

## Carrie Waters' Week of: January 30-February 03, 2023 - Whole Group Lesson Plans

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

<b>GRAMMAR</b> Unit 3 Week 4 Exploring Verb Tenses Community Valentines Doors of History Contest Lessons 18-21	<b>READING</b> Unit 6 Tales That Teach Us Lessons 1-5	<b>WRITING</b> Volume 4 Poems with Perspective Writing From Different Points of View Sessions 6-10	<b>PHONICS</b> Unit 6 Week 1 Lessons 1-5 Vowel Team /oo/: oo, ui, ew, ue, u, ou, oe, u_e Tales That Teach Us	<b>MATH</b> Module 5 Lessons 15-19 Addition & Subtraction w/in 1,000 w/ Word Problems to 100	<b>SCIENCE</b> 3 States of Matter What is matter? How does it change?
<b>Monday</b>					
<p>Standard(s): <b>ELAGSE2L1b,d</b></p> <p>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)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a verb.</li> <li><input type="checkbox"/> I can identify a verb.</li> <li><input type="checkbox"/> I can distinguish between different tenses of verbs (past, present, future).</li> <li><input type="checkbox"/> I can identify a past tense verb.</li> <li><input type="checkbox"/> I can recognize that some past tense verbs have irregular spellings.</li> <li><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</li> </ul>	<p>Standard(s): <b>ELAGSER11 ELAGSESL1 ELAGSESL3</b></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"> <li><input type="checkbox"/> I can generate and write relevant questions about a video and photo.</li> <li><input type="checkbox"/> I can work with a partner to evaluate my questions.</li> <li><input type="checkbox"/> I can listen actively.</li> </ul> <p>Lesson/Activity: Unit 6, Lesson 1, TE pages 58-61. Introduce the unit.</p>	<p>Standard(s): <b>ELAGSE2W3 ELAGSE2W5</b></p> <p>LT: I am learning to focus on a topic in my writing and include details to describe actions, thoughts, and feelings.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I will identify a clear topic (not too broad or too narrow).</li> <li><input type="checkbox"/> I can determine a speaker for my poem.</li> <li><input type="checkbox"/> I can develop the speaker's point of view through thoughts, actions, and feelings.</li> </ul> <p>Lesson/Activity: Volume 4, Lesson 6, TE pages 36-39.</p>	<p>Standard(s): <b>ELAGSE2RF3b,e ELAGSE2RF4d</b></p> <p>LT: I am learning to read and spell words with vowel teams. 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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><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.)</li> <li><input type="checkbox"/> I can identify the difference between the different sounds of the</li> </ul>	<p>Standard(s): <b>MGSE2.NBT.7 MGSE2.NBT.9</b></p> <p>LT: I am learning to subtract within 1000 using place value models. I am learning to explain my addition and subtraction strategies.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can model the total (place value chart, straws and bundles, chip models, etc.).</li> <li><input type="checkbox"/> I can relate my model to a written method.</li> <li><input type="checkbox"/> I can use place value and math language to explain why my strategy works.</li> </ul> <p>Key Vocabulary: add, subtract, sum, difference, total, bundle, compose, decompose,</p>	<p>Standard(s): <b>S2P1a,c</b></p> <p>LT: I am learning to classify different objects according to physical properties. I am learning how heating and cooling change matter.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the different states of matter.</li> <li><input type="checkbox"/> I can explain the different states of matter.</li> <li><input type="checkbox"/> I can describe the molecules in solids, liquids, and gases.</li> <li><input type="checkbox"/> I can identify and describe different types of physical properties.</li> <li><input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility.</li> </ul>

☐ 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 4 Day 18

TE pages 144-145

Explore: Comparing Simple and Perfect Verb Tense

#### **Explore**

#### **Comparing Simple and Perfect Verb Tenses**

Review the sentence sets from Session 16 to which a sentence with a present-perfect verb has been added. Compare the similarities and differences.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Simply Perfect**

##### **Set 1**

I walk to school today.  
I walked to school yesterday.  
I will walk to school tomorrow.  
I have walked to school every day this week.

