

Carrie Waters' Week of: March 13-17, 2023 - Whole Group Lesson Plans

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

GRAMMAR Unit 4 Week 5 Lessons 21-25 Transfer/Shared Writing & Post Assessment	READING Wind and Water Shape the Land Unit 8 Lessons 2-5	WRITING Opinion Texts Lessons 21-24	PHONICS Unit 8 Week 1 Lessons 1-5 Irregular Plural Nouns Wind & Water Shape the Land	MATH Module 6 End of Module Review & Assessment Module 7 Lessons 1 & 2 Data & Graphing	SCIENCE Life Cycles of Plants & Animals
Monday - Teacher Workday/DISTRICT PL - No School For Students					
Tuesday					
<p>Standard(s): ELAGSE2L1c, e</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can distinguish between an adjective and an adverb. <input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing. <input type="checkbox"/> I can determine when to use a pronoun.</p>	<p>Standard(s): ELAGSE2RI2 ELAGSE2RI8</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify the main idea and key details of informational texts. <input type="checkbox"/> I can summarize informational texts by telling the most important points. <input type="checkbox"/> I can synthesize information by combining text details with my own ideas.</p>	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to use others' help to strengthen my writing through revising.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can choose a piece to revise as a letter. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can reread my writing to determine if there are additional changes I want to make.</p> <p>Lesson/Activity: Volume 5, Lesson 21, Pages 92-95.</p>	<p>Standard(s): ELAGSE2L1b ELAGSE2RF3a, d</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can define an irregular plural noun. <input type="checkbox"/> I can identify an irregular plural noun. <input type="checkbox"/> I can use frequently</p>	<p>Standard(s): MGSE2.OA.3 MGSE2.OA.4 MGSE2.G.2</p> <p>LT: I can work with equal groups of objects to gain foundations for multiplication.</p> <p>SC: <i>I know I am successful when:</i> I know I am successful when... <input type="checkbox"/> I can determine whether a group of objects has an even or odd number of members. <input type="checkbox"/> I can write number sentences to express the sum of even numbers. <input type="checkbox"/> I can use repeated addition to find the total number of objects arranged in an array.</p>	<p>Standard(s): S2L1a</p> <p>LT: I am learning about the life cycle of a plant.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant.</p> <p>Lesson/Activity: TPT Video- Introduction to Seed Dispersal Seed Dispersal Google</p>

☐ I can determine when to use a reflexive pronoun.

Key Vocabulary:

Adjectives, adverbs, nouns, verbs, modified, parts of speech, conventions, grammar, nouns, irregular plural, usage, common nouns, collective nouns, reflexive pronouns

Lesson/Activity:

Week 5 Transfer Day 21
Explore: Shared Writing:
Make A Fill-In-The Blank
Lesson 21, TE pgs. 204-205

Partnerships take a few minutes to browse their grammar notebooks for discoveries about adjectives, adverbs, and pronouns.

Invite students to participate in a shared writing Fill-in-the ____ activity.

Explore

Shared Writing: Make a Fill-in-the

As a class, fill in adjectives, adverbs, and pronouns in a Fill-in-the ____ about emperor penguins.

Lesson/Activity:

Unit 8, Combine Lessons 1 and 2. Introduce the unit with the video and proceed to Lesson 2, TE pages 62-65.

Summarize
Briefly retell the central idea and important details of a text.
- Use your own words.

For informational text, include:	For fiction, include:
- The central idea.	- Characters
- The most important details.	- Theme
	- Setting
	- Problem
	- Resolution

Synthesize
Combine information from the text with ideas from other texts or something you already know.
Use this strategy to come up with new ideas and understanding.

"Another text I've read about this topic is ____."
Using both texts, I've learned ____.

"A new idea I have is ____."
"I used to think ____, but now I think ____."

Strategy: Choosing a Piece to Revise

1. Read your drafts and think about which piece will make a good letter. Choose your favorite piece.
2. Think about who you would like to write your letter to. Start with "Dear ____."
3. Write your opinion in the first paragraph.
4. Find the most important reasons and convincing details to include in the letter.
5. End your letter by restating your opinion and why it matters. Sign your name.

occurring irregular plural nouns.

