

| Monday 01/12/2026 | Tuesday 01/13/2026 | Wednesday 01/14/2026 | Thursday 01/15/2026 | Friday 01/16/2026 |
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| Morning meeting | Morning meeting | Morning meeting | Morning meeting | Morning meeting |
| ELA | ELA | Music | ELA | ELA |
| Unit 3 Lesson 3 Day 4 | Unit 3 Lesson 3 Day 5 | Unit 3 Lesson 4 Day 1 | Unit 3 Lesson 4 Day 2 | Unit 3 Lesson 4 Day 3 |
| Standards 2.RF.4.c, 2.RF.4.b, 2.RL.1 | Standards 2.RF.3.b, 2.RF.4.b | Standards 2.RF.3.e, 2.L.1.f | Standards 2.RL.1, 2.RF.4.b, 2.RF.4.c | Standards 2.L.2.e, 2.RF.3.e, 2.RF.3.a |
| Students will... • build oral language skills. • read a Decodable Story . • build fluency. | Students will... • blend words with /ā/, /ē/, /f/, /m/, and silent letters. • build oral language skills. • build fluency. | Students will... • blend words with /s/ spelled <i>ce</i> , <i>ci</i> _, and <i>cy</i> . • learn new high-frequency words. • build oral language skills. • apply sound/spelling correspondences to spell dictated words with /s/. | Students will... • build oral language skills. • read a Decodable Story. • build fluency. | Students will... • blend words with /j/ spelled <i>ge</i> and <i>gi</i> _. • build oral language skills. • apply sound/spelling correspondences to spell dictated words with /j/. |
| Lesson / Instruction Phonics and Decoding: /f/ spelled ph, /m/ spelled _mb, and silent letters Developing Oral Language: • DISPLAY the following words from the word lines: scene, scent, and hour. Tell students that each of these words is part of a homophone pair. Have volunteers spell the homophones that complete each pair. seen, sent, our As a student spells a word, write it on the board. Then have students use the words in different sentences to demonstrate the different meanings | Lesson / Instruction Phonics and Decoding: /ā/ and /ē/ spellings, /f/ spelled ph, /m/ spelled _mb, and silent letters Blending: • REVIEW /ā/ and /ē/ spellings using Sound/Spelling Cards 27 and 28. Review /f/ spelled ph and /m/ spelled _mb using Sound/Spelling Cards 6 and 13. After discussing /m/ spelled _mb, review other spellings with silent letters that students learned or reviewed in this lesson. • 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: | Lesson / Instruction Phonics and Decoding: /s/ spelled <i>ce</i> , <i>ci</i> _, and <i>cy</i> Blending: • INTRODUCE /s/ spelled <i>ce</i> , <i>ci</i> _, and <i>cy</i> using Sound/Spelling Card 19. • Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the first line. Then have students read the rest of the words, stopping to blend any words they cannot read fluently and automatically. • Use Routine 1A, the High-Frequency Words | Lesson / Instruction Phonics and Decoding: /s/ spelled <i>ce</i> , <i>ci</i> _, and <i>cy</i> Developing oral language: • DISPLAY the words piece and peace. Have each student write two different sentences to demonstrate the meanings of the different words. Then have each student read his or her sentences to the class. • Display the multiple-meaning word space. Have volunteers use the word in different sentences to demonstrate its different meanings. Fluency: Reading a Decodable Story Book 4, Story 33: A Force in the Dirt • New High-Frequency Words: again, center, circle | Lesson / Instruction Phonics and Decoding: /j/ spelled <i>ge</i> and <i>gi</i> _ • INTRODUCE /j/ spelled <i>ge</i> and <i>gi</i> _ using Sound/Spelling Card 10. Ask students what they think the letters e and i do to the consonant g. They signal g to make /j/. • Use Routine 2, the Whole-Word Blending Routine, to have students blend and read the words in the first line. Then have students read the rest of the words, stopping to blend only the words they cannot read fluently and automatically. • Use Routine 1A, |
| Fluency: Reading a Decodable Story Book 4, Story 32: Just a Phase for Phil • New High-Frequency Words: | | | | |

