Week of: February 13-17, 2023

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

GRAMMAR Unit 4 Week 1 Lessons 1-4 Illuminating Sentences: How to Use Adjectives, Adverbs, Pronouns, & Prepositions	READING Unit 6 Lessons 11-14 Tales That Teach Us	WRITING Volume 5 Lessons 2-5 Modeling Opinion Pieces	PHONICS Unit 6 Week 3 Lessons 11-15 Vowel Teams /ô/: aw, au, al, (w)a Tales That Teach	MATH Module 6 Lessons 4-7 Foundations of Multiplication and Division Formation of Equal Groups	SOCIAL STUDIES Georgians and Civil Rights Dr. Martin Luther King Jr.
Monday					
Standard(s): **ELAGSE2L1c, e** LT: I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c) I am learning to use adjectives and adverbs correctly when speaking or writing. SC: *I know I am successful when:* ❏ I can identify a pronoun. ❏ I can identify a reflexive pronoun. ❏ I can identify an adjective. ❏ I can identify an adverb. Key Vocabulary: pronoun, reflexive pronouns, adjectives, adverbs, nouns, verbs,	Standard(s): **ELAGSE2RL7** LT: I am learning to use information from the pictures and words in a text to understand characters, setting, and plot of a story. SC: *I know I am successful when*: ❏ I can determine the theme (central message) using supporting evidence. Lesson/Activity: Volume 6, Lesson 11, TE pages 98-101.	Standard(s): **ELAGSE2W1** LT: I am learning to write an opinion piece. SC: *I know I am successful when:* ❏ I can read opinion texts. ❏ I can find ideas for an opinion piece. ❏ I can sketch and write across pages. ❏ I can use convincing details. Lesson/Activity: Volume 5, Session 2, Parts 1 and 2, TE pages 12-17. *Strategy: Sketching an Idea* 1. Think about what you like or do not like. 2. Choose one thing you like or do not like. 3. Make a sketch that shows why you like or do not like that thing.	Standard(s): **ELAGSE2RF3b,e** **ELAGSE2RF4d** 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. SC: *I know I am successful when:* ❏ I can identify the sounds for common vowel teams. ❏ I can identify irregular vowel patterns (aw, ow/ou, oy/oi). ❏ I can read words	Standard(s): **MGSE2.OA.4** LT: I am learning to find the total number of objects in a rectangular array. SC: *I know I am successful when:* ❏ I can write a repeated addition equation to match the number of objects in each row, or the number of objects in each column, and solve to find the total. Key Vocabulary: pairs, groups, array, rows, columns, total, repeated addition, skip counting, tape diagram Lesson/Activity: Module 6 Foundations of Multiplication & Division	Standard(s): **SS2H1d** **SS2G2c** LT: I am learning about the life and contributions of Martin Luther King Jr. SC: *I know I am successful when:* ❏ I can describe the laws and attitudes in America and Georgia at the time of Dr. King's childhood. ❏ I can describe major events in Dr. King's life. ❏ I can describe Dr. King's contributions to the civil rights movement. Lesson/Activity: Intro: ▶ The Story of Martin … Read Aloud: Epic- Martin Luther King, Jr. Activity: MLK Word Search

modified, parts of speech.

Lesson/Activity:

Pre-Assessment: Adjectives, Adverbs, Pronouns, & Prepositions

Pre-Assessment

Pre-Assess: Adjectives, Adverbs, Pronouns, and Prepositions

Give a list of sentences. Ask students to write what they notice about the underlined words. Share goals.

Remember some important things about adjectives, adverbs, pronouns, and prepositions:

- **Adjectives** modify nouns. There are different types of adjectives. They answer the questions "What kind?" "How many?" and "Which one?"
- **Adverbs** modify verbs, adjectives, and other adverbs. Adverbs convey time and place and often answer the question "How?"
- **Pronouns** replace nouns in sentences. The unit will cover **subjective, objective, possessive, reflexive,** and **indefinite pronouns.**
- **Prepositions** show direction, location, or time, and are usually followed by an object. When combined, prepositions and their objects are called **prepositional phrases.**

Name: _____ Date: _____

Gathering Knowledge About Special Words
Read the sentences. Then write what you know or notice about the underlined words.

