Carrie Waters' Week of: January 23-27, 2023 - Whole Group Lessons Plans

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

GRAMMAR Unit 3 Weeks 3-4 Lessons 13-17 Verbs & Their Connection to Nouns Verb Tenses Past, Present, & Future Tenses	READING Unit 5 Technology & Invention Lessons 11-15 Unit 5 Assessment	WRITING Volume 4 Lessons 1-5 Poems with Perspective Immersion Week	PHONICS Unit 5 Week 3 Lessons 11-15 Vowel Team Syllables Vowel Teams - OU/OW Technology & Invention	MATH Module 5 Lessons 12-14 Mid-Module Review & Assessment Addition & Subtraction w/in 1,000 w/ Word Problems to 100	SCIENCE 3 States of Matter What is Matter? How does it change?

Monday

| Standard(s):
ELAGSE2L1b,d

LT: I am learning to make and use verbs when speaking or writing.
I am learning to use collective nouns correctly when speaking or writing. (elements a/b)

SC: *I know I am successful when:*
❏ I can define a verb.
❏ I can identify a verb.
❏ I can distinguish between different tenses of verbs (past, present, future).
❏ I can identify a past tense verb.
❏ I can recognize that some past tense verbs have irregular spellings.
❏ I can distinguish between different kinds of nouns (common/proper, | Standard(s):
ELAGSE2RI6

LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.

SC: *I know I am successful when:*
❏ I can identify the author's purpose based on what the author wants to describe.
❏ I can recognize the organizational pattern of cause and effect in an informational text.
❏I can discuss how the use of cause/effect text structure contributes to the author's purpose.

Lesson/Activity: | Standard(s):
ELAGSE2RL4

LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning.

SC: *I know I am successful when:*
❏ I can identify words or phrases that repeat or rhyme.
❏ I can describe how word choices can affect the meaning of a poem.
❏ I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.
❏ I can participate in discussions about rhyme, rhythm, alliteration, and repetition.
❏ I can try writing a poem | Standard(s):
ELAGSE2RF3b,e
ELAGSE2RF4d

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.
I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*
❏ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
❏ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
❏ I can read words | Standard(s):
MGSE2.NBT.7

LT: I am learning to add within 1000 using models.
I am learning to add within 1000 using written strategies.

SC: *I know I am successful when:*
❏ I can count the total number of ones (composing a ten if needed), the total number of tens (composing a hundred if needed), then the total number of hundreds (composing a thousand if needed).
❏ I can relate my model to a written method.
❏ I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare. | Standard(s):
S2P1c.

LT: I am learning how heating and cooling change matter.

SC: *I know I am successful when:*
❏ I can explain the different states of matter.
❏ I can describe the molecules in solids.
❏ I can describe the ways solids change shape.
❏I know that ice changes into a liquid through heating.

Lesson/Activity:
Intro: Crash Course Kids: What is Matter?
WG: "Matter Article"
Individual/Partner: "Matter: Identify, Explain, Describe" |

singular/plural).
❑ I can use frequently occurring irregular plural nouns.

<u>Suggested Key Terms:</u>
Parts of speech, verbs, irregular verbs, past tense, present tense, future tense, conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns

Lesson/Activity:
Unit 3 Week 3 Day 13
TE pages 134-135
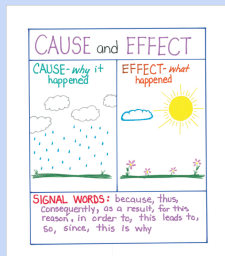Explore: Nouns & Verbs
Take a Stroll

Explore
Nouns and Verbs
Take a Stroll
Using verbs from this week and nouns from last week, compose sentences orally.

Partnerships refer to the noun word cards used in Session 8 and the verb list from Session 11. They use the nouns and verbs to develop oral or written sentences together.

Turn & Talk: *How can this subject and this verb work together to show something interesting?*
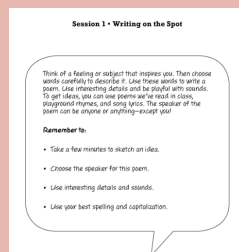

Unit 5, Lesson 11, TE pages 98-101.

CAUSE and EFFECT
CAUSE- why it happened   EFFECT- what happened

SIGNAL WORDS: because, thus, consequently, as a result, for this reason, in order to, this leads to, so, since, this is why

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on the spot.

