

Monday 12/01/2025	Tuesday 12/02/2025	Wednesday 12/03/2025	Thursday 12/04/2025	Friday 12/05/2025
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
ELA Unit 2 Lesson 5 Day 5 Standards 2.RF.3.c, 2.RF.3.b, 2.RF.4.b Students will... <ul style="list-style-type: none"> blend words with /ē/ spelled e, e_e, ee, and ea. build oral language skills. Lesson / Instruction Phonics and Decoding: /ē/ spelled e, e_e, ee, and ea <ul style="list-style-type: none"> REVIEW the target sound/ spellings using Sound/Spelling Card 28. 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. TELL a student to give verbal clues for one of the words in the word lines. The student who identifies the correct word should use it in a sentence, then choose another word from the word lines and provide the class with clues for the new word. Divide the class into groups of three or four 	ELA Unit 2 Lesson 6 Day 1 Standards 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.3.a Students will... <ul style="list-style-type: none"> review words with /ā/ spelled a, a_e and /i/ spelled i, i_e. learn a new high-frequency word. read a Decodable Story. build fluency skills. Lesson / Instruction Phonics and Decoding: Review Lesson 1 Sounds/ Spellings <ul style="list-style-type: none"> REVIEW /ā/ spelled o and o_e and /ū/ spelled u and u_e using Sound/Spelling Cards 27 and 29. Then review the high-frequency words that were introduced in Lesson 1 (brother, white). Use Routine 1A, the High-Frequency Words Routine, to introduce pull and together. Then have students read the words and sentences from Lesson 1. Fluency: Reading a Decodable Story Book 3, Story 28: Be a Wrangler <ul style="list-style-type: none"> New High-Frequency 	Music ELA Unit 2 Lesson 6 Day 2 Standards 2.RF.4.c, 2.RF.4.a, 2.RF.3.c Students will: <ul style="list-style-type: none"> review words with /ō/ spelled o, o_e and /ū/ spelled u, u_e. build writing skills. build fluency. Lesson / Instruction Phonics and Decoding: Review Lesson 2 Sounds/ Spellings <ul style="list-style-type: none"> REVIEW /ō/ spelled o and o_e and /ū/ spelled u and u_e using Sound/Spelling Cards 30 and 31. Review the high-frequency words that were introduced in Lesson 2 (both, buy, goes, hold, open, paste, zero). Then have students read the words and sentences from Lesson 2. HAVE students choose ten words from the word lines and write a riddle for each one. Tell them the riddles should be written as complete sentences. Then ask students to 	ELA Unit 2 Lesson 6 Day 3 Standards 2.RF.3.c, 2.RF.4.c, 2.RF.4.b, 2.RF.4.a, 2.RF.3.f Students will... <ul style="list-style-type: none"> review words with /ā/ spelled a, a_e; /i/ spelled i, i_e; /ō/ spelled o, o_e; /ū/ spelled u, u_e; /n/ spelled kn_, gn; and /r/ spelled wr_. review words with the comparative ending -er and the superlative ending -est. build writing skills. build fluency. Lesson / Instruction Phonics and Decoding: Review Lesson 3 Sounds/ Spellings and Inflectional Endings -er and -es <ul style="list-style-type: none"> REVIEW the target sound/ spellings by using Sound/Spelling Cards 14, 18, 27, 29, 30, and 31. Review the high-frequency words that were introduced in Lesson 3 (another, many, sign, uncle, write). Then have students read the words and sentences from Lesson 3. HAVE students create a three- 	ELA Unit 2 Lesson 6 Day 4 Standards 2.RF.4.a, 2.RF.4.b, 2.RF.4.c Students will... <ul style="list-style-type: none"> review words with long vowels spelled vowel and vowel_e. build writing skills. build fluency. Lesson / Instruction Phonics and Decoding: Review Lesson 4 Sounds/ Spellings <ul style="list-style-type: none"> REVIEW long vowels spelled vowel and vowel_e by using Sound/Spelling Cards 27–31. Review the high-frequency words that were introduced in Lesson 4 (because, does, often, other, taste). Then have students read the words and sentences from Lesson 4. HAVE students write sentences that include two words from any of the word lines. Tell them to write at least five sentences. When students have finished writing, have them trade papers with a partner and check each other's

