

"Honey Bees" Day 1

Objective	Materials	Pacing
Content Knowledge: Insect Communities Listening Comprehension: Compare and Contrast Phonemic Awareness: Distinguish Between Long e and /e/ Phonics and Spelling: Long e: e, ee Fluency: Oral Rereading Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph	TE pp. 170j–175f SE pp. 170–175, EI 6 Sing with Me Big Book Reader's and Writer's Notebook, pp. 297–300, 306 Decodable Practice Reader 12A	Standards 1 day Blocks 2 hours
National Standards		
CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words. CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS Informational Text 1. Ask and answer questions about key details in a text. CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS Informational Text 8. Identify the reasons an author gives to support points in a text. CCSS Language 1.b. Use common, proper, and possessive nouns. CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
Get Ready to Read	Targeted Resources	Duration

<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Distinguish between long e and short e.</p> <p>Phonics: Associate the vowel sound long e with the spellings e and ee.</p> <p>Read: Blend and read words with the long e vowel sound.</p> <p>Phonics Practice: Read Decodable Practice Reader 12A.</p> <ul style="list-style-type: none"> - Apply knowledge of sound-spellings to decode unknown words when reading. <p>Fluency Practice: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Spelling Pretest: Words with Long e</p> <p>Small Group Time</p>	<p>Teacher's Edition p.170j</p> <p>Video, Concept Talk Video</p> <p>Song, Sing with Me</p> <p>Activity, Sound-Spelling Chart</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Nondecodable Words Routine: Read high-frequency words.</p> <p>Text-Based Comprehension: Compare and contrast within text.</p> <p>Read Aloud: "Ants Working Together" TE p. 175b</p>	<p>Teacher's Edition p.175b</p> <p>Animation, Envision It! Animation</p>	<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>

Conventions: Identify the nouns in a sentence. Writing for Tests: Understand the features of an expository paragraph. <ul style="list-style-type: none">- Mini-Lesson: Read Like a Writer- Daily Fix-It Research and Inquiry: Identify a topic connected to this week's concept. <ul style="list-style-type: none">- Narrow the focus of the topic by formulating inquiry questions related to the topic. Wrap Up Your Day	Teacher's Edition p.175c Daily Fix-It	30 minutes
<i>Homework</i>	<i>My Notes</i>	

Ways to Make Numbers

Objective	Materials	Pacing
<p>Domain: Geometry</p> <p>Objective: Break apart a ten to make 10 ones and write new representations in expanded form.</p> <p>Essential Understanding: Numbers greater than 10 can be named in more than one way and have the same value.</p> <p>Vocabulary: break apart a ten</p>	<p>Place-value Mat A (Teaching Tool 7), Connecting cubes</p> <p>Tools4Math Workshop: Regrouping in Addition</p>	<p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1/2 day</p>
National Standards		
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		
Daily Common Core Review	Targeted Resources	Duration
Daily Common Core Review 8-5	Go to Teacher's Edition	
Develop the Concept Interactive	Targeted Resources	Duration
Problem-Based Interactive Learning: Children will use connecting cubes as tens and ones models to represent the same number in different ways. They will record the numbers in expanded form.		
Develop the Concept Visual	Targeted Resources	Duration
Visual Learning Bridge, p. 286, Independent Practice, p. 286		
Develop the Concept Practice	Targeted Resources	Duration
Guided Practice, p. 286, Independent Practice, p. 287		
Close and Assess	Targeted Resources	Duration
Quick Check 8-5, Digital Path Lesson Quiz 8-5		
Differentiate	Targeted Resources	Duration

Intervention, On-Level, and Advanced Center Activities: Teacher's Edition, p. 288B, Reteaching Master 8-5, Practice Master 8-5, Enrichment Master 8-5		
Homework	My Notes	
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"Honey Bees" Day 2

