

Carrie Waters' Week of: August 12-16, 2024 Whole Group Lesson Plans

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

GRAMMAR Launch Lessons 3-4 Different Sentence Types Compare & Contrast	READING District MAP Assessments Launch Lessons 3-6	WRITING Mini-Lessons 3-4 Immersion Informational/Narrative	PHONICS Mini-Lessons 3-7 Short O, U, E R, L, S Blends SH, CH, TCH Digraphs/Trigraphs	MATH Module 1 Lessons 3-4 Data & Graphing Lessons 5-6 Measurement	SOCIAL STUDIES P.B.I.S Lessons Review ALL Expectations
Monday - MAP Reading Fluency (Adaptive Oral Reading)					
<p>Standard(s): ELAGSE2L2e</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I will know I am successful when...</i> I can design a variety of different sentences. I can use periods, exclamation marks, and question marks.</p> <p>Lesson/Activity:</p> <div> <p>Explore</p> <p>Look at a Second Mentor Text</p> <p>List out any observations about sentences in Mentor Text 2.</p> </div> <p>Distribute Mentor Text 2, "The Ant and the</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RI4</p> <p>LT: I am learning to figure out new words.</p> <p>SC: <i>I will know I am successful when...</i> I can use illustrations and text to determine the meaning of unfamiliar words.</p> <p>Lesson/Activity: District MAP ORF Small Group and/or Review Friday's Lesson 2 Optional: Launch Lesson 3, pg. 148</p>	<p>Standard(s): ELAGSE2W7 ELAGSE2RI5</p> <p>LT: I am learning to analyze informational texts (nonfiction writing).</p> <p>SC: <i>I will know I am successful when...</i> I can look at nonfiction writing and tell what I notice. I can identify parts of nonfiction writing (bold words, pictures, captions, headings, table of contents, etc.)</p> <p>Lesson/Activity: Week 1 Lesson 3 Kickoff Part 1 Writers Look at Nonfiction</p> <p>Today we are going to take a look at some nonfiction pieces from our Inspiration Board. We use this writing</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify and spell words with short vowels.</p> <p>SC: <i>I will know I am successful when...</i> Identify words with short o. Blend and spell words with short o. Read high-frequency words: that, what.</p> <p>Lesson/Activity: Lesson 3 Launch</p> <div> <p>MINI-LESSON 3</p> <p>Spelling-Sound Correspondences: Short o Blend Words High-Frequency Words: that, what Build Words Spelling Sort</p> <p>Routine 3: Build Words Teacher Focus: Assessments</p> </div>	<p>Standard(s): 2.MDR.5.4</p> <p>LT: We are learning to solve problems based on data that has been collected.</p> <p>SC: <i>I know I am successful when...</i> I can gather information based on observations. I can choose the appropriate way to display information gathered. I can ask and answer questions based on the information gathered.</p> <p>Lesson/Activity: Lesson 3 - Use information presented in a bar graph to solve put together and take apart problems.</p> <p>2.Mod1.AD8 Draw and label picture and bar graphs to</p>	<p>Standard(s): All Domains</p> <p>LT: I am learning how to show my R.I.S.E behaviors at school. I will keep my hands, feet, and objects to myself at all times.</p> <p>SC: <i>I will know I am successful when...</i> I will keep my hands, feet, and objects to myself at all times.</p> <p>Lesson/Activity: PBIS: Review of Lesson(s) Restroom, Brain Break, & Hallway</p> <p>PBIS Lesson Plan: Keeping Your Hands to Yourself & Bus Safety Expectations</p>

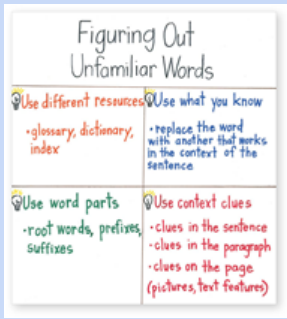
Chrysalis,” and read it aloud to students.

Discuss/List:
Which sentences have similar parts?

What do some of the longer sentences have?