<p>students. Have each group write a paragraph using words from the word lines. After all the groups have finished writing, have them read their paragraph aloud to the class. Make sure each student in the group has a copy of the paragraph so that after one sentence has been read, a different student in the group can read the next one.</p> <p><u>Use Lesson and Unit Assessment 1 pages 118-119 to assess students' understanding of the skills taught in this lesson.</u></p> <ul style="list-style-type: none"> HAVE students get into small groups to practice reading fluently. Give each student a copy of Decodable Stories, Book 3, Story 27. Tell them to read aloud within the groups. Circulate the groups to monitor whether students are reading quickly and accurately. 	<p>Word: together</p> <ul style="list-style-type: none"> Reviewed High-Frequency Words: around, call HAVE students browse the story and identify all of the high-frequency words they recognize before you start reading the story. Tell them to say the words aloud. Then use Routine 9, the Reading a Decodable Story Routine, to have students read "Be a Wrangler." 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. Checking Comprehension: Have 	<p>exchange papers with a partner and identify the correct word for each riddle.</p> <ul style="list-style-type: none"> INTRODUCE today's fluency activity by assigning pages 147-148 from Skills Practice 1. Tell students this activity will help them build their fluency. Inform students that they will use these Skills Practice 1 pages over the next three days. Make sure students have adequate means to store the pages, or you can collect the pages and then redistribute them each day. Tell students that dialogue is the conversation between two or more characters. Quotation marks show the exact words that the character says. Draw students' attention to the word said in the fourth, fifth, and later paragraphs of "A Wreck." Explain that words like said and asked are called speaker tags when they come before or after quotation marks. They help the reader know who is speaking. Model reading the passage with 	<p>column chart with the headings Nouns, Verbs, and Adjectives. Tell students to write the words from the word lines in the appropriate column. Point out that some words fit in more than one category. Explain that they can choose how to categorize these words, but should be prepared to explain their reasoning.</p> <ul style="list-style-type: none"> BUILD on the fluency concept from Day 2. Have students get pages 147-148 from Skills Practice 1, either from where they were stored or by redistributing the pages you collected. Tell students that "A Wreck" is filled with punctuation marks. Remind them that an exclamation point at the end of a sentence signals excitement, and that the sentence should be read with special emphasis. That is, students' voices should get louder at the end of a sentence with an exclamation point. Model proper expression and intonation for students as you read aloud the 	<p>sentences to be sure they make sense.</p> <ul style="list-style-type: none"> EXPAND the fluency concepts from Days 2 and 3 by reusing pages 147-148 from Skills Practice 1. Explain to students that phrasing, or grouping words, is an important aspect of fluency. Reading in phrases makes reading sound more natural and creates a pleasing rhythm that helps listeners make sense of the text. Demonstrate by reading aloud the following sentence from "A Wreck" as shown below. After Mom/read/ the paper, Mom/ and Dad got/a wrench, a/ hammer, and/ other things. After Mom read the paper,/Mom and Dad got a wrench,/a hammer,/and other things. Point out that the second reading of the sentence demonstrated proper phrasing because you paused briefly at the commas, breaking the sentence into sensible chunks. Then have students read the passage chorally in small groups to
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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: 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 5 Day 5

Standards

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

Students will...

- review the selection vocabulary words.
- review the comprehension strategies Predicting, Making Connections, and Clarifying.
- review Sequence and Making Inferences.
- review Plot, Point of View, and Author's Purpose.
- review accuracy as an aspect of fluency.

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide during Workshop to reteach the accessing complex text skills and

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

- Building Fluency: Build students' fluency by having them read "Be a Wrangler" with a partner. Have the partners reread the story aloud several times.

As students partner-read, check their fluency for speed, accuracy, and expression.

Differentiation / Accommodations

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

Enrichment: Have students list other pairs of homophones during Workshop. Have students list other pairs of homographs during Workshop and write a brief definition for each word.

expression, emphasizing the dialogue. Point out how you change your voice to reflect each of the characters. Then have students read the passage with a partner to practice reading dialogue with expression. Remind students to use the Fluency Checklist on page 43 to help them improve their fluency as they read "A Wreck."

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.

Enrichment: Have students write a short story using words from dictation and oral language lists- finish story and record on flipgrid if they have completed the story.

ELA
Unit 2 Lesson 6 Day 2

Standards

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

Students will...

following sentences from "A Wreck" on page 44.

Differentiation / Accommodations

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

Enrichment: Have students write sentences using at least two words from the word lines. Have students work alone to write a short story using words from the word lines. Have them exchange stories, discuss whether the words are used

ELA
Unit 2 Lesson 6 Day 3

Standards

2.RI.2, 2.RI.1,
2.RI.3, 2.RI.10,
2.RF.4.b

Students will...