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| <p>listen, people</p> <ul style="list-style-type: none"> Reviewed High-Frequency Words: good, know, one, their, want, would USE Routine 9, the Reading a Decodable Story Routine, to have students read "Just a Phase for Phil." 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. Tell students to watch for words with silent letters in this story. Tell them to focus on reading the story accurately and to ask for help if they have trouble decoding a word. Checking Comprehension: Have students answer the following questions to check their understanding of the story. Building Fluency: Build students' fluency by having them | <ul style="list-style-type: none"> HAVE students list new words that fit each silent letter pattern in the word lines and sentences. Then have students use the new words in sentences. Lead students in discussing what they have learned about the ph and _mb spellings. Encourage them to ask questions if they need clarification, and have students answer the questions, if possible. <p>Fluency: 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 31 or Story 32. Tell them to read aloud within a group of students that chose the same book. Circulate the groups to monitor whether students are reading accurately.</p> <p><u>Use Lesson and Unit Assessment 1 pages 163–165 to assess students' understanding of the skills taught in this lesson.</u></p> <p><u>Differentiation / Accommodations</u></p> <p>Intervention: RETEACH For students needing additional</p> | <p>Routine, to introduce again, center, and circle.</p> <ul style="list-style-type: none"> Display Sentence 1, and use Routine 3, the Blending Sentences Routine, to have students blend and read it. Note that Celeste has a silent final e. Then display Sentence 2, and have students read it, stopping to blend only the words they cannot read fluently or automatically. <p>About the words and sentences- in teacher's manual</p> <p>Developing Oral Language:</p> <ul style="list-style-type: none"> CALL on a student to choose a word from the word lines. Ask the student to read the word, identify the target /s/ spelling, and use the word in a sentence. Then have another student use the word in a different sentence. Have students identify the three-syllable words in the word lines, then have them identify the vowel sounds and spellings in each word. <p>Dictation and Spelling</p> <ul style="list-style-type: none"> USE Routine 7, the Whole-Word Dictation Routine, and Routine 8, the | <ul style="list-style-type: none"> Reviewed High-Frequency Words: are, around, into, too, where, would, your USE Routine 9, the Reading a Decodable Story Routine, to have students read "A Force in the Dirt." Tell them to use the context to monitor their accuracy and comprehension, and to confirm or self-correct their reading when they mispronounce a word. Checking Comprehension: Have students answer the following questions to check their understanding of the story. <ul style="list-style-type: none"> What important jobs do Nancy and her force perform? How does Nancy's force make rich dirt? How do tunnels in the dirt help plants? Building Fluency: Build students' fluency by having them read "A Force in the Dirt" with a partner. Tell one student to read as Ace and the other student to read as Nancy. Have them reread the story aloud several times, | <p>the High-Frequency Words Routine, to introduce great.</p> <ul style="list-style-type: none"> Display Sentence 1, and use Routine 3, the Blending Sentences Routine, to have students blend and read the first sentence. Then display Sentence 2, and have students read it, stopping to blend only the words they cannot read fluently or automatically. <p>About the words and sentences- examples in teacher's manual Developing Oral Language:</p> <ul style="list-style-type: none"> ASK students to think of more words with /j/ spelled ge and gi_. As they offer examples, display the words for students. Ask volunteers to use the new words in sentences. Have students identify the part of speech for each word in Line 4. Ask them to use the noun (ginger) in a declarative sentence, the verb (imagine) in an interrogative sentence, and the adjectives (tragic, gigantic) in exclamatory sentences. <p>Dictation and spelling</p> <ul style="list-style-type: none"> USE Routine 7, |
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| <p>read "Just a Phase for Phil" with a partner. Have the partners reread the story aloud several times. Check partners' fluency for accuracy.</p> <p><u>Have students use eActivities and eGames to practice skills learned in this portion of the lesson.</u></p> | <p>support, use the Intervention Teacher's Guide during Workshop to reteach the skills taught in this part of the lesson. For additional practice with the target sounds/ spellings in this lesson, have students during Workshop read Story 32: "Mom's Chore Chart" from Practice Decodable Stories.</p> | <p>Sentence Dictation Routine, to dictate the words and sentences for students to write.</p> <p>Guided Practice: <u>ASSIGN pages 195-196 from Skills Practice 1 for students to apply /s/ spelled ce, ci, and cy. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.</u></p> | <p>switching the characters for whom they are reading. As students partner-read, check their fluency for expression.</p> | <p>the Whole-Word Dictation Routine, and Routine 8, the Sentence Dictation Routine, to dictate the words and sentences for students to write.</p> <p>Guided Practice:</p> <ul style="list-style-type: none"> <u>ASSIGN pages 197-198 from Skills Practice 1 for students to apply /j/ spelled ge and gi. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.</u> |
| <p>Differentiation / Accommodations</p> <p>Intervention: RETEACH For students needing additional support, use the Intervention Teacher's Guide during the Workshop to reteach the skills taught in this part of the lesson. For additional practice with the target sounds/ spellings in this lesson, have students during Workshop read Story 32: "Mom's Chore Chart" from Practice Decodable Stories.</p> | <p>Enrichment: Have students write sentences that include two words from the word lines during Workshop. Have students write sentences that include one word from each of the four word lines during Workshop.</p> | <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. Have students list words that rhyme with the words in Line 1.</p> | <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. For additional practice with /s/ spelled ce, ci, and cy, have students read Story 33: "A Trip?" from Practice Decodable Stories during Workshop</p> <p>Enrichment: Have students write a paragraph that includes one of the sentences from the word lines during Workshop</p> | <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. Have students rewrite the sentences as interrogative sentences during Workshop.</p> |
| <p>Enrichment: Have students write sentences that include two words from the word lines during Workshop. Have students write sentences that include one word from each of the four-word lines during Workshop.</p> <p>ELA</p> <p>Unit 3 Lesson 3 Day 4</p> | <p>Music</p> <p>ELA</p> <p>Unit 3 Lesson 3 Day 5</p> <p>Standards</p> <p>2.RF.4.b, 2.RL.10, 2.RL.10.a, 2.RL.7, 2.L.5.a</p> <p>Students will...</p> <ul style="list-style-type: none"> review the selection vocabulary words. review the comprehension strategies Predicting and Summarizing. review Fact and Opinion and Sequence. review Point of | <p>Enrichment: Have students identify homophones for the word cent and list additional homophone pairs during Workshop. Have students write a paragraph that includes one of the sentences from the word lines during Workshop</p> <p>ELA</p> <p>Unit 3 Lesson 4 Day 1</p> | <p>ELA</p> <p>Unit 3 Lesson 4 Day 2</p> <p>Standards</p> <p>2.W.7, 2.RI.9</p> <p>Students will...</p> <ul style="list-style-type: none"> Compare and Contrast information in a text. distinguish Fact and Opinion in a text. demonstrate understanding of | <p>Enrichment: Have students write a definition for one word from each of the word lines during Workshop. Have students write a poem using words from the word</p> |

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| <p>Standards</p> <p>2.RL.1, 2.RL.3, 2.RL.5, 2.RL.10, 2.RF.4.b, 2.W.6, 2.W.7, 2.RL.7, 2.W.8, 2.RI.5</p> | <p>View and the Story Element of Setting.</p> <ul style="list-style-type: none"> review accuracy and expression as aspects of fluency. | <p>Standards</p> <p>2.L.4.a, 2.SL.1.c, 2.RL.9, 2.RF.4.a, 2.RF.4.b, 2.RL.1, 2.RI.9, 2.SL.1.b, 2.SL.6, 2.SL.5</p> | <p>selection vocabulary words.</p> <ul style="list-style-type: none"> read grade-level text orally, with expression. revise the conjecture for Inquiry. | <p>lines during Workshop.</p> |
| <p>Students will...</p> <ul style="list-style-type: none"> identify Point of View in a story. demonstrate understanding of the Story Element of Setting. review the selection vocabulary. read grade-level text orally, with prosody. organize and synthesize information for Inquiry. | <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>Students will...</p> <ul style="list-style-type: none"> apply the comprehension strategies Making Connections and Summarizing. build on others' talk in conversation. use context from the selection to determine the meanings of words. read grade-level text orally, with accuracy. | <p>Lesson / Instruction</p> <p>Close Reading</p> <ul style="list-style-type: none"> INFORM students that during the second read of "The Langston Times" they will analyze the text. Before you begin the second read of "The Langston Times" review the following methods for understanding complex text. Fact/opinion and compare/contrast-examples in teacher's manual | <p>ELA</p> <p>Unit 3 Lesson 4 Day 3</p> <p>Standards</p> <p>2.RI.10, 2.RI.9, 2.RL.1, 2.RL.7</p> <p>Students will...</p> <ul style="list-style-type: none"> Compare and Contrast information in a text. distinguish Fact and Opinion in a text. read grade-level text orally, with prosody and accuracy. apply selection vocabulary to new contexts. collect more information for Inquiry. |
| <p>Lesson / Instruction</p> <p>Close reading:</p> <ul style="list-style-type: none"> TELL students that now they will look at the selection closely and examine techniques that writers use to create well-written pieces. Point of View and Setting focus-examples in teacher's manual <p>Social Studies Connection</p> <ul style="list-style-type: none"> REMIND students that bold text emphasizes certain key words in a text. Textbooks and other informational texts often include bold text to draw the reader's attention to important information. Have students identify how the bold text | <p>Comprehension Strategies:</p> <ul style="list-style-type: none"> REVIEW the following comprehension strategies with students. Predicting and Confirming Predictions is when readers use evidence in the text plus their own knowledge to infer what might happen next in a story. Summarizing involves pausing to review the most important information presented in a text. <p>Access Complex Text:</p> <ul style="list-style-type: none"> REVIEW the skills | <p>Lesson / Instruction</p> <p>Build Background:</p> <ul style="list-style-type: none"> USE Routine 14, the Reading the Selection Routine, to guide students in reading "The Langston Times." Remind students that in the last lesson they read about the construction of Langston Elementary School through journal entries made by a boy named Victor. Explain that in this lesson, they will read a fictional newspaper article about the school opening. TELL students that "The Langston Times" is a fictional newspaper article. Prompt students to recall the | <p>Practice Vocab</p> <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 Langston Times" Ask students the following questions and have them respond with the appropriate vocabulary words. <u>For additional practice and review of the selection vocabulary words, have</u> | <p>Lesson / Instruction</p> <p>Access Complex text:</p> <ul style="list-style-type: none"> HAVE students recall what they read about solar panels in "Victor's Journal." Ask them to compare and contrast information from that selection with what they read in "The Langston Times." DIRECT students' attention to the second paragraph on page 383. Ask whether most of Principal Rice's statements are fact or opinion, and have students explain their answers. Then ask students to identify a fact |