Why are there different kinds of sentences in the text?

With partners, students may begin to read the mentor text and then share their discoveries with other partnerships.



to help us learn about a topic.

Writers look closely at a piece of nonfiction, examining the labels, captions, headings, and sentences used.

Writers participate in shared writing, in which they add words to the sketches from the previous shared writing.



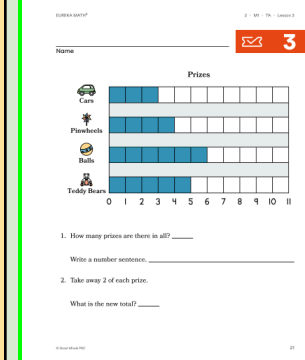
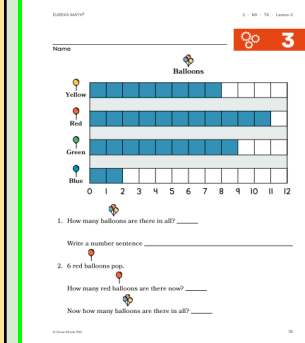
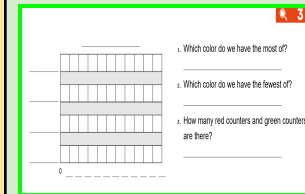
- Identify words with short o.
- Blend and spell words with short o.
- Read high-frequency words: that, what.

Teacher Focus Assessments

Focus Routine
Build Words

represent a data set with up to four categories.

2.Mod1.AD9
Solve addition, subtraction, and comparison problems by using information from a bar graph.



LT: I can safely ride, load and unload the school bus.

Success Criteria: I can demonstrate the following school wide expectations for bus:

Standing at the bus stop.
Crossing the road to load and unload the bus.
Holding the handrail to load and unload.
Sitting in your seat correctly.

Keeping the isles clear.
Backpack safety.
Voice levels.
All expectations of riding a bus.
The safety zone around the bus.
Knowing where the emergency exits are and how to Exit the bus during an emergency.

Tuesday - MAP Growth Language 2-5 Assessment

Standard(s):

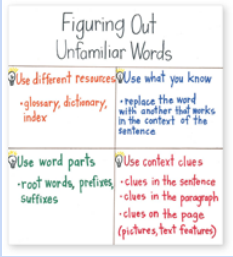
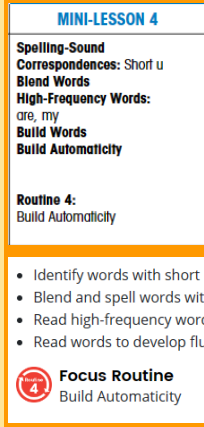
Standard(s):

Standard(s):

Standard(s):

Standard(s):

Standard(s):