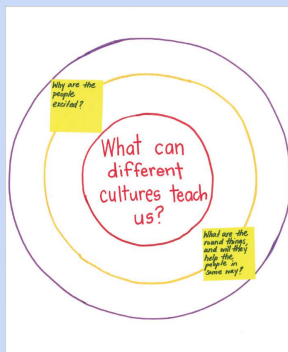
##### **Set 2**

The rabbit dashes across the field.  
The rabbit dashed across the field a few minutes ago.  
The rabbit will dash across the field later today.  
The rabbit has dashed across the field all day.

#### Discussion or Turn & Talk:

“ Why do some verbs have the word “have” or “has”?

How do these sentences show events that happen at



#### **Strategy: Writing from a Point of View**

1. Look at a sketch of your speaker. Draw one if you need to.
2. Think about your speaker's thoughts and feelings and about what they care about.
3. Add a speech bubble to your sketch.
4. Start drafting your poem.

same vowel or vowel team.

☐ I can read words containing irregular vowel patterns.

☐ I can spell words containing irregular vowel patterns.

#### Key Vocabulary:

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

#### Lesson/Activity:

Unit 6 Week 1 Day 1

TE pages 4-7

**Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u\_e**

Word Study Resource

Book, pp. 62

My Word Study, Volume 2, p. 02

#### **Read HFWs:**

**point, river, second, song, think, three, until, watch, white, young.**

#### **Vowel Team /oo/: oo, ui, ew, u\_e**

- Spelling-Sound Correspondences
- Blend and Build Words
- Transition to Multisyllabic Words
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

difference, equal, rename, unbundle, change, equation, place value

#### Lesson/Activity:

Module 5 Lesson 15

TE pages 202-212

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: 1b, 1c, 1d

Could Do: 1a, 1e

Extended: 2a-b

#### Lesson/Activity:

Intro:

Fairy Science: Solid...

Task: [States of Matter Identification](#)

Closing: [Move Like a State of Matter](#)

different times? Why, and when, would you choose each of these verbs?					
<b>Tuesday</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L1b,d</b></p> <p>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)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a verb.</li> <li><input type="checkbox"/> I can identify a verb.</li> <li><input type="checkbox"/> I can distinguish between different tenses of verbs (past, present, future).</li> <li><input type="checkbox"/> I can identify a past tense verb.</li> <li><input type="checkbox"/> I can recognize that some past tense verbs have irregular spellings.</li> <li><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</li> <li><input type="checkbox"/> I can use frequently occurring irregular plural nouns.</li> </ul> <p><u>Suggested Key Terms:</u> Parts of speech, verbs, irregular verbs, past tense,</p>	<p><b>Standard(s):</b> <b>ELAGSE2RL3</b> <b>ELAGSE2RL2</b></p> <p>LT: I am learning to connect to the characters in stories from diverse cultures.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read or listen to fables and folktales from diverse cultures.</li> <li><input type="checkbox"/> I can describe characters using character traits/feelings.</li> <li><input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges.</li> <li><input type="checkbox"/> I can use details and events from a story and explain the message (lesson/moral) the author is trying to teach me.</li> <li><input type="checkbox"/> I can think about and explain how this story relates to me.</li> </ul> <p><b>Lesson/Activity:</b> Unit 6, Lesson 2, TE pages 62-65.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RL4</b></p> <p>LT: I am learning to add details to my writing that supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define alliteration as sounds that repeat.</li> <li><input type="checkbox"/> I can identify alliteration in my poem.</li> <li><input type="checkbox"/> I can define onomatopoeia as words that name sounds (buzz, ding, pow)</li> <li><input type="checkbox"/> I can add alliteration and onomatopoeia to my poem to make it longer, stronger, and more entertaining.</li> </ul> <p><b>Lesson/Activity:</b> Volume 4, Lesson 7, TE pages 40-43.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3b,e</b> <b>ELAGSE2RF4d</b></p> <p>LT: I am learning to read and spell words with vowel teams. 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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><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.)</li> <li><input type="checkbox"/> I can identify the difference between the different sounds of the same vowel or vowel team.</li> <li><input type="checkbox"/> I can read words containing irregular vowel patterns.</li> <li><input type="checkbox"/> I can spell words containing irregular vowel</li> </ul>	<p><b>Standard(s):</b> <b>MGSE2.NBT.7</b> <b>MGSE2.NBT.9</b></p> <p>LT: I am learning to subtract within 1000 using place value models. I am learning to explain my addition and subtraction strategies.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can take away the number of tens being subtracted; if I do not have enough, I can decompose a hundred into ten tens.</li> <li><input type="checkbox"/> I can explain why another student's strategy is or is not correct.</li> </ul> <p><u>Key Vocabulary:</u> add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value</p> <p><b>Lesson/Activity:</b> Module 5 Lesson 16 TE pages 213-225 Strategies for Decomposing Within 1,000: Subtract from</p>	<p><b>Standard(s):</b> <b>S2P1a,c</b></p> <p>LT: I am learning to classify different objects according to physical properties. I am learning how heating and cooling change matter.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the different states of matter.</li> <li><input type="checkbox"/> I can explain the different states of matter.</li> <li><input type="checkbox"/> I can describe the molecules in solids, liquids, and gases.</li> <li><input type="checkbox"/> I can identify and describe different types of physical properties.</li> <li><input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility.</li> </ul> <p><b>Lesson/Activity:</b> <a href="#">Quizziz- Matter</a> <a href="#">Quizziz- Matter Matters</a></p>

