

Carrie Waters' Week of: January 29-February 02, 2024 - 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 Adjective, Adverb, Preposition, and Pronouns Immersion Lesson 1-5	READING Unit 6 Week 1 Tales That Teach Us Lessons 1-5	WRITING WriteScore Unit 3 Writing Text Based Opinion Paragraphs Lessons 25-28	PHONICS Unit 6 Week 1 Lessons 1-5 Vowel Team /oo/: oo, ui, ew, ue, u, ou, oe, u_e Tales That Teach Us	MATH Module 3, Topic D Lessons 14-18 Measurement - Time	SCIENCE Unit 3 What is Matter and how does it change? Groundhog Day Celebration!
Monday -					
<p>Standard(s): ELAGSE2L1</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>I am learning to use reflexive pronouns when speaking or writing</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> I can define an adjective. I can define an adverb. I can identify an adjective. I can identify an adverb. I can define a pronoun. I can identify a pronoun. <p>Key Vocabulary: pronoun, reflexive pronouns, adjectives, adverbs, nouns, verbs, modified, parts of speech.</p>	<p>Standard(s): ELAGSER11 ELAGSESL1 ELAGSESL3</p> <p>LT: I am learning to ask and answer questions.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> I can generate and write relevant questions about a video and photo. I can work with a partner to evaluate my questions. I can listen actively. <p>Lesson/Activity: Unit 6, Lesson 1, TE pages 58-61. Introducing the unit.</p>	<p>Standard(s): ELAGSE2W1 ELAGSE2W6</p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing. I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults).</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> I can state a clear position about a topic. I can use reasons and add details to support my position. I can use linking words to connect my opinion and reasons. I can use paper, pencil, and digital media to produce a writing piece. I can collaborate with 	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.) I can identify the difference between the different sounds of the same vowel or vowel 	<p>Standard(s): 1.MDR.6.2</p> <p>LT: We are learning about time.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> I can tell time to the hour. I can tell time to the half hour. I can tell time and identify if it is a.m. or p.m. I can write time to the hour. I can write time to the half hour. I can write the time using a.m. and p.m. <p>Lesson/Activity: Lesson 14- Distinguish between a.m. and p.m.</p> <p>Materials: Demonstration clock and student scissors</p> <p>Fluency: Whiteboard Exchange- Compare</p>	<p>Standard(s): S2P1b. ELAGSE2SL1</p> <p>LT: We are learning how structures can be broken down and rearranged. I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> I can use small blocks to make a bigger structure. I can rearrange small blocks to make a different big structure. I can describe how objects made from small pieces can be taken apart to make a new different structure. I can build on others' ideas by linking their comments to others or my

Lesson/Activity:

Lesson 1: Pre-Assess:
TE pages 164-165
Adjectives, Adverbs,
Pronouns, and Prepositions

Students will take a pre assessment on identifying the parts of speech in sentences.

Name: _____ Date: _____

Gathering Knowledge About Special Words

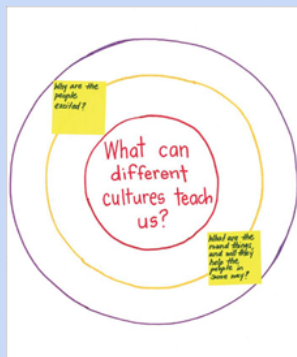
Read the sentences. Then write what you know or notice about the underlined words.

Sentence #1: I saw a small squirrel run up a tall tree. Then I saw an even 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 Tony. "I don't need that one because I have another just like it," she said.

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



(peers, teachers, and adults) to proofread my writing.

- I can use tools to find and organize information.
- I can publish and present my writing to an audience.

Key Vocabulary:

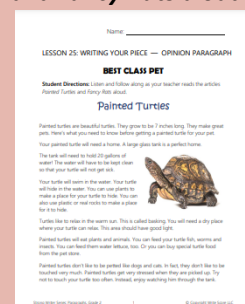
digital tools, internet, collaboration, gather information, research, producing, publishing

Lesson/Activity:

Unit 3 Write Score
Pre-Post Assessment
Review/Publish
Text -Based Opinion
Writing
Lesson 25
Your Writing Piece -
Text-Based Opinion
Paragraph

Focus: Students write a paragraph in response to a text-based prompt.

Teacher will read two articles, Painted *Turtles* and *Fancy Rats* aloud.



team.

- I can read words containing irregular vowel patterns.
- I can spell words containing irregular vowel patterns.

Key Vocabulary:

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

Lesson/Activity:

Unit 6 Week 1 Day 1
TE pages 4-7
Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u_e
Word Study Resource
Book, pp. 62
My Word Study, Volume 2, p. 02

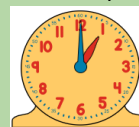
Read HFWs:

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

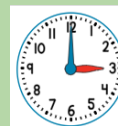
Numbers: Students compare numbers within 1,000 in standard form. 265 is less than 389 389 is greater than 265 Repeat with the following:

273	273	392	423	400	399	486	401	591	519	632	623	874	876	1000	999
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	-----

Counting on the Clock: Students count by hours or half hours to prepare for distinguishing between a.m. and p.m.



Choral Response- Tell Time: Students tell time on an analog clock to the nearest half hour.



Repeat with the following:



Launch: Students analyze the similarities and differences among clocks.



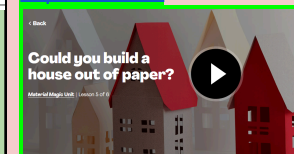
What do you notice?
What do you wonder?

Learn: Distinguish between a.m. and p.m. -

own ideas.