Lesson/Activity:
Volume 4, Session 1, TE pages 10-11.
Write on the Spot.

Session 1 • Writing on the Spot

Think of a feeling or subject that inspires you. Then choose words carefully to describe it. Use these words to write a poem. Use interesting details and be playful with sounds. To get ideas, you can use poems we've read in class, playground rhymes, and song lyrics. The speaker of the poem can be anyone or anything—except you!

Remember to:
• Take a few minutes to sketch an idea.
• Choose the speaker for this poem.
• Use interesting details and sounds.
• Use your best spelling and capitalization.

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containing irregular vowel patterns.
❑ I can spell words containing irregular vowel patterns.

<u>Suggested Key Terms:</u>
word analysis, decode, long vowel, short vowel, spelling, sound, phonics, HFW, compound word common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 5 Week 3 Day 1
TE pages 244-247
Vowel Teams - OU/OW
Word Study Resource Book, pp. 58
My Word Study, Volume 1, p. 44

Read HFWs: *follow, girl, head, idea, kind, leave, might, next, often, paper.*

Vowel team syllable type: /ou/
• Spelling-Sound Correspondences
• Blend Words
• Transition to Multisyllabic Words
• Spelling Patterns Quick Check
• High-Frequency Words
• Share and Reflect

<u>Key Vocabulary:</u>
add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value

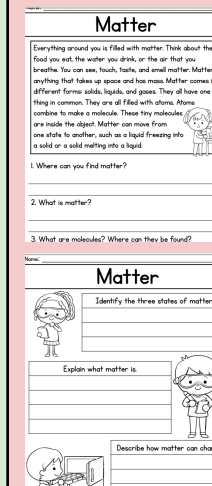Lesson/Activity:
Module 5 Lesson 12
TE pages 149-160
Strategies for Composing Tens and Hundreds Within 1,000: Choose and explain solution strategies and record with a written addition method.

Problem Set:
Must Do: 1, 2a, 2c
Could Do: 2b

ET: Name something that has matter.

Matter
Everything around you is filled with matter. Think about the food you eat, the water you drink, or the air that you breathe. You can see, touch, taste, and smell matter. Matter is anything that takes up space and has mass. Matter comes in different forms: solids, liquids, and gases. They all have one thing in common. They are all filled with atoms. Atoms combine to make a molecule. These tiny molecules are inside the object. Matter can move from one state to another, such as a liquid freezing into a solid or a solid melting into a liquid.

1. Where can you find matter?

2. What is matter?

3. What are molecules? Where can they be found?

Matter
Identify the three states of matter.

Explain what matter is.

Describe how matter can change.

Pose a challenge, as needed: "That noun and verb almost match. "Can you find a verb that is close to that one but fits better with that noun?" Students will work to create sentences with subject-verb agreement.

Tuesday

Standard(s): **ELAGSE2L1b,d** LT: I am learning to make and use verbs when speaking or writing. I am learning to use collective nouns correctly when speaking or writing. (elements a/b) SC: *I know I am successful when:* ❑ I can define a verb. ❑ I can identify a verb. ❑ I can distinguish between different tenses of verbs (past, present, future). ❑ I can identify a past tense verb. ❑ I can recognize that some past tense verbs	Standard(s): **ELAGSE2L4** LT: I am learning to figure out the meaning of a word when a common affix is added. (un, re) SC: *I know I am successful when:* ❑ I can identify root words. ❑ I can identify common prefixes and suffixes and their meanings. ❑ I can break a word apart to find the meaning of an unknown word. Lesson/Activity: Unit 5, Lesson 12, TE pages 102-105.	Standard(s): **ELAGSE2RL4** LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning. SC: *I know I am successful when:* ❑ I can describe how word choices can affect the meaning of a poem. ❑ I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition. ❑ I can study two poems and determine their point of view. ❑I can participate in	Standard(s): **ELAGSE2RF3b,e** **ELAGSE2RF4d** LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words. SC: *I know I am successful when:* ❑ I can identify irregular vowel patterns (aw, ow/ou, oy/oi). ❑ I can identify the sounds for common vowel	Standard(s): **MGSE2.NBT.7** **MGSE2.NBT.8** **MGSE2.NBT.9** LT: I am learning to review and practice my addition and subtraction strategies I have learned thus far. SC: *I know I am successful when…* ❑ I can focus, try hard, and persist through problem solving. ❑ I am confident I can show what I know and do my best on my Mid-Module Assessment. Key Vocabulary: add, subtract, sum, total, difference, part-part-whole,	Standard(s): **S2P1c.** LT: I am learning how heating and cooling change matter. SC: *I know I am successful when:* ❑ I can explain the different states of matter. ❑ I can describe the molecules in solids. ❑ I can describe the ways solids change shape. ❑I know that ice changes into a liquid through heating. Lesson/Activity: Intro: ▶ States of Matter - …

