previous lessons this week.</p> <p>Ask:</p> <p>a. How would things have changed if communication was faster during the War of 1812? (Sample answer: The Battle of New Orleans could have been avoided.)</p> <p>b. Do you think the wars would have been fought differently if different technology had been available during that time? (Answers will vary.)</p> <p>8. Encourage</p>
---	---

iv. What was the signal of victory he saw? (The American flag was still flying at Fort McHenry.)

12. Distribute the printable Star-Spangled Banner to each student. Read the words of the poem to the class.

a. Say that you will be rereading the poem and will stop at the end of each line. When you stop, students should use the printable Star-Spangled Banner to write words and draw images of what they think and feel is happening in the poem.

13. Play the video “The Star-Spangled Banner-K,” from related media.

a. Encourage students to follow along with the printable Star-Spangled Banner and add words and pictures.

14. Discuss the images and words the students added to the printable.

a. Students should understand the first stanza of the poem is painting a picture of the events that Francis Scott Key was witnessing from his place on the British boat.

15. Consider showing

students to put their printables in their interactive notebooks

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.

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

Science
Habitats
Assessment

the videos “Flags and

printable Inventions that Changed America. Explain that students will be using this printable to write down three observations, two questions, and one prediction about inventions.

a. Students can complete the printable independently, in pairs, or as a whole class.

5. Read the article as a class. As you read, encourage students to annotate the article as they follow along. It might be beneficial for students to underline, circle, or highlight information that they will use on their printables.

6. Give students time to work on the printable. Then, have a class conversation about the observations, questions, and predictions they have.

a. How did canals and steam engines change transportation in the United States? (Answers will vary.)

b. How did Morse Code and the telegraph change communication in the United States? (Answers will vary.)

c. How did the steel-tipped plow and cotton gin change the

way people did their jobs in the United States?

(Answers will vary.)

d. Do you think new technology is a good thing in the United States? Why or why not?

(Answers will vary.)

Week 18 | War and Change

18.9

7. Refer back to the articles in previous lessons this week.

Ask:

a. How would things have changed if communication was faster during the War of 1812?

(Sample answer: The Battle of New Orleans could have been avoided.)

b. Do you think the wars would have been fought differently if different technology had been available during that time? (Answers will vary.)

8. Encourage students to put their printables in their interactive notebooks

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 articles 4-6.

Extension:

If students understand the

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

P.E.