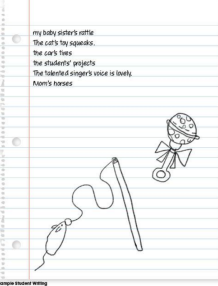
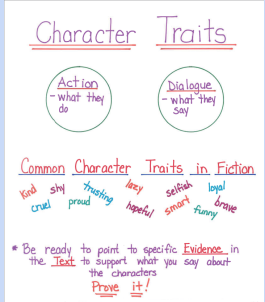


# Carrie Waters' Week of: April 17-21, 2023 - Whole Group Lesson Plans

\*for additional curriculum information, please visit the district's resource

[Elementary Teaching Resources](#) or [Georgia Standards of Excellence](#)

<b>GRAMMAR</b> Unit 5 Weeks 3 & 4 Lessons 14-18 Apostrophes, Possessives, & Quotations & Commas	<b>READING</b> Unit 9 Lessons 6-10 Making, Buying, & Selling	<b>WRITING</b> Volume 6 Sessions 16-20 Sharing Our Expertise	<b>PHONICS</b> Unit 9 Week 2 Schwa Spellings Making, Buying, & Selling	<b>MATH</b> Module 7 Lessons 14-19 Measuring/Estimating Length Using Customary and Metric Units	<b>SCIENCE</b> Life Cycles of Plants and Animals
<b>Monday</b>					
<p>Standard(s): <b>ELAGSE2L2c</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can determine where an apostrophe is placed to form possessives.</p> <p><u>Key Vocabulary:</u> Apostrophe, possessives</p> <p>Lesson/Activity: Unit 5 Week 3 Day 14 Explore - Using Possessives Lesson 14, TE pgs.244-245</p>	<p>Standard(s): <b>ELAGSE2RL3</b></p> <p>LT: I am learning to describe how the characters in a story react to important (major) events or challenges in stories.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can describe characters using character traits/feelings.  <input type="checkbox"/> I can identify the major events or challenges in a story.  <input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges.  <input type="checkbox"/> I can name the turning point of the story when the main character does something to solve the problem.</p>	<p>Standard(s): <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>  <input type="checkbox"/> I can include interesting words and phrases that make my piece better.  <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.  <input type="checkbox"/> I can add definitions for my expert words.</p> <p>Lesson/Activity: Volume 6, Session 16, TE pages 72-75, Adding Definitions.</p>	<p>Standard(s): <b>ELAGSE2RF3 ELAGSE2RF4d</b></p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify the short vowel sounds.  <input type="checkbox"/> I can read words containing irregular vowel patterns.  <input type="checkbox"/> I can spell words containing irregular vowel patterns.</p> <p><u>Key Vocabulary:</u> word analysis, decode,</p>	<p>Standard(s): <b>MGSE2.MD.1</b></p> <p>LT: I am learning to measure the length of an object with different tools.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can measure by lining up single units along the length of my object, endpoint to endpoint, with no gaps and no overlaps.  <input type="checkbox"/> I can measure with one single unit by carefully "marking and moving."</p> <p><u>Key Vocabulary:</u> gap, length, measure, overlap, inch, foot, centimeter, meter, yard, ruler, nonstandard unit</p> <p>Lesson/Activity: Using An Inch Ruler &amp; Measuring/Estimating Length Using Customary</p>	<p>Standard(s): <b>S2L1</b></p> <p>LT: I am learning the sequence of the life cycle for different animals.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can describe what a life cycle means.  <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird.  <input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect.  <input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle.</p> <p>Lesson/Activity: <a href="#">Nearpod- Mammal or Bird</a></p>