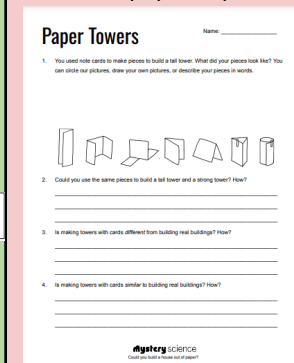
Lesson/Activity:

Mystery Science
Could You Build A House Out of Paper?
Paper Towers



Students examine how large structures like houses are built from smaller pieces.

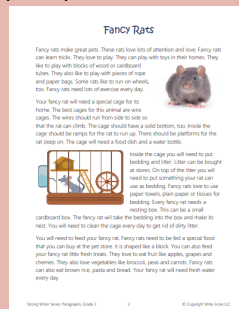
Students will design their own structures using unconventional building materials such as index cards and paper clips.



Students will work to build tall towers, then challenge themselves to build towers strong enough to support a hardcover book.

Think, Pair, Share:
What was the most and least challenging part of

Students will follow along as the teacher reads the prompt below.



Then, students will work to write and answer the prompt.

Paragraph Prompt: Your teacher says that your class can have a pet. You can choose a painted turtle or fancy rat. You can only choose one.

Which will you choose? Why?

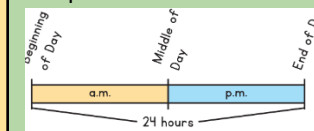
Write to share your opinion and tell why.

Students will use facts from the articles to support their opinion.

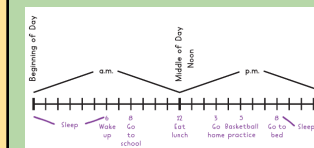
Teachers will use Text-Based Opinion Paragraphs Rubric to assess students' level of knowledge.

- Vowel Team /oo/: oo, ui, ew, u_e**
- Spelling-Sound Correspondences
 - Blend and Build Words
 - Transition to Multisyllabic Words
 - Spelling Quick Check
 - High-Frequency Words
 - Share and Reflect

Students plot daily events on a timeline to distinguish between a.m. and p.m.



Order Daily Events- Students determine whether daily events take place in the a.m. or p.m. and place them in order. Discuss timeline.



Gradual release to the Problem Set.

Land: Distinguish between a.m. and p.m.- What is the difference between a.m. and p.m.? When you are sleeping at night, are you sleeping during the a.m. or p.m.? How do you know?

Students will complete and turn in Exit Ticket 14 for a formative grade.

assembling your structures?

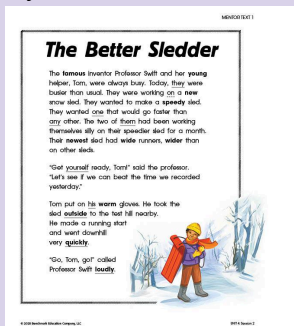
		<p>RUBRIC</p> <p>WRITING TEXT-BASED OPINION PARAGRAPHS</p> <p>2</p> <p>The big idea addresses the writing prompt and states the writer's opinion. One detail from the text that states reasons supporting the opinion are present. Specific examples/illustrations from the article that support the reason and opinion are included. The paragraph has a series of ideas related to the text.</p> <p>The writing applies grade-level process and conventions. Mistakes do not interfere with understanding.</p> <p>1</p> <p>The big idea addresses the writing prompt and states the writer's opinion. One detail from the text that states reasons supporting the opinion is present. An example/illustration from the article that is generally connected to the reason/opinion is included. The paragraph is missing a strong connection or link among the ideas connected to the opinion.</p> <p>The writing applies grade-level process and conventions some of the time. Mistakes may interfere with understanding.</p> <p>0</p> <p>The big idea is unclear. The opinion is not stated. Reasons/details from the text are not included. Examples/illustrations are unrelated or absent. Beginning and/or ending is absent. Writing is irrelevant, off-topic, or incomplete.</p>			
		Students will begin to type their opinion pieces into a Google Document to practice skills for upcoming WriteScore Assessment February 6th.			

Tuesday -

<p>Standard(s): ELAGSE2L1</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</p> <p>SC: <i>I know I have learned it when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define an adjective. <input type="checkbox"/> I can define an adverb. <input type="checkbox"/> I can identify an adjective. <input type="checkbox"/> I can identify an adverb. <input type="checkbox"/> I can define a pronoun. <input type="checkbox"/> I can identify a pronoun. <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2RL3 ELAGSE2RL2</p> <p>LT: I am learning to connect to the characters in stories from diverse cultures.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read or listen to fables and folktales from diverse cultures. <input type="checkbox"/> I can describe characters using character traits/feelings. <input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges. <input type="checkbox"/> I can use details and events from a story and explain the message 	<p>Standard(s): ELAGSE2W1</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"> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. <input type="checkbox"/> I can use linking words to connect my opinion and reasons. <p>Lesson/Activity: Lesson 26: Introduction to Text-Based Opinion Paragraph Writing—Best</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, 	<p>Standard(s): 1.MDR.6.2</p> <p>LT: We are learning about time.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can tell time to the hour. -I can tell time to the half hour. -I can tell time and identify if it is a.m. or p.m. -I can write time to the hour. -I can write time to the half hour. -I can write the time using a.m. and p.m. <p>Lesson/Activity: Lesson 15-Recognize time as measurement units.</p>	<p>Standard(s): S2PIb. ELAGSE2L4 ELAGSE2W2</p> <p>LT: We are learning how structures can be broken down and rearranged.</p> <p>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. I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p> <p>SC: <i>I will know I am successful when...</i></p>
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Lesson 2:
TE pages 166-167
Look at a Mentor text.

Explore: Students will look at mentor text #1 The Better Sledder and create observations about adjectives



Adjectives give details.

"New" has "est" added to it.

Adjectives tell about the people.

The story needs more adjectives.

Writing is boring without adjectives.

(lesson/moral) the author is trying to teach me.
I can think about and explain how this story relates to me.