Objective	Materials	Pacing
Content Knowledge: Insect Communities Comprehension Skill: Compare and Contrast Comprehension Strategy: Questioning Phonological Awareness: Segment and Blend Words Phonics and Spelling: Syllables VC/CV; Words with Long e Fluency: Paired Reading Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph	TE pp. 176a–193f SE pp. 176–193, EI 13 Big Book "A Frog in the Bog" Reader's and Writer's Notebook, pp. 301–305 Decodable Practice Reader 12B	Standards 1 day Blocks 2 hours
National Standards		
CCSS Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		
CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.		
CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
CCSS Informational Text 1. Ask and answer questions about key details in a text.		
CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
CCSS Informational Text 8. Identify the reasons an author gives to support points in a text.		
CCSS Language 1.b. Use common, proper, and possessive nouns.		
CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
Get Ready to Read	Targeted Resources	Duration

<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend two-syllable words.</p> <p>Phonics: Blend and read words with the syllable pattern VC/CV.</p> <p>Blending Strategy Routine</p> <p>Read: Blend and read words in context and in isolation.</p> <p>Phonics Practice: Read Decodable Practice Reader 12B.</p> <ul style="list-style-type: none"> - Apply knowledge of sound-spellings to decode unknown words when reading. <p>Fluency Practice: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Paired Reading Routine <p>Phonics: Apply knowledge of letter-sound correspondences to decode words in context and in isolation.</p> <p>Spelling: Spell words with long e.</p>	<p>Teacher's Edition p.176a</p> <p>Activity, Sound-Spelling Chart</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>

<p>High-Frequency Words Routine Selection Vocabulary Vocabulary: Identify antonyms. Text-Based Comprehension - Preview and predict. -Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: "Honey Bees" pp. 178–193 Comprehension Skill: Compare and Contrast Comprehension Strategy: Questioning Text-Based Comprehension: Check Understanding Small Group Time Literary Nonfiction: Identify onomatopoeia in literary text.</p>	<p>Teacher's Edition p.177 Student Edition p.178 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Conventions: Identify and use nouns in the context of a sentence. - Daily Fix-It Writing: Generate expository paragraph ideas. - Recognize features of an expository paragraph. - Mini-Lesson: Including Interesting Details - Quick Write for Fluency Routine Handwriting: Write with consistent letter spacing. Research and Inquiry: Research Skill: Picture Dictionary - Understand and analyze the features of a picture dictionary. - Apply knowledge of picture dictionaries to an inquiry project. Wrap Up Your Day</p>	<p>Teacher's Edition p.193b Daily Fix-It</p>	<p>30 minutes</p>
<i>Homework</i>	<i>My Notes</i>	

Problem Solving: Make an Organized List

Objective	Materials	Pacing
<p>Domain: Geometry</p> <p>Objective: Use groups of tens and ones to show and write a given two-digit number.</p> <p>Essential Understanding: Some problems can be solved by generalizing a list of outcomes and organizing that list in a systematic way so all outcomes are accounted for.</p>	<p>Place-value Mat A (Teaching Tool 7), Connecting cubes</p> <p>eTool: Spreadsheet/Data/Grapher</p> <p>Tools4Math Workshops: Tens and Ones, Numbers Made with Tens</p>	<p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1/2 day</p>
National Standards		
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		
Daily Common Core Review	Targeted Resources	Duration
Daily Common Core Review 8-6	Go to Teacher's Edition	
Develop the Concept Interactive	Targeted Resources	Duration
Problem-Based Interactive Learning: Children will make an organized list in a table to track solutions to a problem.		
Develop the Concept Visual	Targeted Resources	Duration
Visual Learning Bridge, p. 290, Independent Practice, p. 290		
Develop the Concept Practice	Targeted Resources	Duration
Guided Practice, p. 290, Independent Practice, p. 291		
Close and Assess	Targeted Resources	Duration
Quick Check 8-6, Digital Path Lesson Quiz 8-6		
Differentiate	Targeted Resources	Duration
Intervention, On-Level, and Advanced Center Activities: Teacher's Edition, p. 292B, Reteaching Master 8-6, Practice Master 8-6, Enrichment Master 8-6		

