

## Carrie Waters' Week of: March 06-10, 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 4 Week 4 Lessons 16-20 Pronouns Reflect: Adjectives, Adverbs, & Pronouns	<b>READING</b> Unit 7 Week 3 Lessons 11-15 Pioneers in Flight	<b>WRITING</b> Volume 5 Week 4 Lessons 16-20 Opinion & Persuasive Writing	<b>PHONICS</b> Unit 7 Week 3 Lessons 1-5 Related Root Words Pioneers In Flight	<b>MATH</b> Module 6 Lessons 15-20 Skip Lesson 16 - Mrs. Carter (ART) Tessellations The Meaning of Even & Odd Numbers	<b>SCIENCE</b> Life Cycles of Plants & Animals
<b>Monday</b>					
<p>Standard(s):  <b>ELAGSE2L1c</b></p> <p>LT: 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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a pronoun.</li> <li><input type="checkbox"/> I can identify a pronoun.</li> <li><input type="checkbox"/> I can identify a reflexive pronoun.</li> </ul> <p><u>Key Vocabulary:</u>  conventions, grammar, nouns, parts of speech, common nouns, collective nouns, reflexive pronouns</p> <p>Lesson/Activity:  Week 4 Day 16  Explore: You, Me, and What We Know About Pronouns</p>	<p>Standard(s):  <b>ELAGSE2RI5</b></p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.</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 text features and their purposes.</li> <li><input type="checkbox"/> I can use captions to help me understand pictures and words on a page.</li> <li><input type="checkbox"/> I can recognize that words in bold highlight key ideas and concepts.</li> <li><input type="checkbox"/> I can use text features to preview text and to locate information quickly.</li> </ul> <p>Lesson/Activity:  Unit 7, Week 3, Lesson 11, TE pages 98-101.</p>	<p>Standard(s):  <b>ELAGSE2W1</b></p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can state a clear position about a topic.</li> <li><input type="checkbox"/> I can use reasons and add details to support my position.</li> <li><input type="checkbox"/> I can add a personal story to be more convincing.</li> </ul> <p>Lesson/Activity:  Volume 5, Week 4, Lesson 16, TE pages 72-75.</p>	<p>Standard(s):  <b>ELAGSERF3d</b>  <b>ELAGSE2L4c</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word.</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 common prefixes and suffixes.</li> <li><input type="checkbox"/> I can identify root words in unknown words.</li> <li><input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together.</li> </ul> <p><u>Key Vocabulary:</u>  Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics,</p>	<p>Standard(s):  <b>MGSE2.OA.4</b>  <b>MGSE2.G.2</b></p> <p>LT: I am learning to construct and describe an array. I am learning to partition a rectangle into rows and columns.</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 the number of rows and columns in the array I created and write a repeated addition equation to match.</li> <li><input type="checkbox"/> I can draw vertical lines to make a certain number of columns. (one less line than the number of columns!)</li> <li><input type="checkbox"/> I can draw horizontal lines to make a certain number of rows. (one less line than the number of rows!)</li> </ul>	<p>Standard(s):  <b>S2L1a</b></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"> <li><input type="checkbox"/> I can research and describe the life cycle of a plant.</li> <li><input type="checkbox"/> I can grow a plant from seed and record growth changes over time.</li> <li><input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant.</li> </ul> <p>Lesson/Activity:  <a href="#">Parts of a Plant Song</a>  <a href="#">(Video on EPIC)</a>    <a href="#">Life Cycle of a Plant</a>  <a href="#">(Book on EPIC)</a>    <a href="#">Brain Pop Jr. Life Cycle of a</a></p>

**Explore**  
**You, Me, and What We Know About Pronouns**

Share a list of pronouns. Partnerships talk about what makes them the same or different and the connections they have with one another.

Display and read aloud the lists of pronouns. Partnerships explore the pronouns by comparing the lists and making connections. They jot down discoveries in their grammar notebooks.

Pronoun Types			
Does the Action (Subjective)		Action Happens to (Objective)	
• I • you • he • she • it • we • they	• it • we • they	• me • you • him • her • us • them	
Miney-Mine (Possessive)		Self (Reflexive)	
• my mine • its • your yours • our ours • his • their theirs • her hers		• myself • itself • yourself • ourselves • himself • yourselves • herself • themselves	
From None to All (Indefinite)			
• none • any	• one • some	• nobody • everyone	• many • all

Pose questions:  
What do you notice about the pronouns?  
What makes the pronouns the same?  
What makes them different?  
What connections do they have with one another?  
Why?