Lesson/Activity:
Unit 6, Lesson 2,
TE pages 62-65.

Make Connections

Connections between a text and the real world.

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

Connections between a text and my own experiences.

When I read about _____ it reminds me of when I _____.

Connections between a text and another text.

The characters _____ and _____ remind me of the story _____.

Class Pet

Teacher will introduce the parts of a paragraph (opening sentence/ opinion, reason/detail sentences, example/ explanation sentences, and closing sentences).

Display anchor chart Text-Based Opinion Writing (three pages) and review the information with students.

Text-Based Opinion Writing

Writing Paragraphs

- A paragraph is a group of sentences about the same topic.
- Good writers organize their writing into paragraphs.
- Most paragraphs have a sentence that includes the topic, detail sentences, and a closing sentence.

I'm looking for facts that can help me tell my reasons and details.

Text-Based Opinion Writing

5's more Paragraph

Paragraphs begin with an **opening** **big idea** sentence on the topic you will be writing about. This big idea tells your opinion. The **prompt** will help you write this sentence.

The **reason/detail** sentences tell why you believe what you do.

The **example** sentence tells more about the reason/detail. **facts from the text** will help you write these sentences.

Paragraphs end with a **closing** sentence that wraps things up. This sentence restates your opinion.

Text-Based Opinion Writing

Follow these steps!

- Read the prompt. Then, read the articles. As you read, think about what you are reading.
- Think about what you read. Decide on your opinion.
- Ask yourself, "Why do I think that? What are my reasons?" Look for facts that can help you tell your reasons and details.

Be sure to point out the process of reading the articles, determining

etc.)
I can identify the difference between the different sounds of the same vowel or vowel team.
I can read words containing irregular vowel patterns.
I can spell words containing irregular vowel patterns.

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

Lesson/Activity:
Unit 6 Week 1 Day 2
TE pages 8-11

Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u_e
Word Study Resource Book, pp. 63
My Word Study, Volume 2, p. 03

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

Materials:
Demonstration clock and analog clock

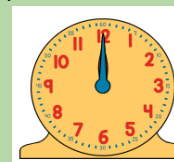
Fluency: Whiteboard
Exchange-Compare Numbers: Students compare numbers within 1,000 in different forms.

374 > 2 hundreds 7 tens 6 ones
374 > 276

Repeat with the following:

$384 \div 200 = 80 \div 4$ $384 \div 288$	$three\ hundred\ forty-two \div 423$ $342 \div 423$
$four\ hundred\ nine \div 400 \div 9$ $409 \div 409$	$500 \div 70 \div 4 \div 5\ hundred\ 7\ tens\ 6\ ones$ $574 \div 576$
$six\ hundred\ eighty-two \div 6\ hundred\ 2\ tens\ 8\ ones$ $682 \div 628$	$17\ tens\ 10\ ones \div 180$ $180 \div 180$

Counting on the Clock- Students count by half hours using the term *half past*.



Choral Response- Tell Time: Students tell time on an analog clock to the nearest half hour by using picture clues to distinguish between a.m. and p.m.



Repeat with the following:

I can describe how objects made from small pieces can be taken apart to make a new different structure.
I can recognize grade-appropriate words and their meaning.
I can use prior knowledge to help determine the meaning of a word or phrase.
I can build on others' ideas by linking their comments to others or my own ideas.

Lesson/Activity:
The Perfect Nest
How Structures Are Built
2 Day Activity -

Reading Skill - Finding the meaning of new words.

Writing Skill - Compare & Contrast

Key Vocabulary:
Structure, assemble, disassemble, & rearrange

Students will create a structure out of building materials. (Prepare 20 building pieces)

Students will assemble a structure using all of the pieces. Students will then draw their first structure.

one's opinion after reading the articles, and finding facts in the article to use as reasons to support the opinion

Display Paragraph 1.

LESSON 26: Introduction to Text-Based Opinion Paragraph
ANNOTATED ARTICLE - PARAGRAPH 1
Painted Turtles

Painted turtles are beautiful turtles. They grow to be 7 inches long. They make great pets, when you need to know before getting a painted turtle for your pet.

Your painted turtle will need a home. A large glass tank is a perfect home.


The tank will need to hold 20 gallons of water. The water will have to be kept clean so that your turtle will not get sick.

Your turtle will swim in the water. Your turtle will hold its head up. You can use plants to make a place for your turtle to hide. You can also use plastic or real rocks to make a place for your turtle.

Turtles like to relax in the warm sun. This is called basking. You will need a dry place where your turtle can relax. This area should have good light.

Painted turtles will eat plants and animals. You can feed your turtle fish, worms and insects. You can feed them water lettuce, too. Or you can buy special turtle food from the pet store.

Painted turtles don't like to be petted like dogs and cats. In fact, they don't like to be touched very much. Painted turtles are very unusual when they are picked up. To not to touch your turtle too often. Instead, enjoy watching her through the tank.



Read each paragraph aloud. Model color-coding the paragraph. Explain your thinking as you model color-coding.

As you underline the opinion sentence, note that the prompt helped the writer construct the opening sentence.

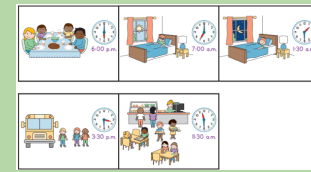
As you underline the reason and example, return to the article, **Painted Turtles**, and point out the sentences that provide the information.

Be sure to point out that each example/explanation sentence tells more about the reason/detail sentence.

Finally, briefly evaluate

Vowel Team /oo/: oo, ui, ew, u_e

- Blend and Build Words
- Read Interactive Text "The Brothers Grimm"
- Spelling
- High-Frequency Words
- Share and Reflect



Launch: Students participate in a task for a specified time period. Students run in place for 1 second. Then, 60 seconds.

