

# Carrie Waters' Week of: February 05-09, 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 Week 2 Lessons 6-9 (Adjectives & Prepositions) WriteScore Assessment	READING Unit 6 Week 2 Lesson 6-10 Tales That Teach Us	WRITING WriteScore Assessment Benchmark Unit 4 Poetry Lessons 1-3	PHONICS Unit 6 Week 2 Lesson 6-10 Vowel Team /oo/: oo, u	MATH Lesson 19 Module 3 Review & Assessment Geometry & Measurement	SOCIAL STUDIES Celebrating Black History Month Doors of History Research Jackie Robinson & MLK
<b>Monday</b>					
<p>Standard(s): ELAGSE2L1e</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can identify an adjective.  <input type="checkbox"/> I can define an adjective.</p> <p><b>Key Vocabulary:</b>  adjectives, adverbs, nouns, verbs, modified, parts of speech.</p> <p><b>Lesson/Activity:</b>  Week 2 Day 6  Explore: The Colorful World of Adjectives  Lesson 6 TE pages 174-175</p>	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can gain information from the pictures and words of a text.  <input type="checkbox"/> I can use that information to make connections to the text.</p> <p><b>Lesson/Activity:</b>  Unit 6, Lesson 6,  TE pages 78-81.</p>	<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> <p><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> <p><b>Lesson/Activity:</b>  WriteScore Lesson 30/31:  Writing Strong Essays</p> <p>Use this day to assess what students have learned and to practice for WriteScore.</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> <p><input type="checkbox"/> I can identify the sounds for common vowel teams.  <input type="checkbox"/> I can identify the difference between the different sounds of the same vowel or vowel team.  <input type="checkbox"/> I can identify the</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> <p>-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> <p><b>Lesson/Activity:</b>  Lesson 19-Solve elapsed time problems.</p> <p><b>Fluency:</b>  Counting on the Clock-  Students count by 5 minutes on the clock.</p>	<p>Standard(s): ELAGSE2RI1 ELAGSE2SL2 ELAGSE2W8 ELAGSE2RI10</p> <p>LT: I am learning about the life and contributions of _____.</p> <p>I am learning to ask and answer questions to show understanding of key details in the text.</p> <p>I am learning to use what I know or gather information to answer a question.</p> <p>I am learning to retell key ideas about things I hear and see.</p> <p>I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p>

## Explore

### The Colorful World of Adjectives

Sort a list of adjectives in three categories. Students then jot down discoveries in their grammar notebooks.

Partnerships work with the following list of adjectives: *big, bigger, biggest, two, five, seven, blue, red, purple*. You can include additional adjectives that are familiar to your students. Display the adjectives.

Students discuss what they notice about what the words have in common and what makes them different. Students group the adjectives into the categories.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Colorful Adjectives  
blue, two, big, five, red, biggest, seven, purple, bigger

Category 1: Colors

Category 2: Numbers

Category 3: Size

## 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 \_\_\_\_\_.

Review the WriteScore format with students.

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.

### Lesson/Activity:

Unit 6 Week 2 Day 1

TE pages 20-23

Vowel Teams /OO/: oo, u

Word Study Resource

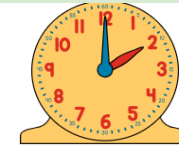
Book, p. 66

My Word Study, Volume 2, p. 5

**Read HFWs:** *add, between, close, example, food, group, hear, home, left, mountain.*

### Review and Assess Vowel Team /oo/: oo, u

- Read Accountable Text "Stone Soup" and/or "The Many Tales of Red Riding Hood"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment



Match: Time-Students match a picture with a time shown on an analog clock and write the time by using a.m. or p.m.



Launch: Students reason about elapsed time by using fractions skip-counting, and their knowledge of the clock.

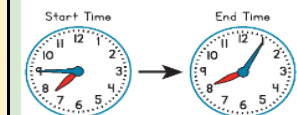
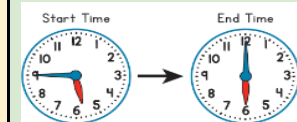
Adrien wakes up for school at 7:15 a.m.