Sentence #1: I saw a small squirrel run up a tall tree. Then I saw an smaller squirrel run up an even taller tree.

Sentence #2: Yesterday, my sister cleaned her room quickly so she could play outside.

Sentence #3: Maggie gave her red pencil to Rory. "I don't need that one because I have another just like it," she said.

Sentence #4: The boy ran around the track in the park.

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)

Things I Like	Things I don't like
ice skating	watermelons
pizza	hot weather
drawing	scary stories
mystery stories	

Sketching an Idea Example

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

Lesson/Activity:

Vowel Team /ô/: aw, au, al, (w)a

Word Study Resource Book, p. 70
My Word Study, Volume 2, p. 08

Read HFWs: music, night, old, picture, sentence, spell, thought together, while, world

Vowel Team /ô/: aw, au, al, (w)a
- Spelling-Sound Correspondences
- Blend and Build Words
- Transition to Multisyllabic Words
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

Formation of Equal Groups

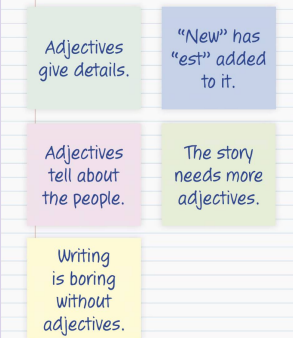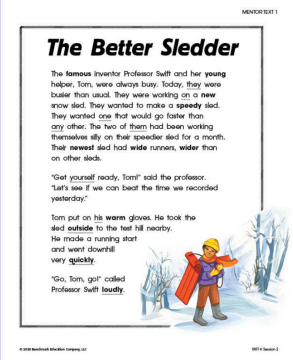Lesson 4: Represent equal groups with tape diagrams and relate to repeated addition.

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

Tuesday

Standard(s): **ELAGSE2L1e**	Standard(s): **ELAGSE2L4**	Standard(s): **ELAGSE2W1**	Standard(s): **ELAGSE2RF3b,e** **ELAGSE2RF4d**	Standard(s): **MGSE2.OA.4**	**Valentines Party**

Column 1 — ELAGSE2L1e

LT: I am learning to use adjectives and adverbs correctly when speaking or writing.

SC: *I know I am successful when:*
- ❏ I can identify an adjective.
- ❏ I can define an adjective.

Key Vocabulary:
adjectives, adverbs, nouns, verbs, modified, parts of speech.

Lesson/Activity:
Week 1 Immersion Lesson 2 TE pages 166-167 Look At A Mentor Text

Explore
Look at a Mentor Text
List out any observations about adjectives in Mentor Text 1.

Partnerships explore the mentor text and list their discoveries about adjectives in sentences.

Column 2 — ELAGSE2L4

LT: I am learning to use context clues or the strategies I know to figure out the meaning of a word or phrase.

SC: *I know I am successful when*:
- ❏ I can define 'antonym' and 'synonym'.
- ❏ I can identify an antonym or synonym in texts.
- ❏ I can use prior knowledge to help determine the meaning of a word or phrase.
- ❏ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

Lesson/Activity:
Unit 6, Lesson 12, TE pages 102-105.

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!

Column 3 — ELAGSE2W1

LT: I am learning to write an opinion piece.

SC: *I know I am successful when:*
- ❏ I can read opinion texts.
- ❏ I can find ideas for an opinion piece.
- ❏ I can write an opinion statement.
- ❏ I can use convincing details.

Lesson/Activity:
Volume 5, Session 3, parts 1 and 2, TE pages 18-21.

Strategy: Choosing from Many Ideas
1. Look at all of your ideas.
2. Ask yourself: "Which idea do I like the most? Which opinion has the best reasons?"
3. Choose the idea you think will work best.
4. Write the opinion statement on the first page of your opinion piece.

Column 4 — ELAGSE2RF3b,e / ELAGSE2RF4d

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.