have irregular spellings.
❏ I can distinguish between different kinds of nouns (common/proper, singular/plural).
❏ I can use frequently occurring irregular plural nouns.

Suggested Key Terms:
Parts of speech, verbs, irregular verbs, past tense, present tense, future tense, conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns

Lesson/Activity:
Unit 3 Week 3 Day 14
TE pages 136-137
Explore: Nouns & Verbs
Take Another Stroll

Teachers and students will review nouns & verbs.

Explore
Nouns and Verbs
Take Another Stroll
Partnerships use nouns and verbs from previous sessions to form the basis of sentences, then add their own words to make complete sentences.

Students and/or partnerships will work to use what they know to create written sentences using noun-verb pairs.

BUILD VOCABULARY:
USE ROOTS AND AFFIXES

Root Word
the most basic form of a word

Affix
word part added to the beginning or end of a root word - creates a new word with a new meaning

Prefix	*Suffix*
comes before the word	*comes after the word*
re- : "again"	*-est: "most"*
un- : "not"	*-er: "more than"*
dis- : "not"	*-ly: turns an adjective into an adverb*
	-ion/-tion/-sion: turns a verb into a noun
	-s/-es: makes a noun plural
	-ing: tells you a verb's action is happening right now

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shared writing.

Lesson/Activity:
Volume 4, Session 2, Part 1 and 2, TE pages 12-17. (point of view)

Learning Goals
WE WILL STUDY:
✓ How poets create characters with point of view
WE WILL WORK ON:
THE GOALS
✓ Writers write poems from different points of view.
✓ Writers come up with ideas for poems from the world around them.
✓ Writers use details to bring their poem to life.

Part 1- Studying mentor poems.
Part 2- Shared writing (coming up with a subject and speaker)

Strategy: Thinking Up Subjects
1. Think of how your body feels right now.
2. Think of something that made you laugh.
3. Think of something that interests you.

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teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
❏ I can read words containing irregular vowel patterns.
❏ I can spell words containing irregular vowel patterns.

Suggested Key Terms:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, common, HFW, spelling-sound correspondences, irregular, spelling patterns, inconsistent, choral-reading

Lesson/Activity:
Unit 5 Week 3 Day 2
TE pages 248-251
Vowel Teams - OU/OW
Word Study Resource Book, pp. 59
My Word Study, Volume 1, p. 45

Read HFWs: *follow, girl, head, idea, kind, leave, might, next, often, paper.*

Vowel team syllable type: /ou/
• Build Words
• Read Interactive Text "Keeping Food Cold"
• Spelling
• High-Frequency Words
• Share and Reflect

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place value, bundle, compose, decompose, difference, equal, equation, fewer, greater, ones, tens, hundreds, thousand, number line, missing addend

Lesson/Activity:
Module 5
TE pages 161-171
Mid-Module 5 Review:
Topics A–B (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)

Must Do: Review
Could Do: Topic Quiz A - Strategies for Adding and Subtracting Within 1,000.
https://docs.google.com/document/d/1Hz8VlFw9wQVC_jr3r8yIhcEfxQY_r54Xl4uUj0oXFGw/edit&
Topic Quiz B - Strategies for Composing Tens and Hundreds Within 1,000.
https://docs.google.com/document/d/1uJoccOL-Vc2IaEvz1izvszYaB1PzmrLUTk1uI_VHM28/edit

Mid-Module 5 Reviewer:
https://docs.google.com/presentation/d/1SrPN_2z74oMIA_k_QUtp9Z6Om_POCd1sMxKBhWlE_E8/edit#slide=id.p1

WG: Solids Article
Independent/Partner:
Solids: Drawing pictures/stating facts

ET: Name two solids.