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

**Strategy: Adding a Quick Story**

1. Think about your topic.
2. Reread your opinion piece and look at your sketches.
3. Ask yourself: "Do I have a personal story to tell about the topic? Is there a point where I could add a quick story to support my opinion?"
4. If the answer is "yes," think about the story and practice telling it to a partner. You may start with "One time . . ."
5. Add the story to your draft.

prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

**Lesson/Activity:**  
**Unit 7 Week 3 Day 1**  
**TE pages 88-91**  
Word Study Resource Book, p. 82  
My Word Study, Volume 2, p. 17

**Read HFWs:** *across, become, complete, during, happened, hundred, problem, toward, study, wind.*

**Related Root Words**

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

❑ I can count to find the total number of squares after partitioning rows and columns.

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

**Lesson/Activity:**  
**Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division**  
**TE pages 199-210**

Lesson 15: (Use the Problem Set for Concept Development) Use math drawings to partition a rectangle with square tiles and relate to repeated addition.

**Problem Set:**  
Must Do:  
1, 3, 4 (Lesson 5, 6)  
Could Do: 2, 5, 6 (ET)

[plant](#)

<p><b>Standard(s):</b> <b>ELAGSE2L1c</b></p> <p>LT: 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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a pronoun.</li> <li><input type="checkbox"/> I can identify a pronoun.</li> <li><input type="checkbox"/> I can determine when to use a pronoun.</li> <li><input type="checkbox"/> I can define a reflexive pronoun.</li> <li><input type="checkbox"/> I can identify a reflexive pronoun.</li> <li><input type="checkbox"/> I can determine when to use a reflexive pronoun.</li> </ul> <p><u>Key Vocabulary:</u> conventions, grammar, nouns, parts of speech, common nouns, collective nouns, reflexive pronouns</p> <p><b>Lesson/Activity:</b> Week 4 Day 17 Teach: You Can Master Pronouns Lesson 17, TE pgs. 196-197</p>	<p><b>Standard(s):</b> <b>ELAGSE2L1</b></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"> <li><input type="checkbox"/> I can define an adjective and adverb.</li> <li><input type="checkbox"/> I can identify an adjective and adverb.</li> <li><input type="checkbox"/> I can distinguish between the two.</li> <li><input type="checkbox"/> I can analyze descriptive language when reading.</li> </ul> <p><b>Lesson/Activity:</b> Unit 7, Lesson 12, TE pages 102-105.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Parts of Speech</b></p> <p>Adjective: a word that describes a noun (person, place, thing, idea)</p> <p>Adverb: a word that describes an adjective or a verb (action word)</p> </div>	<p><b>Standard(s):</b> <b>ELAGSE2W1</b></p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can state a clear position about a topic.</li> <li><input type="checkbox"/> I can use reasons and add details to support my position.</li> <li><input type="checkbox"/> I can add facts to support and explain my opinion using words like "This matters because" or "This is important because".</li> </ul> <p><b>Lesson/Activity:</b> Volume 5, Lesson 17, TE pages 76-79.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Strategy: Adding and Explaining a Fact</i></p> <ol style="list-style-type: none"> <li>1. Read your draft.</li> <li>2. Think of facts you could add and why they are important.</li> <li>3. List these ideas across your fingers and jot them down in your notebook.</li> <li>4. Choose one fact to add.</li> <li>5. Add the fact and explain why it is important using words like "This matters because . . ." or "This is important because . . ."</li> </ol> </div>	<p><b>Standard(s):</b> <b>ELAGSERF3d</b> <b>ELAGSE2L4c</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word.</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 common prefixes and suffixes.</li> <li><input type="checkbox"/> I can identify root words in unknown words.</li> <li><input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together.</li> </ul> <p><u>Key Vocabulary:</u> Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent</p> <p><b>Lesson/Activity:</b> Unit 7 Week 3 Day 2 TE pages 92-95 Word Study Resource Book, p. 83 My Word Study, Volume 2, p. 18</p>	<p><b>Standard(s):</b> <b>MGSE2.OA.3</b></p> <p>LT: I am learning to determine whether a group of objects (up to 20) has an odd or even number of members.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write an equation that shows an even number is the sum of two equal addends (a doubles fact!).</li> </ul> <p><u>Key Vocabulary:</u> even, odd, pair, addend, doubles</p> <p><b>Lesson/Activity:</b> Module 6 Foundations of Multiplication and Division The Meaning of Even and Odd Numbers TE pages 224-232</p> <p>Lesson 17: Relate doubles to even numbers and write number sentences to express the sums.</p> <p><u>Problem Set:</u> Must Do: 1c-e, 2a-b Could Do: 1a-b, 2c-e Extended: 3</p>	<p><b>Standard(s):</b> <b>S2L1a</b></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"> <li><input type="checkbox"/> I can research and describe the life cycle of a plant.</li> <li><input type="checkbox"/> I can grow a plant from seed and record growth changes over time.</li> <li><input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant.</li> </ul> <p><b>Lesson/Activity:</b> <a href="#">Plant Vocabulary Posters</a></p> <p><a href="#">Plant Tab-its (assign on GC)</a> <a href="#">(Display and work on together with class)</a></p>
--	--	---	--	---	--