He leaves for school at 7:45 a.m.

How long does it take Adrien to get ready?

### Learn:

Determine elapsed time- Students read clocks and reason about how to find the elapsed time.



Solve Elapsed Time Word Problems- students

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

- ☐ I can ask and answer questions to understand key details.
- ☐ I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic to help me answer a question.
- ☐ I can remember and retell key ideas or details from information presented aloud.
- ☐ I can use a variety of strategies to gain meaning from grade-level texts.

### Lesson/Activity:

Doors of History Research & Comprehension

Teacher Selected Strategy Reading Intercussion

[It's February, Black History Month - Jack Hartman](#)

[I am Black History From A-Z Read Aloud by Keisha Jenkins.](#)

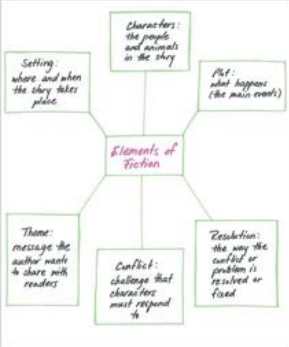
### Additional Resources:

- ReadWorks
- EPIC
- Media Center
- African American Biographies

				<p>choose how to solve an elapsed time word problem and evaluate their classmates' solutions.</p> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective- Solve elapsed time problems.</p> <p>Students will complete and turn in ET 19 for a formative grade.</p>	
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**Tuesday: WriteScore Assessment**