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| <p>in “Many Kinds of Schools” helps them to locate important information quickly.</p> <ul style="list-style-type: none"> • DISPLAY “Many Kinds of Schools” 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 information about schools around the world. 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>Look closer-comprehension questions:</p> <ul style="list-style-type: none"> • HAVE students turn to page 373 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 | <p>for accessing complex text by asking students to find examples in the text where they distinguished fact from opinion and identified a sequence of events.</p> <ul style="list-style-type: none"> • Distinguishing Fact and Opinion is a way for readers to evaluate ideas presented in a text. Ask students to recall a place in the text where they identified a fact or an opinion. Possible Answer: On page 370 I identified the fact that Victor’s family went to the opening ceremony and Victor’s opinions that the ceremony was a blast and that it was very exciting. • Sequence helps readers identify and understand the order of events in a text. Have students give examples of sequence words and phrases they identified in “Victor’s Journal.” Possible Answer: On page 365 I identified the time-and-order words tomorrow, then, and after. Then have students describe a place in the selection where they clarified | <p>elements of realistic fiction. The people and places in the story are real, or seem real. The story is about things that did not really happen but that could happen in real life.</p> <ul style="list-style-type: none"> • Explain to students that although “The Langston Times” is not real, it is written in the style of a newspaper article, which is an example of informational text. Point out that “The Langston Times” includes the following elements of informational text. • Concept vocab-investment <ul style="list-style-type: none"> ◦ EXPLAIN to students that the concept vocabulary word for this lesson is investment. Tell them that investment means “the act of committing money, time, or effort.” Investment also means “something in which money is committed.” Have students discuss how they think the word investment relates to the theme My Community at | <p><u>students complete Skills Practice 1 pages 199–200.</u></p> <p>Fluency-expression:</p> <ul style="list-style-type: none"> • REMIND students that when reading text that is spoken by a character, they should alter their voices to reflect the person who is speaking. In addition, review that an exclamation point signals that a sentence should be read with special emphasis. • Read aloud the first paragraph on page 381 from “The Langston Times.” Demonstrate proper expression by using a different voice when reading the quoted text, and use special emphasis for the sentence that ends with an exclamation point. Then have students work with a partner to practice reading page 381 with expression. <p>Inquiry step 4- revise conjectures</p> <ul style="list-style-type: none"> • REMIND students that as people research and learn new things, they often realize that their findings do not match their conjectures. When this happens, people must adjust their | <p>that Principal Rice states in this paragraph.</p> <p>Build Background</p> <ul style="list-style-type: none"> • ASK students to name different kinds of jobs adults have at their school. Possible Answers: teachers, principal, office staff, custodian Tell students that they will read a poem that describes how school workers help students. Direct students’ attention to the title of the poem “Our School is Like a City,” and encourage students to consider how this poem might connect to the unit theme. <p>Read the poem- Our School is Like a City</p> <ul style="list-style-type: none"> • READ the Essential Question on page 384 and tell students to keep this in mind as they read the poem. ◦ How do the adults in your school work together to help you succeed? <p>Essential question</p> <ul style="list-style-type: none"> • READ the Essential Question for the poem and have students discuss their answers. • How do the adults in your school |
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| <p>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.</p> <p>Extend Vocab:</p> <ul style="list-style-type: none"> USE Routine 11, the Selection Vocabulary Routine, to have students extend their vocabulary. Display the Extend Vocabulary activity at the bottom of page 375. Tell students to follow the directions and write an ending to each of the sentence stems. Then have students share their responses with a partner. <p>Fluency: prosody</p> <ul style="list-style-type: none"> REMIND students that as they read, they should break sentences into reasonable phrases or units. The slight breaks between phrases are indicated through intonation and very brief pauses. Have students follow along as you read aloud several sentences from the second paragraph on page 362 of "Victor's Journal." Model reading the text with the following phrasing: | <p>sequence.</p> <p>Possible Answer: On page 365 I clarified the order in which the frame, walls, and roof were built.</p> <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 point of view in "Victor's Journal" and to identify details about the setting. Point of View refers to whom the author has chosen to narrate the story. Point of view is usually written in first person or third person. Have students identify who wrote the journal. Victor Then have them identify the point of view. It is first person because Victor talks about himself using the words I, my, and my. Discuss with students that journal entries use first person point of view. Setting includes the time, place, and environment in which a story occurs. The setting provides a context for the action of the story. Have students identify places in "Victor's Journal" where they | <p>Work.</p> <ul style="list-style-type: none"> Essential Question: <ul style="list-style-type: none"> HAVE students read aloud the Essential Question on Student Anthology 1 page 378. Tell them to think about the Essential Question as they read "The Langston Times." How would the building of a new school affect people in a community differently? <p>Browse:</p> <ul style="list-style-type: none"> USE Routine 13, the Know, Want to Know, and Learned Routine, to have students browse the selection. Explain to students that browsing will help them to read the text with purpose and understanding. Students may preview the entire informational text to look at illustrations, captions, and charts. Ask students what they know about Langston Elementary School from the previous selection. They may recall the school has a stage, science lab, and community | <p>conjectures and continue doing research.</p> <ul style="list-style-type: none"> Help student groups review their conjectures in light of their research, and, if necessary, make revisions. Continue to give students time to do research in their groups. <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 Langston Times" to the unit theme My Community at Work.</p> <p>ELA/Workshop time</p> <p>Unit 3 Lesson 4 Day 2</p> <p>Standards</p> <p>2.W.5</p> <p>Students will...</p> | <p>work together to help you succeed?</p> <p>Theme Connection: ASK students how the poem relates to the unit theme</p> <p>Fluency- prosody:</p> <ul style="list-style-type: none"> REMIND students that reading a text with proper phrasing helps to communicate its meaning more clearly. This can be especially true with poems, in which phrasing and rhythm are important elements. Model reading the poem with proper phrasing, rhythm, and intonation. After you read the poem, read the first stanza aloud, and have students repeat it using the same phrasing and intonation you modeled. Continue to read the rest of the poem in this manner to help students build fluency with reading poetry. <p>Text connections:</p> <ul style="list-style-type: none"> HAVE students turn to page 386 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 |
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- Then have student pairs practice reading page 362 with proper phrasing and intonation.
- Inquiry step 3- collect info:
- organize and synthesize info
 - HAVE students form their groups, and have each group discuss the information they have found so far. Remind students that the next step will be to organize their information. They will need to see how it all relates and decide what other ideas they still need to explore.

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. Have students identify the two words that make up the compound word blueprints.

Enrichment: Have students identify another compound

identified the setting. Possible Answer: On page 358, I identified that the time is morning on February 23, and the place is an empty field across the street from the Victor's house.

Fluency- Accuracy and expression:

- REVIEW the importance of reading with accuracy and expression to help communicate the author's message. Read aloud page 370 of "Victor's Journal." Pause at a multisyllabic word, such as ceremony, and read the word syllable by syllable (cer/e/mo/ny) before reading the entire word correctly. Finally, reread the entire sentence fluently and automatically.

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

Use Lesson and Unit Assessment 1 pages 166–168, 170–171, and 233 to assess students' understanding of the skills taught in this part of the lesson.