<div data-bbox="111 110 289 394"> <p><b>Teach</b> <b>You Can Master Pronouns</b></p> <p>Show how pronouns replace nouns in sentences and explain the function of different types of pronouns in similar sentences.</p> </div> <p><b>State the Purpose:</b> Explain some common types of pronouns and what they do in sentences.</p> <p><b>Teach Strategy:</b></p> <div data-bbox="111 592 384 738"> <p><b>Strategy: Using Pronouns in Sentences</b></p> <ol style="list-style-type: none"> <li>1. Write a sentence with a person's name and another noun in it.</li> <li>2. Look at the pronoun types chart for choices.</li> <li>3. Change the person's name and the other noun to pronouns, and rewrite the sentence.</li> <li>4. Rewrite the sentence again using other types of pronouns.</li> </ol> </div> <div data-bbox="111 776 331 1044"> <p><b>Using Pronouns in Sentences</b></p> <p>Find the nouns. Change the nouns to pronouns.</p> <p>Kyle decided to fix the bike.</p> <p>He decided to fix it.</p> <p>Kyle decided to fix his bike by himself.</p> </div> <p><b>Guided Practice:</b> Give partnerships a few sample sentences without pronouns. Ask partners to try out the strategy in their grammar notebooks. Discuss why writers would want to use pronouns.</p>			<p><b>Read HFWs:</b> <i>across, become, complete, during, happened, hundred, problem, toward, study, wind.</i></p> <div data-bbox="1066 349 1302 560"> <p><b>Related Root Words</b></p> <ul style="list-style-type: none"> <li>• Blend and Build Words</li> <li>• Read Interactive Text "How to Make a Time Capsule"</li> <li>• Spelling</li> <li>• High-Frequency Words</li> <li>• Share and Reflect</li> </ul> </div>		
<b>Wednesday</b>					
Standard(s): ELAGSE2L1c	Standard(s): ELAGSE2R19	Standard(s): ELAGSE2W1	Standard(s): ELAGSERF3d	Standard(s): MGSE2.OA.3	Standard(s): S2L1a

LT: 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 define a pronoun.
- ☐ I can identify a pronoun.
- ☐ I can determine when to use a pronoun.
- ☐ I can define a reflexive pronoun.
- ☐ I can identify a reflexive pronoun.
- ☐ I can determine when to use a reflexive pronoun.

Key Vocabulary:

conventions, grammar, nouns, parts of speech, common nouns, collective nouns, reflexive pronouns

Lesson/Activity:

Week 4 Day 18  
Explore: From One Sentence to Another  
Lesson 18, TE pgs. 198-199

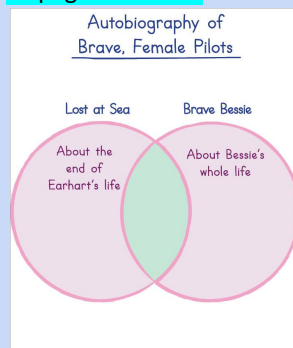
LT: I am learning to compare (same) and contrast (different) the major points in two texts on the same topic.

SC: *I know I am successful when:*

- ☐ I can make connections between two texts on the same topic.
- ☐ I can identify the important points in two texts on the same topic.
- ☐ I can identify similarities and differences between the important points presented in two texts.

Lesson/Activity:

Unit 7, Lesson 13,  
TE pages 106-109.



LT: I am learning to state an opinion and give reasons that support my opinion in my writing.

SC: *I know I am successful when:*

- ☐ I can state a clear position about a topic.
- ☐ I can use reasons and add details to support my position.
- ☐ I can add definitions for tricky words to help clarify my opinion for my readers.

Lesson/Activity:

Volume 5, Lesson 18,  
TE pages 80-83.

