

Carrie Waters' Week of: October 10-14, 2022, Whole Group Lesson Plans

*for additional curriculum information, please visit the district's resource
[Elementary Teaching Resources](#) or [Georgia Standards of Excellence](#)

GRAMMAR Unit 1 Review Designing Sentences Simple & Compound Sentences	READING Unit 2 Lessons 1, 2, 4, 5	WRITING Volume 2 Sessions 8-10	PHONICS Unit 2 Week 1 Lessons 3-5 Long O: Vowel Teams Cumulative Assessment	MATH Module 3 Lessons 16-18 Place Value Understanding	SOCIAL STUDIES The Creek & Cherokee
Monday- No School					
Tuesday					
<p>Standard(s): ELAGSE2Lf</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without 	<p>Standard(s): ELAGSERL1 ELAGSESL1 ELAGSESL3</p> <p>LT: I am learning to ask and answer questions.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> -I can generate and write relevant questions about a video and photo. -I can work with a partner to evaluate my questions. -I can listen actively. <p>Suggested Key Terms: key details, main idea,</p>	<p>Standard(s): ELAGSE2SL1 ELAGSE2SL4 ELAGSE2SL3</p> <p>LT: I am learning to collaborate with writing partners.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> *I can use my sketches as a guide to practice what I will teach. *I can teach my partner all I know about my topic. *I can actively listen to my partner teach me about their topic. 	<p>Standard(s): ELAGSE2RF3abcde ELAGSE2RF4abcd ELAGSE2L4bcd</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.</p> <p>I am learning to read and spell words with vowel teams.</p> <p>I am learning to read two-syllable long vowel words.</p> <p>I am learning to read words with common prefixes and suffixes.</p> <p>I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p>	<p>Standard(s): MGSE2.NBT.4</p> <p>LT: I am learning to compare two three-digit numbers.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the value of the hundreds, tens, and ones in each number I am comparing. <input type="checkbox"/> I can identify the greater number as the number with the most hundreds (if the number of hundreds is the same, the number with the most tens is greater; if the number of hundreds and tens is the same, the number with the most ones is greater.) <input type="checkbox"/> I can identify two 	<p>Standard(s): SS2G2</p> <p>LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify where the Creek cultures of the past lived on a map of Georgia. <input type="checkbox"/> I can identify where the Cherokee cultures of the past lived on a map of Georgia. <p>Lesson/Activity: Creek and Cherokee Powerpoint</p>

changing the meaning.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

Lesson/Activity:
Week 2 Lessons 6-7
TE pages 12-15

Review Declarative & Interrogative Sentences

Strategy: When to Use a Declarative or an Interrogative Sentence

1. **Think:** Do I want to make a statement? If yes, use a declarative sentence. End with a period.
2. **Think:** Do I want to ask a question? If yes, use an interrogative sentence. End with a question mark.

Example: Create a chart like the one below, filling in only the first two columns of the first two rows with declarative and interrogative sentences.

Use correct intonation as you read the Declarative Sentence row aloud and have students repeat.

Work with students to look at the example sentence carefully to come up with the purpose and punctuation to complete the row.

Ask guiding questions as needed. Continue with the interrogative sentence. Point out that the question word **how** shows it is a question.

Week 2: Session 6

Create a chart like the one below, filling in only the first two columns of the first two rows with declarative and interrogative sentences.

Use correct intonation as you read the Declarative Sentence row aloud and have students repeat. Work with students to look at the example sentence carefully to come up with the purpose and punctuation to complete the row. Ask guiding questions as needed.

Continue with the interrogative sentence. Point out that the question word **how** shows it is a question.

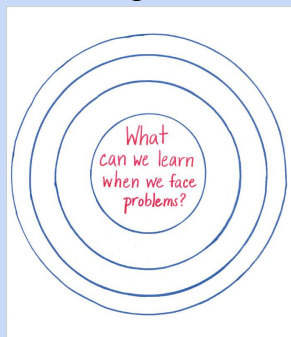
Sentence Type	Example	Purpose	Punctuation
Declarative	The Sahara is the world's largest desert.	Makes a statement	period (.)
Interrogative	How big is it?	Asks a question	question mark (?)
Imperative	Don't feed cat.	Gives a command	period (.)
Exclamatory	Look at me!	Shows strong feeling	exclamation mark (!)

character, text, title, questions, setting

Lesson/Activity:

Unit 2 Lesson 1
TE pages 58-61.