present tense, future tense, conventions, grammar, nouns, irregular plural, usage, parts of speech, common noun

Lesson/Activity:  
Unit 3 Week 4 Day 19  
TE pages 146-147  
Teach: Adding “Have” & “Has”

Teach

Adding "Have" and "Has"

Explain the purpose and function of the present perfect tense, then show how to make a present-perfect-tense sentence by adding *have* or *has*.

State the Purpose

When you use a variety of verb tenses, you can help readers understand when events happen. Today we are going to talk more about another verb tense, the present-perfect tense.

Teach

Say the strategy, model the strategy, say the strategy again.

Strategy: Use the Present-Perfect in Sentences

1. Think about your action. If it started in the past but continues now, choose this tense.

2. Check the chart to see how to make this tense.

3. Write your sentence.

4. Double-check to make sure you have used the tense correctly.

Present-Perfect Tense

1. Think about your action. If it started in the past but continues now, choose this tense.

2. Use the past tense of the main verb.

3. Add the helping verb "has" or "have" before the main verb.

Examples: *has walked, have talked*

Sample Present-Perfect Sentences

My dog **(has barked)** here every day this week.


My friend **(has called)** on the phone for an hour.


helping verb


main verb

Provide students with the following verbs: *paint, clean, follow, answer, look.*

Make Connections

Connections between a text and the real world

Connections between a text and my own experiences

Connections between a text and another text

The end of \_\_\_\_\_ made me think of when \_\_\_\_\_ happened in the real world.

When I read about \_\_\_\_\_ it reminds me of when I \_\_\_\_\_.

The characters \_\_\_\_\_ and \_\_\_\_\_ remind me of the story \_\_\_\_\_.

Strategy: Adding Sounds to Poems

1. Read your draft and listen for sounds that repeat.

2. See if you can add more of the same sounds.

3. Try one or more of these suggestions for using sound:

4. Use a word that sounds like an action

5. Try some rhyming words

6. Repeat a word for effect

7. Tap out a beat for your words to follow

patterns.

Key Vocabulary:

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

Lesson/Activity:  
Unit 6 Week 1 Day 2  
TE pages 8-11  
Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u\_e  
Word Study Resource Book, pp. 63  
My Word Study, Volume 2, p. 03

Read HFWs:

*point, river, second, song, think, three, until, watch, white, young.*

Vowel Team /ō/: oo, ui, ew, u\_e

• Blend and Build Words

• Read Interactive Text "The Brothers Grimm"

• Spelling

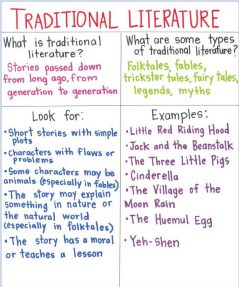
• High-Frequency Words

• Share and Reflect

multiples of 100 and from numbers with zero in the tens place.