Learn: Compose a Minute and an Hour-Students relate time units to the hands of a clock and recognize that 60 minutes compose 1 hour.

Things That Take about 1 Hour	Things That Take about 1 Minute	Things That Take about 1 Second
Math class	Washing hands	Sneezing
Watching a TV show	Making a bed	Taking a bite
	Tying shoes	Picking up a pencil
24 hours compose 1 day.	60 minutes compose 1 hour.	60 seconds compose 1 minute.

Estimate and Measure Time- Students estimate and measure times to develop benchmarks for 1 second and 1 minute.

Print Ready Student Sheets

Building Something New Pre-Reading Activity

Name: _____

Directions:

1. Cut out a bag of supplies from your teacher.
2. Read a structure and draw it in the first structure box.
3. Then, read aloud and draw the structure in the second structure box.
4. Draw a picture of the structure in the third structure box.

First Structure	Second Structure

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Next, students will rearrange their materials to make something new. Have them draw their second structure.

Read Aloud: The Perfect Nest

Print Ready Article



The Perfect Nest

Once upon a time, there was a family of birds. The mother bird wanted to build a structure to keep her baby birds safe from the cat that lived nearby. The cat was very curious and wanted to see the new baby birds.

The mother bird collected objects from around the nest. She arranged her collection of items to make a structure that was flat and wide. That night, the cat climbed the tree and was able to look in and see the family of birds while they were sleeping. Just before the cat could grab the birds, the mom bird woke up and scared the cat away.

The next morning, the momma bird had to rearrange her pieces to make a new structure. This time she made high walls and a ceiling with only a small hole to come in and out. She kept watch all night to see if this structure was better than the first.

That night, the cat crawled up the tree to find the birds. He searched and searched. Finally, he saw the structure that the mother bird had built. He tried and tried but could not see or get to the birds. The next morning, the mother bird knew she had created the perfect structure for her family.



Reading: Vocabulary Acquisition

Name: _____

Word	Definition
Structure	
Arrange	
Disassemble	
Rearrange	

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Read Aloud: The Perfect Nest

the paragraph using the student-friendly rubric.

Student-Friendly Rubric

Check Your Writing

My opening sentence tells my opinion.	I gave a reason that connects to my opinion. I used information from the text.	I explained why the reason was important and gave an example from the text.
My closing sentence wraps things up.		
I have capital letters.	I have punctuation.	I have used my best spelling.

Repeat this process with Paragraph 2.

LESSON 26: Introduction to Text-Based Opinion Paragraph

ANNOTATED ARTICLE – PARAGRAPH 2

Painted Turtles

Painted turtles are beautiful turtles. They grow to be 7 inches long. They make great pets. Even what you need to know before getting a painted turtle for your pet.

Your painted turtle will need a home. A large glass tank is perfect for them. The tank will need to hold 20 gallons of water. The water will have to be kept clean so that your turtle will not get sick.

Your turtle will swim in the water. Your turtle will have to be kept in the water. You will not be able to make a place for your turtle to hide. You can use a plastic or real turtle to make a place for it to hide.

Turtles like to swim in the water too. This is called basking. You will need a dry place where your turtle can rest. This area should have good light. Painted turtles will eat plants and animals. You can feed your turtle fish, worms and insects. You can feed them water insects, too. Or you can buy special turtle food from the pet store.

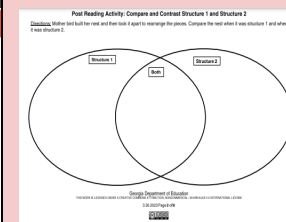
Painted turtles don't like to be petted like dogs and cats. In fact, they don't like to be touched very much. Painted turtles get very stressed when they are picked up. Try not to touch your turtle too often. Instead, enjoy watching him through the tank.

Activity	Unit of Time	Time Estimate	Actual Time
Do 1 jumping jack.	seconds	2 seconds	1 second
Do 30 jumping jacks.	seconds	30 seconds	38 seconds
Sing "Bingo" 1 time.	seconds	1 minute	1 minute
Sing "Bingo" 2 times.	seconds	2 minutes	3 minutes
Move from your seat to the rug.	seconds	30 seconds	25 seconds
Draw a cube.	seconds	50 seconds	40 seconds
Write the numbers from 0 to 120.	seconds	4 minutes	3 minutes 45 seconds

Gradual release to the Problem Set.

Land: Recognize time as measurement units. What are some activities that take about 1 hour? What units of time did we work with today? How do smaller units of time compose larger units of time?

Students will complete and turn in Exit Ticket 15 for a formative grade.



Students will compare and contrast their first and second structure.

Students will write and share a short narrative piece about their structures.

Writing worksheet

Directions: Fill in each section below.

Section 1: Create your opinion.
(I like my **first/second** structure best (Circle one))

Section 2: Support your opinion by explaining similarities and differences between the structures. Fill in one of the sentence frames below:

- My first structure was _____ while my second structure was _____.
- Even though both structures _____, my **first/second** structure _____.
- My structures were similar because they both _____ but my **first/second** structure _____.

Concluding Statement

- Overall, I like my **first/second** structure best because _____.

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L.E.A.P. 2017 Page 2 of 6
GOE

Wednesday-

Standard(s):
ELAGSE2L1

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

SC: *I know I have learned it when:*

- ☐ I can define an adjective.
- ☐ I can define an adverb.
- ☐ I can identify an adjective.
- ☐ I can identify an adverb.
- ☐ I can define a pronoun.
- ☐ I can identify a pronoun.

Lesson/Activity:

Lesson 3:
TE pages 168-169
Look at Second Mentor text

Explore: Students will look at mentor text #2 The First ever Phone call and make notes of the grammar they see. Focus on the adverbs

Standard(s):
ELAGSE2RL2

LT: I am learning to retell different types of stories to share what the author is trying to teach me.