Students will write on sticky notes to place on the target chart.



*I can ask and answer questions to clarify understanding.

Suggested Key Terms:

collaborative, listening, respectful, discussions, remarks, clarifications, explanation, conversations

Lesson/Activity:

Volume 2, Week 2,
Session 8

Strategy: Talking About Sketches

1. Place sketch and writing in between you and your partner.
2. Tell your partner about the place/habitat you plan to teach about.
3. Point to each picture and explain what you plan on writing about that picture.
4. Listen for feedback and/or questions your partner may have.

SC: *I will know I am successful when...*

- ☐ I can identify the short vowel sounds.
- ☐ I can identify the long vowel sounds.
- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams) Ex. Can/Cane
- ☐ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ☐ I can identify the long vowel sounds.
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can determine the meaning of a word based on the prefix or suffix.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can read at the appropriate speed (not too fast or slow).

Suggested Key Terms:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound

numbers as equal if the number of hundreds, tens, and ones is the same.

- ☐ I can say/write comparison statements using words like "greater than," "more than," "less than," "fewer than," "equal to," "same as."
- ☐ I can use <, >, and = to write a comparison.
- ☐ I can explain my reasoning when I compare two numbers.

Suggested Key Terms:

compare, fewer, greater, more, less, one, ten, hundred, thousand, place value

Lesson/Activity:

Module 3 Lesson 16

TE pages 218-230

Comparing Two

Three-Digit Numbers

Compare two three-digit numbers with <, >, and =.

Problem Set 16:

Must Do:

#s 3d-k, 4 (End of Mod)

Could Do:

#s 1a-f, 3a-c

Extended:

#s 2a-j (N/A End of Mod)

			<p>correspondences, irregular, spelling patterns, inconsistent, expression, accuracy, partner reading, vowel pattern, high frequency words</p> <p>Lesson/Activity: Unit 2 Week 1 Long O: oa, o, oe, ow, o_e. Day 3, pgs. 64-67 Word Study Resource Book, pgs. 16-17 My Word Study, V1, p. 13</p> <p>Vowel team syllable type: long o</p> <ul style="list-style-type: none"> • Decode/Read Accountable Text “King Midas” • Spelling - Word Clues • Practice HFWs • Share and Reflect - Turn & Talk: Provide sentences using the word <i>said</i> 		
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Wednesday

<p>Standard(s): ELAGSE2Lf</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and 	<p>Standard(s): ELAGSE2RL5</p> <p>LT: I am learning to describe the overall structure of fiction texts.</p> <p>SC: <i>I know I am successful when...</i></p> <p>*I can recognize fiction texts.</p>	<p>Standard(s): ELAGSE2W2 ELAGSE2W5</p> <p>LT: I am learning to add details to my informational writing.</p> <p>SC: <i>I know I am successful when...</i></p> <p>*I can picture in my mind what I want to teach about.</p>	<p>Standard(s): ELAGSE2RF3abcde ELAGSE2RF4abcd ELAGSE2L4bcd</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read and spell words with vowel teams.</p>	<p>Standard(s): MGSE2.NBT.4</p> <p>LT: I am learning to compare two three-digit numbers.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the value of the hundreds, tens, and ones in each number I am comparing. <input type="checkbox"/> I can identify the greater number as the 	<p>Standard(s): SS2H2</p> <p>LT: I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe the tools
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compound sentences.
☐ I can use conjunctions to join two simple sentences and make them compound.
☐ I can expand sentences by adding details, combining, or revising sentences.
☐ I can rearrange parts of sentences without changing the meaning.

Suggested Key Terms:
 Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

Lesson/Activity:
Week 3 Lessons 11-12
TE pages 22-25
 Review Exclamatory & Imperative Sentences

Strategy: When to Use an Imperative or an Exclamatory Sentence

1. **Think:** Do I want this sentence to give a command or make a request? If yes, use an imperative sentence. End with a period.
2. **Think:** Do I want this sentence to show strong feeling? If yes, use an exclamatory sentence. End with an exclamation mark.