☐ I can recognize the spelling patterns that make vowels change sound in one syllable words.

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, nouns, irregular plurals

Lesson/Activity:

Unit 8 Week 1 Day 1
TE pages 108-111
Word Study Resource Book, p. 86
My Word Study, Volume 2, p. 20

Read HFWs: *against, certain, door, early, field, heard, knew, listen, morning, several.*

Irregular Plural Nouns

- Word Study
- Blend and Build Words
- Reading Big World Strategy
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

☐ I can write an equation to express the total as a sum of equal addends.

☐ I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Lesson/Activity:

Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division/The Meaning of Even & Odd Numbers
TE pages 269-277

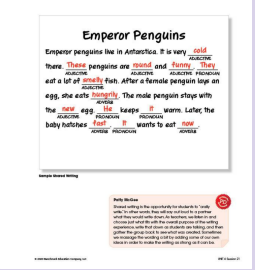
End of Module 6 Review
End-of-Module

Assessment Task: Topics A–D (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)

Must Do: [End of Module 6 Reviewer](#)

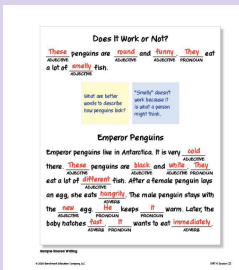
Could Do: [Topic Quiz C](#)

[Slide Show w/ Videos](#)

 <p>Alternate Activity: Partnerships write a few sentences of their own on a given topic.</p> <p>Students may omit any describing words or pronouns. Together, they add different adjectives, adverbs, or pronouns.</p>					
Wednesday					
<p>Standard(s): ELAGSE2L1e</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can distinguish between an adjective and an adverb. <input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing. <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2RI3</p> <p>LT: I am learning to describe the connection between ideas in a science text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain the connections between two or more scientific concepts and ideas in a text. <input type="checkbox"/> I can recognize how the use of cause-and-effect text structure supports the author's purpose. 	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to use others' help to strengthen my writing through revising.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write to a specific audience. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can reread my writing to determine if there are additional changes I want to make. 	<p>Standard(s): ELAGSE2L1b ELAGSE2RF3a, d</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.</p> <p>I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define an irregular 	<p>Standard(s): MGSE2.OA.3 MGSE2.OA.4 MGSE2.G.2</p> <p>LT: I can work with equal groups of objects to gain foundations for multiplication.</p> <p>SC: <i>I know I am successful when:</i></p> <p>I know I am successful when...</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine whether a group of objects has an even or odd number of members. <input type="checkbox"/> I can write number sentences to express the sum of even numbers. 	<p>Standard(s): S2L1a</p> <p>LT: I am learning about the life cycle of a plant.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant.

Explore
Shared Writing:
Rework a Fill-in-the

Review the previous day's Fill-in-the ___, notice its shortcomings, then redo it with some stronger adjectives and adverbs.





If using the Alternate Approach: Some students may have written their own sentences to use in Session 21. Have them return to those to revise.

Explore: Display the shared writing Fill-in-the ____ from Session 21. Students:

Talk and jot down notes, with a focus on what works and what doesn't about the chosen words in the Fill-in-the activity.

CAUSE and EFFECT

<p>CAUSE-why it happened</p> 	<p>EFFECT-what happened</p> 
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SIGNAL WORDS: because, thus, consequently, as a result, for this reason, in order to, this leads to, so, since, this is why

Strategy: Writing to a Specific Audience

1. Think about the person you are writing to. Think about his or her likes and dislikes.
2. Jot down his or her likes and dislikes.
3. Read your writing with these likes and dislikes in mind. Mark places you want to revise.
4. Revise your writing by adding the likes and dislikes.

- plural noun.
- ☐ I can identify an irregular plural noun.
- ☐ I can use frequently occurring irregular plural nouns.
- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable words.