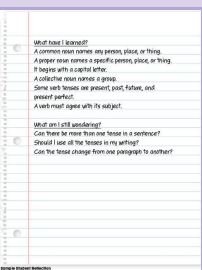
Problem Set:

Must Do: 1b,1c, 1e  
Could Do: 1a, 1d  
Extended: 2  
Enrichment: App. Prob.  
How does using a drawing help you understand the problem?


<p>In partnerships, ask students to try out the strategy in their grammar notebooks as they choose two of these verbs and write sentences to show the present-perfect tense.</p>					
<b>Wednesday</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L1b,d</b></p> <p>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)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a verb.</li> <li><input type="checkbox"/> I can identify a verb.</li> <li><input type="checkbox"/> I can distinguish between different tenses of verbs (past, present, future).</li> <li><input type="checkbox"/> I can identify a past tense verb.</li> <li><input type="checkbox"/> I can recognize that some past tense verbs have irregular spellings.</li> <li><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</li> <li><input type="checkbox"/> I can use frequently occurring irregular plural nouns.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RL2</b></p> <p>LT: I am learning to retell different types of stories to share what the author is trying to teach me.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify different genres (e.g., poetry, fables, folktales).</li> <li><input type="checkbox"/> I can read or listen to fables and folktales from diverse cultures.</li> </ul> <p><b>Lesson/Activity:</b> Unit 6, Lesson 3, TE pages 66-69.</p> 	<p><b>Standard(s):</b> <b>ELAGSE2RL4</b></p> <p>LT: I am learning to add details to my writing that supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe how word choices can affect the meaning of a story.</li> <li><input type="checkbox"/> I can describe things my speaker might taste, smell, hear, see, or feel (physically/ emotionally).</li> <li><input type="checkbox"/> I can add <u>sensory details</u> to my poem to make it longer, stronger, and more entertaining.</li> </ul> <p><b>Lesson/Activity:</b> Volume 4, Lesson 8, TE pages 44-47.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3b,e</b> <b>ELAGSE2RF4d</b></p> <p>LT: I am learning to read and spell words with vowel teams. 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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><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.)</li> <li><input type="checkbox"/> I can identify the difference between the different sounds of the same vowel or vowel team.</li> <li><input type="checkbox"/> I can read words containing irregular vowel</li> </ul>	<p><b>Standard(s):</b> <b>MGSE2.NBT.7</b> <b>MGSE2.NBT.9</b></p> <p>LT: I am learning to add and subtract 10 and 100 from a given number 100-900. I am learning to subtract within 1000 using place value models. I am learning to explain my addition and subtraction strategies.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can subtract 10 from numbers with the digit 0 in the tens place.</li> <li><input type="checkbox"/> I can take away the number of tens being subtracted; if I do not have enough, I can decompose a hundred into ten tens.</li> <li><input type="checkbox"/> I can explain why another student's strategy is or is not correct.</li> </ul> <p><b>Key Vocabulary:</b> add, subtract, sum, difference, total, bundle,</p>	<p><b>Standard(s):</b> <b>S2P1a</b></p> <p>LT: I am learning to classify different objects according to physical properties.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify and describe different types of physical properties.</li> <li><input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility.</li> </ul> <p><b>Lesson/Activity:</b> <i>Non Newtonian Fluids Introduction</i> <b>Intro:</b> Oobleck and Non-... <b>Read Aloud:</b> Bartholomew and ... <b>Closing: Intro to Oobleck Lab</b> How to Make OOB...</p>