Differentiation / Accommodations

Intervention: For

- garden. Record this information in the Know column of the chart. As students browse, have them think about what they want to learn about when they read this selection, they will return to the KWL chart to determine whether they learned what they wanted to know and to complete the L column.
- REMIND students that they will be reading a fictional newspaper article about the opening of a new elementary school. Ask them to think about how this selection relates to the theme My Community at Work and to other selections they have read.
 - BIG Idea: How do people in your community help you?

Read the Selection:

- MODEL AND PROMPT the use of the following comprehension strategies during the first read of "The Langston Times."
 - Making Connections
 - Summarizing
 -

Examples are in teacher's manual

Discuss the Selection

- give and receive feedback about their drafts.
- revise their drafts using the feedback they received and the writer's goals.
- practice the formation of small letters *k* and *x*.

Lesson / Instruction

Narrative Writing-revising

- REMIND students that a personal narrative needs a beginning, middle, and ending. The events in their personal narratives should be presented in the correct sequence: a problem is introduced; the author investigates ways to solve the problem; and the author finds a solution and the problem is resolved. Remind students that action and describing words will bring their writing alive in readers' minds. Tell students they will have an opportunity to add action and describing words during the revising step.
- Model revising your draft based on the writer's goals set in the previous day's lesson. Narrate

- 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.
- Draw students' attention to the Did You Know? feature on page 386. As a class, discuss what this information means. Have students consider what might happen if a cement truck's tank were to stop spinning.
- Apply Vocab
- Selection Vocabulary Routine
 - USE Routine 11, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology 1 pages 388–389.

- 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

word that includes the word print. Have students identify other compound words that include the word blue or print.

Computers

Recess

Math

Lesson 7-5 Estimate Length Using Customary Units

Standards

2.MD.3

- I can use everyday items to help me estimate length in customary units.

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 21-22.

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

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

Enrichment: Have students create new "Which One?" questions and sentence pairs about the vocabulary words and give them to an on-level student to answer.

Recess

Math

Lesson 7-6 Measure Length with Centimeters and Meters

Standards

2.MD.1

I can measure length with centimeters and meters.

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.

- Use Routine A, the Handing-Off Routine, to discuss "The Langston Times." Engage students in a discussion by asking them the questions that follow. Remind students to build on each other's conversations by connecting their comments to the comments of others and to ask questions using who, what, where, when, why, and how to demonstrate understanding of key details in the text. You should also model how to ask for clarification about a topic that is being discussed. As the year progresses, students will take more responsibility during the discussion. They should connect the conversations, clarify when necessary, summarize when appropriate, and ask additional questions. They should also produce complete sentences when providing requested details or clarification.
- Have students return to the KWL chart. Discuss whether students found out what they wanted to

your thoughts as you make changes, such as adding action and describing words and combining simple sentences into compound sentences where possible.

- Have students suggest improvements as well, and incorporate their changes whenever appropriate.
- Example in teacher's manual
- 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 WWW-H2-W2 graphic organizer and offer suggestions for improvement.
- USE Routine 17, the Checklist Routine, to review the revising checklist.
- Have students revise their drafts using the checklist on Skills Practice

as a verb. Sometimes a suffix can change 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 investment. Have them discuss the question on page 389: Think about the word investment. What important issues are worth your investment? Think about the environment, schools, and safety, for example.

Fluency-accuracy:

- REMIND students that accuracy means reading without mistakes.

and use the guided practice from 7-5 to help us.

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

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 3 Lesson 3 Day 4

Standards

2.L.2.a

Students will...

- capitalize days, months, holidays, cities, states, and geographic names.
- practice the formation of y and z.

Lesson / Instruction

Grammar, Usage, and Mechanics: Capitalization—Days and Months, Holidays, Cities, States, and Geographic Names
DISPLAY the ePresentation visual for the following sentences. Point out the initial capitals of proper nouns in the sentences.

Practice and Reflect- pages 25-26.

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 7-6 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.

Lunch

Recess

Tier II/III Math

RTI

Recess

Science

Living Things in Land Habitats Part 2

Standards

2-LS4-1

I can:

- identify where plants and animals live on land.

Vocabulary:
tundra
Jumpstart Discovery
Watch the Video
UInvestigate Lab-

know. Then record what they learned 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.

- REMIND students that the concept vocabulary word for this lesson is investment. Provide the definitions again, and ask students to discuss how the word relates to this selection.
- Revisit essential question
- Genre review: REVIEW the elements of realistic fiction with students. As students to explain how they know "The Langston Times" is realistic fiction. Then have students explain how "The Langston Times," a fictional newspaper article, also includes elements of informational text.

Develop vocab

- TELL students they can use the vocabulary strategy Context Clues to figure out the meaning of the word countdown on page 380. The first paragraph says that the crowd is shouting numbers. They

1 page 190 and the feedback they received in the writers' conferences

Penmanship: Small Letters k and x

- MODEL for students the formation of small letters k and x.
- Trace the letters k and x, saying the strokes aloud as you form the letters.
- Practice letters 5 times each
- independent checklist on screen

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 revising, then have them read their writing to you individually so that you can offer suggestions for revision.

Enrichment: If students need help revising, then have them reread their writing and ask themselves the following questions:
Does my story have a strong beginning?
Did I include enough action and describing

Accurate reading is necessary for full comprehension of a text.

- Model reading the first column on page 383 of "The Langston Times" with accuracy. Demonstrate pausing at potentially challenging words, such as construction and property, and sounding them out, then rereading the entire sentence accurately.
 - Have students take turns reading the page several times with a partner. Tell them the more they read, the more their accuracy will improve.
- Inquiry: Step 4—Revise Conjectures
- HAVE each group gather to review its revised conjecture and whatever further research they have gathered. Remind them that this might be a good time to try a new avenue of research.
 - Have groups continue researching their revised conjecture, and check in with them about how the work assignments