<p><b>Explore</b></p> <p><b>Using Possessives</b></p> <p>Partnerships write phrases and sentences with possessives in their grammar notebooks.</p> 	<p><b>Lesson/Activity:</b></p> <p><b>Unit 9, Lesson 6,</b></p> <p><b>TE pages 78-81.</b></p> <p><b>Describe Plot Elements.</b></p> 	<p><b>Strategy: Adding Definitions</b></p> <ol style="list-style-type: none"> <li>1. Reread a chapter of your draft.</li> <li>2. Ask yourself: "What are the important words in this chapter? Will my readers know these words?"</li> <li>3. If there are words you need to define, add the definitions to your draft. You can put the meaning in parentheses, use the word "or" before the definition, or add a new sentence to define the word.</li> <li>4. Move on to the next chapter of your draft.</li> </ol>	<p>long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent</p> <p><b>Lesson/Activity:</b></p> <p><b>Unit 9 Week 2 Day 1</b></p> <p><b>TE pages 176-179</b></p> <p>Word Study Resource Book, p. 102</p> <p>My Word Study, Volume 2, p. 32</p> <p><b>Read HFWs:</b></p> <p><b>ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait.</b></p> <div data-bbox="1071 836 1302 1112"> <p><b>Schwa</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness: Add initial, final sounds</li> <li>• Spelling-Sound Correspondences</li> <li>• Blend and Build Words</li> <li>• Reading Big Words Strategy</li> <li>• Spelling Quick Check</li> <li>• High-Frequency Words</li> <li>• Share and Reflect</li> </ul> </div>	<p><b>and Metric Units</b></p> <p><b>TE pages 199-227</b></p> <p>Lesson 14 &amp; 15 Combined: Connect measurement with physical units by using iteration with an inch tile to measure. &amp; Apply concepts to creating and inch rulers.</p> <p><b>Problem Set(s):</b></p> <p>Must Do: Lesson 14 - 1a-d, 2, Lesson 15- (1-5d), 6 a-d</p> <p>Could Do: Lesson 14 - 1e-1h, 5e Extended: 7a-c</p> <p>Embarc: <a href="https://youtu.be/QdYdrzu_k1bA">https://youtu.be/QdYdrzu_k1bA</a> &amp; <a href="https://youtu.be/EVnNvlu_sAok">https://youtu.be/EVnNvlu_sAok</a></p> <p>Video Link: <a href="https://youtu.be/IliYXg-4TrY">https://youtu.be/IliYXg-4TrY</a> &amp; <a href="https://youtu.be/UbxyVOs_zTOA">https://youtu.be/UbxyVOs_zTOA</a></p>	
<p><b>Tuesday</b></p>					
<p><b>Standard(s):</b></p> <p><b>ELAGSE2L2c</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p>	<p><b>Standard(s):</b></p> <p><b>ELAGSE2RL7</b></p> <p>LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters,</p>	<p><b>Standard(s):</b></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><b>Standard(s):</b></p> <p><b>ELAGSE2RF3</b></p> <p><b>ELAGSE2RF4</b></p> <p>LT: I am learning how to tell the difference between long and short vowels when reading</p>	<p><b>Standard(s):</b></p> <p><b>MGSE2.MD.1</b></p> <p>LT: I am learning to measure the length of an object with different tools.</p>	<p><b>Standard(s):</b></p> <p><b>S2L1</b></p> <p>LT: I am learning the sequence of the life cycle for different animals.</p> <p><b>SC: I know I am successful</b></p>

SC: *I know I am successful when:*

- ☐ I can determine the purpose of a contraction.
- ☐ I can determine where an apostrophe is needed to form contractions.
- ☐ I can determine where an apostrophe is placed to form possessives.

Key Vocabulary:

Apostrophe, contractions, possessives

**Lesson/Activity:**

Unit 5 Week 3 Day 15

Reflect Revisit Goals

Lesson 15, TE pgs.246-247

**Reflect**

**Revisit Goals**

Pause and share what we have learned so far and what we still want to know about apostrophes.

setting, and plot of a story.

SC: *I know I am successful when:*

- ☐ I can gather information about characters, setting, or plot from illustrations and words.
- ☐ I can use the information gathered to understand characters, setting, and plot.
- ☐ I can synthesize prior knowledge and what is happening in the text to make an inference or prediction.

**Lesson/Activity:**

Unit 9, Lesson 7,

TE pages 82-85.

Draw Inferences.

To draw an **INFERENCE**, use the information the author gives you to figure out details, or ideas that the author does not directly tell you about.

KEY DETAILS  
+  
ILLUSTRATIONS  
+  
GENRE CLUES  
=  
INFERENCE

Make inferences *before* you read and *while* you read.  
Use the inferences to **PREDICT** what will happen.  
*After* you read, confirm or correct predictions.

SC: *I know I am successful when:*

- ☐ 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.
- ☐ I can add captions to images.

**Lesson/Activity:**

Volume 6, Session 17,

TE pages 76-79.

Adding Captions to Images.

**Strategy: Adding Captions to Images**

1. Look at your image.
2. Ask yourself: "What does my image show? What information could I add in a caption?"
3. List your ideas across your fingers. Then jot them down in your notebook.
4. Write a caption that connects to your image and gives a little more information about it.

regularly spelled one-syllable words.