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, nouns,
irregular plurals

Lesson/Activity:
Unit 8 Week 1 Day 2
TE pages 112-115

Word Study Resource
Book, p. 87
My Word Study, Volume 2,
p. 21

Read HFWS: against, certain, door, early, field, heard, knew, listen, morning, several.

- ☐ I can use repeated addition to find the total number of objects arranged in an array.
- ☐ I can write an equation to express the total as a sum of equal addends.
- ☐ I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Lesson/Activity:
Module 6 Foundations of
Multiplication and Division
Rectangular Arrays as a
Foundation for
Multiplication and
Division/The meaning of
Even & Odd Numbers
TE pages 269-277

End of Module 6
Assessment
End-of-Module
Assessment Task: Topics
A–D (assessment 1/2 day,
return 1/2 day,
remediation or further
applications 1 day)

Must Do: End of Mod 6 Assessment/Modified Assessment
Could Do: [End of Module 6 Reviewer](#) and/or [Topic Quiz D](#)

Lesson/Activity:
Seed Dispersal Mini Book
(will make copies for you)

If time allows: Seed Dispersal STEM activity (Make a Model of a Maple Seed) Pages 15-17

Discuss what revisions could be made to the shared writing and why. Participate in shared writing with revision.			Irregular Plural Nouns <ul style="list-style-type: none"> • Blend Build Words • Read Interactive Text "Dust Storm!" • Spelling • High-Frequency Words • Share and Reflect 		
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Thursday

Standard(s): ELAGSE2L1e LT: I am learning to use adjectives and adverbs correctly when speaking or writing. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can distinguish between an adjective and an adverb. <input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing. Lesson/Activity: Week 5 Transfer Day 23 Explore: Shared Writing: Create a Tool for Revising Adjectives & Adverbs Lesson 23, TE pgs. 208-209 Together, create a tool that will help with revising adjectives and adverbs. Some options are as	Standard(s): ELAGSE2L5 LT: I am learning to figure out the difference between words that have similar meanings. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can recognize that some words have very similar meanings (ie. synonyms). <input type="checkbox"/> I can tell the difference between closely related adjectives (e.g., thin, slender, skinny, scrawny). <input type="checkbox"/> I can tell the difference between closely related verbs (run, jog, trot, race). Lesson/Activity: Unit 8, Lesson 4, TE pages 70-73.	Standard(s): ELAGSE2W5 LT: I am learning to use others' help to strengthen my writing through revising. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use a revision checklist. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can reread my writing to determine if there are additional changes I want to make. Lesson/Activity: Volume 5, Lesson 23, Pages 100-103.	Standard(s): ELAGSE2L1b ELAGSE2RF3a, d LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read words with common prefixes and suffixes. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can define an irregular plural noun. <input type="checkbox"/> I can identify an irregular plural noun. <input type="checkbox"/> I can use frequently occurring irregular plural nouns. <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable	Standard(s): MGSE2.MD.6 MGSE2.MD.10 LT: I am learning to represent whole numbers on a number line. I am learning to collect data. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can create and label a number line (within 100) with equally spaced points. <input type="checkbox"/> I can organize the response data in a chart or table. <input type="checkbox"/> I can name the total for each category. <input type="checkbox"/> I can answer put-together, take-apart, and compare problems about my data. Key Vocabulary: number line, addition, subtraction, add, subtract, sum, difference, data,	Standard(s): S2L1a LT: I am learning about the life cycle of a plant. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant. Lesson/Activity: Video of Bumblebee collecting pollen Pollination Google SlideShow
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<p>follows: checklist, strategy, rhymes, diagrams, and charts.</p> <p>Invite partnerships to discuss what they think belongs in the tool. They jot down ideas in their grammar notebooks.</p> <div data-bbox="113 440 327 808"> <p>Explore</p> <p>Shared Writing:</p> <p>Create a Tool for Revising Adjectives and Adverbs</p> <p>Create a chart, checklist, mnemonic device, or other tool that helps with revising writing with adjectives and adverbs.</p> </div> <div data-bbox="113 852 405 1174"> <p>A.R.E. You Using the Best Word?</p> <p>→ Add adjectives and adverbs to describe.</p> <p>→ Replace adjectives and adverbs that are incorrect or unclear.</p> <p>→ Erase adjectives and adverbs that are not needed.</p> <p>A Closer Look at R in Replace:</p> <div data-bbox="163 1027 367 1112"> <p>Does the adjective or adverb tell EXACTLY what you mean?</p> </div> <div data-bbox="268 1027 367 1057"> <p>Is the adjective or adverb unclear or confusing?</p> </div> <div data-bbox="163 1068 262 1112"> <p>Does the adjective or adverb give enough information?</p> </div> <div data-bbox="268 1068 367 1112"> <p>Do you use the adjective or adverb all the time? Can you think of a different word?</p> </div> </div>