Solids

Solids are one state of matter. A solid object holds its shape by itself. The molecules inside of a solid are very dense, or close together. Not all solids are the same. Some solids are very large and heavy, while others are smaller and lighter in weight. Some are soft, while others are hard. Some examples of solids are chairs, books, pencils, baseballs, and sticks. This rock on the right is a solid. If you could see the molecules within the rock, you would see they are packed together very closely. They do not move about.
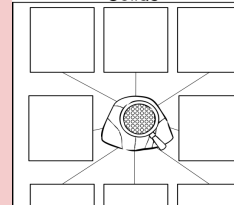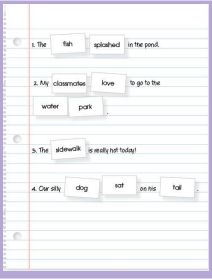
1. What is a solid?

2. What are molecules like inside of a solid?

3. Come up with your own list of five solids.

Name:
Draw pictures of solids or write facts about the state of matter.
Solids

Students will create oral sentences with the noun-verb pairing to which they add some of their own words. Each individual student in a partnership may develop sentences, and then partners may read their sentences to each other or jot them down in their grammar notebooks. Teachers will circulate providing advice, reminders, and additional resources, as needed with understanding the functions of nouns and verbs.					

Wednesday

| Standard(s):
ELAGSE2L1b,d

LT: I am learning to make and use verbs when speaking or writing.
I am learning to use collective nouns correctly when speaking or writing. (elements a/b) | Standard(s):
ELAGSE2RI2

LT: I am learning to identify the main topic (main idea) and the focus of each paragraph in a text. | Standard(s):
ELAGSE2RL4

LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning. | Standard(s):
ELAGSE2RF3b,e
ELAGSE2RF4d

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound | Standard(s):
MGSE2.NBT.7
MGSE2.NBT.8
MGSE2.NBT.9

LT: I am learning to show what I know and do my best on my Mid-Module Assessment. | Standard(s):
S2P1c.

LT: I am learning how heating and cooling change matter.

SC: *I know I am successful when:*
❑ I can explain the |

❑ I can define a verb.
❑ I can identify a verb.
❑ I can distinguish between different tenses of verbs (past, present, future).
❑ I can identify a past tense verb.
❑ I can recognize that some past tense verbs have irregular spellings.
❑ I can distinguish between different kinds of nouns (common/proper, singular/plural).
❑ I can use frequently occurring irregular plural nouns.

Suggested Key Terms:
Parts of speech, verbs, irregular verbs, past tense, present tense, future tense, conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns

Lesson/Activity:
Unit 3 Week 3 Day 15
TE pages 138-139
Reflect: Revisit the Goal

SC: *I know I am successful when:*
❑ I can identify important facts in a paragraph.
❑ I can gather important facts to identify the main topic and focus of a paragraph.
❑ I can gather important facts (ideas, details, and events) from many (multiple) paragraphs to identify the main topic.

Lesson/Activity:
Unit 5, lesson 13, TE pages 106-109.

Identify the Central Idea
· LOOK at the title, headings, and graphic features.
· READ the text and identify important evidence, details, and ideas.
· FOCUS on the topic of each section or paragraph.
· ASK: "What is this text mostly about?"
· STATE the central idea in your own words.

SC: *I know I am successful when:*
❑ I can describe how word choices can affect the meaning of a poem.
❑ I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.
❑ I can study two poems and determine their point of view.
❑I can participate in shared writing.

Lesson/Activity:
Volume 4, Session 3, Parts 1 and 2, TE pages 20-23.

Part1- Studying 2 more mentor poems.
Part 2- Shared writing to create a speaker's point of view.

Strategy: Creating a Speaker's Point of View
1. Say what you know about your subject.
2. Say what your speaker might know about the subject.
3. Jot down the speaker's point of view, or how the speaker feels about the subject.

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correspondences.
I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*
❑ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
❑ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
❑ I can read words containing irregular vowel patterns.
❑ I can spell words containing irregular vowel patterns.

Suggested Key Terms:
word analysis, decode, long vowel, short vowel, spelling, sound, phonics, HFW, whisper read, choral read, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 5 Week 3 Day 3
TE pages 252-255
Vowel Teams - OU/OW
Word Study Resource Book, pp. 60-61
My Word Study, Volume 1, p. 46

SC: *I know I am successful when…*
❑ I can focus, try hard, and persist through problem solving.
❑ I can accelerate my gains I have made thus far in Math.