<p>ELAGSE2L2e</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I will know I am successful when...</i> I can design a variety of different sentences. I can use periods, exclamation marks, and question marks.</p> <p>Lesson/Activity: Distribute Mentor Text 2, "The Ant and the Chrysalis," and read it aloud to students.</p> <p>Discuss/List: Which sentences have similar parts?</p> <p>What do some of the longer sentences have?</p> <p>Why are there different kinds of sentences in the text?</p> <p>With partners, students may begin to read the mentor text and then share their discoveries with other partnerships.</p>	<p>ELAGSE2RF3 ELAGSE2RI4</p> <p>LT: I am learning to figure out new words.</p> <p>SC: <i>I will know I am successful when...</i> I can use illustrations and text to determine the meaning of unfamiliar words.</p> <p>Lesson/Activity: Launch Lesson 3, pg. 148</p>  <p>Routine 3: Processing Thinking with a Partner (5–10 min.)</p> <p>Learning Goals I will be able to: ✓ Work collaboratively with a reading partner.</p>	<p>All Domains</p> <p>LT: I am learning to do my best on MAP tests.</p> <p>SC: <i>I will know I am successful when...</i> I can focus, try hard, and persist.</p> <p>Lesson/Activity: District MAP Language Assessment</p>	<p>ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify and spell words with short vowels.</p> <p>SC: <i>I will know I am successful when...</i> I can identify short u words. I can blend and spell words with short u. I can read fluency words are and my.</p> <p>Lesson/Activity: Lesson 4 Launch</p> 	<p>2.MDR.5.4</p> <p>LT: We are learning to solve problems based on data that has been collected.</p> <p>SC: <i>I know I am successful when...</i> I can gather information based on observations. I can choose the appropriate way to display information gathered. I can ask and answer questions based on the information gathered.</p> <p>Lesson/Activity: Lesson 4: Use information presented in a bar graph to solve compare problems.</p> <p>2.Mod1.AD8 Draw and label picture and bar graphs to represent a data set with up to four categories.</p> <p>2.Mod1.AD9 Solve addition, subtraction, and comparison problems by using information from a bar graph.</p> <p>Create Anchor Chart:</p>	<p>All Domains</p> <p>LT: I am learning how to show my R.I.S.E behaviors at school. I understand that fair does not always mean the same.</p> <p>SC: <i>I will know I am successful when...</i> I can define the meaning of equality and fairness. I can tell why fair and equal and different.</p> <p>Lesson/Activity: PBIS: Review of Lesson(s) Tolerance of Others & Bus Safety</p> <p>LT: I can safely ride, load and unload the school bus.</p> <p>Success Criteria: I can demonstrate the following school wide expectations for bus:</p> <p>Standing at the bus stop. Crossing the road to load and unload the bus. Holding the handrail to load and unload. Sitting in your seat correctly. Keeping the isles clear. Backpack safety. Voice levels. All expectations of riding a bus.</p>
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<div><div>Explore</div><div>Look at a Second Mentor Text</div><div>List out any observations about sentences in Mentor Text 2.</div></div>				<div><div><div><div>• Create a chart with the following sentence frames:</div><div>More</div><div>There are more ____.</div><div>There are more ____ than ____.</div><div>There are ____ more ____ than ____.</div><div>Fewer</div><div>There are fewer ____.</div><div>There are fewer ____ than ____.</div><div>There are ____ fewer ____ than ____.</div></div></div><div><div><div>BUGS MAP</div><div>NAME _____</div><div>4</div><div>Bugs at the Park</div><div><div><div>Butterflies</div><div>Worms</div><div>Bees</div><div>Grasshoppers</div></div><div><div><div>0</div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div><div>11</div><div>12</div><div>13</div><div>14</div></div></div><div><div>1. How many more worms than bees are at the park? ____</div><div>2. How many more bees than grasshoppers are at the park? ____</div><div>3. How many fewer butterflies than bees are at the park? ____</div></div></div></div><div><div><div>REPTILES MAP</div><div>NAME _____</div><div>A</div><div>1. Make a bar graph.</div><div>Reptiles at the Zoo</div><div><div><div><div>Snakes</div><div>Lizards</div><div>Turtles</div><div>Alligators</div></div><div><div>13</div><div>11</div><div>7</div><div>8</div></div></div><div><div><div>0</div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div><div>11</div><div>12</div><div>13</div><div>14</div></div></div><div><div>2. How many more snakes than lizards are at the zoo? ____</div><div>3. How many fewer turtles than lizards are at the zoo? ____</div></div></div></div></div></div></div>	<div><div>The safety zone around the bus.</div><div>Knowing where the emergency exits are and how to Exit the bus during an emergency.</div></div>
Wednesday - MAP Make-Up Assessments					
<div><div>Standard(s):</div><div>ELAGSE2L2e</div><div>LT: I am learning to recognize and analyze different sentence types.</div></div>	<div><div>Standard(s):</div><div>ELAGSE2RI6</div><div>ELAGSE2RL3</div><div>LT: I am learning to distinguish characteristics</div></div>	<div><div>Standard(s):</div><div>ELAGSE2W7</div><div>ELAGSE2RI5</div><div>LT: I am learning to analyze informational texts (nonfiction writing).</div></div>	<div><div>Standard(s):</div><div>ELAGSE2RF3</div><div>ELAGSE2RF4</div><div>LT: I am learning to identify and spell words with short vowels.</div></div>	<div><div>Standard(s):</div><div>2.MDR.5.4</div><div>LT: We are learning to solve problems based on data that has been collected.</div></div>	<div><div>Standard(s):</div><div>All Domains</div><div>LT: I am learning how to show my R.I.S.E behaviors at school.</div></div>

SC: *I will know I am successful when...*
I can design a variety of different sentences.
I can use periods, exclamation marks, and question marks.