<p><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</p> <p><b>Lesson/Activity:</b> Unit 3 Week 4 Day 20 TE pages 148-149 Reflect: Revisit the Goal</p> <div data-bbox="113 581 315 883"> <p><b>Reflect</b> <b>Revisit the Goal</b> Pause and share what we have learned so far and what we still want to know about types of nouns and different verb tenses.</p> </div> <p>Return to the unit goal and the original guiding questions and reflect on those.</p> <p>Students: In partnerships, discuss answers to these questions: “What have I learned so far about nouns and verbs? What am I still wondering about?”</p>		<div data-bbox="751 115 1014 354"> <p><i>Strategy: Adding Sensory Details</i></p> <ol style="list-style-type: none"> <li>1. Reread your draft and think about how the words make your body feel.</li> <li>2. See if you can add details that make the reader see, hear, smell, taste, or feel your words.</li> <li>3. Repeat this and see if you can add any more details.</li> </ol> </div>	<p>patterns. □ I can spell words containing irregular vowel patterns.</p> <p><u>Key Vocabulary:</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</p> <p><b>Lesson/Activity:</b> Unit 6 Week 1 Day 3 TE pages 12-15 <b>Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u_e</b> Word Study Resource Book, pp. 64-65 My Word Study, Volume 2, p. 04</p> <p><b>Practice HFWs:</b> <i>point, river, second, song, think, three, until, watch, white, young.</i></p> <div data-bbox="1066 1138 1255 1362"> <p><b>Vowel Team /ōō/: oo, ui, ew, u_e</b></p> <ul style="list-style-type: none"> <li>• Read Accountable Text “Hansel and Gretel”</li> <li>• Spelling</li> <li>• High-Frequency Words</li> <li>• Share and Reflect</li> </ul> </div>	<p>compose, decompose, difference, equal, equation, place value</p> <p><b>Lesson/Activity:</b> Module 5 Lesson 17 TE pages 226-237 Strategies for Decomposing Within 1,000: Subtract from multiples of 100 and from numbers with zero in the tens place.</p> <p><u>Problem Set:</u> Must Do: 1b,1c, 1e, 2 (EOM) Could Do: 1a,1d Extended: 2 Enrichment: #2. Solve this using a standard algorithm as well.</p>	
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## Thursday

<p><b>Standard(s):</b> <b>ELAGSE2SL6</b> <b>ELAGSE2L3</b></p> <p>LT: I am learning to produce complete sentences to provide detail or clarification when someone asks me a question. I am learning to compare formal and informal ways that people speak English.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can distinguish between complete and incomplete sentences.</li> <li><input type="checkbox"/> I can compare formal and informal uses of English.</li> <li><input type="checkbox"/> I can use correct grammar.</li> <li><input type="checkbox"/> I can use complete sentences to make my message clear.</li> <li><input type="checkbox"/> I can identify the appropriate times to use formal and informal English.</li> <li><input type="checkbox"/> I can adjust my use of</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define 'antonym' and 'synonym'.</li> <li><input type="checkbox"/> I can identify an antonym or synonym in texts.</li> <li><input type="checkbox"/> I can use prior knowledge to help determine the meaning of a word or phrase.</li> <li><input type="checkbox"/> I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.</li> </ul> <p><b>Lesson/Activity:</b> Unit 6, Lesson 4, TE pages 70-73.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RL4</b></p> <p>LT: I am learning to add details to my writing that supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe how word choices can affect the meaning of a story.</li> <li><input type="checkbox"/> I can describe things my speaker might taste, smell, hear, see, or feel (physically/ emotionally).</li> <li><input type="checkbox"/> I can add <u>descriptive language</u> to my poem to make it longer, stronger, and more entertaining.</li> </ul> <p><b>Lesson/Activity:</b> Volume 4, Lesson 9, TE pages 48-51.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3b,e</b> <b>ELAGSE2RF4d</b></p> <p>LT: I am learning to read and spell words with vowel teams. 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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><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.)</li> <li><input type="checkbox"/> I can identify the difference between the different sounds of the same vowel or vowel team.</li> <li><input type="checkbox"/> I can read words</li> </ul>	<p><b>Standard(s):</b> <b>MGSE2.NBT.7</b> <b>MGSE2.NBT.9</b></p> <p>LT: I am learning to subtract within 1000 using place value models. I am learning to subtract within 1000 using written strategies. I am learning to explain my addition and subtraction strategies.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can model the total (place value chart, straws and bundles, chip models, etc.).</li> <li><input type="checkbox"/> I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare.</li> <li><input type="checkbox"/> I can compare my strategy with others' strategies, naming what is the same and different.</li> </ul>	<p><b>Standard(s):</b> <b>S2P1a</b></p> <p>LT: I am learning to classify different objects according to physical properties.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify and describe different types of physical properties.</li> <li><input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility.</li> </ul> <p><b>Lesson/Activity:</b>  Let's Make Oobleck!</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Corn Starch</li> <li><input type="checkbox"/> Water</li> <li><input type="checkbox"/> Sandwich Ziploc Bags</li> <li><input type="checkbox"/> Food Coloring (Optional)</li> </ul> <p><b>Early Finishers:</b> <a href="#">States of Matter Word Search</a></p>
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formal and informal English for purpose, audience, and environment.