- Compare and Contrast information within a text.
- identify the Main Idea and Details within paragraphs.
- demonstrate understanding of selection vocabulary words.

practice reading in phrases.

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

Enrichment: Have students break other sentences during Workshop in "A Wreck" into phrases that make sense when read aloud. Indicate for students where to mark the natural phrase boundaries in the passage with a slash mark.

Enrichment: Have students write sentences using at least two words from the word lines. Have them extend a partners sentence.

ELA
Unit 2 Lesson 6 Day 4

Standards

2.RI.4, 2.RI.8,
2.L.5.b, 2.L.6,
2.SL.4, 2.W.7,
2.W.8, 2.RI.6,
2.RI.5, 2.RI.3,
2.RI.1, 2.RF.4.b,

vocabulary words taught in this lesson. During Workshop, have students write additional "If you . . ." questions related to the vocabulary words. Present selected questions to the rest of the class for a response.

Enrichment: During Workshop, have students find out other uses for a dash. During Workshop, have students write a sentence that includes a dash.

Computers

Recess

Math

6-4 Review

Standards

2.NBT.5

Students will...

-Practice double digit addition and subtraction using the strategy they prefer.

Lesson / Instruction

1. Color by Number
2. Blue folder work
3. Organize desk
4. Read a book

Lunch

Recess

Tier II/III Math

No groups

RTI

No groups

Recess

RTI Tier III

ELA/Workshop time

Unit 2 Lesson 5 Day

Music

ELA

Unit 2 Lesson 6 Day 1

Standards

2.SL.3, 2.SL.2, 2.W.8, 2.W.7, 2.RI.10, 2.RF.4.a, 2.RF.4.b

Students will...

- read grade-level text with purpose and understanding.
- read grade-level text orally, at an appropriate rate.
- deliver presentations for Inquiry.

Lesson / Instruction

- USE Routine 14, the Reading the Selection Routine, to guide students in reading "Volcano Rising." Tell students that in this lesson they will read a selection about volcanoes. Ask students to share what they know about volcanoes. Explain that they will learn what happens when a volcano erupts.
- TELL students that "Volcano Rising" is an excerpt, or part, of a longer informational text. Remind students that an informational text is written to inform or explain something. Then discuss the following elements of informational

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

Lesson / Instruction

- Comprehension strategies in teacher's manual-examples
- 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 Visualizing, Clarifying, and Making Connections under the Comprehension Discussion Strategies to give students ways to start or add to a discussion.
- Have students return to the KWL chart. Discuss whether students found out what they wanted to know, and record what they learned

- read grade-level text orally, with expression.

Lesson / Instruction

- INFORM students that instead of reading the selection a second time, they will take a closer look at select pages to analyze text complexity. Before you begin, review the following methods for understanding complex text.
- Compare and Contrast and Main Idea and Details
 - Examples in teacher's manual
- HAVE students turn to page 306 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.
- USE Routine 11, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words.

2.RI.7

Students will:

- recognize Point of View within a text.
- identify Text Features and recognize Language Use within a text.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with automaticity.
- review conjectures and ask new questions for Inquiry.

Lesson / Instruction

Close reading

- TELL students that they will look closely at specific pages of the selection "Volcano Rising" and read with a writer's eye. This means they will examine techniques that writers use to create well-written pieces.
- REMIND students that text features are usually found in informational text, and they help a reader make sense of what they are reading. Text features found in this selection include illustration labels, bold text, and different font sizes.
- Language Use and Point of View: examples in teacher's manual
- HAVE each student go