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| <ul style="list-style-type: none">Damon will visit his aunt in New Mexico on Friday. Damon, New Mexico, FridayThe capitol of Texas is Austin. Texas, AustinThe second Sunday of May is Mother's Day. Sunday, May, Mother's DayRemind students that the days of the week, the months of the year, holidays, cities, states, and other geographic names are all proper nouns and should be capitalized.Tell students they will use capitalization for the names of days, months, holiday, cities, states, and other geographic names in nearly every type of writing they do.DISPLAY the ePresentation visual for the following sentences. Have students come to the board to capitalize proper nouns.HAVE students work with a partner to write four sentences: one with a holiday or month; one with a day of the week; and one with a | <p>What do land plants need?</p> <p>Lesson / Instruction (Next part) Read and answer questions- pages 206-208 Interactivity online Quest Check In- Habitat Diversity Assessment-quiz</p> <p>When we are reading and answering questions, I will observe on how kids are participating and if they understand the information.</p> <p>Differentiation / Accommodations Intervention: I will walk around the review students information, If they are having struggles on getting the need information, we may use sentence starters or examples on what is need based on my examples. Students will use the phenomena Readers once finished.</p> <p>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.</p> <p>ELA/Workshop time</p> | <p>start at ten and go to eight. Then the next paragraph says the crowd shouts the number one. It looks like a countdown is when you start at a certain number and subtract one number at a time until you get to one or zero. I could have also used Word Analysis to figure out the meaning of countdown because it is a compound word.</p> <ul style="list-style-type: none">USE Routine 11, the Selection Vocabulary Routine, to introduce the vocabulary words for this reading selection.Display the vocabulary words, pronunciations, and parts of speech. Then have students use the activity below to verify the meaning of each word. Provide examples and clarification as needed. <p>Fluency- accuracy:</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.Model reading the first column on page 380 of "The | <p>words? Are the events of the story presented in a logical sequence? If students understand the revising process, then have them revise another piece of writing.</p> <p>P.E.</p> <p>Math</p> <p>Lesson 7-8 Relate Centimeters and Meters</p> <p>Standards 2.MD.2</p> <p>I can explain the relationship between centimeters and meters.</p> <p>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 33-34.</p> <p>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</p> | <p>have been going. Guide students in the process of sharing criticism that is constructive and remind them of the rules they formed at the beginning of the inquiry process.</p> <p>Practice Comprehension:</p> <ul style="list-style-type: none">HAVE students turn to Skills Practice 1 pages 201–202. Read the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually. <p>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.</p> <p>Enrichment: Have students add the suffix -or to the base word invest and define the new word.</p> <p>ELA/Workshop time</p> <p>Unit 3 Lesson 4 Day 3</p> <p>Standards 2.L.1.e, 2.W.5, 2.L.1.f, 2.L.2.f</p> |
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| <p>geographic location (such as a city or state name). Remind students to capitalize all proper nouns in their sentences. Have volunteers share their sentences with the class.</p> <ul style="list-style-type: none"> • <u>As a class read the Focus section, and do the first two Practice questions on Skills Practice 1 pages 193–194. Have students complete the remainder of the workbook pages with a partner.</u> <p>Penmanship: Small Letters y and z</p> <ul style="list-style-type: none"> • REVIEW with students the formation of small letters y and z. • Write the words yell and zillion on the board to model proper letter formation. | <p>Unit 3 Lesson 3 Day 5</p> <p>Standards 2.W.3, 2.L.2.e, 2.L.2.a</p> <p>Students will...</p> <ul style="list-style-type: none"> • evaluate a model of a personal narrative using a WWW-H2-W2 graphic organizer. • plan a personal narrative using a WWW-H2-W2 graphic organizer. • take the spelling assessment. • review capitalization. • review the formation of small letters v, w, y, and z. <p>Lesson / Instruction Narrative Writing: prewriting</p> <ul style="list-style-type: none"> • REMIND students that narrative writing tells a story. The story can be true or made-up, but it needs a beginning, middle, and ending. Ask students what other elements are needed in narrative writing. characters, setting, plot • Tell students they will be writing a personal narrative. Explain that a personal narrative tells about something that has happened in the author's life. The main character is the author, and he or | <p>Langston Times" with accuracy. Demonstrate pausing at potentially challenging words, such as Rosario Lopez, and sounding them out, then rereading the entire sentence accurately.</p> <ul style="list-style-type: none"> • Have students take turns reading the page several times with a partner. Tell them the more they read, the more their accuracy will improve. • RECORD individual students reading aloud. Then meet with each student to listen to his or her recording and evaluate it. Consider having students add drawings or other visual displays to the story, when appropriate, to clarify their thoughts. <p>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</p> | <p>time. We will review and use the guided practice from 7-8 to help us.</p> <p>Extension: Students will choose extended thinking activities during the Tier 2/Title math time. Students will do Use it activity or the websketch Exploration from the online portion.</p> <p>Lunch oubhn</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 Unit 3 Lesson 4 Day 2</p> <p>Standards 2.W.5</p> <p>Students will...</p> <ul style="list-style-type: none"> • give and receive feedback about their drafts. • revise their drafts using the feedback they received and the writer's goals. • practice the formation of small letters k and x. <p>Lesson / Instruction Narrative Writing-revising</p> <ul style="list-style-type: none"> • REMIND students that a personal narrative needs a beginning, middle, and ending. The events in their personal | <p>Students will...</p> <ul style="list-style-type: none"> • fix errors in comparatives and superlatives. • edit their revised drafts. • use colons and commas in a series. • review spelling words. <p>Lesson / Instruction Narrative Writing-editing</p> <ul style="list-style-type: none"> • TELL students they will edit their personal narratives 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. Point out that they may need to read through their writing several times to ensure their writing is error free. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings. • Model editing your revised draft. Be sure to narrate the changes you make, including fixing any errors in comparative adjectives. • Have students offer suggestions |
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beyond-level partner to guide in correct capitalization of cities, states, days, months, and holidays.

Enrichment: If time allows, students will go review students FlipGrid and leave comments on their expression and writing.

Social Studies

Week 16: We the People. Article 1-2

Standards

2.SS.5.B, 2.SS.5.F, 2.SS.6.A, 2.SS.6.B

- Students will be able to explain what a citizen is and how someone becomes a citizen of the United States.
- Students will be able to explain the responsibilities of citizens and why responsible citizens are important to communities.

Week 16 | We the People 16.1

- Students will be able to explain how Americans choose government officials.
- Students will be able to explain why it is important to volunteer in their

she writes the story using first-person point of view.

- Have students refer to Language Arts Handbook pages 106–107. Display the ePresentation slide of the personal narrative model.
- Read it aloud, and then complete a WWW-H2-W2 graphic organizer to analyze the story for elements of narrative writing.
- Point out the pronouns I and my, and remind students that these signal to the reader that the story is being told in first-person point of view.
- HAVE students identify the problem faced by the author in the model personal narrative. The author thinks Max should know how to do some tricks. Ask students how the author solved the problem. The author worked hard to teach Max a few tricks.
- Tell students that their personal narratives will tell the story of how they solved a problem. Give students a few minutes to think of a time when they solved a problem.

help students ask for clarification. For example, I do not understand . Could someone explain ?

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

Recess

Math

Lesson 7-7 Compare Lengths Using Metric Units

Standards

2.MD.4

I can compare lengths using metric units.

Lesson / Instruction

- Number Routine: Math Picture- discuss prompts to talk about student reasoning.
- Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
- Explore and Develop:
 - Pose the problem
 - Ask 2 clarifying questions
 - Develop the Math Guided Exploration Path- follow the

narratives should be presented in the correct sequence: a problem is introduced; the author investigates ways to solve the problem; and the author finds a solution and the problem is resolved. Remind students that action and describing words will bring their writing alive in readers’ minds. Tell students they will have an opportunity to add action and describing words during the revising step.

- Model revising your draft based on the writer’s goals set in the previous day’s lesson. Narrate your thoughts as you make changes, such as adding action and describing words and combining simple sentences into compound sentences where possible.
- Have students suggest improvements as well, and incorporate their changes whenever appropriate.
- Example in teacher’s manual
- DIRECT students to get into small

for edits, and incorporate their changes whenever appropriate.

- 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.
- DISPLAY the ePresentation visual for the following sentences, and have students help you identify and fix the errors in comparative and superlative adjectives.
- Tell students to identify and correct any errors in comparative and superlative adjectives as they edit their writing.
- HAVE students edit their narrative writing using the checklist on Skills Practice 1 page 190. Tell students to use the proofreading symbols shown on Language Arts Handbook page 38. Remind students to reread their writing several times to look for errors in spelling, grammar, punctuation, and capitalization. Tell students that they should consult

communities and government.
• Students will be able to explain how a bill becomes a law.