### Lesson/Activity:

Unit 3 Week 5 Day 21

TE pages 150-151

Transfer - Introduction to Week 5 Explore: Shared Writing - Nouns, Verbs, and Tenses

#### Explore

##### Shared Writing: Nouns, Verbs, and Tenses

Using a shared topic, write a few sentences trying out different types of nouns, verbs, and verb tenses explored in the unit.

Topics: Morningstar Community Valentines Activity or Celebrate Black History Month - Doors of History Contest: Historical Figure Connection

\*Remember to sign up via the [Google Sheet](#) and upload an image of your door to the [Doors of History Folder](#) for consideration.

ANTONYMS and SYNONYMS	
are opposite	are similar
naughty, polite	yell, shout
take, give	nasty, horrible
opposite, same	old, ancient
neat, messy	nice, friendly
young, old	yelp, bark
Means the opposite!	Means the same!

#### Strategy: Adding Descriptive Language

1. Reread your draft and think about how things feel or seem to the speaker.
2. Close your eyes and see what you can imagine.
3. Repeat this and see if you can add more descriptive language.

containing irregular vowel patterns.

□ I can spell words containing irregular vowel patterns.

#### Key Vocabulary:

orally, expression, accuracy, repeated reading, reader's theater, echo reading, choral reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

### Lesson/Activity:

Unit 6 Week 1 Day 4

TE pages 16-17

**Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u\_e**

Word Study Resource

Book, pp. 64-65

My Word Study, Volume 2, p. 04

#### Read HFWs:

**point, river, second, song, think, three, until, watch, white, young.**

#### Vowel Team /ōō/: oo, ui, ew, u\_e

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Hansel and Gretel" and/or "Mercury and the Ax"
- Share and Reflect

#### 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 Lesson 18

TE pages 238-249

Strategies for Decomposing Within 1,000: Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.

#### Problem Set:

Must Do: 1b, 2b, 3b, 5b

Could Do: 1a, 2a, 5a

Extended: 4

(Model Explanation)

Enrichment: App. Prob.

How does using a drawing help you understand the problem?

Prob. Set - Explain, in words, how to regroup across zeros.





#### Community Activity:

Students will use what they know about Nouns, Verbs, & Verbs Tenses to create Valentines for Morningstar.

#### Alternative:

Students will write about or list facts that represent their Historical Figure for the upcoming Doors of History Contest.

### Friday

Standard(s):  
**ELAGSE2SL6**  
**ELAGSE2L3**

LT: I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.  
I am learning to compare formal and informal ways

Standard(s):  
**ELAGSE2RL2**  
**ELAGSE2RI6**

LT: I am learning to identify the author's main purpose of a text to determine what they are trying to teach me (theme/central message).

Standard(s):  
**ELAGSE2W5**

LT: I am learning to use others' help to strengthen my writing through revising and editing.

SC: *I know I am successful when:*  
☐ I can work with a

Standard(s):  
**ELAGSE2RF3b**  
**ELAGSE2RF4bd**

LT: I am learning to read and spell words with vowel teams.  
I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

Standard(s):  
**MGSE2.NBT.7**  
**MGSE2.NBT.9**

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

#### **Reading Intercession**

Lesson/Activity:  
**SMALL GROUP READING-TEACHER SELECTED STRATEGY**

that people speak English.