Key Vocabulary:
add, subtract, sum, total, difference, part-part-whole, place value, bundle, compose, decompose, difference, equal, equation, fewer, greater, ones, tens, hundreds, thousand, number line, missing addend

Lesson/Activity:
Module 5
TE pages 161-171
Mid-Module 5 Assessment:
Topics A–B (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)
Must Do: ALL
Could Do: Modified Assessment

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different states of matter.
❑ I can describe the molecules in liquids.
❑ I can describe why liquids have no shape.
❑I know that ice changes into a liquid through heating.

Lesson/Activity:
Intro:
▶ States of Matter - L…
WG: Liquid Article

Independent/Partner:
Liquids: Drawing pictures/stating facts

ET: Name 3 liquids

Reflect **Revisit the Goal** Pause and share what we have learned so far about nouns and verbs and what we still want to know about nouns and verbs. **Nouns and Verbs** What We Have Discovered... A NOUN names a person, place, or thing. Types: – singular – proper – plural – collective – common A VERB tells an action or a state of being. Examples: the child → singular noun laughs. and verb Nouns and verbs work together in sentences. The children → plural noun laugh. and verb Now, We Would Like to Know... Do nouns change when verb tenses change? Students will work to reflect on discoveries of nouns and verbs. Whole Group: List larger conclusions about nouns and verbs students would want to remember and use. Discuss these conclusions as well as any remaining questions. Teachers will support students in highlighting their own learning about nouns and verbs so far.			Practice HFWs: *follow, girl, head, idea, kind, leave, might, next, often, paper.* **Vowel team syllable type: /ou/** • Read Accountable Text "Music for Joy" • Spelling • High-Frequency Words • Share and Reflect		
Thursday					
Standard(s): **ELAGSE2L1d**	Standard(s): **ELAGSE2RL4**	Standard(s): **ELAGSE2W5**	Standard(s): **ELAGSE2RF3b,e** **ELAGSE2RF4b,c,d**	Standard(s): **MGSE2.NBT.7** **MGSE2.NBT.9**	Standard(s): **S2P1c.**

LT: I am learning to make and use verbs when speaking or writing.

SC: *I know I am successful when:*
❏ I can define a verb.
❏ I can identify a verb.
❏ I can distinguish between different tenses of verbs (past, present, future).
❏ I can identify a past tense verb.
❏ I can recognize that some past tense verbs have irregular spellings.

<u>Suggested Key Terms:</u>
Parts of speech, verbs, irregular verbs, past tense, present tense, future tense

Lesson/Activity:
Unit 3 Week 4 Day 16
TE pages 140-141
Explore: Simple Verb Tenses

Explore
Simple Verb Tenses
Share sets of similar sentences that use the simple verb tense in the past, present, and future. Partnerships explore the sentences and jot down discoveries in their grammar notebooks.

Students and/or partnerships will explore sentences with verbs in

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LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.

SC: *I know I am successful when:*
❏ I can identify words or phrases that repeat or rhyme.
❏ I can participate in discussions about rhyme, rhythm, alliteration, and repetition.

Lesson/Activity:
Unit 5, Lesson 14, TE pages 110-113.

FEATURES OF POETRY
LINE: a group of words appearing together in a row
STANZA: a group of lines of poetry that form a unit together; poems are structured by stanzas
RHYME: words that have the same ending sound
RHYTHM: beat that is expressed through stressed and unstressed syllables
ALLITERATION: words close together that have the same starting sound
REPETITION: repeated words, phrases, or lines
FIGURATIVE LANGUAGE: language that shows something other than what the words literally mean

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LT: I am learning to focus on a topic in my writing.

SC: *I know I am successful when:*
❏ I will identify a clear topic (not too broad or too narrow).
❏ I can sketch an idea for a poem.
❏ I will write text of a length appropriate to address the topic.

Lesson/Activity:
Volume 4, Session 4, TE pages 28-31.

Strategy: Sketching Out an Idea
1. Try out a subject you know something about.
2. Sketch it on paper.
3. Add words to the sketch.

too tight! ouch!
New shoes

Sketching an Idea for a Poem Example

LT: I am learning to recognize and read grade-appropriate irregularly spelled words.
I am learning to use words in a sentence to help me understand or self-correct words I do not know.
I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*
❏ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
❏ I can apply letter-sound knowledge to decode words.
❏ I can read words containing irregular vowel patterns.
❏ I can apply letter-sound knowledge to read grade-level text.