Lesson / Instruction

Vocab:
bill
citizen
civic responsibilities
campaigning
candidates
enforced
responsibilities
veto
There is a walkthrough slide deck, "We the People," that goes with this week. The first eight slides go with this lesson.
2. Have students look at the images associated with this article, found in related media and the student edition. Ask what they think is happening.
3. Discuss their ideas, and have students explain their reasoning.
4. Read the article to the class. Have them count how many times they hear the word "citizen."
5. Have students read the article again by themselves and circle the word "citizen" as they read it.
6. Ask:
a. What is a citizen? (an official member of a country, state, or community)
b. How can a person

Suggest that they freewrite for several minutes to help them generate an idea for their personal narrative.
• **COMPLETE** the Think section on Skills Practice 1 page 189 with students to choose an audience and purpose for their writing. Then use Routine 16, the Graphic Organizer Routine, to model completing a WWW-H2-W2 graphic organizer to plan your own personal narrative.
• Distribute blank WWW-H2-W2 graphic organizers to students from Skills Practice 1 page R11, and have them plan their personal narratives. Remind students to save the writing plans in their writer's portfolios for later use.
• **Have students use eActivities and eGames to practice skills learned in this portion of the lesson**
Grammar, Usage, and Mechanics:
Capitalization—Days and Months, Holidays, Cities, States, and Geographic Names
• **REVIEW** capitalization of days, months,

slides that are online - Bring it Together 4. Practice and Reflect- pages 29-30.

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 7-7 to help us.

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

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 3 Lesson 4 Day 1

Standards

2.L.2.e

Students will...
• rewrite sentences using action and describing words.
• set writer's goals for their personal narratives.
• draft their personal

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 WWW-H2-W2 graphic organizer and offer suggestions for improvement.
• **USE** Routine 17, the Checklist Routine, to review the revising checklist.
• Have students revise their drafts using the checklist on Skills Practice 1 page 190 and the feedback they received in the writers' conferences
Penmanship: Small Letters k and x
• **MODEL** for students the formation of small letters k and x.
• Trace the letters k and x, saying the strokes aloud as you form the letters.
• Practice letters 5 times each
• independent checklist on screen
•

reference materials, including beginning dictionaries, to check and correct spellings.
Grammar, Usage, and Mechanics:
Colons and Commas—Items in a Series
• **DISPLAY** the ePresentation visual for the following sentences. Identify the commas and the colons.
• Red, white, and blue are the colors in the American flag.
• Countries in Africa include the following: Kenya, Egypt, and Nigeria.
• Ethan, Riley, and Tyler will be here at 7:30.
• Explain to students that commas separate words or thoughts. A written list of things in a sentence is called a series, and commas are inserted between each item to help the reader understand the list.
• Tell students that colons are used to introduce a list in a sentence. Colons are also used to separate the hour and

become a United States citizen? (by being born in the country, by having parents who are citizens, or by applying for citizenship)
c. What is the process for becoming a citizen? (An applicant has to know what citizenship means. They need to know about United States history. They need to know what their responsibilities will be when they become citizens. They have to promise to support and defend the Constitution and the laws of the United States.)
7. Show the video "U.S. Citizenship Intro." Have students listen for extra information they didn't read in the text as they watch the video.
8. Have students share what they heard and make a list on the board.
9. Have students each compare and contrast the article and the video with a peer.
10. In their interactive notebooks, have students create a "Citizenship" page. Have the students:
a. Write the word "citizen" and its definition.
b. Write a paragraph that explains the ways a person can become a citizen. (1. Be born a

holidays, and geographic locations, such as cities and states, with students.
• Display the paragraph and have students copy it onto a sheet of paper. Tell students to identify every word that should be capitalized. Monday, December, San Diego, Oklahoma, California, Mojave Desert, New Year's Day
• Have students write a brief paragraph about a trip they have taken to another city. Remind them to capitalize proper nouns, including days, months, holidays, cities, states, and other geographic locations.
Penmanship: Review Letters v, w, y, and z.
• REVIEW with students the formation of small letters v, w, y, and z.
• Write the words volume, worm, yard, and zipper on the board to model proper letter formation.
• Write letters 5 times each and words 3 times each- check with teacher before moving on to individual checklist
Use Lesson and Unit Assessment 1 page 169 to assess

narratives.
• generalize learned spelling patterns when writing words.
Lesson / Instruction
Draft Narrative Writing Using a Plan
• Remind students that they are writing personal narratives that tell about a time when they solved a problem. Tells students that today they will draft their personal narratives using the plans they completed in the previous day's lesson.
• Model completing a draft using the WWW-H2-W2 graphic organizer you completed. Leave out some action and describing words, so you can model adding them during the revising step. Also include some mistakes in grammar, usage, and mechanics that will be fixed during the editing step.
• DISPLAY the ePresentation visual for the following sentences. Have students identify which sentence is more interesting to read and provides a better mental picture of what is happening.
• Remind students

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 revising, then have them read their writing to you individually so that you can offer suggestions for revision.
Enrichment: If students need help revising, then have them reread their writing and ask themselves the following questions: Does my story have a strong beginning? Did I include enough action and describing words? Are the events of the story presented in a logical sequence? If students understand the revising process, then have them revise another piece of writing.

Social Studies
Week 16: We the People. Article 3-5 and Assessment
Standards
2.SS.5.B, 2.SS.6.A, 2.SS.5.F, 2.SS.6.B
Students will be able to explain what a citizen is and how someone

minutes when writing the time. Emphasize that when a colon is used to introduce a list, the sentence must be a complete sentence.
• DISPLAY the ePresentation visual for the following sentences. Have students place the commas and colons where they are needed in the sentences.
◦ sentences in teacher's manual
• HAVE students suggest three items that could be bought at a grocery store. Possible Answers: milk, eggs, apples Have students work with a partner to write a sentence that lists the items and uses commas in a series. Possible Answer: My mom bought the following at the store: milk, eggs, and apples.
Spelling: /s/ spelled ce, ci_, and cy; /j/ spelled ge and gi_
• REMIND students that /s/ spellings include ce, ci_, and cy, and /j/ spellings include ge and gi_.
• Display the ePresentation visual of the following word pairs: aje/age,

citizen from U.S. parents; 2. Be born in the United States; 3. Apply for citizenship, called naturalization).
11. Explain that people who are citizens of a place have responsibilities.
12. Ask students what they think some responsibilities of citizens are. Pair students up and have them discuss their ideas. Invite some of them to share their thoughts out loud.
Week 16 | We the People 16.4
13. Read the article "Responsibilities of Citizenship" and have students circle the actions mentioned in the article. (showing respect for people and property, obeying the law, serving on a jury, voting, volunteering, serving in the military, running for public office)
14. Create a list of responsibilities on the board. Then, using a T-Chart, divide the list into enforced and unenforced responsibilities.
15. Ask students why responsible citizens are so important to a community.
a. Ask: What would our community look like if people were not responsible? (Accept all appropriate responses.)
16. Have students include important

students' understanding of the skills taught in this lesson.

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 need extra help writing the paragraph about a trip to another city, then have them work in small groups or with an on-level or beyond-level partner to guide in correct capitalization of cities, states, days, months, and holidays.

Enrichment: If time allows, students will go review students FlipGrid and leave comments on their expression and writing.

Guidance

Library

that using action and describing words can make their writing more interesting, and it gives their readers a better mental picture of a story's action. Have students complete Practice in Skills Practice 1 page 189 to practice adding action and descriptive words to sentences.
• HAVE students begin writing drafts of their personal narratives. Display the ePresentation visual for the following goals, and tell students to keep them in mind as they write.