Strategy: Adding Definitions for Tricky Words

1. Read your draft. Find a word that might be tricky for the reader to understand.
2. Write a definition for the tricky word. You can use a dictionary to help, but write the definition in your own words.
3. Add the definition to your opinion piece. You can add it in parentheses after the tricky word, or you can add it as a separate sentence.

**ELAGSE2L4c**

LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word.

SC: *I know I am successful when:*

- ☐ I can identify common prefixes and suffixes.
- ☐ I can identify root words in unknown words.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.

Key Vocabulary:

Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:

Unit 7 Week 3 Day 3  
TE pages 96-99

Word Study Resource Book, p. 84-85  
My Word Study, Volume 2, p. 19

**Read HFWs: across,**

**MGSE2.OA.4**

LT: I am learning to determine whether a group of objects (up to 20) has an odd or even number of members. I am learning to find the total number of objects in a rectangular array.

SC: *I know I am successful when:*

- ☐ I can sort a group of objects into pairs and see if there are any leftovers.
- ☐ I can count or skip count to find the total number of objects in an array.

Key Vocabulary:

even, odd, pair, addend, doubles, skip-count, total

Lesson/Activity:

Module 6 Foundations of Multiplication and Division  
The Meaning of Even and Odd Numbers  
TE pages 233-244

Lesson 18: Pair Objects and Skip-Count to Relate to Even Numbers

Problem Set:

Must Do: 1, 6a-b, 7a-c  
Could Do: 2  
Extended: 3, 4, 5

LT: I am learning about the life cycle of a plant.

SC: *I know I am successful when:*

- ☐ I can research and describe the life cycle of a plant.
- ☐ I can grow a plant from seed and record growth changes over time.
- ☐ I can use the data (information) from my investigation to describe the life cycle of a plant.

Lesson/Activity:

[Brainpop Jr. Video Parts of a Plant](#)

[All About Plant- Tab booklet](#)

<div data-bbox="113 115 275 412"><p><b>Explore</b></p><p><b>From One Sentence to Another</b></p><p>Partnerships are given three sentences. Then they write a follow-up sentence to include one or more of the pronouns from the list introduced in Session 16.</p></div> <p>Teacher will read aloud the sentences on the “Start with This...” reproducible. Partnerships use pronouns from the previous sessions to write follow-up sentences.</p> <div data-bbox="113 649 394 828"><p>Name: _____ Date: _____</p><p>Start with This...</p><p>1. Melody wants a new coat for spring.</p><p>2. Carmen and Lucy played at their park for two hours.</p><p>3. A man at the fair was giving balloons to the kids.</p></div> <p>*Talk about the sentences and what else they can say.</p> <p>*Share possibilities to follow up the sentences with their own sentences that use one or more pronouns.</p> <p>*Write follow-up sentences using pronouns to replace the nouns.</p> <p>*Discuss the different types of pronouns they used.</p>			<p><i>become, complete, during, happened, hundred, problem, toward, study, wind.</i></p> <div data-bbox="1066 284 1310 508"><p><b>Related Root Words</b></p><ul style="list-style-type: none"><li>• Read Accountable Text “The History Lady”</li><li>• Spelling</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></div>		
<b>Thursday</b>					
Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):