Example: Add the imperative and exclamatory sentences to the chart from Session 6. (yesterday's lesson)

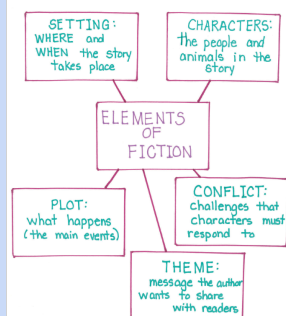
Point to the Imperative Sentence row. Read the sentence type aloud and have students repeat. Then, read aloud the example sentence, using the correct intonation. Have students repeat.

Ask questions to have students guide you into filling out the Purpose and Punctuation columns:
 *What is the purpose of this sentence?
 *What punctuation mark does it have?
 *What did you notice about the way I

*I can demonstrate knowledge of distinguishing characteristics of fiction.
 *I can identify and understand story elements, including character, plot, and setting.

Suggested Key Terms:
 describe, beginning, middle, end, story structure, introduces, concludes, events, sequence

Lesson/Activity:
Unit 2, Lesson 2,
pages 62-65.



*I can remember what I've read or seen about the topic.
 *I can add new sketches and labels.
 *I can write sentences that explain in words what I want to teach.

Suggested Key Terms:
 fact, definitions, detail, graphic features

Lesson/Activity:
Volume 2, Week 2,
Session 9

Strategy: Sketching More Details

1. *Picture an animal that lives in the habitat or place you are writing about.*
2. *Think about what you have read or seen before about this animal.*
3. *Ask yourself: "What about the animal might I include in my book? What details do I want to teach my reader about this habitat?"*
4. *Add to your sketch and labels. Or draw a new sketch that has the animal details you've come up with.*
5. *Begin writing sentences that explain in words the topics and details you drew in your sketch.*

I am learning to read two-syllable long vowel words.
 I am learning to read words with common prefixes and suffixes.
 I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I will know I am successful when...*
☐ I can identify the short vowel sounds.
☐ I can identify the long vowel sounds.
☐ I can recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams) Ex. Can/Cane
☐ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
☐ I can identify the long vowel sounds.

☐ I can recognize common spelling patterns that create long vowel sounds.
☐ I can cover parts of a word to determine the sounds and then blend them together.
☐ I can determine the meaning of a word based on the prefix or suffix.
☐ I can apply letter-sound knowledge to read grade-level text.

number with the most hundreds (if the number of hundreds is the same, the number with the most tens is greater; if the number of hundreds and tens is the same, the number with the most ones is greater.)
☐ I can identify two numbers as equal if the number of hundreds, tens, and ones is the same.
☐ I can say/write comparison statements using words like "greater than," "more than," "less than," "fewer than," "equal to," "same as."
☐ I can use <, >, and = to write a comparison.
☐ I can explain my reasoning when I compare two numbers.

Suggested Key Terms:
 compare, fewer, greater, more, less, one, ten, hundred, thousand, place value

Lesson/Activity:
 Module 3 Lesson 17
 TE pages 231-243
 Comparing Two Three-Digit Numbers
 Compare two three-digit numbers with <, >, and = when there are more than 9 ones or 9 tens.

Problem Set 17:
Must Do:

used by the Creek and Cherokee cultures of the past. ☐ I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.
☐ I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.
☐ I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

Lesson/Activity:
[Creek and Cherokee Powerpoint](#)