Spelling: /s/ spelled ce, ci_, and cy; /j/ spelled ge and gi_
• Have students take pretest-#1-15
• Have them correct the words they got wrong and check with teacher
• Independent checklist up on the screen

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

becomes a citizen of the United States.
• Students will be able to explain the responsibilities of citizens and why responsible citizens are important to communities.
Week 16 | We the People 16.1
• Students will be able to explain how Americans choose government officials.
• Students will be able to explain why it is important to volunteer in their communities and government.
• Students will be able to explain how a bill becomes a law.

Lesson / Instruction

Vocab:
bill
citizen
civic responsibilities
campaigning
candidates
enforced
responsibilities
veto
1. Slides 9–12 of the walkthrough slide deck "We the People" go with this lesson.
2. Read the article "Choosing Our Representatives in Government." Invite the students to

pees/peace, pinsil/ pencil, magic/ majik, ise/ice, spicy/spisee, fase/ face, jem/gem, circus/sercus, larj/ large .

- 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 205–206 for students to practice spelling words with /s/ spelled ce, ci_, and cy, and /j/ spelled ge and gi_. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.**

Differentiation / Accommodations

Intervention: For students needing additional support, use the Intervention Teacher's Guide to reteach the Grammar, Usage, and Mechanics skills taught in this lesson. If students need extra practice with this week's spelling words, then have them work with a partner. Have the partner refer to this week's spelling words,

responsibilities of citizens to the “Citizenship” page of their interactive notebooks.

17. Have students each write a paragraph that explains why responsible citizens are important in our communities. How will you know they learned it?

While going through the lesson, students will do the follow task to check their understanding of the lesson:

During the lesson, students will have 3 questions to check for comprehension from each article. They will also use their interactive notebook to add material that will show their understanding.

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 1-2.

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

students are able to spell this week’s spelling words, then have them write five sentences using the spelling words. Have them insert a blank line where each spelling word should be. They should then trade sentences with a partner, and have the partner fill in the blank with the correct spelling word.

Social Studies

Week 16: We the People. Article 3-5

Standards

2.SS.5.B, 2.SS.5.F, 2.SS.6.A, 2.SS.6.B

- Students will be able to explain what a citizen is and how someone becomes a citizen of the United States.
- Students will be able to explain the responsibilities of citizens and why responsible citizens are important to communities.

Week 16 | We the People 16.1

- Students will be able to explain how Americans choose government officials.
- Students will be able to explain why it

highlight the vocabulary words and their definitions.

3. Have students reread the article and answer the following questions:

- a. What is a candidate? (someone who wants to be elected to a government position)
- b. What do candidates do to campaign? (They explain what they believe about different issues. They talk about what they will do if they win the election. They give speeches and have debates. They use media and social media to spread their messages.)
- c. How do citizens choose the candidate they want to represent them? (Citizens study each candidate carefully and vote for the person who best represents their viewpoints.)

4. Have students look at the image of Gerald Ford running for reelection. Ask them to analyze the photo. How do they think the image relates to the text? (Accept any reasonable answers.)

5. Ask students to think about everything that is involved in electing our representatives. Discuss what has to happen. Could this process be done by someone on their own?

choose a word at random, and spell it aloud. The student should identify the correct word based on hearing its spelling. Continue in this manner until all words have been identified, and then have partners switch roles and repeat the exercise.

Enrichment: If students need help revising, then have them reread their writing and ask themselves the following questions:
Does my story have a strong beginning?
Did I include enough action and describing words? Are the events of the story presented in a logical sequence? If students understand the revising process, then have them revise another piece of writing.

Recess

Math

Review Topic 7

Lunch

Recess

Tier II/III Math

RTI

Recess

RTI Tier III

ELA/Workshop time

Unit 3 Lesson 4 Day 3

Standards

learned about articles.

Science

Living Things in Land Habitats Part 1

Standards

2-LS4-1

I can:

- identify where plants and animals live on land.

Vocabulary:

tundra
Jumpstart Discovery
Watch the Video
UInvestigate Lab-
What do land plants need?

Lesson / Instruction

(Next part)

Read and answer questions- pages 206-208
Interactivity online
Quest Check In-
Habitat Diversity
Assessment-quiz

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

Differentiation / Accommodations

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

is important to volunteer in their communities and government.
• Students will be able to explain how a bill becomes a law.

Lesson / Instruction

Vocab:
bill
citizen
civic responsibilities
campaigning
candidates
enforced
responsibilities
veto
1. Slides 9–12 of the walkthrough slide deck “We the People” go with this lesson.
2. Read the article “Choosing Our Representatives in Government.” Invite the students to highlight the vocabulary words and their definitions.
3. Have students reread the article and answer the following questions:
a. What is a candidate? (someone who wants to be elected to a government position)
b. What do candidates do to campaign? (They explain what they believe about different issues. They talk about what they will do if they win the election. They give speeches and have debates. They use media and social media to spread their

a. The aim is to help students see that the process of electing our representatives requires help from many volunteers.
6. Read the article “Participating in Elections” and have students pay attention to all the work done by volunteers.
7. Invite the students to each reread the article with a peer and highlight all of the information that answers the questions “How do volunteers help with elections?” and “Why are volunteers so important?” (1. Some people work in polling stations to help with the actual election. Others work for specific candidates and share their views with others. This can be done in a variety of ways, including handing out fliers or creating social media posts. 2. The U.S. system of voting would not work without volunteers.)
8. Ask for volunteers to share the evidence they found that answers the question.
9. In pairs or small groups, have students create a cartoon story that shows the process and outcome of campaigning.
10. Have students

2.L.2.f, 2.L.1.f, 2.W.5, 2.L.1.e

Students will...

- fix errors in comparatives and superlatives.
- edit their revised drafts.
- use colons and commas in a series.
- review spelling words.

Lesson / Instruction

Narrative Writing-editing

- TELL students they will edit their personal narratives 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. Point out that they may need to read through their writing several times to ensure their writing is error free. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings.
- Model editing your revised draft. Be sure to narrate the changes you make, including fixing any errors in comparative adjectives.

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.

messages.)
c. How do citizens
choose the candidate
they want to
represent them?
(Citizens study
each candidate
carefully and vote for
the person who best
represents their
viewpoints.)
4. Have students look
at the image of
Gerald Ford running
for reelection. Ask
them to analyze the
photo. How do they
think the image
relates to the text?
(Accept any
reasonable answers.)
5. Ask students to
think about
everything that is
involved in electing
our representatives.
Discuss
what has to happen.
Could this process be
done by someone on
their own?
a. The aim is to help
students see that the
process of electing
our representatives
requires
help from many
volunteers.
6. Read the article
“Participating in
Elections” and have
students pay
attention to all the
work
done by volunteers.
7. Invite the students
to each reread the
article with a peer
and highlight all of
the information that
answers the
questions “How do
volunteers help with
elections?” and “Why
are volunteers so
important?” (1.