Lesson/Activity:
Immersion
Lesson 4 - Pgs. 8-9

Explore
Compare Mentor Texts
Notice differences in how these two authors use sentences and what they sound like.

Compare & contrast different sentence types using Mentor Texts 1 & 2. Sahara Desert/The Ant and the Chrysalis.

Read the Reader's Theater Word Plays: What's at the End?: A Tale of Three Sentences.

Discuss how the author uses different sentences and punctuation marks in the play.

of fiction and nonfiction.

SC: *I will know I am successful when...*
I can recognize and analyze literary elements (characters, setting, problem, solution) and informational text elements and structures.

I can tell the difference between fiction and nonfiction.

Lesson/Activity:
Launch Lesson 4, pg. 150

Differences Between Fiction and Informational Text	
Fiction	Informational Text
<ul style="list-style-type: none">• Tells a made-up story• Has characters• Has a setting• Has a plot• May have illustrations• Has a beginning, middle, and end	<ul style="list-style-type: none">• Tells facts• Tells about real people, places, and events• May have photographs with captions or labels• May have maps, diagrams, or charts• May tell you how to do something

Learning Goals
I will be able to:
✓ Work collaboratively with others to create an anchor chart.
Chart paper, markers

Routine 4: Creating an Anchor Chart (5–10 min.)

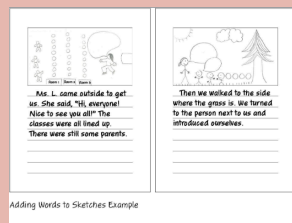
SC: *I will know I am successful when...*
I can look at nonfiction writing and tell what I notice.
I can identify parts of nonfiction writing (bold words, pictures, captions, headings, table of contents, etc.)

Lesson/Activity:
Week 1 - Lesson 3 Kickoff
Part 2

Strategy: Adding Words to Sketches
1. Touch the different parts of your sketch, saying what you see.
2. Ask yourself, "What can I write on the lines using the words I just said?"
3. Start writing.
4. Repeat for all pages!

Model the Strategy (3–5 MIN.)

Shared Writing: Adding Words



Today we are going to look back at the sketches we did yesterday to remind us what words we wanted to write! Then, we're going to start writing the words!

Writers look closely at a piece of nonfiction, examining the labels, captions, headings, and sentences used.

SC: *I will know I am successful when...*
I can identify short e words.
I can blend and spell words with short e.
I can read fluency words **put** and **you**.

Lesson/Activity:
Lesson 5 Launch
MINI-LESSON 5

Spelling-Sound
Correspondences: Short e
Blend Words
High-Frequency Words: put, you
Read the Text: Decode
Connect to Writing

Routine 5:
Building Fluency from Mastery to Transfer

- Identify words with short e.
- Blend and spell words with short e.
- Read high-frequency words: **put, you**.
- Read connected text.
- Write in response to reading.

5 **Focus Routine Building Fluency from Mastery to Transfer**

SC: *I know I am successful when...*
I can gather information based on observations.
I can choose the appropriate way to display information gathered.
I can ask and answer questions based on the

Lesson/Activity:
Module 1
Administer
Unit Assessment
Data & Graphing Portion

To ensure all students know and understand the expectations of "RISE" Respect, Independence, Self-Control, and Effort.

SC: *I will know I am successful when...*
Understanding and being able to implement RISE behavior at all times at school.