<p>5</p> <p>Standards</p> <p>2.SL.3, 2.L.2.e, 2.L.1.c</p>	<p>Students will...</p> <ul style="list-style-type: none"> take the spelling assessment. review singular and plural nouns. review formation of small letters <i>m</i> and <i>u</i>. <p>Lesson / Instruction</p> <p>Have students use eActivities and eGames to practice skills learned in this portion of the lesson.</p> <p>Grammar</p> <ul style="list-style-type: none"> REVIEW with students the rules for changing singular nouns to plural nouns. Display the ePresentation visual of the rules, and tell students to provide an example for each rule. Add -s to the end of most singular nouns. Possible Answer: dog/dogs Add -es to the end of singular nouns that end with s, x, z, ss, ch, and sh. Possible Answer: sandwich/ sandwiches If a singular noun ends in a consonant and the letter y, change the y to i and then add -es. Possible Answer: daisy/ daisies If a singular noun 	<p>text:</p> <ul style="list-style-type: none"> EXPLAIN to students that the concept vocabulary word for "Volcano Rising" is formation. Tell them that formation is a form of the word form and means "the process of forming." Have students discuss how they think the word formation relates to the theme Earth in Action. essential question: In what ways can volcanoes change the surface of Earth? KWL Chart REMIND students that they will be reading informational text about volcanoes. Ask them to think about how this selection relates to the unit 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 selection. MODEL the use of the following comprehension strategies as you read "Volcano Rising" in small groups. <ul style="list-style-type: none"> Examples in teachers manual Fluency: Rate 	<p>in the L column of the chart. If there are things students still want to know, have them write questions to post on the Concept/ Question Board.</p> <ul style="list-style-type: none"> REMIND students that the concept vocabulary word for this selection is formation. Give students the definition again and ask them to discuss how the word relates to the selection. <ul style="list-style-type: none"> formation: the process of forming REVISIT the Essential Question for the selection and have students discuss their answers. REVIEW the elements of informational text with students. TELL students you are going to use a variation of the vocabulary strategy Word Analysis to highlight the phrase ash-spewing on page 279. USE Routine 11, the Selection Vocabulary Routine, to introduce the vocabulary words for this reading selection. <ul style="list-style-type: none"> Examples in teachers manual Display the 	<p>through the selection to find a word they think should be bold. Once they have chosen a word, tell them to write an explanation for why they think that word should be bold.</p> <p>Science Connection</p> <ul style="list-style-type: none"> REMIND students that bold text is used to emphasize words. It is often used in informational texts, textbooks, and other technical texts. Have students identify examples of bold text in "World's Most Active Volcano." Then have students describe other examples they have seen. DISPLAY "World's Most Active Volcano" and read it as a class. Then have students work with a partner to respond to the questions. REVIEW with students some of the reliable websites they can visit to research Hawaiian volcanoes. Also review text features students can use to locate key facts and information more efficiently. These text features include: captions, bold text, subheadings, glossaries,
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ends in the letter f, change the f to v and then add –es. Possible Answer: leaf/leaves

- Some plurals are entirely different words from their singular forms. Possible Answer: child/children
- Irregular plurals do not follow these rules. Possible Answer: moose/moose
- Display in ePresentation and tell students to underline the correct noun in each sentence.
- The (leaf/leaves) on trees use photosynthesis to make food. leaves
- Do you want some more (carrot/ carrots)? carrots
- My (dog/dogs), Max, wants to go for a walk in the park. dog

Write the words uncle, mom, umbrella, and mound on the board to model proper letter formation.

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 m and u properly and to write legibly.

- MODEL the use of the following comprehension strategies as you read “Volcano Rising” in small groups.
- HAVE students present their findings. After the presentations, have other students summarize and recount key ideas and details from the information presented orally and through other media—this can help students pay attention when acting as listeners. Have listeners ask questions about what speakers said in order to clarify comprehension, gather additional information, and deepen understanding of a topic or issue. Give speakers time to answer such questions.

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. Provide sentence frames to help students ask

vocabulary words, pronunciations, and parts of speech. Then have students use the activity below to verify the meaning of each word. Provide examples and clarification as needed.

- Model reading the paragraph on page 293 of “Volcano Rising” with accuracy as students follow along. When you encounter a multisyllabic word, such as secretly, divide the word into syllables (se/cret/ly). Then reread the word syllable by syllable before reading the entire word correctly. Finally, reread the entire sentence fluently and automatically.
- Have students read pages 293 and 294 twice with a partner to practice reading with accuracy. Have students read pages 293 and 294 twice with a partner to practice reading with accuracy.

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. Provide sentence frames to help students

practice and review of the selection vocabulary words, have students complete Skills Practice 1 pages 149–150. HAVE students turn to Skills Practice 1 pages 151–152. Read through the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section of the activity individually.

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. MAKING INFERENCES Direct students to specific sentences and passages in the story to help them support valid inferences with text evidence.

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

indexes, electronic menus, and icons.

Look Closer

- HAVE students turn to page 307 of Student Anthology 1. Tell them to write an answer for each question in their notebooks. After students have finished writing their answers, read each question with the class. Ask volunteers to read their answers. Provide enough time for students to respond to each other's questions and to ask new ones when relevant to the topic. Then have students complete the Write activity on their own.

Apply Vocab

- USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 308–309.
- 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

Use Lesson and Unit Assessment 1 page 123 to assess students understanding of the skills taught in this lesson.

Prewriting: TELL students they will be writing an informational/explanatory text about a relative or adult friend. Have students make suggestions about facts and explanations they could include to inform a reader about a person.