<p><b>ELAGSE2L1c</b></p> <p>LT: 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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a pronoun.</li> <li><input type="checkbox"/> I can identify a pronoun.</li> <li><input type="checkbox"/> I can determine when to use a pronoun.</li> <li><input type="checkbox"/> I can define a reflexive pronoun.</li> <li><input type="checkbox"/> I can identify a reflexive pronoun.</li> <li><input type="checkbox"/> I can determine when to use a reflexive pronoun.</li> </ul> <p><u>Key Vocabulary:</u> conventions, grammar, nouns, parts of speech, common nouns, collective nouns, reflexive pronouns</p> <p><b>Lesson/Activity:</b> Week 4 Day 19 Explore: You Write, I Write Lesson 19, TE pgs. 200-201</p>	<p><b>ELAGSE2RL4</b></p> <p>LT: I am learning to describe how words and phrases in texts can 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 identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way.</li> <li><input type="checkbox"/> I can describe how word choices can affect the meaning of a story.</li> <li><input type="checkbox"/> I can discuss how words create images in our minds (imagery).</li> </ul> <p><b>Lesson/Activity:</b> Unit 7, Lesson 14, TE pages 110-113.</p>	<p><b>ELAGSE2W5</b></p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader.</li> <li><input type="checkbox"/> I can include interesting words and phrases that make my piece better.</li> <li><input type="checkbox"/> I can reread my piece and vary the sentence lengths.</li> </ul> <p><b>Lesson/Activity:</b> Volume 5, Lesson 19, TE pages 84-87.</p>	<p><b>ELAGSERF3d,e ELAGSE2L4c</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a word by knowing the root word. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</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 root words in unknown words.</li> <li><input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together.</li> <li><input type="checkbox"/> I can break a word apart to find the meaning of an unknown word with the same root.</li> <li><input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</li> </ul> <p><u>Key Vocabulary:</u> Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics,</p>	<p><b>MGSE2.OA.3</b></p> <p>LT: I am learning to determine whether a group of objects (up to 20) has an odd or even number of members.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sort a group of objects into pairs and see if there are any leftovers.</li> <li><input type="checkbox"/> I can define an even number (numbers that can be divided into groups of 2 with no leftovers).</li> <li><input type="checkbox"/> I can define an odd number (numbers that when divided into groups of 2 will have one item leftover).</li> <li><input type="checkbox"/> I can show that even + even = even, odd + even = odd, and odd + odd = even with examples.</li> </ul> <p><u>Key Vocabulary:</u> even, odd, pair, addend, doubles</p> <p><b>Lesson/Activity:</b> Module 6 Foundations of Multiplication and Division The Meaning of Even and Odd Numbers TE pages 245-256</p> <p>Lesson 19: Investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones</p>	<p><b>S2L1a</b></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"> <li><input type="checkbox"/> I can research and describe the life cycle of a plant.</li> <li><input type="checkbox"/> I can grow a plant from seed and record growth changes over time.</li> <li><input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant.</li> </ul> <p><b>Lesson/Activity:</b> <a href="#">The Giving Tree- Shel Silversteen</a></p> <p>Plant a seed to grow for Mother's Day (or Earth Day- April 22)</p> <p><a href="#">Seed Germination Time Lapse</a></p>
---	--	---	---	--	--

<p><b>Explore</b></p> <p><b>You Write, I Write</b></p> <p>Partnerships start off with two new sentences, then write follow-up sentences that include one or more pronouns.</p> <p>* Discuss the pronouns used in the starter sentences and write follow-up sentences, including one or more other pronouns from their lists.</p> <p>*Students can write sentences in their grammar notebooks and share.</p> <p>Teachers will circulate posing questions and encouraging students to use a variety of pronouns.</p> <div data-bbox="115 946 367 1109"> <p>Name: _____ Date: _____</p> <p>Start with This . . . Take Two</p> <p>1. My and I went for a walk in the woods and enjoyed our time in nature.</p> <p>2. The two kittens looked their toy mouse with excitement.</p> </div>			<p>prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent</p> <p><b>Lesson/Activity:</b></p> <p><b>Unit 7 Week 3 Day 4</b></p> <p><b>TE pages 100-101</b></p> <p>Word Study Resource Book, p. 84-85</p> <p>My Word Study, Volume 2, p. 19</p> <p><b>Read HFWs: <i>across, become, complete, during, happened, hundred, problem, toward, study, wind.</i></b></p> <div data-bbox="1066 784 1308 1003"> <p><b>Related Root Words</b></p> <ul style="list-style-type: none"> <li>• Read Multisyllabic Words</li> <li>• Decode by Analogy</li> <li>• Read Accountable Text "The History Lady" and/or "AA Desert Discovery"</li> <li>• Share and Reflect</li> </ul> </div>	<p>place, and relate to odd numbers.</p> <p><b>Problem Set:</b></p> <p>Must Do: 2b (End of Mod), 3 (Standard), 4 (lesson), 5 (ET&amp; Standard)</p> <p>Could Do: 1, 2a (May be necessary for 2b)</p>	
<b>Friday</b>					
<p><b>Standard(s):</b></p> <p><b>ELAGSE2L1c, e</b></p> <p>LT: I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)</p>	<p><b>Standard(s):</b></p> <p><b>ELAGSE2RI3</b></p> <p>LT: I am learning to describe the connection between a series of historical events, scientific ideas/concepts, or steps in</p>	<p><b>Standard(s):</b></p> <p><b>ELAGSE2W7</b></p> <p>LT: I am learning to collaborate with others (peers) to produce and share an opinion text.</p>	<p><b>Standard(s):</b></p> <p><b>ELAGSERF3d,e</b></p> <p><b>ELAGSE2L4c</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to identify</p>	<p><b>Standard(s):</b></p> <p><b>MGSE2.OA.3</b></p> <p>LT: I am learning to determine whether a group of objects (up to 20) has an odd or even number of members.</p>	<p><b>Reading Intercession</b></p> <p><b>Teacher Selected Strategy</b></p>



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

SC: *I know I am successful when:*

- ☐ I can define a pronoun.
- ☐ I can determine when to use a pronoun.
- ☐ I can define a reflexive pronoun.