SC: *I know I am successful when:*

- ☐ I can identify different genres (e.g., poetry, fables, folktales).
- ☐ I can read or listen to fables and folktales from diverse cultures.

Lesson/Activity:

Unit 6, Lesson 3,
TE pages 66-69.

TRADITIONAL LITERATURE	
What is traditional literature? Stories passed down from long ago, from generation to generation	What are some types of traditional literature? Folktales, fables, trickster tales, fairy tales, legends, myths
Look for: • Short stories with simple plots • Characters with flaws or problems • Some characters may be animals (especially in fables) • The story may explain something in nature or the natural world (especially in folktales) • The story has a moral or teaches a lesson	Examples: • Little Red Riding Hood • Jack and the Beanstalk • The Three Little Pigs • Cinderella • The Village of the Moon Rain • The Huelmul Egg • Yeh-Shen

Standard(s):
ELAGSE2W1

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

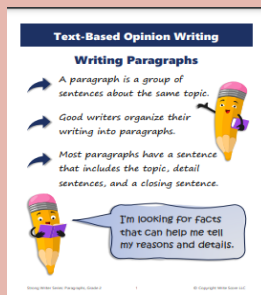
SC: *I know I am successful when...*

- ☐ I can state a clear position about a topic.
- ☐ I can use reasons and add details to support my position.
- ☐ I can use linking words to connect my opinion and reasons.

Lesson/Activity:

Lesson 27: Text-Based Opinion Paragraph—Best Class Pet Mark Up

Display the anchor charts, Text-Based Opinion Writing Anchor Chart and review the information with students.



Standard(s):
ELAGSE2RF3
ELAGSE2RF4

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 (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ☐ I can identify the difference between the different sounds of the same vowel or vowel team.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Key Vocabulary:

word analysis, decode, long vowel, short vowel,

Standard(s):
1.MDR.6.2

LT: We are learning about time.

SC: *I will know I am successful when...*

- I can tell time to the hour.
- I can tell time to the half hour.
- I can tell time and identify if it is a.m. or p.m.
- I can write time to the hour.
- I can write time to the half hour.
- I can write the time using a.m. and p.m.

Lesson/Activity:

Lesson 16- Use a clock to tell time to the half hour or quarter hour.

Materials: Paper clock (digital download), scissors, brads, markers, scissors, sticky notes (4).

Fluency: Whiteboard Exchange- Add in Unit and Standard Form: Students add a two-digit number and a multiple of 10 in unit form and write the equation in standard form.

Standard(s):
S2PIb.
ELAGSE2L4
ELAGSE2W2

LT: We are learning how structures can be broken down and rearranged.

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. I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.

SC: *I will know I am successful when...*

- ☐ I can describe how objects made from small pieces can be taken apart to make a new different structure.
- ☐ I can recognize grade-appropriate words and their meaning.
- ☐ I can use prior knowledge to help determine the meaning of a word or phrase.
- ☐ I can build on others' ideas by linking their comments to others or my own ideas.

The First-Ever Phone Call

The day was March 10, 1876. Alexander Graham Bell was inside his lab working on a new invention. He called it a telephone. The word came from Greek words that mean "sound from far away." Bell and his loyal assistant, Thomas Watson, had been working on it since 1874.

Bell's earlier inventions often helped deaf people. Bell always worked hard. Now, he worked harder than ever. He had barely slept in the last week.

Today was the day he would try the telephone. Watson placed himself in the room next to the lab. Bell talked into one part of the new invention. He spoke slowly and clearly. He said, "Mr. Watson, come here. I want to see you." Watson heard him. He came back into the lab right away. Bell's words are forever part of history.



Mentor Text 2

Adverbs end in "-ly" a lot.

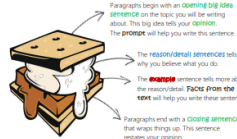
Without adverbs, actions aren't as interesting.

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

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

Text-Based Opinion Writing

5'more Paragraph



Text-Based Opinion Writing

Follow these steps!

1. Read the prompt. Then, read the articles. As you read, think about what you are reading.
2. Think about what you read. Decide on your opinion.
3. Ask yourself: "Why do I think that? What are my reasons?" Look for facts that can help you tell your reasons and details.

Display the paragraphs. Read each paragraph aloud.

Students will work together to color-code paragraphs to identify the essential parts.

Review color-coding and briefly evaluate the paragraphs using the student-friendly rubric.

Return to the article, **Painted Turtles**, and point out the sentences that provided the information for the reasons and examples.)

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

Lesson/Activity:

Unit 6 Week 1 Day 3
TE pages 12-15

Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u_e
Word Study Resource Book, pp. 64-65
My Word Study, Volume 2, p. 04

Practice HFWs:

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

Vowel Team /ōō/: oo, ui, ew, u_e

- Blend and Build Words
- Read Interactive Text "The Brothers Grimm"
- Spelling
- High-Frequency Words
- Share and Reflect

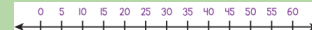
$$2 \text{ tens} + 1 \text{ ten} = 3 \text{ tens}$$

$$20 + 10 = 30$$

Repeat with the following:

2 tens 3 ones + 1 ten	2 tens 7 ones + 1 ten	3 tens + 2 tens	3 tens 4 ones + 2 tens
3 tens 4 ones + 2 tens	5 tens 2 ones + 3 tens	6 tens 1 one + 3 tens	3 tens + 4 tens 5 ones

Counting on the Number line by Fives Within 60: Students count by fives in unit and standard form.



Choral Response- Tell

Time: Students tell time on an analog clock to the nearest half hour by using picture clues to distinguish between a.m. and p.m.



Repeat with the following:



Launch: Students relate the fractional unit of halves to tell time on a clock.