<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 know I am successful when...</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 use linking words to connect my opinion and reasons.</li> </ul> <p><b>Lesson/Activity:</b> <b>WriteScore Assessment</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RL7</b></p> <p>LT: I am learning to use information from a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can gather information about characters, setting, or plot from pictures and words.</li> <li><input type="checkbox"/> I can describe the importance of the setting in a text).</li> <li><input type="checkbox"/> I can use the information gathered to understand characters,</li> </ul>	<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 use linking words to connect my opinion and reasons.</li> </ul> <p><b>Lesson/Activity:</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></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.</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 sounds for common vowel teams.</li> <li><input type="checkbox"/> I can identify the difference between the</li> </ul>	<p><b>Standard(s):</b> <b>2.GSR.7.1</b> <b>2.GSR.7.3</b> <b>2.GSR.7.4</b></p> <p>LT: We are learning to analyze 2D and 3D shapes in our environment. We are learning to partition (separate/divide) shapes into parts.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>- I can identify polygons, triangles, quadrilaterals, pentagons and hexagons.</li> <li>- I can compare and sort shapes based on various attributes.</li> <li>- I understand what</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RI1</b> <b>ELAGSE2SL2</b> <b>ELAGSE2W8</b> <b>ELAGSE2RI10</b></p> <p>LT: I am learning about the life and contributions of _____.</p> <p>I am learning to ask and answer questions to show understanding of key details in the text.</p> <p>I am learning to use what I know or gather information to answer a question.</p> <p>I am learning to retell key ideas about things I hear and see.</p>
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	<p>setting, and plot, including main events, conflict and resolution.</p> <p>Lesson/Activity: Unit 6, Lesson 7, TE pages 82-85.</p> 	<p>WriteScore Assessment</p>	<p>different sounds of the same vowel or vowel team.</p> <p><input type="checkbox"/> I can read words containing irregular vowel patterns.</p> <p><input type="checkbox"/> I can spell words containing irregular vowel patterns.</p> <p>Lesson/Activity: Unit 6 Week 2 Day 2 TE pages 24-27 Vowel Teams /OO/: oo, u</p> <p>Word Study Resource Book, p. 67 My Word Study, Volume 2, p. 6</p> <p><i>Read &amp; Write HFWs: add, between, close, example, food, group, hear, home, left, mountain.</i></p> <p><b>Review and Assess Vowel Team /oo/: oo, u</b></p> <ul style="list-style-type: none"> <li>• Read Accountable Text "Stone Soup" and/or "The Many Tales of Red Riding Hood"</li> <li>• Blend and Build Words</li> <li>• Review Multisyllabic Words</li> <li>• Spelling and Dictation</li> <li>• High-Frequency Words</li> <li>• Cumulative Assessment</li> </ul>	<p>angles, vertices, and sides are in a given shape.</p> <p>- I can describe a shape based on its attributes (angles, vertices, and sides).</p> <p>- I can partition a circle or rectangle into 2, 3, or 4 equal shares.</p> <p>- I can identify equal-sized parts of a circle or rectangle as halves, thirds, or fourths.</p> <p>- I can describe equal-sized parts of a circle or rectangle as halves, thirds, or fourths.</p> <p>- I can recognize that there may be different shapes within the whole shape.</p> <p>Lesson/Activity: Module 3 Review Day 1 of 2.</p> <p>Students will work with their teacher to prepare for tomorrow's test.</p> <p>Today's focus is on 2-D and 3-D shapes and how to partition them. Module 3 assessment is scheduled for Thursday.</p>	<p>I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can ask and answer questions to understand key details.</p> <p><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic to help me answer a question.</p> <p><input type="checkbox"/> I can remember and retell key ideas or details from information presented aloud.</p> <p><input type="checkbox"/> I can use a variety of strategies to gain meaning from grade-level texts.</p> <p>Lesson/Activity: Doors of History Research &amp; Comprehension</p> <p>Teacher Selected Strategy Reading Intercession</p> <p><a href="#">Black History Song</a></p> <p><a href="#">Discover African American Heroes</a></p> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• ReadWorks</li> <li>• EPIC</li> <li>• Media Center</li> <li>• African American</li> </ul>
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					Biographies
<b>Wednesday</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L1e</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 identify an adjective.</li> <li><input type="checkbox"/> I can define an adjective.</li> </ul> <p><u>Key Vocabulary:</u> adjectives, adverbs, nouns, verbs, modified, parts of speech.</p> <p><b>Lesson/Activity:</b> Week 2 Day 7 Teach: A Rainbow of Choices Lesson 7 TE page 176-177</p>	<p><b>Standard(s):</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to use context clues 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 define 'antonym' and 'synonym'.</li> <li><input type="checkbox"/> I can identify an antonym or synonym in texts.</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 6, Lesson 8 TE pages 86-89.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RL4</b></p> <p>LT: I am learning to describe how words and phrases in poems 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 words or phrases that repeat or rhyme.</li> <li><input type="checkbox"/> I can describe how word choices can affect the meaning of a poem.</li> <li><input type="checkbox"/> I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.</li> <li><input type="checkbox"/> I can participate in discussions about rhyme, rhythm, alliteration, and repetition.</li> <li><input type="checkbox"/> I can try writing a poem on the spot.</li> </ul> <p><b>Lesson/Activity:</b> Unit 4, Lesson 1: Immersion: Writing on the Spot</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to read and spell words with vowel teams. 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 sounds for common vowel teams.</li> <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> </ul> <p><b>Lesson/Activity:</b> Unit 6 Week 2 Day 3 TE pages 28-31 Vowel Teams /OO/: oo, u Word Study Resource Book, p. 68-69 My Word Study, Volume 2, p. 7</p> <p><b>Practice HFWs:</b> <i>add, between, close, example, food, group, hear, home,</i></p>	<p><b>Standard(s):</b> <b>1.MDR.6.2</b></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"> <li>-I can tell time to the hour.</li> <li>-I can tell time to the half hour.</li> <li>-I can tell time and identify if it is a.m. or p.m.</li> <li>-I can write time to the hour.</li> <li>-I can write time to the half hour.</li> <li>-I can write the time using a.m. and p.m.</li> </ul> <p><b>Lesson/Activity:</b> Module 3 Review Day 2.</p> <p>Students will work with their teacher to prepare for tomorrow's test. Today's focus is on clocks and telling time. Module 3 assessment is scheduled for tomorrow.</p>	<p><b>Standard(s):</b> <b>SS2H1d.</b> <b>SS2G2</b> <b>SS2CG3</b></p> <p>LT: I am learning about the life and contributions of Martin Luther King Jr. I am learning about the positive character traits of Martin Luther King Jr. I am learning about the way Dr. Martin Luther King Jr. adapted to and was influenced by his environment.</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 laws and attitudes in America and Georgia at the time of Dr. King's childhood.</li> <li><input type="checkbox"/> I can describe major events in Dr. King's life.</li> <li><input type="checkbox"/> I can describe Dr. King's contributions to the civil rights movement.</li> <li><input type="checkbox"/> I can give examples of how Martin Luther King, Jr. demonstrated positive citizenship traits.</li> <li><input type="checkbox"/> I can name ways Martin Luther King Jr. has been</li> </ul>