"Honey Bees" Day 3

Objective	Materials	Pacing
Content Knowledge: Insect Communities Comprehension: Review Author's Purpose Phonological Awareness: Create Words Phonics and Spelling: Long e: e, ee; Syllables VC/CV Fluency: Accuracy and Appropriate Rate Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph Listening and Speaking: Follow Directions	TE pp. 194a–197c SE pp. 194–197 Big Book "A Frog in the Bog" Reader's and Writer's Notebook, pp. 304, 307–310	Standards 1 day Blocks 2 hours
National Standards		
CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		
CCSS Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
CCSS Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.		
CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.		
CCSS Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		
CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.		
CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
CCSS Informational Text 1. Ask and answer questions about key details in a text.		
CCSS Informational Text 2. Identify the main topic and retell key details of a text.		
CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		

CCSS Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS Informational Text 8. Identify the reasons an author gives to support points in a text.

CCSS Language 1.b. Use common, proper, and possessive nouns.

CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Name words with the same beginning sound.</p> <p>Phonics: Build words with long e spelled ee.</p> <p>Fluency: Blend and read words with long e spelled e and ee.</p> <p>Blend and Read: Associate the vowel sound long e with the spellings e and ee, and correctly divide and pronounce words with the syllable pattern VC/CV.</p> <p>- Decode words in context and in isolation.</p> <p>Spelling: Spell words with long e.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.194a</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>

<p>High-Frequency and Selection Vocabulary Check High-Frequency Words Text-Based Comprehension: Check Understanding</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading <p>Main Selection—Second Read: "Honey Bees" pp. 178–193</p> <ul style="list-style-type: none"> - Comprehension Skill: Review compare and contrast. - Comprehension Skill: Review the genre: expository text. <p>Retelling: Pairs of students retell the story to one another.</p> <p>Think Critically: Compare and contrast.</p> <ul style="list-style-type: none"> - Ask questions to clarify information. - Write clear, coherent sentences. <p>Fluency: Read aloud fluently with accuracy appropriate rate.</p> <ul style="list-style-type: none"> - Choral Reading Routine 	<p>Teacher's Edition p.194g Student Edition p.178 eText, Main Selection eText</p>	<p>15 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Understand and use nouns in sentences.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Let's Write It!: Evaluate a sample test-writing practice.</p> <p>Writing for Tests: Expository Paragraph</p> <ul style="list-style-type: none"> - Mini-Lesson: Evaluation - Quick Write for Fluency Routine <p>Listening and Speaking: Follow directions correctly.</p> <p>Research and Inquiry: Gather and record information for an inquiry project.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.196a Animation, Grammar Jammer Daily Fix-It</p>	<p>45 minutes</p>
Homework	My Notes	

Objective	Materials	Pacing
<p>Domain: Number and Operations in Base Ten</p> <p>Objective: Read and write two-digit numbers as groups of 10 and some left over.</p> <p>Essential Understanding: Sets of 10 can be perceived as single entities. In a standard numeral, the tens are written to the left of the ones.</p>	<p>Connecting cubes</p> <p>eTool: Place-Value Blocks</p> <p>Tools4Math Workshop: Tens and Ones</p> <p>Review Skills in Topic</p>	<p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1/2 day</p>
National Standards		
<p>1.NBT.2.a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.”</p>		
Daily Common Core Review	Targeted Resources	Duration
Daily Common Core Review <i>ActivNotes</i>	Go to Teacher's Edition	
Develop the Concept Interactive	Targeted Resources	Duration
Problem-Based Interactive Learning: Children wil count concrete objects by ones, then form groups of 10 and leftovers.		
Develop the Concept Visual	Targeted Resources	Duration
Visual Learning Bridge		
Develop the Concept Practice	Targeted Resources	Duration
Guided Practice		
Close and Assess	Targeted Resources	Duration
Quick Check		
Differentiate	Targeted Resources	Duration
Intervention, On-Level, and Advanced Center Activities: Teacher's Edition		
Enrichment Master 8-		