Tell students that they should avoid including specific, very personal information, such as exact addresses or birthdates.

Complete the Think section of Skills Practice 1 page 141 with students to determine the purpose and audience for their writing. Then model completing a TREE graphic organizer to plan your writing. 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.

GIVE students a few minutes to choose a person to write about. Then have them create TREE graphic organizers or other

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 story to the unit theme Earth in Action.

Recess

Math

Lesson 6-5 Use a Number Line to Subtract- Part 1

Standards

2.MD.6

- I can use a number line to subtract.
- I can explain how to use a number line to subtract.

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

the accessing complex text skills and vocabulary words taught in this lesson. MAKING INFERENCES

Direct students to specific sentences and passages in the story to help them support valid inferences with text evidence.

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 story to the unit theme Earth in Action- also start using those questions on creating their presentation for the question

Recess

Math

Lesson 6-5 Use a Number Line to Subtract- Part 2

Standards

2.MD.6

- I can use a number line to subtract.
- I can explain how to use a number line to subtract.

Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and

, but I think . Have students think of additional discussion questions to help classmates connect in the story to the unit theme Earth in Action- also start using those questions on creating their presentation for the question

ELA/Workshop time

Unit 2 Lesson 6 Day 2

Standards

2.W.5

Students will...

- evaluate their drafts and receive feedback in writers' conferences.
- revise their informative/explanatory texts.
- practice the formation of small letters d and g.

Lesson / Instruction

Write the words dog, dent, grain, and greed 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

a noun into an adjective.

- Tell students that, as they read this text, they should pay close attention to this week's selection vocabulary words and how each word is used here. You may want to have students compare and contrast the new and original definitions and parts of speech.

- Remind students that the concept vocabulary word is formation. Have them discuss the question on page 309: Think about the word formation. Have you ever been responsible for putting together a formation? What was it?

Extend Vocab

- HAVE students use the Extend Vocabulary activity on page 309 to extend their vocabulary. Complete the first item as a class, and then have students work in pairs to complete the remaining items
- As a class, discuss the shades of meaning between the verbs seep and stream in item number 4.

Fluency: Automaticity

<p>similar graphic organizers on sheets of paper and use those organizers to begin planning their informational/explanatory writing.</p> <p>Differentiation / Accommodations</p> <p>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.</p> <p>Enrichment: If students are able to complete the page "Types of _____, then during Workshop have them revise/edit a partner's writing.</p>	<p>- Bring it Together 4. Practice and Reflect- pages 219-220</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 6-5 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>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 4. Practice and Reflect- pages 219-220 <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 6-5 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>stop. Remind them to form the letters d and g properly and to write legibly.</p> <p>MODEL revising your draft based on the writer's goals set in the previous day's lesson. Narrate your thoughts as you make changes. Include place and location words, as well as adjectives. Have students suggest improvements as well; incorporate their changes when appropriate.</p> <p>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.</p> <p>DIRECT students to get into small groups to review their drafts. 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 TREE diagram and offer suggestions for improvement. Display the evaluation questions in ePresentation, and have groups use them to offer</p>	<ul style="list-style-type: none"> • REMIND students that multiple readings will help them become more fluent readers. Automaticity, or quick word recognition, allows students to focus on understanding what they read instead of on the process of decoding words. <p>Inquiry: Step 6—Deliver Presentations</p> <p>•</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. Have students identify other examples of onomatopoeia in "Volcano Rising."</p> <p>Enrichment: Have students identify three additional labels that could add information to the illustration on pages 282 and 283.</p>
<p>Social Studies</p> <p>Week 13: Article 1-5</p> <p>World Events in the Late Middle Ages and Revival of Greek and Roman Ideas</p> <p>Standards</p> <p>2.SS.4.G</p> <ul style="list-style-type: none"> • I can explain how the Black Death, the Great Schism, and the Hundred Years' War changed society during the late Middle Ages. • I can explain the important ideas of the 	<p>Lunch</p> <p>Recess</p> <p>Tier II/III Math</p> <p>RTI</p> <p>Recess</p> <p>Science</p> <p>Topic 1-4 Experiments/ Activities we did not have time for</p> <p>ELA/Workshop time</p> <p>Unit 2 Lesson 6 Day 1</p> <p>Standards</p> <p>2.W.2.c, 2.W.2.b, 2.W.2.a, 2.L.2.e, 2.W.2.d, 2.W.2</p> <p>Students will... • evaluate their</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>Early Out</p>	<p>ELA/Workshop time</p> <p>Unit 2 Lesson 6 Day 4</p> <p>Standards</p> <p>2.W.2.b, 2.SL.2, 2.W.6, 2.W.2.d, 2.W.2, 2.W.2.a, 2.W.2.c</p>	