I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*

- ☐ I can identify the short vowel sounds.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

**Lesson/Activity:**

Unit 9 Week 2 Day 2

TE pages 180-183

Word Study Resource Book, p. 103

My Word Study, Volume 2, p. 33

**Read & Write HFWs:**  
*ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait.*

SC: *I know I am successful when:*

- ☐ I can measure by lining up single units along the length of my object, endpoint to endpoint, with no gaps and no overlaps.
- ☐ I can measure with one single unit by carefully "marking and moving."
- ☐ I can measure with a ruler by: - lining up the endpoint of my object with the edge of my ruler OR the "zero line" (depending on my ruler!). - checking the other endpoint to determine the closest measurement. - stating the measurement as "about \_\_\_ units."
- ☐ I can determine the appropriate unit/tool to measure an object.

**Lesson/Activity:**

Measuring/Estimating Length Using Customary and Metric Units  
TE pages 228-240

Lesson 16 - Measuring various objects using inch rulers and yardsticks.

Problem Set:

Must Do: 3, 5 chart

Could Do: 2, 4

Extended: 1

Enrichment: 5 Word Problem

*when:*

- ☐ I can describe what a life cycle means.
- ☐ I can research and describe the life cycle for a mammal and a bird.
- ☐ I can research and describe the life cycle for an amphibian and an insect.
- ☐ Given a common animal, I can determine the sequence of their life cycle.

**Lesson/Activity:**

[Nearpod- Birds](#)

<p><b>We Have Discovered...</b></p> <ul style="list-style-type: none"> <li>• We use an apostrophe to show that <i>someone has or owns something</i>.</li> <li>• We use an apostrophe to stand in the place of a <i>missing letter or letters</i> in a <i>contraction</i>.</li> <li>• We have to be sure to <i>put the apostrophe in the right place</i>.</li> </ul> <p><b>We Still Wonder...</b></p> <ul style="list-style-type: none"> <li>• What is the best way to tell where to put the apostrophe with a <i>regular plural noun</i>?</li> <li>• What is the best way to tell where to put the apostrophe with an <i>irregular plural noun</i>?</li> <li>• If a noun is a <i>proper noun</i>, does that change the place for the apostrophe?</li> <li>• Do you ever use an apostrophe with a <i>possessive pronoun</i>?</li> <li>• Is every word with an apostrophe either a <i>possessive noun</i> or a <i>contraction</i>?</li> </ul> <p><small>Sample Reflection Chart</small></p>			<p><b>Schwa</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness: Blend and segment multisyllabic words by syllable</li> <li>• Blend and Build Words</li> <li>• Read Interactive Text "Alissa's Tag Sale"</li> <li>• Spelling</li> <li>• High-Frequency Words</li> <li>• Irregular Plural Nouns</li> <li>• Share and Reflect</li> </ul>	<p>Embarc:</p> <p><a href="https://youtu.be/gb-2NmWWXfI">https://youtu.be/gb-2NmWWXfI</a></p> <p>Video Link:</p> <p><a href="https://youtu.be/IgMWg5mOdEk">https://youtu.be/IgMWg5mOdEk</a></p>	
---	--	--	--	---	--

## Wednesday

<p><b>Standard(s):</b> <b>ELAGSE2L2</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when 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 identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> </ul> <p><u>Key Vocabulary:</u> geographic names,</p>	<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 recognize grade-appropriate words and their meaning.</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 9, Lesson 8, TE pages 86-89.</p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to introduce a topic when writing an informative/explanatory 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 grab my reader's attention.</li> <li><input type="checkbox"/> I can ask myself, "What information should I include to help introduce my topic to my reader?"</li> <li><input type="checkbox"/> I can include facts, definitions, descriptions, or other information in a paragraph at the beginning of my book.</li> </ul> <p><b>Lesson/Activity:</b> Volume 6, Session 18, TE pages 80-83, Writing an Introduction.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: 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 on-level text orally with accuracy, appropriate speed, and expression. 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 short vowel sounds.</li> <li><input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</li> <li><input type="checkbox"/> I can read words containing irregular vowel</li> </ul>	<p><b>Standard(s):</b> <b>MGSE2.MD.1</b> <b>MGSE2.MD.2</b></p> <p>LT: I am learning to measure the length of an object with different tools. I am learning to measure and compare the length of an object with different units.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can measure with a ruler by: lining up the endpoint of my object with the edge of my ruler OR the "zero line" (depending on my ruler!).</li> <li>- checking the other endpoint to determine the closest measurement.</li> <li>- stating the measurement as "about ___ units."</li> <li><input type="checkbox"/> I can determine the appropriate unit/tool to measure an object.</li> </ul>	<p><b>Standard(s):</b> <b>S2L1</b></p> <p>LT: I am learning the sequence of the life cycle for different animals.</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 what a life cycle means.</li> <li><input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird.</li> <li><input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect.</li> <li><input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle.</li> </ul> <p><b>Lesson/Activity:</b> <a href="#">Nearpod- Birds</a></p>
---	--	---	---	---	---