Lesson/Activity:

Continued Day 2 -
How Structures Are Built
Read Aloud:
The Perfect Nest

Print Ready Article

The Perfect Nest

Once upon a time, there was a family of birds. The mother bird wanted to build a structure to keep her baby birds safe from the cat that lived nearby. The cat was very curious and wanted to see the new baby birds.

The mother bird collected objects from around the yard. She arranged her collection of items to make a structure that was far and wide. That night, the cat climbed the tree and was able to look in and see the family of birds while they were sleeping. Just before the cat could grab the birds, the mom bird woke up and scared the cat away.

The next morning, the momma bird had to rearrange her pieces to make a new structure. This time she made high walls and a ceiling with only a small hole to come in and out. She kept watch all right to see if this structure was better than the first.

That night, the cat crawled up the tree to find the birds. He searched and searched. Finally, he saw the structure that the mother bird had built. He tried and tried but could not see or get to the birds. The next morning, the mother bird knew she had created the perfect structure for her family.

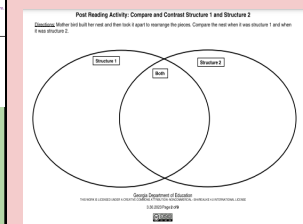


Reading Vocabulary Acquisition

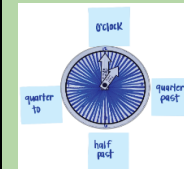
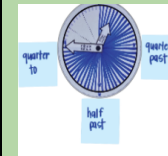
Word	Definition
Structure	
Arrange	
Disassemble	
Rearrange	

Read Aloud:

The Perfect Nest



Students will compare and contrast their first and second structure.



Gradual release to the Problem Set.

Land: Use a clock to tell time to the half hour or quarter hour. How do fractions relate to telling time? What is similar about these two times: 12:15 and 12:45?



This clock is supposed to show 7:30. Is it correct? Why or why not?

Students will complete and turn in Exit Ticket 16 for a formative grade.

Thursday -

Standard(s):
ELAGSE2L1

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

SC: *I know I am successful when:*

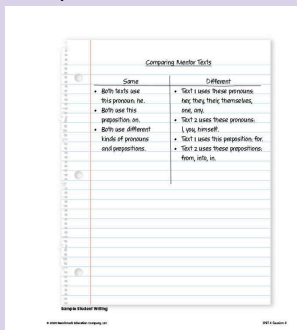
- ☐ I can define a pronoun.
- ☐ I can identify a pronoun.
- ☐ I can define a reflexive pronoun.
- ☐ I can identify a reflexive pronoun.

Lesson/Activity:

Lesson 4:
TE pages 170-171
Look again at mentor text

Explore: Using both mentor text #1 and #2, students will compare the use of pronouns and prepositions.

Example Observations



Standard(s):
ELAGSE2L4

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.

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 4,
TE pages 70-73.



Standard(s):
ELAGSE2W1

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 use linking words to connect my opinion and reasons.

Lesson/Activity:
Lesson 28: Building Text-Based Opinion Paragraphs

Display the anchor chart, Text-Based Opinion Writing Anchor Chart, and review the information with students.

Each student station will need one paragraph sample with a corresponding paragraph frame.

Explain that students will rotate through several paragraph stations. At each station, there will be a color-coded paragraph

Standard(s):
ELAGSE2RF3
ELAGSE2RF4

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 (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ☐ I can identify the difference between the different sounds of the same vowel or vowel team.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Key Vocabulary:
orally, expression, accuracy, repeated reading, reader's theater, echo reading, choral

Standard(s):
1.MDR.6.2

LT: We are learning about time.

SC: *I will know I am successful when...*

- I can tell time to the hour.
- I can tell time to the half hour.
- I can tell time and identify if it is a.m. or p.m.
- I can write time to the hour.
- I can write time to the half hour.
- I can write the time using a.m. and p.m.

Lesson/Activity:

Lesson 17- Relate the clock to a number line to count by fives.

Materials: Clock signs (in TE), chart paper, clothespins, demo. Clock, markers, sticky notes (12), Unifix cubes (60), yarn (3 ft.)

Fluency: Whiteboard Exchange- Add in Unit and Standard Form- Students add a two-digit number and a multiple of 10 in unit form and write an equation in standard form.

Standard(s):
S2P1c.
ELAGSE2SL1

LT: We are learning how heating and cooling change matter.

SC: *I will know I am successful when...*

- ☐ I can plan and carry out an investigation to describe how matter changes when I cool it.
- ☐ I can plan and carry out an investigation to describe how matter changes when I warm it.
- ☐ I can identify changes from heating and freezing as reversible/irreversible.
- ☐ I can use my investigations to describe ways cooling is reversible and irreversible.
- ☐ I can use my investigations to describe ways heating is reversible and irreversible.

Key Vocabulary:
reversible change, irreversible change, cooling, melting, heating, freezing, investigate, describe

Lesson/Activity:
Picture Perfect Text:

frame and sentence strips.

Students will work together to read each strip and decide which is the opening/opinion sentence, explanation sentence, reason/detail sentence, explanation sentence, and closing sentence.

Teachers will circulate and provide support as needed.

NAME _____

LESSON 28: BUILDING TEXT-BASED OPINION PARAGRAPHS


Paragraph Frame

Opening Opinion Sentence
Reason/Detail Sentence
Explanation Sentence
Reason/Detail Sentence
Explanation Sentence
Closing Sentence

Writing Strategy: Opinion Paragraphs (Grade 2) © Copyright © 2010 Scholastic Teaching Resources

LESSON 28: BUILDING TEXT-BASED OPINION PARAGRAPHS

Paragraph Sample 1
(two reasons/explanations)

 I think a fancy rat would be the best pet for my class.

One reason is fancy rats love to play.

It would be great to watch him play with his toys and run around his cage.

Another reason is that fancy rats eat lots of different foods.