SC: *I know I am successful when:*
- ❏ I can identify the sounds for common vowel teams.
- ❏ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
- ❏ I can read words containing irregular vowel patterns.
- ❏ I can spell words containing irregular vowel patterns.

Lesson/Activity:
Unit 6 Week 3 Day 2 TE pages 40-43
Vowel Team /ô/: aw, au, al, (w)a

Word Study Resource Book, p. 71

Column 5 — MGSE2.OA.4

LT: I am learning to construct and describe an array.

SC: *I know I am successful when:*
- ❏ I can construct an array given a number of rows/columns and the number of objects IN each row/column.
- ❏ When I am given a total, I can construct an array with equal rows and columns.

Key Vocabulary:
array, rows, columns, total, repeated addition, skip counting

Lesson/Activity:
Module 6 Foundations of Multiplication and Division Arrays and Equal Groups TE pages 64-74

Lesson 5: Compose arrays from rows and columns and count to find the total using objects.

Problem Set:
Must Do: 2, 3, 4, 6
Could Do: 1, 5
Extended: 7 (EOM)

They jot down their observations in their grammar notebooks and share their findings. Adjectives give details. "New" has "est" added to it. Adjectives tell about the people. The story needs more adjectives. Writing is boring without adjectives. MENTOR TEXT 1 **The Better Sledder** The **famous** inventor Professor Swift and her **young** helper, Tom, were always busy. Today, they were busier than usual. They were working on a **new** snow sled. They wanted to make a **speedy** sled. They wanted **one** that would go faster than any other. The two of them had been working themselves silly on their speedier sled for a month. Their **newest** sled had **wide** runners, **wider** than on other sleds. "Get yourself ready, Tom!" said the professor. "Let's see if we can beat the time we recorded yesterday." Tom put on his **warm** gloves. He took the sled **outside** to the test hill nearby. He made a running start and went downhill very **quickly**. "Go, Tom, go!" called Professor Swift **loudly**. © 2018 Benchmark Education Company, LLC UNIT 4 Session 2			My Word Study, Volume 2, p. 09 ***Read HFWs: music, night, old, picture, sentence, spell, thought together, while, world*** **Vowel Team /ô/: aw, au, al, (w)a** • Blend and Build Words • Read Interactive Text "Rumpelstiltskin" • Spelling • High-Frequency Words • Share and Reflect		
Wednesday					
Standard(s): **ELAGSE2L1e** LT: I am learning to use adjectives and adverbs correctly when speaking or writing. SC: *I know I am successful when:* ❑ I can define an adverb.	Standard(s): **ELAGSE2RL9** LT: I am learning to compare (same) and contrast (different) two stories from different cultures. SC: *I know I am successful when:*	Standard(s): **ELAGSE2W1** LT: I am learning to write an opinion piece. SC: *I know I am successful when:* ❑ I can read opinion texts. ❑ I can write an opinion statement. ❑ I can come up with	Standard(s): **ELAGSE2RF3b,e** **ELAGSE2RF4d** 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	Standard(s): **MGSE2.OA.4** LT: I am learning to find the total number of objects in a rectangular array. I am learning to construct and describe an array. SC: *I know I am successful when:*	Standard(s): **SS2H1d** **SS2G2c** LT: I am learning about the life and contributions of Martin Luther King Jr. SC: *I know I am successful when:* ❑ I can describe the laws and attitudes in America

❑ I can identify an adverb.

Key Vocabulary:
adverbs, nouns, verbs, modified, parts of speech.

Lesson/Activity:
Week 1 Immersion Lesson 3 TE pages 168-169 Look At A Second Mentor Text

Explore

Look at a Second Mentor Text

List out any observations about adverbs in Mentor Text 2.

Partnerships closely read the second mentor text and list their observations and discoveries about adverbs in the sentences.

Mentor Text 2

Adverbs end in "-ly" a lot.

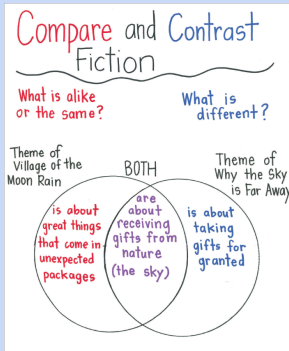Without adverbs, actions aren't as interesting.