<p>said each sentence?</p> <p>Continue in a similar way with the exclamatory sentence.</p>			<p><input type="checkbox"/> I can read at the appropriate speed (not too fast or slow).</p> <p><u>Suggested Key Terms:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, expression, accuracy, partner reading, vowel pattern, high frequency words</p> <p><u>Lesson/Activity:</u> Unit 2 Week 1 Long O: oa, o, oe, ow, o_e. Day 4, pgs. 68-69 Word Study Resource Book, pgs. 16-17 My Word Study, V1, p. 13</p> <p>Vowel team syllable type: long o</p> <ul style="list-style-type: none"> • Read Multisyllabic Words • Decode Unknown Words by Analogy • Fluency & Transfer: Read Accountable Texts "King Midas" and/or "Willow and Toad" • Share and Reflect - Have students work with a partner to think of other words using the anchor word soak. 	<p>#s 1b,2b-d,3a-p (Extra Practice End of Mod) Could Do: #s 1a,1c,1d,2a Extended: #s 2e-j</p> <p>Note: If pacing is a problem... Consolidate 17 & 18 (Optional) Use Lesson 18 Activity for centers and strategy groups</p>	
<p>Thursday - STAR Lab (Mcdowell - Brewer 10:20)</p>					

<p>Standard(s): ELAGSE2Lf</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning. <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p> <p>Lesson/Activity: Week 3 Lesson 16-18 TE pages 32-37</p> <p>Review Making & Creating Compound Sentences</p>	<p>SKIPPING LESSON 3</p> <p>Standard(s): ELAGSE2RL2 ELAGSE2RL10</p> <p>LT: I am learning to recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> *I can paraphrase and retell texts in ways that maintain meaning and order. *I can recount folktales from diverse cultures. *I can determine the central message or lesson. <p>Suggested Key Terms: fables, folktales, diverse cultures, central message, lesson, key details, recount/retell, moral, sequential order</p> <p>Lesson/Activity: SKIPPING LESSON 3</p>	<p>Standard(s): ELAGSE2W2 ELAGSE2W5</p> <p>LT: I am learning to add details to my informational writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> *I can study a mentor text focusing on text features. *I can consider which text features would be best for my writing. *I can add text features to my writing. <p><u>Suggested Key Terms:</u> fact, definitions, detail, graphic features</p> <p>Lesson/Activity: Volume 2, Week 2, Session 10</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Strategy: Planning Out Text Features</p> <ol style="list-style-type: none"> 1. Reread through a writing mentor text. Look closely at the text features. 2. Ask yourself: "Which text features could best help teach about my topic?" 3. Draw the text feature that would help teach about your topic. </div>	<p>Standard(s): ELAGSE2RF3abcde ELAGSE2RF4abcd ELAGSE2L4bcd</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words. I am learning to read words with common prefixes and suffixes. I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words mean.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the short vowel sounds. <input type="checkbox"/> I can identify the long vowel sounds. <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable 	<p>Standard(s): MGSE2.NBT.4</p> <p>LT: I am learning to compare two three-digit numbers.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the value of the hundreds, tens, and ones in each number I am comparing. <input type="checkbox"/> I can identify the greater number as the number with the most hundreds (if the number of hundreds is the same, the number with the most tens is greater; if the number of hundreds and tens is the same, the number with the most ones is greater.) <input type="checkbox"/> I can identify two numbers as equal if the number of hundreds, tens, and ones is the same. <input type="checkbox"/> I can say/write comparison statements using words like "greater than," "more than," "less than," "fewer than," "equal to," "same as." <input type="checkbox"/> I can use <, >, and = to write a comparison. <input type="checkbox"/> I can explain my reasoning when I compare two numbers. <p><u>Suggested Key Terms:</u> compare, fewer, greater, more, less, one, ten,</p>	<p>Standard(s): SS2H2</p> <p>LT: I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe the tools used by the Creek and Cherokee cultures of the past. <input type="checkbox"/> I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived. <input type="checkbox"/> I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived. <input type="checkbox"/> I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived. <p>Lesson/Activity: Creek and Cherokee Powerpoint</p>
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Strategy: Make a Compound Sentence

1. Take two simple sentences.
2. Choose a joining word (**and, but, or, so, because**).
3. Replace the endmark in the first sentence with a comma.
4. Write the joining word after the comma.

Example: Display the chart below to help students understand the meaning and purpose of the joining words.

After discussing the chart, display the following sentences:

I like dogs. I like cats.

I like dogs, and I like cats.

Invite students to share what they notice about the sentences.

Elicit that the punctuation marks changed.