Renaissance and what cultural changes happened.
Lesson / Instruction
Vocab: papacy renaissance schism
1. Tell the students that they are going to learn about life in Europe from the Middle Ages to the time of the Renaissance. Show students slide 2 of the walkthrough slide deck. Have students view the timeline and discuss any words that they recognize. Ask: a. What does "C.E." mean? ("Common Era")
2. Explain that the late Middle Ages was a long time ago, about 700 years ago, and it was a time of many changes in different parts of the world.
3. Show slide 3 of the walkthrough slide deck. Point out Europe, Asia, and Africa on the map. Explain that these were the main areas where significant changes took place during the late Middle Ages.
4. Read the article "World Events in the Late Middle Ages" as a class. Have students highlight some of the good changes that are listed.
5. Have students look

writing plans and receive feedback in writers' conferences.
• use a graphic organizer to begin planning their informative/explanatory writing.
• set writer's goals for their informative/explanatory texts.
• draft their informative/explanatory texts.
• generalize learned spelling patterns when writing words.

Lesson / Instruction

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

MODEL creating a draft based on your TREE graphic organizer from the previous day's lesson. Include some mistakes in spelling, grammar, usage, and mechanics that will be corrected during the editing step, and leave some information and details out, so they can be added during revising.

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.

DIRECT students to

ELA/Workshop time

Early Out

Social Studies

Early Out

P.E.

Early Out

additional feedback. Be sure students take notes about the feedback they receive from their peers.

USE Routine 17, the Checklist Routine, to review the revising checklist. Have students revise their drafts using the checklist on Skills Practice 1 page 142 and using the feedback they received in the writer's conference.

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 are able to complete the page, then during Workshop have them revise/edit a partner's writing.

P.E.

Math

Lesson 6-6
Decompose
Numbers to
Subtract Part 1

Standards

2.NBT.5

• I can decompose 2-digit number to help me subtract.

Students will...

- create a final copy of their informative/explanatory texts, including a visual element.
- evaluate their informative/explanatory texts based on writer's goals.
- practice the formation of small letters m and u.

Lesson / Instruction

• HAVE students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters.

REMIND students that the final step of the writing process is publishing. They will produce a final copy of their informative/explanatory writing, including one or more visual elements related to the subject of their writing. Then students will present their texts to others.

REFER students to Skills Practice 1 page 142 for a publishing checklist. Model rewriting your revised and edited informative/explanatory text to create a clean copy, and be sure to include a visual element. Have students create neatly-written copies of their own writing

at the timeline again. Give each of them a copy of the Timeline printable.

Have them cut out each event and sort it, based on if they think it was a good change or bad change.

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

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

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

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

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

get into small groups to review their TREE graphic organizers. Refer students to Language Arts Handbook pages 34–37 for a review of writers' conferences. Have students share their plans with the group. Each student will identify one positive aspect about a plan. Then students will evaluate each TREE graphic organizer, and offer suggestions for improvement. Display the ePresentation visual of the following questions, and have groups use them to offer additional feedback. Remind students to take notes about the feedback they receive.

TELL students they will begin drafting their informative/explanatory writing using their graphic organizers and the feedback they received in the writers' conference. Write the following goals on the board, and have students keep them in mind as they write their drafts:

- Use place and location words.
- Use adjectives to describe the person.
- Use words and phrases that clearly show your point of view about the person.
- Use language that

• I can explain how to decompose 2-digit numbers to make subtracting friendly.

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 223-224

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 6-6 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.

and the accompanying visuals. If possible, have interested students use digital tools such as a computer to create final, printed copies.

USE Routine 18, the Presenting Writing Routine, to have students publish and present their writing. Have volunteers explain how they are publishing their writing and why. Tell students that tomorrow they will read their informative/explanatory writing aloud. Have students decide whether they want to present their writing orally or in written form.

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: Have students listen to other students video on FlipGrid and give productive feedback.