Adverbs without "-ly" can be hard to notice.

Without adverbs, the time when things are happening isn't clear.

❑ I can identify the theme of a story.
❑ I can compare and contrast texts from different cultures.
❑ I can compare and contrast the theme of two different stories.

Lesson/Activity:
Unit 6, Lesson 13, TE pages 106-109.

Compare and Contrast Fiction

What is alike or the same?   What is different?

Theme of Village of the Moon Rain   BOTH   Theme of Why the Sky is Far Away

is about great things that come in unexpected packages   are about receiving gifts from nature (the sky)   is about taking gifts for granted

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reasons to support my opinion.
❑ I can use convincing details.

Lesson/Activity:
Volume 5, Session 4, parts 1 and 2, TE pages 22-25.

Strategy: Adding Reasons and Details

1. *Read your opinion statement.*
2. *Ask yourself, "Why do I have this opinion? What are my reasons?"*
3. *Sketch your reasons across pages. Each page can have one reason.*
4. *Add words to each page to state the reason.*
5. *Add convincing details to explain each reason.*

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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 the sounds for common vowel teams.
❑ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
❑ I can read words containing irregular vowel patterns.
❑ I can spell words containing irregular vowel patterns.

Lesson/Activity:
Unit 6 Week 3 Day 3 TE pages 44-47
Vowel Team /ô/: aw, au, al, (w)a

Word Study Resource Book, p. 72-73
My Word Study, Volume 2, p. 10

Practice HFWs:
music, night, old, picture, sentence, spell, thought together, while, world

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❑ I can write a repeated addition equation to match the number of objects in each row, or the number of objects in each column, and solve to find the total.
❑ I can describe the number of rows and columns in the array I created and write a repeated addition equation to match.

Key Vocabulary:
array, rows, columns, total, repeated addition, skip counting

Lesson/Activity:
Module 6 Foundations of Multiplication and Division Arrays and Equal Groups TE pages 75-85

Lesson 6: Decompose arrays into rows and columns and relate to repeated addition.

Problem Set:
Must Do: 1c-d, 2a-e
Could Do: 1a-b
Extended: 3a-e

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and Georgia at the time of Dr. King's childhood.
❑ I can describe major events in Dr. King's life.
❑ I can describe Dr. King's contributions to the civil rights movement.

Lesson/Activity
Martin Luther King, Jr. Tab Booklet

The First-Ever Phone Call [mentor text image]			**Vowel Team /ô/: aw, au, al, (w)a** • Read Accountable Text "The Legend of the Talking Feather" • Spelling • High-Frequency Words • Share and Reflect		

Thursday

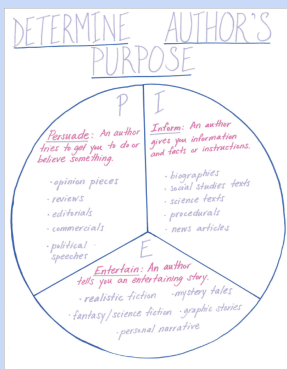| Standard(s): **ELAGSE2L1c**	Standard(s): **ELAGSE2RI6**	Standard(s): **ELAGSE2W1**	Standard(s): **ELAGSE2RF3b,e ELAGSE2RF4d**	Standard(s): **MGSE2.OA.4**	Standard(s): **SS2H1d SS2G2c**
LT: I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)	LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.	LT: I am learning to write an opinion piece.	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.	LT: I am learning to find the total number of objects in a rectangular array. I am learning to construct and describe an array.	LT: I am learning about the life and contributions of Martin Luther King Jr.
SC: *I know I am successful when:* ❏ I can define a pronoun. ❏ I can identify a pronoun. ❏ I can define a reflexive pronoun. ❏ I can identify a reflexive pronoun.	SC: *I know I am successful when:* ❏ I can define the author's purpose. ❏ I can use the facts from the text to support what the author wanted to answer, explain, or describe.	SC: *I know I am successful when:* ❏ I can read opinion texts. ❏ I can write an opinion statement. ❏ I can come up with reasons to support my opinion. ❏ I can use convincing details. ❏ I can write a concluding statement.	SC: *I know I am successful when:* ❏ I can identify the sounds for common vowel teams. ❏ I can identify irregular vowel patterns (aw, ow/ou, oy/oi). ❏ I can read words containing irregular vowel patterns.	SC: *I know I am successful when:* ❏ I can write a repeated addition equation to match the number of objects in each row, or the number of objects in each column, and solve to find the total. ❏ I can construct an array given a number of rows/columns and the number of objects IN each row/column. ❏ I can describe the number of rows and columns in the array I created and write a repeated addition	SC: *I know I am successful when:* ❏ I can describe the laws and attitudes in America and Georgia at the time of Dr. King's childhood. ❏ I can describe major events in Dr. King's life. ❏ I can describe Dr. King's contributions to the civil rights movement.
Key Vocabulary: conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns, reflexive pronouns					**Lesson/Activity** Martin Luther King, Jr. Tab Booklet
Lesson/Activity: Week 1 Immersion	Lesson/Activity: Unit 6, Lesson 14, TE pages 110-113. Unit 6 Assessment	Lesson/Activity: Volume 5, Session 5, parts 1 and 2, TE pages 26-29.			