capitalization, holiday, product names, proper nouns, punctuation, commas, capitalization

### Lesson/Activity:

Unit 5 Week 4 Day 16

Explore - Look at the Mentor Texts: Go on a Quotation Hunt

Lesson 16, TE pgs.248-249

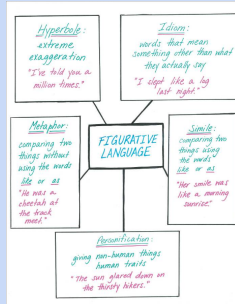
### Explore

Look at the Mentor Texts: Go on a Quotation Mark Hunt

Students reread the mentor texts and list observations about quotation marks and the punctuation used with them.

Mentor Text 1	Mentor Text 2
I see one sentence that has quotation marks.	I see one sentence that has quotation marks.
• a comma after the word sister	• a comma after the word said
• a beginning quotation mark before the words that	• a quotation mark at the beginning of what is said
Jeff says	• a capital letter after the beginning of what is said
• only the words Jeff says inside the quotation marks	• a closing quotation mark after the period
• a closing quotation mark after the period	

### Use Context Clues to Understand Idioms.



### Strategy: Writing an Introduction

1. Think about your overall topic.
2. Ask yourself: "What information would help introduce this topic to my reader? How can I grab my readers' attention?"
3. Jot down the facts, definitions, descriptions, or other information that come to mind.
4. Use these facts, definitions, descriptions, or other information in a paragraph and add the paragraph to the beginning of your book.

patterns.

I can spell words containing irregular vowel patterns.

### Lesson/Activity:

Unit 9 Week 2 Day 3

TE pages 184-187

Word Study Resource

Book, p. 104-105

My Word Study, Volume 2, p. 34

### Practice HFWs:

ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait.

### Schwa

- Read Accountable Text "A New Kind of Pop!"
- Spelling
- High-Frequency Words
- Share and Reflect

I can tell which unit is longer/shorter (ex: an inches are smaller than feet).

### Lesson/Activity:

Measuring/Estimating Length Using Customary and Metric Units  
TE pages 241-250

Lesson 17 - Develop estimation strategies by applying prior knowledge of length and using mental benchmarks.

### Problem Set:

Must Do: a, d, e, f, h

Could Do: b, c, g, i

### Embarc:

[https://youtu.be/ZP\\_gJyGCOEs](https://youtu.be/ZP_gJyGCOEs)

### Video Link:

<https://youtu.be/Mh5Rlo5hSYs>

## Thursday

Standard(s):  
ELAGSE2L2  
ELAGSE2W5

LT: I am learning to use

Standard(s):  
ELAGSE2RL5

LT: I am learning to describe how a story is

Standard(s):  
ELAGSE2W2

LT: I am learning to provide a concluding

Standard(s):  
ELAGSE2RF3  
ELAGSE2RF4

LT: I am learning how to

Standard(s):  
MGSE2.MD.1  
MGSE2.MD.2  
MGSE2.MD.3

Georgia Power Lesson



capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use others' help to strengthen my writing through revising and editing.

*SC: I know I am successful when:*

- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ I can recognize that a comma indicates a pause in text.
- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, punctuation, commas, capitalization, revising, editing, topic, prewriting

Lesson/Activity:

Unit 5 Week 4 Day 17

Teach: Commas in

Dialogue

Lesson 17, TE pgs.250-251

written including the beginning, middle, and ending.