SC: *I know I am successful when:*

- ☐ I can distinguish between complete and incomplete sentences.
- ☐ I can compare formal and informal uses of English.
- ☐ I can use correct grammar.
- ☐ I can use complete sentences to make my message clear.
- ☐ I can identify the appropriate times to use formal and informal English.
- ☐ I can adjust my use of formal and informal English for purpose, audience, and environment.

Lesson/Activity:

Unit 3 Week 5 Day 21

(continued)

TE pages 150-151

Transfer - Introduction to Week 5 Explore: Shared Writing - Nouns, Verbs, and Tenses

Explore

Shared Writing:  
Nouns, Verbs, and  
Tenses

Using a shared topic, write a few sentences trying out different types of nouns, verbs, and verb tenses explored in the unit.

Topics: Morningstar

SC: *I know I am successful when:*

- ☐ I can read or listen to fables and folktales from diverse cultures.
- ☐ I can use details and events from a story and explain the message (lesson/moral/theme) the author is trying to teach me.

Lesson/Activity:

Unit 6, Lesson 5,

TE pages 74-77.

Take Unit 6, Week 1 Assessment.

**DETERMINE THEME**

The theme of a story is the central message, lesson, or moral. Infer the theme using important details.

ASK: How do the characters grow?  
What ideas stay with me?  
What do the characters learn?  
What do the details make me think about?

COMMON THEMES

Crime doesn't pay. Overcoming the odds.  
Your own worst enemy. Love conquers all.  
Coming of age. Pride goes before a fall.

partner and share ideas.

- ☐ I can include interesting words and phrases that make my piece better.
- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.
- ☐ I can reread my writing to determine if there are additional changes I want to make.

Lesson/Activity:

Volume 4, Lesson 10,  
TE pages 52-55.

Strategy: Using Feedback to Revise

1. Let your partner know if there's anything you want to focus on.
2. Read your work slowly and clearly.
3. Give your partner a chance to say what they like about your work.
4. Give your partner a chance to ask you any questions, and use what your partner notices to make any changes you wish.
5. Switch roles and listen carefully to your partner.

SC: *I know I am successful when:*

- ☐ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ☐ I can spell words containing irregular vowel patterns.
- ☐ I can reread to improve my reading.

Key Vocabulary:

orally, expression, accuracy, repeated reading, reader's theater, echo reading, choral reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

Unit 6 Week 1 Day 5

TE pages 18-19

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Word Study Resource

Book, pp. 64-65

My Word Study, Volume 2, p. 04

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point, river, second, song, think, three, until, watch, white, young.

strategies.

I am learning to subtract within 1000 using place value models.

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- ☐ I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare.
- ☐ I can model both addends (place value chart, straws and bundles, chip models, etc.).
- ☐ I can model the total (place value chart, straws and bundles, chip models, etc.).

Key Vocabulary:

add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value

Lesson/Activity:

Module 5 Lesson 19

TE pages 250-259

Strategies for Decomposing Within 1,000: Choose and explain solution strategies and record with a written addition or subtraction method.

Problem Set:

Must Do: 1a-b, 2b, 2d

Could Do: 2a, 2c

Community Valentines  
Activity or Celebrate Black  
History Month - Doors of  
History: Historical Figure  
Connection

\*Remember to sign up via  
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door to the [Doors of History  
Folder](#) for consideration.



Community Activity:  
Students will use what they  
know about Nouns, Verbs,  
& Verbs Tenses to create  
Valentines for Morningstar.

Alternative:  
Students will write about or  
list facts that represent  
their Historical Figure for  
the upcoming Doors of  
History Contest.

**Review and Assess  
Vowel Team /ōō/: oo,  
ui, ew, u, e**

- Read Accountable Text  
"Hansel and Gretel"  
and/or "Mercury and  
the Ax"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling  
and Dictation
- High-Frequency Words
- Cumulative Assessment