We could bring him treats like apples or bread from the cafeteria!

Now you know why a fancy rat would make the best pet!

reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

Unit 6 Week 1 Day 4
TE pages 16-17

Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u_e
Word Study Resource Book, pp. 64-65
My Word Study, Volume 2, p. 04

Read HFWs:

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

Vowel Team /ōō/: oo, ui, ew, u_e

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

$$4 \text{ tens} + 3 \text{ tens} = 7 \text{ tens}$$
$$40 + 30 = 70$$

Repeat with the following:

4 tens 8 ones + 3 tens	2 tens 5 ones + 4 tens	5 tens 3 ones + 4 tens	3 tens 1 one + 5 tens
4 tens 6 ones + 5 tens	1 ten 4 ones + 6 tens	7 tens + 2 tens 4 ones	8 tens + 1 ten 7 ones

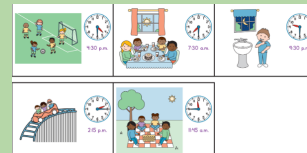
Counting on the Number Line by Fives Within 60: Students count by fives in unit and standard form.



Choral Response- Tell Time: Students tell time on an analog clock to the nearest quarter hour, by using picture clues to distinguish between a.m. and p.m.



Repeat with the following:



Launch: Students reason about a given time by using what they know about fractions.



Which clock shows 1:37?

Crayons - Chapter 14 pages 197-213.

Crayon Exploration:

Review by asking students what properties could we observe with a crayon?

Have students draw a detailed picture of the crayon (remove wrapper, use all senses except taste, measure length, and record observations).

Next, break the crayon in to several pieces. Have students turn & talk. Ask: How do you think we could change your crayon?

Show students a box of crayons. Ask: "Now what are you wondering about crayons?" Turn & Talk: Record student responses.

Introduce Read Aloud:

[The Day the Crayons Came Home by Drew Daywalt](#)

Have students notice all the different things that happen to the crayons and the ways the crayons in the book are changed.

Explain Activity - Card Sequencing

Partnerships:

Learn: Count Groups of 5 Minutes- Students count by groups of 5 minutes to establish the meaning of the numbers on a clock.



Relate the Clock to a Number Line- Students count the minutes on a clock and relate the clock to a number line.



Senji says this clock shows 10 minutes past 6. Is he correct? How do you know?

Gradual release to the Problem Set.

Land: Relate the clock to a number line to count by fives.

How is a clock similar to a number line? When would it make sense to use a clock and when

Students will order the cards to show the steps needed to manufacture, or make, crayons in a factory.

As you read or watch *From Wax to Crayon*, students should have an opportunity to reorder the cards. Have students compare their cards with other groups or partnerships.

EPIC Books

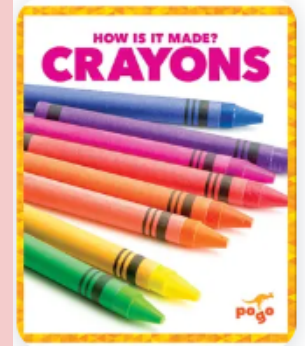


How Crayola Makes Their Signature Crayons!



would it make sense to use a number line?

Students will complete and turn in Exit Ticket 17 for a formative grade.



Revisit the class list of crayon questions and have students use evidence from the text to answer the questions.

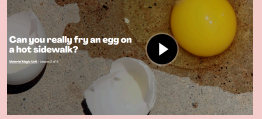
Explain that melting wax is a **reversible change**. Liquid wax differs from water in that it becomes a solid at room temp. You don't have to put it in the freezer to make a solid. Cooling with water makes the wax harden into a solid.

Melting Crayons Demonstration -

Have students watch and make observations as you heat crayons with a blow-dryer on high heat.

Think, Pair, Share:
What changes did you observe?

Challenge students to think of a change that is not reversible. (boiled egg)

					<p>Optional Activity: Mystery Science - Can You Really Fry An Egg On the Sidewalk?</p> 
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Friday- Groundhog Day Celebration!

<p>Standard(s): ELAGSE2L1 ELAGSE2W5</p> <p>LT: I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves).</p> <p>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"> <input type="checkbox"/> I can define a pronoun. <input type="checkbox"/> I can identify a pronoun. <input type="checkbox"/> I can define a reflexive pronoun. <input type="checkbox"/> I can identify a reflexive pronoun. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <p>Lesson/Activity: Review & Groundhog Day</p>	<p>Standard(s): ELAGSE2RL2 ELAGSE2RI6</p> <p>LT: I am learning to identify the author's main purpose of a text to determine what they are trying to teach me (theme/central message).</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read or listen to fables and folktales from diverse cultures. <input type="checkbox"/> I can use details and events from a story and explain the message (lesson/moral/theme) the author is trying to teach me. <p>Lesson/Activity: Unit 6, Lesson 5, TE pages 74-77. Take Unit 6, Week 1 Assessment.</p>	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece.</p> <p>I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>I am learning to provide a concluding statement in my opinion piece.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. <input type="checkbox"/> I can use linking words to connect my opinion and reasons. <input type="checkbox"/> I can write an ending to show closure. 	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams.</p> <p>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"> <input type="checkbox"/> I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.) <input type="checkbox"/> I can spell words containing irregular vowel patterns. <input type="checkbox"/> I can reread to improve my reading. <p>Key Vocabulary: orally, expression, accuracy, repeated reading, reader's theater,</p>	<p>Standard(s): 1.MDR.6.2</p> <p>LT: We are learning about time.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can tell time to the hour. -I can tell time to the half hour. -I can tell time and identify if it is a.m. or p.m. -I can write time to the hour. -I can write time to the half hour. -I can write the time using a.m. and p.m. <p>Lesson/Activity: Lesson 18-Tell time to the nearest 5 minutes.</p> <p>Materials: Demo. clock and paper clocks</p> <p>Fluency: Sprint- Add Two-Digit Numbers and a</p>	<p>Standard(s): ELAGSE2RI1 ELAGSE2RI2 ELAGSE2RI3 ELAGSE2RI4</p> <p>LT: I am learning to ask and answer questions to show understanding of key details in the text.</p> <p>I am learning to identify the main topic (main idea) and the focus of each paragraph in a text.</p> <p>I am learning to describe the connection between a series of historical events, scientific ideas/concepts, or steps in technical procedures.</p> <p>I am learning to find the meanings of words and phrases from grade-level informational text.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can ask and answer questions to understand
--	--	--	--	--	---