Recess

Math

Review Unit 6

Standards

Lunch

<p>5. Read the second paragraph of the article. Ask:</p> <p>a. Why would it be a good thing to have medical texts in more than one language? (Answers will vary. Student responses could include the idea that more people could understand medicine and help with it.)</p> <p>6. Read the third paragraph of the article. Have students underline how working conditions changed because of the Black Plague.</p> <p>7. Have students consult their Timeline printables.</p> <p>8. Have students then look at their Timeline printables and discuss what column they put “The Great Schism” under and why.</p> <p>9. Show students slide 5 of the walkthrough slide deck. Have them compare the two portraits.</p> <p>10. Read the article “The Great Schism” as a class. Have students circle what a schism is. If students need help, guide them by saying that a schism is a division. The Great Schism was a division in the Roman Catholic Church.</p> <p>11. Have the students model what happened in the Great Schism:</p> <p>a. Choose two students as leaders. Have them divide the</p>	<p>suits the purpose and audience of your writing.</p> <p>Display the Place and Location Words ePresentation visual, and discuss information each word provides within sentences. Refer students to Language Arts Handbook pages 264–265 for more information about using place and location words. Remind students of the Grammar, Usage, and Mechanics skills that they have learned throughout Unit 2, including complete and incomplete sentences: kinds of sentences; end marks; capitalization of proper nouns; adjectives; and singular and plural nouns. Tell students to remember to use these skills when writing.</p> <p>Differentiation / Accommodations</p> <p>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.</p> <p>Enrichment: If students are able to complete the page, then during Workshop have them revise/edit a partner’s</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 2 Lesson 6 Day 3</p> <p>Standards</p> <p>2.W.5, 2.L.2.f, 2.L.1.b</p> <p>Students will...</p> <ul style="list-style-type: none"> review prepositions. use proofreading marks and a checklist to edit their texts. review sentences, end marks, and capitalization. review nouns and adjectives. <p>Lesson / Instruction</p> <p>REVIEW the following with students:</p> <p>A complete sentence has a subject and a predicate. An incomplete sentence, or a sentence fragment, is missing a subject or a predicate. A declarative sentence makes a statement and ends with a period. An interrogative sentence asks a question and ends with a question mark. An exclamatory sentence expresses strong emotion and ends with an exclamation point. An imperative sentence gives directions or a command and</p>	<p>2.MD.6, 2.NBT.5</p> <p>Students will...</p> <p>-Review lessons from unit 6 by playing a math game and using various strategies.</p> <p>Lesson / Instruction</p> <p>1.</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 2 Lesson 6 Day 5</p> <p>Standards</p> <p>2.W.6, 2.W.2.d, 2.W.2.b, 2.W.2.a</p> <p>Students will...</p> <ul style="list-style-type: none"> publish their informative/explanatory pieces. <p>Lesson / Instruction</p> <p>• Use Lesson and Unit Assessment 1 pages 140–143, and 145 to assess students’ understanding of the skills taught in this part of the unit.</p> <p>Finish up and publish any writing that is not done yet.</p> <p>Differentiation / Accommodations</p> <p>Intervention: RETEACH For students needing additional support, use the Intervention Teacher’s Guide during</p>
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rest of the class into two groups.

b. Guide the two students to each try to convince the people on their side to stay there by promising things (such as food, goods, etc.).

c. Then have the two groups come together again and choose a new leader.

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

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

14. Then, have students look at where they put The Hundred Years' War on their timelines.

15. Read the article "The Hundred Years' War" with students.

a. Ask: Who was involved in the Hundred Years' War? (France and England)

16. Show slide 6 of the walkthrough slide deck. Using the article, have students count how many times France and England went back and forth on the map.

17. Have students look over their Timeline printables.

writing.

Guidance

Library

usually ends with a period, but sometimes they end in an exclamation mark.

Proper nouns, including product names, people's titles, and initials should always be capitalized.

Adjectives describe nouns and answer the following questions: What kind? What color? or How many?

A singular noun names one person, place, thing, or idea. A plural noun names more than one person, place, thing, or idea.

Write the following nouns on the board.

bunny

lunch

foot

woman

sheep

child

leaf

Have students write sentences containing the plural forms of the nouns.

Possible Answers:
The bunnies were eating grass on our lawn. The students brought their lunches to school. My feet hurt from walking all day. The women in the mall were walking fast. The sheep in the pasture looked relaxed. The children were ready for lunch. The leaves were falling from the trees.

Have students write a paragraph on the unit theme Earth in

Workshop to reteach the Writing and Spelling skills taught in this lesson.

Enrichment: Have students read their grammar test with a friend who needs help.