## Teach

### A Rainbow of Choices

Create an anchor chart that explains the function of adjectives and how to use them in a sentence.

State the Purpose.  
Teach the Strategy.

#### Strategy: Using Adjectives in Sentences

1. Find a noun in your sentence. Remember that a noun is a person, place, or thing.
2. Think about what you can tell about the noun: What does it look/sound/feel/act like? Check the chart for help.
3. Add the adjective before the noun.

Remind students when they need to describe more about nouns in their sentences use this strategy.

Give students and/or partnerships a list of common nouns they are familiar with.

Have students/partners write sentences with the nouns in their grammar notebooks and then try out the strategy to add adjectives to the sentences.

Encourage students and/or partnerships to use the

## ANTONYMS and SYNONYMS

are opposite	are similar
naughty, polite	yell, short
take, give	nasty, horrible
opposite, same	old, ancient
neat, messy	nice, friendly
young, old	yelp, bark
Means the opposite!	Means the same!

### Session 1 • Writing on the Spot

Think of a feeling or subject that inspires you. Then choose words carefully to describe it. Use these words to write a poem. Use interesting details and be playful with sounds. To get ideas, you can use poems we've read in class, playground rhymes, and song lyrics. The speaker of the poem can be anyone or anything—except you!

#### Remember to:

- Take a few minutes to stretch on ideas.
- Choose the speaker for this poem.
- Use interesting details and sounds.
- Use your best spelling and capitalization.

## left, mountain

### Review and Assess Vowel Team /ōō/:

oo, u

- Read Accountable Text "Stone Soup" and/or "The Many Tales of Red Riding Hood"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

honored for his contributions.

☐ I can discuss how Martin Luther King Jr.'s upbringing in the segregated South led him to devote his life to working for equality and civil rights.

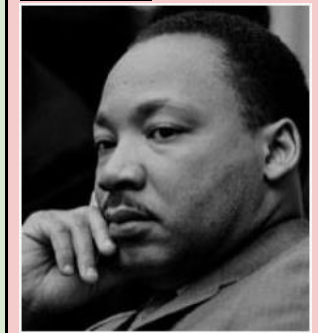
Lesson/Activity:

Who Was Dr. Martin Luther King Jr.?  
Doors of History Research & Comprehension

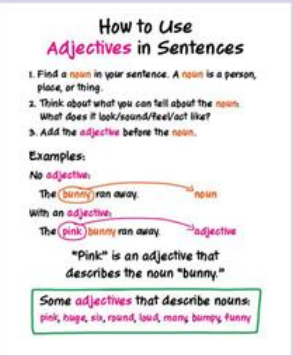
Teacher Selected Strategy  
Reading Intercession

*I Believe In the Dream:*  
*A Tribute to Dr. Martin Luther King Jr.*

ReadWorks:



Social Studies: U.S. History  
Social & Emotional Learning: Perseverance, Appreciating Diversity  
Grade: 2  
Words: 322  
Lexile: 870L