correctly when speaking or writing.

I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)

SC: *I know I am successful when:*

- ☐ I can distinguish between an adjective and an adverb.
- ☐ I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.
- ☐ I can determine when to use a pronoun.
- ☐ I can determine when to use a reflexive pronoun.

Lesson/Activity:

Week 5 Transfer Day 24

Explore: Try, Try Again:

Revising Sentences

Lesson 24, TE pgs. 210-211

Explore

Try, Try Again: Revising Sentences

Go back to a piece of writing and revise it to include adjectives, adverbs, pronouns, and prepositional phrases.

Have students review a

features to locate helpful parts (key facts or information) in a text.

SC: *I know I am successful when:*

- ☐ I can identify text features and their purposes.
- ☐ I can use captions to help me understand pictures and words on a page.
- ☐ I can recognize that words in bold highlight key ideas and concepts.
- ☐ I can use text features to preview text and to locate information quickly.

Lesson/Activity:

Unit 8, Lesson 5,

TE pages 74-77.

GRAPHICS AND TEXT FEATURES

FEATURE	PURPOSE
titles/headings	tell what a text or a section of a text is about
photographs/illustrations	provide visual information
captions	explain photographs
maps	show location
diagrams	show steps in a process or how something works
time line	a diagram that shows events in time order
bold and italic type	highlight important words and ideas

my writing through revising.

SC: *I know I am successful when:*

- ☐ I can reread to revise.
- ☐ 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 5, Lesson 24,
Pages 104-107.

Strategy: Rereading as the Reader

1. Read a section of your text, pretending you are the person reading it.
2. Ask yourself: "If I were my reader, would I find this really convincing?"
3. If the answer is "no," fix that part up. Ask yourself: "How can I make this stronger? Can I add another example or detail, or use more persuasive words?"
4. Make any changes and go on to the next section.

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

I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.

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

SC: *I know I am successful when:*

- ☐ I can use frequently occurring irregular plural nouns.
- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable words.
- ☐ I can reread to improve my reading.

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, nouns, irregular plurals

represent data on a picture graph or bar graph. I am learning to represent whole numbers on a number line.

SC: *I know I am successful when:*

- ☐ I can draw a picture graph.
- ☐ I can name the graph.
- ☐ I can label the four categories.
- ☐ I can create a symbol for each data point and show it with a key/legend.
- ☐ I can create and label a number line (within 100) with equally spaced points.

Key Vocabulary:

number line, addition, subtraction, add, subtract, sum, difference, data, picture graph, scale, analyze

Lesson/Activity:

Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Categorical Data
TE pages 35-47

Lesson 2: Draw and label a picture graph to represent data with up to four categories.

Problem Set:

Must Do: 1a-c

Lesson/Activity Options:

[Animal Pollinators \(EPIC book\)](#)

[Plants Reading Passages \(I-K\)](#)

[Room Recess](#)

[Typing.com](#)

piece of writing in their grammar notebooks, which may be in draft form or a finished piece.

Review any strategies or revision tools.

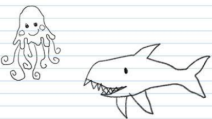
Invite students to revise their writing using their discoveries about adjectives, adverbs, and pronouns using the “Editing Tally Sheet.”