<u>Suggested Key Terms:</u>
word analysis, decode, long vowel, short vowel, spelling, sound, phonics, HFW, whisper read, choral read, fluency, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 5 Week 3 Day 4
TE pages 256-257

LT: I am learning to subtract within 1000 using place value models.
I am learning to explain my addition and subtraction strategies.

SC: *I know I am successful when:*
❏ I can model the total (place value chart, straws and bundles, chip models, etc.).
❏ I can use place value and math language to explain why my strategy works.

<u>Key Vocabulary:</u>
add, subtract, sum, total, difference, part-part-whole, place value, bundle, compose, decompose, difference, equal, equation, fewer, greater, ones, tens, hundreds, thousand, number line, missing addend

Lesson/Activity:
Module 5 Lesson 13
TE pages 174-185
Strategies for Decomposing Within 1,000: Relate manipulative representations to the subtraction algorithm and use addition to explain why the subtraction method works.

<u>**Problem Set:**</u>
Must Do:

LT: I am learning how heating and cooling change matter.

SC: *I know I am successful when:*
❏ I can explain the different states of matter.
❏ I can describe the molecules in a gas.
❏ I know that water changes into a gas through heating.

Lesson/Activity:
Intro:
▶ States of Matter - (…
WG: Gases Article

Independent/Partner:
Gases: Explain, Identify

ET: What is the name for water when it is a gas?

Gases
Gases are a state of matter. The molecules in gases are spread apart. Gases cannot hold their own form. They do not have their own shape. A gas floats and spreads out in all directions. It spreads out until it fills the total area that it is within, such as air in a huge room or your breath inside a balloon. Most gases cannot be seen. Some examples of gases are the air that we breathe, steam from boiling water, and the contents of an empty box. Look at this empty jar, for example. It is filled with air, but since there is no lid, the gas floats within the jar and also outside of it.
1. Describe the molecules in a gas.
2. Does gas hold its own shape? Explain.
3. Come up with your own list of three gases.

Name:
Gases

Explain the shape.	Identify some examples.	How does it change states?

the past, present, and future tenses. Differentiation: Teachers may focus on all the present-tense sentences and then the same with past-tense sentences and future-tense sentences. Students will jot down and share their discoveries about the tenses as they note the change in meaning when the tense changes.			<mark>Vowel Teams - OU/OW</mark> Word Study Resource Book, pp. 60-61 My Word Study, Volume 1, p. 46 Read HFWs: *follow, girl, head, idea, kind, leave, might, next, often, paper.* Vowel team syllable type: /ou/ • Read Multisyllabic Words • Decode by Analogy • Read Accountable Text "Music for Joy" and/or "Robots" • Share and Reflect	1b, 2b, 2e, 2g, 2h, 2j Could Do: 1a, 2c, 2d, 2f, 2i Enrichment: App. Prob. - Solve using two different strategies. Prob. Set #2j. Write a word problem that matches the number problem.	

Friday

| Standard(s):
ELAGSE2L1d

LT: I am learning to make and use verbs when speaking or writing. | Standard(s):
ELAGSE2SL1

LT: I am learning to participate in collaborative conversations about second grade topics. | Standard(s):
ELAGSE2W5

LT: I am learning to focus on a topic in my writing.

SC: *I know I am* | Standard(s):
ELAGSE2RF3b,e
ELAGSE2RF4b,d

LT: I am learning to identify words that do not follow regular spelling | Standard(s):
MGSE2.NBT.7
MGSE2.NBT.9

LT: I am learning to subtract within 1000 using place value models. | Standard(s):
<mark>Reading Intercession</mark>

Lesson/Activity:
<mark>SMALL GROUP READING- TEACHER SELECTED STRATEGY</mark> |

Column 1 (purple):

SC: *I know I am successful when:*
- ❏ I can define a verb.
- ❏ I can identify a verb.
- ❏ I can distinguish between different tenses of verbs (past, present, future).
- ❏ I can identify a past tense verb.
- ❏ I can recognize that some past tense verbs have irregular spellings.