Then circle the joining word:

and

Ask: What do you notice about this sentence?

Explain that the two simple sentences were combined to make one compound sentence.

Week 3: Session 16

Display the chart below to help students understand the meaning and purpose of the joining words. After discussing the chart, display the following sentences: I like dogs. I like cats. I like dogs, and I like cats. Invite students to share what they notice about the sentences. Elicit that the punctuation marks changed. Then circle the joining word **and**. Ask: What do you notice about this sentence? Explain that the two simple sentences were combined to make one compound sentence.

Joining Word	Meaning	Example Sentence
and	Adds information	I like dogs, and I like cats.
but	Gives contrast	I like dogs, but I don't like cats.
or	Shows a choice	Do you like dogs, or do you like cats?
so	As a result	I don't like dogs, so I don't want a dog.

Strategy: Create a Compound Sentence

1. Take two simple sentences.
2. Pick a FANBOYS.
3. Change the endmark of the first sentence to a comma.
4. Put them in this order: sentence, FANBOYS sentence.

**Unit 2, Lesson 4,
pages 70-73.**

A Good Recounting of a Tale or Story...

Includes Setting

- Tell where and when.
- Describe the environment.
- Always tell when setting changes.

Includes Characters

- Who are the characters?
- What do they look like?
- How are they connected?

Retell Plot Events

- Retell only the important events.
- Retell them in order.
- Retell them in your own words.

Paraphrases the Central Message

- When possible, state the message, lesson, or moral of the story.

words (ie. sneaky e, vowel teams) Ex. Can/Cane

- ☐ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ☐ I can identify the long vowel sounds.
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can determine the meaning of a word based on the prefix or suffix.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can read at the appropriate speed (not too fast or slow).
- ☐ I can identify individual words within a compound word.
- ☐ I can identify the meaning of each individual word within a compound word.

Suggested Key Terms:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, expression,

hundred, thousand, place value

Lesson/Activity:

Module 3 Lesson 18

TE pages 244-254

Comparing Two

Three-Digit Numbers

Order numbers in different forms.

Problem Set 18:

Must Do:

#s 4a-f

(Strategy Group Intervention)

Could Do:

#s 1, 2, 3

(Center activity)

Extended: # N/A

Note: If pacing is a problem...

Consolidate 17 & 18 (Optional) Use Lesson 18 Activity for centers and strategy groups.

Note: Upcoming - Finding 1, 10, and 100 More or Less Than a Number

			<p>accuracy, partner reading, vowel pattern, high frequency words</p> <p>Lesson/Activity:</p> <p>Unit 2 Week 1</p> <p>Review & Assess</p> <p>Long O: oa, o, oe, ow, o_e.</p> <p>Day 5, pgs. 70-71</p> <p>Word Study Resource Book, pgs. 16-17</p> <p>My Word Study, V1, p. 13</p> <p>Review and Assess</p> <p>Vowel team syllable type: long o</p> <ul style="list-style-type: none"> Review for Fluency “King Midas” and/or “Willow and Toad” Circulate and listen in to readings. Model/Build Words - Long Oa Review Multisyllabic Words - Have students identify the vowel letters and sounds. (Stand for one sound and must stay one syllable) Point out -ing suffix and compound words. Spelling Patterns and Dictation - If time permits, have students write the sentence and underline the word. HFWs - have students Read, Say, Spell, & Write. 		
Friday - STAR Lab (Mcdowell - Henson 9:00)					
2nd Grade Field Trip	Standard(s):	2nd Grade Field Trip	Standard(s):	2nd Grade Field Trip	PBIS 9-Week