<p>anchor chart for ideas.</p> 					<p>Nonfiction</p> <p><u>Vocabulary</u> difference equally leader</p> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● ReadWorks</li> <li>● EPIC</li> <li>● Media Center</li> <li>● African American Biographies</li> </ul>
<p><b>Thursday</b></p>					
<p><b>Standard(s):</b> <b>ELAGSE2L1e</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 identify an adjective.</li> <li><input type="checkbox"/> I can define an adjective.</li> </ul> <p><u>Key Vocabulary:</u> adjectives, adverbs, nouns, verbs, modified, parts of speech.</p> <p><b>Lesson/Activity:</b> Week 2 Day 8 Explore: Bright Day; Dark Night</p>	<p><b>Standard(s):</b> <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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe characters using character traits/feelings.</li> <li><input type="checkbox"/> I can identify the major events or challenges in a story.</li> <li><input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges.</li> </ul> <p><b>Lesson/Activity:</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RL4</b></p> <p>LT: I am learning to describe how words and phrases in poems 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 describe how word choices can affect the meaning of a poem.</li> <li><input type="checkbox"/> I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.</li> <li><input type="checkbox"/> I can study two poems and determine their point of view.</li> <li><input type="checkbox"/> I can participate in shared writing.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to read and spell words with vowel teams. 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 sounds for common vowel teams.</li> <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> </ul>	<p><b>Standard(s):</b> <b>2.GSR.7.1</b> <b>2.GSR.7.3</b> <b>2.GSR.7.4</b> <b>1.MDR.6.2</b></p> <p>LT: We are learning to analyze 2D and 3D shapes in our environment. We are learning to partition (separate/divide) shapes into parts. We are learning about time.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>- I can identify polygons, triangles, quadrilaterals, pentagons and hexagons.</li> <li>- I can compare and sort shapes based on various attributes.</li> <li>- I understand what angles, vertices, and sides are in a given shape.</li> </ul>	<p><b>Standard(s):</b> <b>SS2H1c.</b> <b>SS2G2</b> <b>SS2CG3</b></p> <p>LT: I am learning about the life and contributions of Jackie Robinson. I am learning about the positive citizenship traits of Jackie Robinson. I am learning about the way Jackie Robinson adapted to and was influenced by his environment.</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 Jackie's childhood in Georgia during the time of segregation.</li> </ul>

## Lesson 8 TE pages 178-179

### Explore

### Bright Day, Dark Night

Partnerships mix and match adjectives from one list and nouns from another list, then add some of their own words to make sentences.

Students work with the adjectives and nouns word cards to make sentences.

They use the word cards to make adjective-noun pairings. Then, in their grammar notebooks, they record their favorite sentences.

Adjectives and Nouns Word Cards

beautiful	sleepy	adorable
shiny	hungry	joyful
gigantic	colorful	sad
meal	kitten	girl
bear	sunset	painting
spoon	teacher	student

1. The adorable kitten played with the shiny spoon.
2. The joyful girl made a colorful painting.
3. A hungry bear ate a gigantic meal.

## Unit 6, Lesson 9 TE pages 90-93.

### Character Traits

**Action**  
- what they do

**Dialogue**  
- what they say

Common Character Traits in Fiction

kind shy trusting lazy selfish loyal  
cruel proud helpful smart funny

\* Be ready to point to specific Evidence in the Text to support what you say about the characters.  
Prove it!

## Lesson/Activity:

### Unit 4, Lesson 2

Pt. 1- Read the Mentor texts: "The Rain" and "We Fall and Fall"

**Learning Goals**

**WE WILL STUDY:**

- ✓ How poets create characters with point of view

**WE WILL WORK ON:**

**THE GOALS**

- ✓ Writers write poems from different points of view.
- ✓ Writers come up with ideas for poems from the world around them.
- ✓ Writers use details to bring their poem to life.

Pt.2- Coming up with a shared subject and speaker (shared writing)

**Strategy: Thinking Up Subjects**

1. Think of how your body feels right now.
2. Think of something that made you laugh.
3. Think of something that interests you.