Editing Practice

Students will discuss the goals of the new unit

Goals

- ✓ Writers use describing words in their sentences.
- ✓ Writers use pronouns carefully in their sentences.

Then, they will review the following questions to help the focus.

Questions We Have About Special Words

1. When and why do we use adjectives and adverbs?
2. Do sentences need to have adjectives and adverbs?
3. How do I know when to use a pronoun?
4. When do we use different pronouns?
5. How do prepositions help a sentence?

Phil the Groundhog Editing Practice:

Name: _____

Proofreading: How many mistakes can you find?

Phil the Groundhog

Did you know there is a groundhog that can predict the weather. His name is phil and he lives in pennsylvania. Each year in february, phil comes out of his burrow and looks around for his shadow. If he sees his shadow, he goes back in his burrow and hibernates for six more weeks. This means we will have a longer winter. When he does not see his shadow, he stays out of his burrow and begins looking for food? This means spring comes early!

Read to Me

Name: _____

Proofreading: How many mistakes can you find?

Phil the Groundhog

Did you know there is a groundhog that can predict the weather. His name is phil and he lives in pennsylvania. Each year in february, phil comes out of his burrow and looks around for his shadow. If he sees his shadow, he goes back in his burrow and hibernates for six more weeks. This means we will have a longer winter. When he does not see his shadow, he stays out of his burrow and begins looking for food? This means spring comes early!

Read to Me

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

Lesson/Activity:

Read Aloud-Informational



Groundhog Legend

Do you believe a groundhog can predict when Spring will arrive?

Writing Prompt(s):

Will General Beauregard Lee see his shadow?

Will Punxitauny Phil see his shadow?

Do you want the Groundhog to see his shadow or not?

Students will use their [persuasive writing](#) skills to draft a letter to General Beauregard Lee or Phil the Groundhog (Punxsutawney Phil).

Depending on their preference for winter or spring, they'll either request that he sees or does not see his shadow.

echo reading, choral reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

Unit 6 Week 1 Day 5 TE pages 18-19

Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u_e
Word Study Resource Book, pp. 64-65
My Word Study, Volume 2, p. 04

Read HFWS:

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

Review and Assess Vowel Team /oo/: oo, ui, ew, u_e

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

Multiple of 10

1.	30 + 20 = ____	50
2.	33 + 20 = ____	53

Launch: Students reason about the position of the hour hand to prepare to tell time to the nearest 5 minutes.

Name: _____

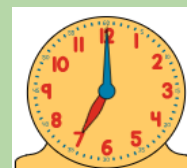
Kevin says the clock shows 12:15.
Hope says the clock shows 1:15.
Lee says the clock shows quarter to 12.

Who is correct? How do you know?

Kevin is correct!
The clock shows 15 minutes past 12:00.

Learn:

Read and Write the Time to 5 Minutes: Students count by fives and write time to the nearest 5 minutes.



Show Time on an Analog Clock: Students repeatedly show a specified time on their clocks.

- 4:35
- Quarter to 5:00
- 4:55
- Quarter past 5:00
- 5:25
- Half past 7:00
- 8:40
- 6:05

Gradual release to the Problem Set.

Land: Tell time to the

key details.

- I can ask and answer questions to understand the main ideas.
- I can gather important facts (ideas, details, and events) from many (multiple) paragraphs to identify the main topic.
- I can explain the sequence of two or more historical events in a text.
- I can use prior knowledge and experiences to determine and clarify word/phrase meanings.
- I can use context clues to determine word/phrase meanings.

Key Vocabulary:

legend, tradition, burrow, hibernate, groundhog, shadow, spring, weather, winter

Lesson/Activity:

Groundhog Day Celebration!

Students will explain the origins of Groundhog Day.

Students will describe how people celebrate Groundhog Day.

Students will review what a groundhog is.

Evaluate students' understanding of

		<p>Students should be able to explain why Mr. Groundhog should listen to their opinions and persuade him to agree with them.</p> <p>Students who want to challenge themselves can write a counter-letter to themselves from Groundhog, in which they refute the arguments in their original letter.</p> <p>This gives them practice finding holes in their logic and seeing things from fresh perspectives.</p>		<p>nearest 5 minutes. How does the hour hand relate to the minute hand?</p> <p>Students complete and turn in Topic Ticket D for a summative grade.</p>	<p>Groundhog Day.</p> <p><u>ReadWorks:</u> Groundhogs Are Diggers <u>Readworks:</u> Groundhog Day Students will read and answer questions on Groundhog Day.</p> <p>K-2 <u>Groundhog Day</u> <u>Nearpod Lesson</u> 1-5 <u>Groundhog Day</u> <u>Nearpod Lesson</u></p> <p><u>Intercession:</u> <u>Groundhog Legend</u> Do you believe a groundhog can predict when Spring will arrive?</p> <p><u>Reading, Writing, & Math</u> Groundhog Day Poetry Response</p>  <p>Science Optional Review: Standard(s): S2P1</p> <p>Read Aloud Intro: Fairy Science: Solid, Liquid, Gassy by Ashley Spires Task: States of Matter Identification CFA:</p>
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