*SC: I know I am successful when:*

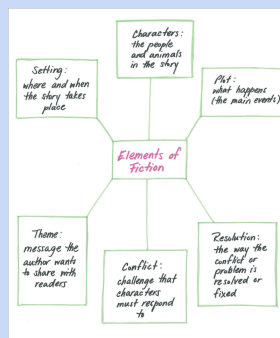
- ☐ I can describe how the beginning introduces the story.
- ☐ I can describe how the middle provides major events and challenges.
- ☐ I can describe how the ending concludes the story.
- ☐ I can describe the importance of setting on the plot of a story.

Lesson/Activity:

Unit 9, Lesson 9,

TE pages 90-93.

Understand how setting affects plot.



statement in my informative/explanatory text.

*SC: I know I am successful when:*

- ☐ I can determine what I want to say as a final point or ending.
- ☐ I can include, in my last paragraph, any information I want my reader to remember.
- ☐ I can write an ending to show closure.

Lesson/Activity:

Volume 6, Session 19,

TE pages 84-87.

Writing Conclusions.

*Strategy: Writing a Conclusion*

1. Read through your draft.
2. Ask yourself: "What do I want my reader to remember about this topic?"
3. List your ideas across your fingers and jot them in a notebook.
4. Use the best ideas in your conclusion.

tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to recognize and read grade-appropriate irregularly spelled words. 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 the short vowel sounds.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can reread to improve my reading.

Lesson/Activity:

Unit 9 Week 2 Day 4

TE pages 188-189

Word Study Resource

Book, p. 104-105

My Word Study, Volume 2,

p. 34

*Read HFWs:*

*ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait.*

LT: I am learning to estimate the length of an object.

I am learning to measure and compare the length of an object with different units.

*SC: I know I am successful when:*

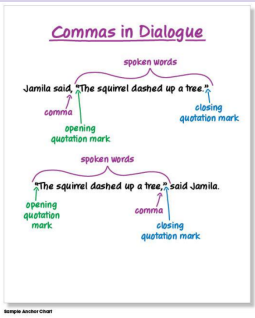
- ☐ I can name benchmark units.
  - ☐ I can use benchmark units to make reasonable estimates for the length of an object.
  - ☐ I can measure to check my estimate.
  - ☐ I can measure with a ruler by: lining up the endpoint of my object with the edge of my ruler OR the "zero line".
- stating the measurement as "about \_\_\_ units."
- ☐ I can measure the same object with two different units and name which unit needed more.

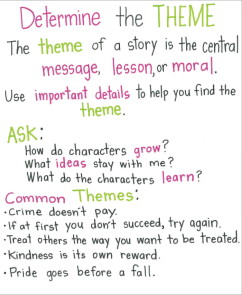
Key Vocabulary:

estimate, inches, feet, centimeters, meters, benchmark unit, length, measure, yard, ruler

Lesson/Activity:

Measuring/Estimating Length Using Customary and Metric Units  
TE pages 251-260

<p><b>Teach</b></p> <p><b>Commas in Dialogue</b></p> <p>Show how to use a comma when writing dialogue with quotation marks.</p> <p><b>Teach:</b></p> <p><b>Strategy: Using Commas in Dialogue</b></p> <ol style="list-style-type: none"> <li>1. Identify the words that are spoken, and put quotation marks around those words.</li> <li>2. Look for a name or the words that tell who is speaking.</li> <li>3. If the speaker comes before the dialogue, add a comma after the word placed before the opening quotation mark, such as said.</li> <li>4. If the speaker comes after the dialogue, add a comma after the last spoken word but before the closing quotation mark.</li> </ol> 			<p><b>Schwa</b></p> <ul style="list-style-type: none"> <li>• Read Multisyllabic Words</li> <li>• Decode by Analogy</li> <li>• Read Accountable Text "A New Kind of Pop!" and/or "Peanut Butter"</li> <li>• Share and Reflect</li> </ul>	<p>Lesson 18 - Measure an object twice using different length units and compare; relate measurement to unit size.</p> <p><b>Problem Set:</b></p> <p>Must Do: 1, 2, 3, 4, 5a, 5b, 7</p> <p>Could Do: 6a, 6b</p> <p><b>Embarc:</b></p> <p><a href="https://youtu.be/nLHfl_7v7r4">https://youtu.be/nLHfl_7v7r4</a></p> <p><b>Video Link:</b></p> <p><a href="https://youtu.be/qBrmeUy uP1k">https://youtu.be/qBrmeUy uP1k</a></p>	
<b>Friday</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L2</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use others' help to strengthen</p>	<p><b>Standard(s):</b> <b>ELAGSE2RL7</b></p> <p>LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful</i></p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to clarify my introduction and conclusion.</p> <p>SC: <i>I know I am successful when:</i></p> <p><input type="checkbox"/> I can reread what I've written.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p>	<p><b>Standard(s):</b> <b>MGSE2.MD.2</b></p> <p>LT: I am learning to measure and compare the length of an object with different units.</p> <p>SC: <i>I know I am successful when:</i></p> <p><input type="checkbox"/> I can measure the same</p>	<p><b>Reading Intercession/Teacher Selected Strategy</b></p> <p><b>Options:</b></p> <p>IXL: <a href="#">1.1 Read animal life cycle diagrams</a></p> <p><a href="#">Room Recess</a></p> <p><a href="#">Typing.com</a></p>