## Lesson/Activity:

### Unit 6 Week 2 Day 4

TE pages 32-33

**Vowel Teams /OO/: oo, u**

Word Study Resource Book, p. 68-69

My Word Study, Volume 2, p. 7

**Read HFWs: add, between, close, example, food, group, hear, home, left, mountain**

### Review and Assess Vowel Team /oo/: oo, u

- Read Accountable Text "Stone Soup" and/or "The Many Tales of Red Riding Hood"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

-I can describe a shape based on its attributes (angles, vertices, and sides).

- I can partition a circle or rectangle into 2, 3, or 4 equal shares.

- I can identify equal-sized parts of a circle or rectangle as halves, thirds, or fourths.

- I can describe equal-sized parts of a circle or rectangle as halves, thirds, or fourths.

- I can recognize that there may be different shapes within the whole shape.

-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:

Module 3 Assessment  
Day 1 of 2.

☐ I can describe Jackie's contributions to civil rights as the first African American player in major league baseball.

☐ I can describe Jackie's success as an athlete.

☐ I can give examples of how Jackie Robinson demonstrated positive citizenship traits.

☐ I can name ways Jackie Robinson has been honored for his contributions.

☐ I can explain how Jackie Robinson did not allow segregation to keep him from making major accomplishments as an athlete and civil rights worker.

## Lesson/Activity:

Who Was Jackie Robinson?

Doors of History Research & Comprehension



Teacher Selected Strategy  
Reading Intercession

[Jackie Robinson, \(Do Your Thing\) Song](#)

[Who was Jackie Robinson - Black American World Changers](#)

ReadWorks:



					  <p><u>Social Studies: U.S. History</u>  Social &amp; Emotional  Learning: Perseverance,  Appreciating Diversity  Grades: 3 &amp; 1  Words: 189 &amp; 162  Lexile: 460L-630L  Nonfiction</p> <p><u>Vocabulary</u>  Trial, baseball  Courage, hero,  Victory, player</p>
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## Friday

<b>Standard(s):</b> <b>ELAGSE2L1f</b> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></p> <input type="checkbox"/> I can expand sentences	<b>Standard(s):</b> <b>ELAGSE2RL7</b> <p>LT: I am learning to use information from the pictures 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>	<b>Standard(s):</b> <b>ELAGSE2RL4</b> <p>LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when...</i></p>	<b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b> <p>LT: I am learning to read and spell words with vowel teams.  I am learning to recognize and read grade-appropriate irregularly spelled words.</p>	<b>Standard(s):</b> <b>2.GSR.7.1</b> <b>2.GSR.7.3</b> <b>2.GSR.7.4</b> <b>1.MDR.6.2</b> <p>LT: We are learning to analyze 2D and 3D shapes in our environment. We are learning to partition (separate/divide) shapes</p>	<b>Standard(s):</b> <b>ELAGSE2RI1</b> <b>ELAGSE2SL2</b> <b>ELAGSE2W8</b> <b>ELAGSE2RI10</b> <p>LT: I am learning about the life and contributions of _____.</p> <p>I am learning to ask and answer questions to show</p>
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by adding details, combining, or revising sentences.

### Lesson/Activity:

**Week 2 Day 9**  
**Teach: All About Prepositions**  
**Lesson 9 TE pages 180-181**

### Key Vocabulary:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange

### Teach

### All About Prepositions

Create an anchor chart that explains prepositions and prepositional phrases, and how to expand a sentence using them.

Explain prepositions and prepositional phrases to students. Then, show students how to expand sentences using prepositions and prepositional phrases using an anchor chart.

State the Purpose.  
Teacher the Strategy.

when...

- ☐ I can determine how a main character's internal and external traits connect to the plot.
- ☐ I can determine the theme (central message) using supporting evidence.

### Lesson/Activity:

**Unit 6, Lesson 10**  
**TE pages 94-97.**

**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

- ☐ I can describe how word choices can affect the meaning of a poem.
- ☐ I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.
- ☐ I can study two poems and determine their point of view.
- ☐ I can participate in shared writing.