"Honey Bees" Day 4

Objective	Materials	Pacing
Content Knowledge: Insect Communities Comprehension: Monitor and Clarify Phonemic Awareness: Distinguish Long e Phonics and Spelling: Review Long u Spelled u_e; Long e Spelled e_e; Inflected Ending -ed Fluency: Accuracy and Appropriate Rate Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph	TE pp. 198a–199f SE pp. 198–199 Read Aloud Anthology Reader's and Writer's Notebook, pp. 311–312 Decodable Practice Reader 12C	Standards 1 day Blocks 2 hours
National Standards		
CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. CCSS Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words. CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS Language 1.b. Use common, proper, and possessive nouns. CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
Get Ready to Read	Targeted Resources	Duration

<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Distinguish long e in initial, medial, and final positions.</p> <p>Phonics: Review reading and identify words with long u spelled u_e, long e spelled e_e, and inflected ending -ed.</p> <p>Phonics Practice: Read Decodable Practice Reader 12C.</p> <ul style="list-style-type: none"> - Apply knowledge of sound-spellings to decode unknown words when reading. - Review High-Frequency Words - Decode and read words in context and isolation. <p>Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Fluent Word Reading: Review reading words fluently in context and in isolation.</p> <p>Spelling Partner Review: Spell words with long e.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.198a</p> <p>eText, eReader</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Science in Reading: Preview and predict.</p> <ul style="list-style-type: none"> - Set purpose for reading. - Relate prior knowledge to new text. <p>Paired Selection: Read "Under a Rock" and "Night Song" pp. 198–199.</p> <ul style="list-style-type: none"> - Access Text - Let's Think About Genre - Reading and Writing Across Texts <p>Guide Comprehension: Monitor and clarify.</p> <ul style="list-style-type: none"> - Connect text to self and other texts. <p>Fluency: Read aloud fluently with accuracy and at an appropriate rate.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check words correct per minute. 	<p>Teacher's Edition p.198i</p> <p>Student Edition p.198</p> <p>eText, Paired Selection eText</p>	<p>30 minutes</p>

Language Arts	Targeted Resources	Duration
Conventions: Identify and use nouns in a sentence. Writing for Tests: Write an expository paragraph in response to a prompt. <ul style="list-style-type: none">- Mini-Lesson: Supporting Sentences- Daily Fix-It Research and Inquiry: Review answers to inquiry questions. Wrap Up Your Day	Teacher's Edition p.199c Daily Fix-It	30 minutes
Homework		My Notes

Objective	Materials	Pacing
<p>Domain: Number and Operations in Base Ten</p> <p>Objective: Read and write two-digit numbers as groups of 10 and some left over.</p> <p>Essential Understanding: Sets of 10 can be perceived as single entities. In a standard numeral, the tens are written to the left of the ones.</p>	<p>Connecting cubes</p> <p>eTool: Place-Value Blocks</p> <p>Tools4Math Workshop: Tens and Ones</p> <p>Review Skills in Topic</p>	<p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1/2 day</p>
National Standards		
1.NBT.2.a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.”		
Daily Common Core Review	Targeted Resources	Duration
Daily Common Core Review <i>ActivNotes</i>	Go to Teacher's Edition	
Develop the Concept Interactive	Targeted Resources	Duration
Problem-Based Interactive Learning: Children will count concrete objects by ones, then form groups of 10 and leftovers.		
Develop the Concept Visual	Targeted Resources	Duration
Visual Learning Bridge		
Develop the Concept Practice	Targeted Resources	Duration
Guided Practice		
Close and Assess	Targeted Resources	Duration
Quick Check		
Differentiate	Targeted Resources	Duration
Intervention, On-Level, and Advanced Center Activities: Teacher's Edition		
Enrichment Master 8-		