<p>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 identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> <li><input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader.</li> </ul> <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns, punctuation, commas, capitalization, revising, editing, topic, prewriting</p> <p>Lesson/Activity: Unit 5 Week 4 Day 18 Explore: Say It with Dialogue Lesson 18, TE pgs.252-253</p>	<p><i>when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations and words.</li> <li><input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot.</li> <li><input type="checkbox"/> I can use character traits and plot development to determine the theme or central message.</li> </ul> <p>Lesson/Activity: Unit 9, Lesson 10, TE pages 94-97. Use character and Plot to determine the theme.</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can edit or remove any information that is unclear.</li> <li><input type="checkbox"/> I can revise to make it more interesting and easier to understand.</li> </ul> <p>Lesson/Activity: Volume 6, Lesson 20, TE pages 88-91. Clarifying the intro and conclusion.</p> <div data-bbox="756 542 1037 792"> <p><i>Strategy: Adding Images</i></p> <ol style="list-style-type: none"> <li>1. Read your introduction.</li> <li>2. Ask yourself: "What image would make this clearer? What would make it more interesting?"</li> <li>3. Sketch the image and add it to your introduction.</li> <li>4. Do the same with your conclusion.</li> </ol> </div>	<p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read words containing irregular vowel patterns.</li> <li><input type="checkbox"/> I can spell words containing irregular vowel patterns.</li> <li><input type="checkbox"/> I can reread to improve my reading.</li> </ul> <p>Lesson/Activity: Unit 9 Week 2 Day 5 TE pages 190-191 Word Study Resource Book, p. 104-105 My Word Study, Volume 2, p. 34</p> <p><i>Read HFWS:</i> <i>ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait.</i></p> <div data-bbox="1066 987 1314 1325"> <p><b>Schwa</b></p> <ul style="list-style-type: none"> <li>• Read Accountable Text "A New Kind of Pop!" and/or "Peanut Butter"</li> <li>• Blend and Build Words</li> <li>• Review Multisyllabic Words</li> <li>• Spelling and Dictation</li> <li>• High-Frequency Words</li> </ul> <p>• Cumulative Assessment</p> </div>	<p>object with two different units and name which unit needed more.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain why it takes more of a smaller unit to measure an object than a larger unit.</li> <li><input type="checkbox"/> I can tell which unit is longer/shorter (ex: an inches are smaller than feet).</li> </ul> <p><u>Key Vocabulary:</u> length, measure, inch, foot, centimeter, meter, yard, ruler, nonstandard unit</p> <p>Lesson/Activity: Measuring/Estimating Length Using Customary and Metric Units TE pages 261-272</p> <p>Lesson 19 - Measure to compare the differences in lengths using inches, feet, and yards.</p> <p><u>Problem Set:</u> Must Do: 1, 2, 4a, 4b Could Do: 3a-c</p> <p>Embarc: <a href="https://youtu.be/jFttMjIE8sM">https://youtu.be/jFttMjIE8sM</a> Video Link: <a href="https://youtu.be/ncnjxRvGazQ">https://youtu.be/ncnjxRvGazQ</a></p>	<p><a href="#">Nearpod Lesson- Retelling Key Details in a fictional text</a></p> <p><a href="#">Nearpod- Nonfiction Text Features</a></p> <ul style="list-style-type: none"> <li>AuthorsPurposeTas...</li> <li>Hop To It Retelling.pdf</li> </ul>
---	--	---	---	---	---




## Explore

### Say It with Dialogue

Partnerships respond to a sentence prompt with a set of oral or written sentences that include dialogue.

1. Aron said, "I see a shell near an umbrella."  
2. Wanda said, "That's a neat shell!"  
3. "We can put it in the pot," said Aron.



Sample Student Writing