Lesson/Activity:
PBIS:
Review of Lesson(s)
Classrooms, Cafeteria, Restroom, Brain Break, & Hallway

<div>Comparing Mentor Texts</div> <table><tr><th>Some</th><th>Different</th></tr><tr><td><ul style="list-style-type: none">• Different kinds of sentences• Long and short sentences• Different kinds of punctuation marks• Not many questions</td><td><ul style="list-style-type: none">• One uses quotations.</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></t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Thursday - MAP Growth Reading 2-5 Assessment

Waters' Library Orientation Scheduled 8:30-9:15

<p>Standard(s): ELAGSE2L2e</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I will know I am successful when...</i> I can design a variety of different sentences. I can use periods, exclamation marks, and question marks.</p> <p>Lesson/Activity: Immersion Lesson 4 Pgs. 8-9</p>	<p>Standard(s): ELAGSE2RL10</p> <p>LT: I am learning to do my best on MAP tests.</p> <p>SC: <i>I will know I am successful when...</i> I can focus, try hard, and persist.</p> <p>Lesson/Activity: District MAP Reading Assessment</p>	<p>Standard(s): ELAGSE2W3 ELAGSE2W5</p> <p>LT: I can write a strong story.</p> <p>SC: <i>I will know I am successful when...</i> I can participate in shared writing to revise and elaborate.</p> <p>Lesson/Activity: Week 1 Session 4 Kickoff Part 1 Writers Notice What Other Writers Do</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify words with blends.</p> <p>SC: <i>I will know I am successful when...</i> I can identify the sounds for s blends, r blends, and l blends.</p> <p>Lesson/Activity: Lesson 6 Launch Mini-lesson 6, pgs.40-43 Spelling-Sound Correspondences:</p>	<p>Standard(s): 2.MDR.5.1 2.MDR.5.2</p> <p>LT: We are learning to build and compare measurement units. We are learning to measure objects using appropriate units and tools.</p> <p>SC: <i>I know I am successful when...</i> I can identify a unit model. I can construct a measuring instrument using unit models. I can estimate the length of an object.</p>	<p>Standard(s): All Domains</p> <p>LT: I am learning how to show my R.I.S.E behaviors at school. To ensure all students know and understand the expectations of "RISE" Respect, Independence, Self-Control, and Effort.</p> <p>SC: <i>I will know I am successful when...</i> Understanding and being able to implement RISE behavior at all times at school.</p> <p>Lesson/Activity:</p>
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Explore

Compare Mentor Texts

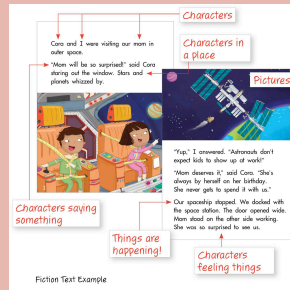
Notice differences in how these two authors use sentences and what they sound like.

Compare & contrast different sentence types using Mentor Texts 1 & 2. Sahara Desert/The Ant and the Chrysalis.

Read the Reader's Theater Word Plays: What's at the End?: A Tale of Three Sentences.

Discuss how the author uses different sentences and punctuation marks in the play.

Comparing Mentor Texts	
Same	Different
<ul style="list-style-type: none">Different kinds of sentencesLong and short sentencesDifferent kinds of punctuation marksNot many questions	<ul style="list-style-type: none">One uses quotations.
Sample Wonderings	
<ul style="list-style-type: none">When do you choose each type of sentence?When are commas important?	



Today you will lead the class to look closely at some mentor texts from the Inspiration Board, naming some strategies their authors have tried. Then in Shared Writing, try out some of those strategies.

Writers look at what writers include in stories to make their stories strong.

Writers participate in shared writing, in which they revise their previous work by adding more to the sketch and words.

Students are encouraged to sketch and plan across pages.