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"Honey Bees" Day 5

Objective	Materials	Pacing
Content Knowledge: Insect Communities Comprehension Skill: Compare and Contrast Phonemic Awareness: Distinguish Between Long e and /e/ Phonics and Spelling: Review Long e: e, ee; Syllables VC/CV Listening and Speaking: Follow Directions Fluency: Accuracy and Rate Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph	TE pp. 200a–201n SE pp. 200–201 Read Aloud Anthology Weekly Test pp. 103–108 Fresh Reads pp. 103–108	Standards 1 day Blocks 2 hours
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS Literature 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.</p> <p>CCSS Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS Language 1.b. Use common, proper, and possessive nouns.</p>		

CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Connect to Amazing Words</p> <ul style="list-style-type: none"> - Review and Check Amazing Words <p>Phonemic Awareness: Distinguish between vowel sounds long e and short e.</p> <p>Phonics: Review words with long e spelled e, ee.</p> <ul style="list-style-type: none"> - Review words with syllable pattern VC/CV. <p>Spelling Test: Words with Long e</p>	Teacher's Edition p.200a	30 minutes
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Small Group Time</p> <p>Listening and Speaking: Follow directions.</p> <ul style="list-style-type: none"> - Use good speaking and listening behaviors. <p>Vocabulary: Identify antonyms.</p> <p>Fluency: Read aloud fluently with accuracy and appropriate rate.</p> <p>Text-Based Comprehension: Compare and contrast elements of a story.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Poetry: Understand and identify alliteration.</p> <p>Assessment: Monitor Progress Routines</p>		30 minutes
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>

Conventions: Use and identify nouns in the context of a sentence. - Daily Fix-It Writing for Tests: Evaluate writing. - Mini-Lesson: Proofread for Nouns in Sentences - Quick Write for Fluency Routine Research and Inquiry: Present results of inquiry project. Wrap Up Your Week!	Activity, Story Sort Daily Fix-It	30 minutes
Assessment Checkpoints for the Week	Targeted Resources	Duration
Phonics: Long e: e, ee Phonics: Syllables VC/CV Comprehension Skill: Compare and Contrast High-Frequency Words	Teacher's Edition p.201n	
Unit Wrap Up	Targeted Resources	Duration
Unit 2 Wrap Up!: As it realates to each week's main selection, discuss the Big Question: What is a community? - Help children relate the Big Question theme to the selections and their own experiences. Unit 2 Assessment: Check Progress - Passage Comprehension - High-Frequency Words - Phonics - Writing Conventions - Writing - Fluency	Teacher's Edition p.201l	
Homework		My Notes

Objective	Materials	Pacing
<p>Domain: Number and Operations in Base Ten</p> <p>Objective: Read and write two-digit numbers as groups of 10 and some left over.</p> <p>Essential Understanding: Sets of 10 can be perceived as single entities. In a standard numeral, the tens are written to the left of the ones.</p>	<p>Connecting cubes</p> <p>eTool: Place-Value Blocks</p> <p>Tools4Math Workshop: Tens and Ones</p> <p>Assessment benchmark 5-8</p>	<p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1/2 day</p>
National Standards		
1.NBT.2.a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.”		
Daily Common Core Review	Targeted Resources	Duration
Daily Common Core Review	Go to Teacher's Edition	
Develop the Concept Interactive	Targeted Resources	Duration
Problem-Based Interactive Learning: Children will count concrete objects by ones, then form groups of 10 and leftovers.		
Develop the Concept Visual	Targeted Resources	Duration
Visual Learning Bridge		
Develop the Concept Practice	Targeted Resources	Duration
Guided Practice		
Close and Assess	Targeted Resources	Duration
Quick Check		
Differentiate	Targeted Resources	Duration
Intervention, On-Level, and Advanced Center Activities: Teacher's Edition		
Enrichment Master 8-		

**Benchmark
Assessment 5-8**