write a couple of
sentences for each
frame of their cartoon
stories.
11. Have some type
of gallery walk in
which students can
share their cartoon
stories with their
classmates. Allow
students to explain
what is happening in
their stories.
12. Extension activity:
Tell students to
imagine that they are
running for mayor of
your city.
a. In their interactive
notebooks, have the
students write down
what they would want
voters to know about
their political opinions
on the following two
subjects:
i. public parks (For
example: Should the
city build more public
parks? Should
public parks have
more swings? Should
public parks be open
on Sundays?)
ii. city celebrations
(For example: Should
there be large public
celebrations for the
Fourth of July,
Founders’ Day, etc.)
Week 16 | We the
People
16.6
b. Invite the students
to create a social
media post about
their views. Invite
them to find
pictures in old
magazines or on the
internet and write a
caption with 120
characters or
fewer.
Slides 13–17 of the
walkthrough slide

- Have students
offer suggestions
for edits, and
incorporate their
changes
whenever
appropriate.
- 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.
- DISPLAY the
ePresentation
visual for the
following
sentences, and
have students
help you identify
and fix the errors
in comparative
and superlative
adjectives.
- Tell students to
identify and
correct any errors
in comparative
and superlative
adjectives as they
edit their writing.
- HAVE students
edit their narrative
writing using the
checklist on Skills
Practice 1 page
190. Tell students
to use the
proofreading
symbols shown on
Language Arts
Handbook page
38. Remind
students to reread
their writing
several times to
look for errors in
spelling, grammar,
punctuation, and
capitalization. Tell

Some people work in polling stations to help with the actual election. Others work for specific candidates and share their views with others. This can be done in a variety of ways, including handing out fliers or creating social media posts. 2. The U.S. system of voting would not work without volunteers.) 8. Ask for volunteers to share the evidence they found that answers the question. 9. In pairs or small groups, have students create a cartoon story that shows the process and outcome of campaigning. 10. Have students write a couple of sentences for each frame of their cartoon stories. 11. Have some type of gallery walk in which students can share their cartoon stories with their classmates. Allow students to explain what is happening in their stories. 12. Extension activity: Tell students to imagine that they are running for mayor of your city. a. In their interactive notebooks, have the students write down what they would want voters to know about their political opinions on the following two

deck "We the People" go with this lesson. 2. Show students the video "From an Idea to a Law." This video shows an example of a fourth grader suggesting an idea that became a law. 3. Read the article with students. 4. Show students the infographic How a Bill Becomes a Law in the student edition. Explain that an infographic is a graphic format designed to make information easier to understand at a glance. 5. Have students review the infographic and match information in the text to the infographic. 6. Before placing students into Think-Pair-Share groups, ask them to review the infographic and think about how they might explain it to a peer. 7. Pair students up. Ask them to explain their understanding of the infographic to one another. 8. Give students the printable How a Bill Becomes a Law. 9. Work together as a class to complete the printable. Provide a model, if necessary. 10. Have students complete the bottom box, where they will write an idea for a law, in pairs or

students that they should consult reference materials, including beginning dictionaries, to check and correct spellings. Grammar, Usage, and Mechanics: Colons and Commas—Items in a Series

- DISPLAY the ePresentation visual for the following sentences. Identify the commas and the colons.
 - Red, white, and blue are the colors in the American flag.
 - Countries in Africa include the following: Kenya, Egypt, and Nigeria.
 - Ethan, Riley, and Tyler will be here at 7:30.
- Explain to students that commas separate words or thoughts. A written list of things in a sentence is called a series, and commas are inserted between each item to help the reader understand the list.
- Tell students that colons are used to introduce a list in a sentence. Colons are also

subjects:

i. public parks (For example: Should the city build more public parks? Should public parks have more swings? Should public parks be open on Sundays?)

ii. city celebrations (For example: Should there be large public celebrations for the Fourth of July, Founders' Day, etc.)

Week 16 | We the People

16.6

b. Invite the students to create a social media post about their views. Invite them to find pictures in old magazines or on the internet and write a caption with 120 characters or fewer.

Slides 13–17 of the walkthrough slide deck “We the People” go with this lesson.

2. Show students the video “From an Idea to a Law.” This video shows an example of a fourth grader suggesting an idea that became a law.

3. Read the article with students.

4. Show students the infographic How a Bill Becomes a Law in the student edition. Explain that an infographic is a graphic format designed to make information easier to understand at a glance.

5. Have students review the

individually.

11. Have students work in pairs or small groups to explain what their new law would be. Have them also explain the process it would have to follow to become a law.

12. After the discussion, have students turn in their printables. Check for understanding.

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 3-5.

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

Standards

2-LS4-1

I can:

-identify where plants and animals live in water.

Vocab: wetland, marsh, swamp

Jumpstart discovery

Investigate: How do plants survive in

used to separate the hour and minutes when writing the time. Emphasize that when a colon is used to introduce a list, the sentence must be a complete sentence.

- **DISPLAY** the ePresentation visual for the following sentences. Have students place the commas and colons where they are needed in the sentences.
 - sentences in teacher's manual
- **HAVE** students suggest three items that could be bought at a grocery store. Possible Answers: milk, eggs, apples Have students work with a partner to write a sentence that lists the items and uses commas in a series. Possible Answer: My mom bought the following at the store: milk, eggs, and apples.

Spelling: /s/ spelled ce, ci_, and cy; /j/ spelled ge and gi_

- **REMINDE** students that /s/ spellings include ce, ci_, and cy, and /j/ spellings include ge and gi_.
- **Display** the ePresentation visual of the

| | | |
|--|--|---|
| <p>infographic and match information in the text to the infographic.</p> <p>6. Before placing students into Think-Pair-Share groups, ask them to review the infographic and think about how they might explain it to a peer.</p> <p>7. Pair students up. Ask them to explain their understanding of the infographic to one another.</p> <p>8. Give students the printable How a Bill Becomes a Law.</p> <p>9. Work together as a class to complete the printable. Provide a model, if necessary.</p> <p>10. Have students complete the bottom box, where they will write an idea for a law, in pairs or individually.</p> <p>11. Have students work in pairs or small groups to explain what their new law would be. Have them also explain the process it would have to follow to become a law.</p> <p>12. After the discussion, have students turn in their printables. Check for understanding.</p> | <p>water?</p> <p>Lesson / Instruction</p> <p>(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</p> <p>When we are reading and answering questions, I will observe on how kids are participating and if they understand the information.</p> <p>Differentiation / Accommodations</p> <p>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.</p> <p>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.</p> | <p>following word pairs: aje/age, pees/peace, pinsil/ pencil, magic/ majik, ise/ice, spicy/spisee, fase/ face, jem/gem, circus/sercus, larj/ large .</p> <ul style="list-style-type: none"> Have volunteers come to the board and circle the correctly-spelled word in each pair. Tell each student to pronounce the word correctly. <u>ASSIGN Skills Practice 1 pages 205–206 for students to practice spelling words with /s/ spelled ce, ci , and cy, and /j/ spelled ge and gi . Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages independently.</u> <p>Differentiation / Accommodations</p> <p>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 need extra practice with this week's spelling words, then have them work with a partner. Have the partner refer to</p> |
|--|--|---|

we may use sentence starters or examples on what is need based on articles 3-5.

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.

this week's spelling words, choose a word at random, and spell it aloud. The student should identify the correct word based on hearing its spelling. Continue in this manner until all words have been identified, and then have partners switch roles and repeat the exercise.

Enrichment: If students need help revising, then have them reread their writing and ask themselves the following questions:
Does my story have a strong beginning?
Did I include enough action and describing words? Are the events of the story presented in a logical sequence? If students understand the revising process, then have them revise another piece of writing.

Art

Fun Friday