Consonant Blends (-l, -r, s-)
Blend Words
High-Frequency Words: want, your
Read the Text: Decode
Connect to Writing
Routine 6:
Independent Reading
Routine 7:
Partner Work

MINI-LESSON 6

Spelling-Sound Correspondences: Consonant Blends (-l, -r, s-)
Blend Words
High-Frequency Words: want, your
Read the Text: Decode
Connect to Writing

Routine 6:
Independent Reading
Routine 7:
Partner Work

- Identify words with l-blends, r-blends, and s-blends.
- Blend and spell words with l-blends, r-blends, and s-blends.
- Read high-frequency words: **want, your.**
- Read connected text.
- Write in response to reading.

Focus Routines
Independent Reading
Partner Work

Lesson/Activity:

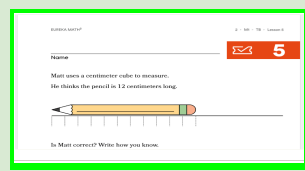
Lesson 5: Connect measurement to physical units by iterating a centimeter cube.

2.Mod1.AD1
Measure lengths of objects by using metric units (centimeters and meters).

Key Vocabulary:
Centimeter, measure, length, and endpoint.

Student activity sheet for Lesson 5, Unit 2, Module 1, Activity 1. The sheet is divided into two sections: "Use a centimeter cube to find the length." and "Pick an object. Use the line as an endpoint. Measure the object with a centimeter cube." The first section includes three numbered problems with illustrations of a crayon, a clothespin, and a marker, each with a corresponding measurement line. The second section includes three numbered problems with blank measurement lines. The sheet is labeled "PROBLEM SET" and "2/2" at the bottom.

PBIS:
Review of Lesson(s)
Classrooms, Cafeteria,
Restroom, Brain Break, &
Hallway

					
Friday - MAP Make-Up Assessments					
<p>Standard(s): ELAGSE2L2e</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I will know I am successful when...</i> I can design a variety of different sentences. I can use periods, exclamation marks, and question marks.</p> <p>Lesson/Activity: Reflect Lesson 5 pgs.10-11</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Reflect</p> <p>Shared Writing: Revisit Goals</p> <p>Design guiding questions for the grammar study. Revisit goals and generate questions that help meet those goals.</p> </div>	<p>Standard(s): ELAGSE2RI5</p> <p>LT: I am learning to recognize informational text features.</p> <p>SC: <i>I will know I am successful when...</i> I understand that informational texts teach me something. I know that informational texts have features that help me read and understand the text (Table of contents, bold words, headings, captions, diagrams, pictures, etc.)</p> <p>Lesson/Activity: Launch Lesson 5, pg. 152</p>	<p>Standard(s): ELAGSE2W3 ELAGSE2W5</p> <p>LT: I am learning to write narratives telling what happened in order.</p> <p>SC: <i>I will know I am successful when...</i> I can determine what kind of story I want to tell (real or made up).</p> <p>I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).</p> <p>I can use organizational structures (beginning, middle, end, and sequence of events).</p> <p>I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.</p> <p>Lesson/Activity: Week 1 Lesson 4 Kickoff</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify words with digraphs and trigraphs.</p> <p>SC: <i>I will know I am successful when...</i> I know that a digraph is two letters that make one sound. I know the sounds for sh, ch, and tch (trigraph-3 letters).</p> <p>Lesson/Activity: Lesson 7 Launch Mini-lesson 7, pgs.44-47.</p> <p>Spelling-Sound Correspondences: Consonant Digraphs/Trigraphs (sh, ch, tch) Blend Words High-Frequency Words: with, to Spelling Sort Routine 8: Sort Words</p>	<p>Standard(s): 2.MDR.5.1 2.MDR.5.2</p> <p>LT: We are learning to build and compare measurement units. We are learning to measure objects using appropriate units and tools.</p> <p>SC: <i>I know I am successful when...</i> I can identify a unit model. I can construct a measuring instrument using unit models. I can estimate the length of an object.</p> <p>Lesson/Activity: Lesson 6: Make a 10 cm ruler and measure objects.</p> <p>2.Mod1.AD1 Measure lengths of objects by using metric units (centimeters and meters).</p>	<p>Standard(s): All Domains</p> <p>LT: I am learning how to show my R.I.S.E behaviors at school. To ensure all students know and understand the expectations of "RISE" Respect, Independence, Self-Control, and Effort.</p> <p>SC: <i>I will know I am successful when...</i> Understanding and being able to implement RISE behavior at all times at school.</p> <p>Lesson/Activity: PBIS: Review of Lesson(s) Classrooms, Cafeteria, Restroom, Brain Break, & Hallway</p>

Questions

1. When do we use each kind of sentence?
2. How do I know what punctuation to use?
3. Why do writers use all kinds of sentences in their writing?
4. How can I use what I learned to make my writing better?