### Lesson/Activity:

**Unit 4, Lesson 3:**  
**Studying Mentor Texts: "What Grandpa Mouse Said" and "Grandpa's Stories"**

### Learning Goals

#### WE WILL STUDY:

- ✓ How poets create characters with a point of view

#### WE WILL WORK ON:

- THE GOALS**
- ✓ Writers write poems from different points of view.
- ✓ Writers come up with ideas for poems from the world around them.
- ✓ Writers use details to bring their poems to life.

### Pt.2- Shared writing

- Strategy: Creating a Speaker's Point of View**
1. Say what you know about your subject.
  2. Say what your speaker might know about the subject.
  3. Jot down the speaker's point of view, or how the speaker feels about the subject.

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 sounds for common vowel teams.
- ☐ I can reread to improve my reading.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

### Lesson/Activity:

**Unit 6 Week 2 Day 5**  
**TE pages 34-35**  
**Vowel Teams /OO/: oo, u**  
Word Study Resource Book, p. 68-69  
My Word Study, Volume 2, p. 7

**Read HFWs: add, between, close, example, food, group, hear, home, left, mountain**

into parts. We are learning about time.

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

- I can identify polygons, triangles, quadrilaterals, pentagons and hexagons.
- I can compare and sort shapes based on various attributes.
- I understand what angles, vertices, and sides are in a given shape.
- I can describe a shape based on its attributes (angles, vertices, and sides).
- I can partition a circle or rectangle into 2, 3, or 4 equal shares.
- I can identify equal-sized parts of a circle or rectangle as halves, thirds, or fourths.
- I can describe equal-sized parts of a circle or rectangle as halves, thirds, or fourths.
- I can recognize that there may be different shapes within the whole shape.
- 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.

understanding of key details in the text.

I am learning to use what I know or gather information to answer a question.

I am learning to retell key ideas about things I hear and see.

I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.

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

- ☐ I can ask and answer questions to understand key details.
- ☐ I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic to help me answer a question.
- ☐ I can remember and retell key ideas or details from information presented aloud.
- ☐ I can use a variety of strategies to gain meaning from grade-level texts.

### Lesson/Activity:

**Doors of History Research & Comprehension**

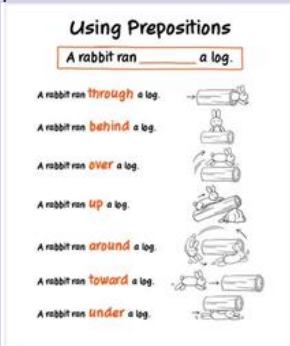
**Teacher Selected Strategy**

**Strategy: Adding Prepositions to Sentences**

1. Take a sentence and delete the period.
2. Think about how to answer: When? Where? or How?
3. Use the chart to pick a preposition and add a prepositional phrase.
4. Add a period at the end of the new sentence.
5. Double-check that the sentence makes sense.

Provide a list of common prepositions to partnerships such as *in, on, below, under, after, during, through.*

Provide students with a simple sentence. Ask them to try out the strategy in their grammar notebooks to expand that sentence using a prepositional phrase.



Remind students to use this strategy when you write sentences and want to add more description about what is happening.

**Review and Assess Vowel Team /oo/: oo, u**

- Read Accountable Text "Stone Soup" and/or "The Many Tales of Red Riding Hood"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

**Lesson/Activity:**  
**Module 3 Assessment**  
**Day 2 of 2.**

Teachers will have alternate activities for these standards prepared for early finishers to use as needed.

**Reading Intercession**

[Black History Readers are the Leaders!](#)

[Best Black History Month](#)

Celebrate Black People Who Changed the World

ReadWorks:

**Celebrating Black History Month**

Social Studies: U.S. History

Grade: 2

Words: 207

Lexile: 650L

Nonfiction

Vocabulary

important

inventor

Opera

**Additional Resources:**

- ReadWorks
- EPIC
- Media Center
- African American Biographies