Original

I like reading books about creatures in the sea. The photos are nice. The photos show the details. The coolest ones are the sharks with rows of teeth. I read that jellyfish glide. I want to study the coral reef and all the fish swimming around it. Doesn't this sound interesting?

Revised

I like reading books about sea creatures. The photos are amazing because they show a lot of detail. The coolest ones are the great white sharks with their five rows of sharp teeth. I read that jellyfish silently glide in the water. I want to study the coral reef and all the brightly colored fish swimming around it. Doesn't this sound very interesting?



Example Student Writing

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Name: _____ Date: _____

Editing Tally Sheet

Strategies	Tally
Include adjectives:	
• size	
• number	
• color	
Include adverbs:	
• telling when	
• telling where	
• telling how	
• telling how often	
Use pronouns (look to chart for ideas).	
Use prepositions (look to chart for ideas).	
Include end punctuation.	

Think: Did I use too few? Too many? Just right?

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If time permits, combine both lessons.

Week 5 Transfer Day 25
Assess: What Students

Lesson/Activity:

Unit 8 Week 1 Days 4 & 5
TE pages 120-121 &
TE pages 122-123

Word Study Resource
Book, p. 88-89
My Word Study, Volume 2,
p. 22

*Read HFWs: against,
certain, door, early, field,
heard, knew, listen,
morning, several.*

Irregular Plural Nouns

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text
“Sam Kent’s Journal”
and/or “The Big Blizzard”
- Share and Reflect

If time permits, combine if possible.

Review and Assess
Irregular Plural Nouns

- Read Accountable Text
“Sam Kent’s Journal”
and/or “The Big Blizzard”
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

Could Do: 2a-b
Extended: 1d, 2c

Embarc:

<https://youtu.be/m7s4aFnslqw>

Video Link:

<https://youtu.be/xMQUYUWjY4> or
<https://youtu.be/18J9rvsGWgg>

Know About Special Words
Lesson 25, TE pgs. 212-216

Post-Assessment

Assess What Students Know About Special Words

Choice 1: Revisit pre-assessment and add their new learning.

Choice 2: Write a selection with adverbs, adjectives, pronouns, and prepositions.

Students show what they have learned about adjectives, adverbs, pronouns, and prepositions during this unit.

Revisit the pre-assessment or

Name: _____ Date: _____

Show What You Know About Special Words

Write a description of a favorite place. Use at least two examples of adjectives, adverbs, and pronouns. Include at least one preposition.

Here are the steps for the exercise:

1. Write a description of a favorite place.
2. Use at least two different adjectives, two different adverbs, two different pronouns, and one preposition.
3. Underline the adjectives and adverbs, and circle the pronouns and prepositions.

Students may show what they have learned by responding to a prompt about a favorite place.

Encourage students to use adjectives, adverbs, pronouns, and prepositions.

Then, share what they know about one example of each part of speech.

Name: _____ Date: _____

Bradley wrote a response to a writing prompt about describing a normal Saturday. Read Bradley's response and look for the revisions he made to make them answer the questions that follow.

Bradley's Saturday

(1) A normal Saturday is sometimes busy for me. (2) I get up and eat breakfast. (3) Sometimes my mom or dad makes pancakes. (4) I put syrup on the stack of pancakes. (5) I get dressed and play in my room. (6) I like to build things out of cardboard. (7) One time, I built a spaceship from a big box my mom and dad had. (8) That was a fun Saturday. (9) Sometimes I go and watch Zack's baseball game. (10) Zack is my brother. (11) Saturday is a good day of the week.

Answer the following questions.

1. Which word is the adverb in sentence 1?
- A. normal
 - B. sometimes
 - C. busy
 - D. me

2. Which revision adds a possessive pronoun correctly to sentence 2?
- A. I get up and eat my breakfast.
 - B. I get up and eat breakfast myself.
 - C. He gets up and eat breakfast.
 - D. I get up and eat breakfast of theirs.