<p>Wesley United Methodist - The Everly Set Musical Concert 10:15 - 1:00</p>	<p>ELAGSE2RL3</p> <p>LT: I am learning to describe how characters in a story respond to major events and challenges.</p> <p>SC: <i>I know I am successful when...</i> <i>*I can identify internal and external character traits.</i> <i>*I can recognize the triggering/challenging events in a text.</i> <i>*I can describe what the characters do and say, and how they feel about the events.</i></p> <p>Suggested Key Terms: describe, major events, challenges, character, cause, effect, respond, traits</p> <p>Lesson/Activity: Unit 2, Lesson 5, pages 74-77. Weekly Assessment STAR Labs- Brewer & Scott</p>	<p>Wesley United Methodist - The Everly Set Musical Concert 10:15 - 1:00</p>	<p>ELAGSE2RF3abcde ELAGSE2RF4abcd ELAGSE2L4bcd</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words. I am learning to read words with common prefixes and suffixes. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can identify the short vowel sounds. <input type="checkbox"/> I can identify the long vowel sounds. <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams) Ex. Can/Cane <input type="checkbox"/> I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.) <input type="checkbox"/> I can identify the long</p>	<p>Wesley United Methodist - The Everly Set Musical Concert 10:15 - 1:00</p>	<p>Celebration</p>
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Character Traits

Action
- what they do

Dialogue
- what they say

Common Character Traits in Fiction

Kind shy trusting lonely selfish loyal
cruel proud hopeful smart funny brave

* Be ready to point to specific Evidence in the Text to support what you say about the characters.
Prove it!

vowel sounds.

- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can determine the meaning of a word based on the prefix or suffix.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can read at the appropriate speed (not too fast or slow).

Suggested Key Terms:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, expression, accuracy, partner reading, vowel pattern, high frequency words

Lesson/Activity:

Unit 2 Week 1

Day 4 - Spelling & Dictation

Cumulative Assessment

Long O: oa, o, oe, ow, o_e.

Days 1-5, pgs. 56-71

Review Word Study

Review Resource Book,

pgs. 16-17
Review My Word Study
V1, p. 13

float The toys **float** in the tub.
toe I hurt my **toe** when I kicked the ball.
roast Mom will make a **roast**.
broke I **broke** my glasses when I sat on them.
globe China looks close to California on this **globe**.
going Pat is **going** home.
both We **both** like dogs.
grow Plants **grow** in the sun.
bowl I had a **bowl** of soup.
throw **Throw** the ball to me.

Week 1

no
train
steak
spider
brisket

We slowly drove along
the road home.

Small Group:
• HFWs - Practice Spelling
• Independent Practice/
Partner Work - Fluency

RESEARCH AND INQUIRY PROJECT**Explore Variant Tales****Introduce**

Both “Great Girls’ Contest” and “Yeh-Shen” share story elements with the folktale “Cinderella.” A number of well-known themes appear again and again in tales like these from different cultures:

- Cinderella
- Beauty and the Beast
- Tortoise and the Hare
- Little Red Riding Hood

**Explore**

Your team has been assigned to explore the wide world of folktales. Pick a tale listed above, and research two variations on it. Tell where your variant tales are from and how they are like and different from the one you know best. Create three guiding questions to help you focus your research. Write your questions below.

1. _____

2. _____

3. _____

**Present**

What did you learn about variations on the classic folktale? With a partner or group, present your findings. For presenting, use an idea of your own, or one of these ideas:

- podcast interview
- news article
- editorial
- online slide show

	Student Goals	Teacher Support
WEEK 1	<ul style="list-style-type: none"> Consider the listed folktales, and choose one to research. Create guiding questions. Create a research plan and start researching. 	<ul style="list-style-type: none"> Work with groups who need assistance creating their guiding questions. Create a content library with sources about each folktale and its history, along with information about its appearance in cultural traditions, or arrange for groups to have library time.
WEEK 2	<ul style="list-style-type: none"> Use a variety of sources to research the tale and the history of its origins, as well as variants that exist in other cultures. Record, synthesize, and organize information from resources. Begin planning the presentation. 	<ul style="list-style-type: none"> Arrange for computer or tablet access to allow groups to do online research. You may also create a content bookshelf on Benchmark Universe. 🌐 Provide assistance to groups, as needed, to help brainstorm creative presentation ideas.
WEEK 3	<ul style="list-style-type: none"> Finish planning the presentation and establish whether any special equipment setup will be needed. Present the project. 	<ul style="list-style-type: none"> Check with students to see what equipment groups will need for their presentations. Groups doing a podcast interview, news article, editorial, or any technology-enhanced presentation may need extra help with equipment setup for their presentation.