Shared Writing:
Review noticing and questions jotted down and write new questions.

Students look for different types of sentences in their reading and meet with other partnerships to generate questions to support meeting the unit's goals.

Informational Text Features

Table of Contents: List of book topics and where they are in the book.	Labels: identify different parts of an image or diagram.
Photos: images that show what something looks like.	Graphics: images that usually represent information (charts, diagrams).
Glossary: defines some words from the text.	Index: an alphabetical list of all the important ideas mentioned in the text.
Headings: help us locate specific sections of text.	Sidebar: sections of text that provide background information related to the main topic.
Captions: words near a picture that give more information.	Special Print: highlight words that are important to know or have special meaning.

BOLD ITALIC

Launch Lesson 5

Learning Goals

I will be able to:

- ✓ Listen actively and ask questions to clarify information.

Routine 5: How to Be a Good Listener (5–10 min.)

Assessment Reflection or If time permits, Launch

ELAGSE2RL3 ELAGSE2RL1

LT: I am learning to identify and describe the characters in a story.

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

I can think about how the character acts and feels.
I can think about what a character says and does.
I can describe the character and explain why I think that way.

Launch Lesson 6, pg. 154

Part 2

Strategy: Writing from Mentor Texts

1. Look at a piece of writing that is the same type as yours.
2. Ask yourself, "What strategy did this writer use that I can also try?"
3. Find a spot in your piece to try that strategy.
4. Try the strategy!

Model the Strategy (3–5 MIN.)

Shared Writing: Add More to the Sketch and to the Words

Today we admired all sorts of things that writers try in their writing! Now, let's try out some of those things in the piece that we've been writing together.

Writers look at what writers include in stories to make their stories strong.

Added facial expressions to show feeling

Added thought bubbles to show feeling

Added caption for the picture

Added characters doing something

Writing from Mentor Texts Example

Writers participate in shared writing, in which they revise their previous work by adding more to the sketch and words.

Students are encouraged to sketch and plan across pages.

MINI-LESSON 7

Spelling-Sound Correspondences: Consonant Digraphs/Trigraphs (sh, ch, tch)
Blend Words
High-Frequency Words: with, to
Spelling Sort

Routine 8: Sort Words

- Identify words with digraphs/trigraphs **sh, ch, tch**.
- Blend and spell words with digraphs/trigraphs **sh, ch, tch**.
- Read high-frequency words: **with, to**.

Focus Routine
Sort Words

- Objects that are shorter than 10 cm:
- a. The _____ is _____ cm long.
 - a. The _____ is _____ cm long.
 - a. The _____ is _____ cm long.
 - a. The _____ is _____ cm long.

Name _____

Use your 10 cm ruler to measure. Fill in the blanks.

1. The fish is _____ cm long.

2. The turtle is _____ cm long.

3. The pen is _____ cm long.

4. The scissors are _____ cm long.






Name _____

1. Circle the 10 cm ruler.

2. Write why some are not 10 cm rulers.

Characters

To understand the characters in a story, I need to ask:

- Who is the main character? How do I know? 
- What does the character say? 
- How does the character act? 
- What does the character think? 
- How do I think the character feels? How do I know?
- What do other characters think of the character? 
- How does the character interact with other characters?

Learning Goals

I will be able to:

- ✓ Take an active role in my reading success.

Materials

Books for independent reading, self-stick notes

Routine 6: How to Be an Engaged Learner (5–10 min.)