<u>Suggested Key Terms:</u>
Parts of speech, verbs, irregular verbs, past tense, present tense, future tense

Lesson/Activity:
Unit 3 Week 4 Day 17
TE pages 142-143
Teach: Past, Present, & Future Tenses

Teach
Past, Present, and Future Tenses
Create an anchor chart that explains the past, present, and future tenses, and shows how to make sentences using the past and future tenses.
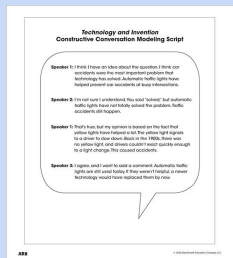
State the Purpose:
Verbs also tell when the action happens. Today we are going to write sentences with past-tense, present-tense, and future-tense verbs.

Column 2 (blue):

SC: *I know I am successful when:*
- ❏ I can listen to and share ideas.
- ❏ I can support and build ideas with evidence from the text.
- ❏ I can ask questions to clarify understanding.

Lesson/Activity:
Unit 5, Lesson 15, TE pages 114-117.
Unit 5 Assessment

Technology and Invention
Constructive Conversation Modeling Script

Column 3 (red/pink):

successful when:
- ❏ I will identify a clear topic (not too broad or too narrow).
- ❏ I can sketch an idea for a poem.
- ❏ I will try out different speakers for my poem.
- ❏ I will write text of a length appropriate to address the topic.

Lesson/Activity:
Volume 4, Session 5, TE pages 32-35.

Strategy: Finding a Speaker
1. Look at your sketch for ideas about speakers.
2. Think of anything your sketch reminds you of—it could be a story or another subject.
3. Use your ideas to try out some new speakers.
4. Choose the speaker you want for your poem.
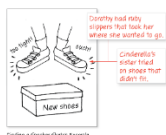
Finding a Speaker Sketch Example

Column 4 (yellow):

patterns (inconsistent) but have common spelling-sound correspondences.
I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*
- ❏ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
- ❏ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ❏ I can read words containing irregular vowel patterns.
- ❏ I can spell words containing irregular vowel patterns.

<u>Suggested Key Terms:</u>
word analysis, decode, long vowel, short vowel, spelling, sound, phonics, HFW, fluency, compound word, accuracy, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 5 Week 3 Day 5
TE pages 258-259
Review & Assess
Word Study Resource

Column 5 (green):

I am learning to explain my addition and subtraction strategies.

SC: *I know I am successful when:*
- ❏ I can model the total (place value chart, straws and bundles, chip models, etc.).
- ❏ I can use place value and math language to explain why my strategy works.

<u>Key Vocabulary:</u>
add, subtract, sum, total, difference, part-part-whole, place value, bundle, compose, decompose, difference, equal, equation, fewer, greater, ones, tens, hundreds, thousand, number line, missing addend

Lesson/Activity:
Module 5 Lesson 14
TE pages 186-200
Strategies for Decomposing Within 1,000: Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

Problem Set:
Must Do: 1a, 1c, 1d, 1e
Could Do: 1b
Extended: 2

Teachers will say, model the strategy, and say the strategy again.

Strategy: Writing Sentences with Verb Tenses

Decide the action and when the action happens.

Refer to the chart to help you choose the verb tense that fits.

Write your sentence.

Double-check your tense with the chart.

Teachers and students will work to create and anchor chart or a similar reference where it will be visible to students as they create sentences while exploring verbs.

Verb Tenses
A verb tense tells when the action happens.

happening now → I jump. ← present tense
already happened → I jumped. ← past tense
happening later → I will jump. ← future tense

To form the past tense?
Usually add -ed   walk—walked   help—helped
Irregular verbs have   go—went   catch—caught
their own special
past-tense forms.

To form the future tense?
Add will   will teach   will jump   will run
to the verb.   will go   will eat   will play

Teachers will provide students with the following verbs: look, talk, teach, play, hide.

In partnerships, students can try out the strategy in their grammar notebooks as they choose two of these verbs and write sentences to show the present, past, and future tenses.

Book, pp. 60-61
My Word Study, Volume 1, p. 46

Read HFWs: *follow, girl, head, idea, kind, leave, might, next, often, paper.*

Review and Assess Vowel team syllable type: /ou/
• Read Accountable Text "Music for Joy" and/or "Robots"
• Build Words
• Review Multisyllabic Words
• Spelling Patterns and Dictation
• High-Frequency Words

• Cumulative Assessment

Enrichment: #2.
Write a word problem that matches the number problem.