Art

Fun Friday

Discuss the following questions as a class:

- a. Did your answers for any of the three events we talked about today change after we learned about them? (Answers will vary.)
- b. How and why did you change your answers? (Answers will vary.) Show students slide 2 of the walkthrough slide deck and have them review the events on the timeline they have learned about so far.
2. Have students take out their Timeline printables to see what category they sorted the first three events into. Ask:
 - a. Why did you put your events in the categories you did? (Answers will vary.)
 - b. Do you think they could be put in both categories? Why or why not? (Answers will vary.)
3. Point to the title of the article "Revival of Greek and Roman Ideas." Explain to students that "revival" means something that used to be popular becomes important again.
4. Read the article as a class. Have students highlight what changes came about because of the previous events they learned about.
5. Show slide 7 of the walkthrough slide deck. Have students

Action. Tell students to use as many Grammar, Usage, and Mechanics skills from this unit as possible. Have them trade papers with a partner. Have the partner try to identify the Grammar, Usage, and Mechanics skills they learned in this unit.

Writing:
TELL students they will edit their informational/explanatory writing today. Remind them that during the editing step, they will read through their writing carefully to look for mistakes in spelling, grammar, capitalization, and punctuation.
Model editing your revised draft. Be sure to narrate the changes you make, and have students offer suggestions for edits. Incorporate their changes whenever appropriate.
DISPLAY the following sentences, and have students add place or location words to complete the sentences.
(sentences in teacher's manual)

HAVE students edit their writing using the checklist on Skills Practice 1 page 142. Tell students to use the proofreading symbols on Language Arts Handbook page 38.

study the images and answer the question found on the slide.

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

Differentiation / Accommodations

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

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

Science

Topic 1-4
Experiments/
Activities we did not have time for

Remind students to reread their writing several times to look for errors in spelling, grammar, punctuation, and capitalization, and to use beginning dictionaries as needed. Refer students to Language Arts Handbook pages 38–41 for more information about and examples of editing and proofreading.

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 are able to complete the page, then during Workshop have them revise/edit a partner's writing.

Social Studies

Week 13: Article 6-8
The Beginning of the Renaissance
(taught with “Art in the Renaissance,” “Sculpture in the Renaissance,” and “Architecture in the Renaissance”)

Standards

2.SS.4.G

- I can explain how the Black Death, the

Great Schism, and the Hundred Years' War changed society during the late Middle Ages.

- I can explain the important ideas of the Renaissance and what cultural changes happened.

Lesson / Instruction

Vocab:
papacy
renaissance
schism
Have students look at the pictures in the student edition that go with the article "The Beginning of the Renaissance."
a. Ask: Do you recognize any of these people? How do you know them? (Answers will vary.) 2. Show students slide 9 of the walkthrough slide deck. Have them answer the questions associated with the image.
3. Ask: Have you ever tried to learn something new, create art, or explore a new place? (Answers will vary.)
4. Explain to students that this is what happened during the Renaissance.
5. Read the article "The Beginning of the Renaissance" as a class. Have students circle what

“renaissance” means.

a. Ask: Why was the renaissance called a rebirth? (Answers will vary.)

6. Have students read the article “Art in the Renaissance” together. Have them underline what art was inspired by.

7. Show students slide 10 in the walkthrough slide deck. Discuss the questions on the slide.

8. Give students the printable The Beginning of the Renaissance. Have them match the artists they have learned about to the famous pieces they created. Ask the following questions.

Students’ answers will vary based on their backgrounds and experiences.

a. What do you think makes Renaissance art special or different from other types of art?

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

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

9. Read the article “Architecture in the Renaissance” with students.

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

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

- How do you think the ideas from ancient Greek and Roman architecture influenced Renaissance buildings? (Answers will vary.)
- How do Renaissance buildings compare to modern buildings? What is similar and what is different? (Answers will vary.)

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

Week 13 | Change and the Renaissance 13.8

13. Read the article “Sculptures in the Renaissance” with students. Have students highlight what materials were used for sculptures. Ask:

- If you were living during the Renaissance, what would you be most excited to learn about or do? (Answers will vary.)
- How do you think the inventions and discoveries of the Renaissance have affected our world today? (Answers will vary.)

14. Have students complete the

"Sculpture" section of the printable The Beginning of the Renaissance.

15. Have students pull out their Timeline printables as you show slide 2 from the walkthrough slide deck. Discuss with students what their final answers would be for each event as to whether it was a good or bad event. Ask:

- Did your answers change a lot? Why or why not? (Answers will vary.)
- How did the events we looked at this week influence each other? Can you see their influences in our lives today? (Answers will vary.)

Differentiation / Accommodations

Intervention:
I will walk around the room to review students' information. If they are having struggles on getting the needed information, we may use sentence starters or examples on what is needed based on article 6-8.

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

Science

Topic 1-4

Experiments/
Activities we did not
have time for