Explore

Look Again at Mentor Texts

Notice differences and similarities in the use of pronouns and prepositions.

Note: Students may study a list of pronouns and prepositions before beginning their exploration of the two texts.

Partnerships lay the two mentor texts next to each other and compare how pronouns and prepositions are used by the authors. Students discuss what they notice about the pronouns and prepositions, and they jot down discoveries together.

DETERMINE AUTHOR'S PURPOSE

P I E

Persuade: An author tries to get you to do or believe something.
- opinion pieces
- reviews
- editorials
- commercials
- political speeches

Inform: An author gives you information and facts or instructions.
- biographies
- social studies texts
- science texts
- procedurals
- news articles

Entertain: An author tells you an entertaining story.
- realistic fiction
- mystery tales
- fantasy/science fiction
- graphic stories
- personal narrative

Strategy: Restating an Opinion

1. Read your opinion statement.
2. Ask yourself: "What is another way I could say this?"
3. Jot down a few ways to restate your opinion.
4. Choose the best one to end your opinion piece.

❑ I can spell words containing irregular vowel patterns.

Lesson/Activity:
Unit 6 Week 3 Day 4
TE pages 48-49
Vowel Team /ô/: aw, au, al, (w)a

Word Study Resource Book, p. 72-73
My Word Study, Volume 2, p. 10

Read HFWs:
music, night, old, picture, sentence, spell, thought together, while, world

Vowel Team /ô/: aw, au, al, (w)a
- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "The Legend of the Talking Feather" and/or "No Small Trick"
- Share and Reflect

If time permits,
Unit 6 Week 3 Day 5
TE pages 50-51
Vowel Team /ô/: aw, au, al, (w)a

Word Study Resource Book, p. 72-73
My Word Study, Volume 2, p. 10

Read HFWs:

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equation to match.

Key Vocabulary:
array, rows, columns, total, repeated addition, skip counting

Lesson/Activity:
Module 6 Foundations of Multiplication and Division Arrays and Equal Groups
TE pages 86-98

Lesson 7: Represent arrays and distinguish rows and columns using math drawings.

*May Omit Lesson 8 if needed - Create arrays using square tiles with gaps.
TE pages 99-111

Problem Set(s):
Must Do:
Lesson 7 - 1a-b, 3, 4 (ET)
Lesson 8 - 1, 3, 5, 6

Could Do: 2a-b
Lesson 8 - 2, 4
Extended: Lesson 7 - 5

Comparing Mentor Texts table (Same / Different) Sample Student Writing			*music, night, old, picture, sentence, spell, thought together, while, world* **Vowel Team /ô/: aw, au, al, (w)a** • "The Legend of the Talking Feather" and/or "No Small Trick" • Build Words • Review Multisyllabic Words • Spelling and Dictation • High-Frequency Words • Cumulative Assessment		

Friday- No School/Winter Break