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

Key Vocabulary:

conventions, grammar, nouns, parts of speech, common nouns, collective nouns, reflexive pronouns, Adjectives, adverbs, nouns, verbs, modified, parts of speech.

Lesson/Activity:

Week 4 Day 20

Reflect: Revisit Goals - Plan On Adding Pronouns

Lesson 20, TE pgs. 202-203

technical procedures.

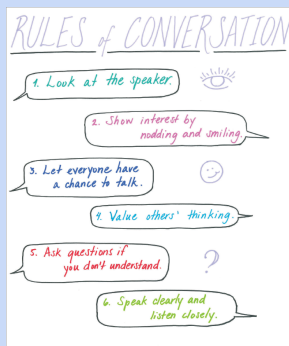
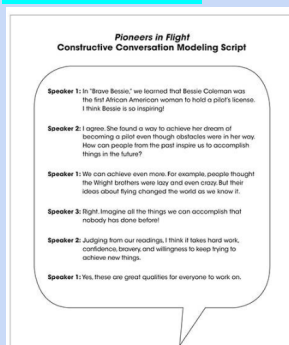
SC: *I know I am successful when:*

- ☐ I can state my ideas about real world texts.
- ☐ I can explain my ideas about concepts in a text.
- ☐ I can support my ideas with evidence from the text.

Lesson/Activity:

Unit 7 Wrap-up, Lesson 15, TE pages 114-117.

Unit 7 Assessment



SC: *I know I am successful when:*

- ☐ I can share my opinion with others.
- ☐ I can collaborate with others to develop new ideas about a shared opinion.
- ☐ I can take turns listening to others' opinions and participate in collaborative conversations.

Lesson/Activity:

Volume 5, Lesson 20, TE pages 88-91.

Strategy: Share and Celebrate

1. Read your best opinion piece.
2. Use self-stick notes to mark three parts with the strongest and most convincing writing.
3. Share one with a partner.
4. Listen to your partner share one success.
5. High-five your partner!

words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a word by knowing the root word. 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 root words in unknown words.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can break a word apart to find the meaning of an unknown word with the same root.
- ☐ I can reread to improve my reading.

Key Vocabulary:

Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:

Unit 7 Week 3 Day 5

SC: *I know I am successful when:*

- ☐ I can sort a group of objects into pairs and see if there are any leftovers.
- ☐ I can define an even number (numbers that can be divided into groups of 2 with no leftovers).
- ☐ I can define an odd number (numbers that when divided into groups of 2 will have one item leftover).
- ☐ I can show that even + even = even, odd + even = odd, and odd + odd = even with examples.

Key Vocabulary:

even, odd, pair, addend, doubles

Lesson/Activity:

Module 6 Foundations of Multiplication and Division The Meaning of Even and Odd Numbers TE pages 257-268

Lesson 20: Use rectangular arrays to investigate odd and even numbers.

Problem Set:

Must Do: 1a-c, 2d-f

Could Do: 2b-c

Extended: 3

### Reflect

#### Revisit Goals: Plan on Adding Pronouns

Pause and share what we have learned so far about adjectives and adverbs then make a plan on how to use pronouns in writing.

Students may work in partnerships or small groups to create a plan to use describing words and pronouns in future writing.

**Key Plan**

**Adjectives**

- describe the person, thing, animal, size, number
- one in front of nouns

Look for places to describe more!

**Pronouns**

- replace nouns
- are using the same words?
- is something unclear?

Check: If using pronouns will fix it!

**Adverbs**

- "some end in -ly"
- answer these questions: when, where, how, or how often

Ask the question and decide if answers should be added!

\*Encourage students to reread or scan parts of their notes.

\*Coach students to “make it their own” by thinking about themselves and what will help them with their plans.

### TE pages 102-103

Word Study Resource Book, p. 84-85  
My Word Study, Volume 2, p. 19

**Read HFWs: across, become, complete, during, happened, hundred, problem, toward, study, wind.**

### Review and Assess

#### Related Root Words

- Read Accountable Text “The History Lady” and/or “A A Desert Discovery”
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment