

Carrie Waters' Week of: January 20-24, 2025 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)	READING Unit 6 Week 2 Lessons 6-10 Tales That Teach Us	WRITING Benchmark Unit 4 Poetry Lessons 1-4 WriteScore - Informative Two Articles & Exemplary Set	PHONICS Unit 6 Week 2 Lessons 6-10 Vowel Team /oo/: oo, u	MATH Module 3 Topic D Lessons 16-19 Measurement - Time	SCIENCE What Is Matter? Identifying & Classifying Matter Physical Properties
Monday - No School: Dr. Martin Luther King Jr. Holiday/Inauguration Day!					
Tuesday - Leadership Meeting (Graham)					
<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> <input type="checkbox"/> I can identify an adjective. <input type="checkbox"/> I can define an adjective.</p> <p>Key Vocabulary: adjectives, adverbs, nouns, verbs, modified, parts of speech.</p> <p>Lesson/Activity: 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> <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>Lesson/Activity: Unit 6, Lesson 6, TE pages 78-81. Mentor Text: "The Lion and the Man," pages 12-13</p>	<p>Standard(s): ELAGSE2RL4 ELAGSE2W2</p> <p>LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning. I am learning to introduce a topic when writing an informative or explanatory text. I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify words or phrases that repeat or rhyme. <input type="checkbox"/> I can describe how word choices can affect the meaning of a poem.</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> <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</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> -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>Lesson/Activity: Lesson 16- Use a clock to tell time to the half hour or quarter hour.</p> <p>Materials: Paper clock</p>	<p>Standard(s): S2P1 a</p> <p>LT: I am learning to classify different objects according to physical properties.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify and describe different types of physical properties. <input type="checkbox"/> I can classify objects based on their color, length, and mass. <input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility.</p> <p>Lesson/Activity: <input type="checkbox"/> Copy of Physica...</p> <p>Intro:</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.

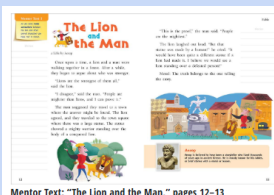
Name: _____ Date: _____

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

Category 1: Colors

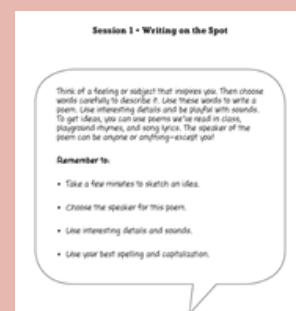
Category 2: Numbers

Category 3: Size



- ☐ I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.
- ☐ I can participate in discussions about rhyme, rhythm, alliteration, and repetition.
- ☐ I can try writing a poem on the spot.
- ☐ I can select one topic of focus.
- ☐ I can identify facts and details that give information about my topic.
- ☐ I can identify important words I have learned that I will define for my reader.
- ☐ I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:
Unit 4, Lesson 1:
Immersion:
Writing on the Spot



WriteScore: Informative
Writing Using Two Articles

- same vowel or vowel team.
- ☐ 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.

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.*

Vowel Team /oo/: oo, u

- Phonological Awareness: delete initial and final sound
- Spelling-Sound Correspondences
- Blend and Build Words
- Transition to Multisyllabic Words
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

(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.

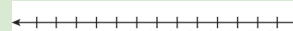
$$2 \text{ tens} + 1 \text{ ten} = 3 \text{ tens}$$

$$20 + 10 = 30$$

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 2 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:

[Crash Course: What Is Matter?](#)
or
[Organizing Properties](#)

Read:
[Many Kinds of Matter: A Look at Solids, Liquids, and Gases](#)

Activity:
Exploration 1.1: Classifying Objects Based on Their Observable Properties

Students will develop an understanding that objects and materials have characteristics or properties.

Students will be able to recognize similarities between the properties of certain objects and materials and will be able to group the objects based on these similarities.

Exit Ticket:
1. What is Matter?
2. What is one way that matter can be classified or grouped?

Extend:
Making Connections: Have students group some common household objects by their characteristics. Write down or draw three

Insects and Plants
Mentor Text:
Text- Beware of Insects •
Text- Plants Stay Safe
Writing Paper

Students will learn how to respond to a writing task by using two articles to write an informative text in which they introduce a topic, use facts to develop points, and show closure.

PLANTS STAY SAFE

By Carol Ann

- Animals and insects are hungry for plants. Plants try to stay alive. How do plants stay safe from animals and insects? Some plants are poisonous. Other plants use camouflage. There are also plants that don't eat.
- Yuck! Poisonous plants do not taste good. When animals eat poisonous plants, they will learn not to eat them again. There are many plants that are poisonous. One kind is the deadly nightshade. Animals or insects will be poisoned by eating the flower. The Autumn Crocus may be pretty, but it is poisonous to animals eating it.
- It is a clever idea to be a plant! Just like the animals, plants use camouflage. Plants often use colors to blend in with where they are. A flower plant is one example. It looks like the sand and stones it lives in. A Camouflage plant is another example. The leaves copy the colors and shape of rocks nearby. Animals and insects go by not knowing they are plants.
- What plants use hair? Some plants' leaves are covered with hair to stay safe. Insects do not like getting hairy leaves. So they will not stay long on a plant covered with hair. One plant that uses hair to stay safe is the Pinks plant. Another hairy plant is the Lamb's Ear. Insects stay away from these plants.
- There are many more plants that stay safe. Animals and insects need to watch out for poisonous plants. They will often be tricked by plants that camouflage. Insects do not like to eat plants covered with hair. Stay safe, plants!

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BWARE OF INSECTS

By Kathleen

- Insects are everywhere. Animals like to eat insects. How do insects stay alive? Insects may use a bad smell. Some insects use camouflage. Other insects stay alive by stinging.
- What is that bad smell? It could be an insect telling an animal to go away. Many insects let off a bad smell to stay alive. Animals do not want a stinky smell. One picture frog with a bad smell is the stink frog. When it's in trouble, it lets off a stinky smell. A toad's bad smell is another stinky frog. When it feels a threat, it lets out a toxic stinky smell. Animals stay away from both frogs. The frogs stay alive.
- How do insects hide from animals? Insects use camouflage. What happens when hungry birds fly to get insects they do not want? The insect stays alive. The picture shows a moth on a tree. It looks like part of the tree. There is no way a bird will eat it. Green grasshoppers camouflage using green grass and plants. They stay alive by using their color.
- Have you ever been stung by an insect? There are some insects that sting when threatened. Animals trying to eat insects or take down their nest may get stung. The sting will hurt. Some stinging insects are bees, wasps, and ants.
- Animals must watch out for insects. If not, they can be sent away by a stinky smell or a painful sting. Insects using camouflage will be harder for insects to stay alive.

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

Name _____

Violet's mum says she can go to her friend's house for half an hour.

She wonders how she can use the clock to tell when she has to go home.

What would you tell Violet? Use the clock to explain.

Sample:

Violet has to go home when the minute hand is on the 6 on the clock.

Learn: Decompose a Clock into Four Quarters:

Students partition a clock into halves and then into fourths to relate fractions to time.

Model Fractions of an Hour: Students move the hands of a clock to show different fractional parts of an hour.

Anchor Chart Idea:

Telling Time

Students shade in 1 quarter of an hour:

different objects that have at least one property in common.

Example:

Properties: Hard, soft, shiny, dull, flexible, stiff, rough, smooth, or what the object is made from.

Pan, table, and brick – All hard

Pillow, sweater, and blanket – All soft

My Writing Score Name: _____

Informative Writing Using Two Articles

Writing Task: Using information from both articles, write an informative text to teach your reader how insects and plants stay alive.

Before you write:

1. Read both articles carefully.
2. Read the writing task carefully.
3. Highlight facts in both articles that you will use in your writing.
4. Use the articles to plan and organize your paragraphs.
5. Begin writing.

Parts of Informative Writing

Introduction: Introduce the topic of your writing. Include a topic sentence.

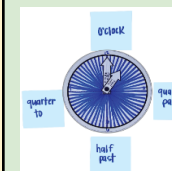
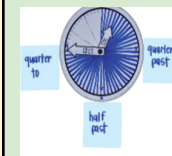
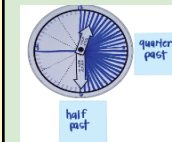
Body: Paragraphs include facts and details to support the topic. All facts are from the articles.

Conclusion: Restate your topic sentence in a new way to show closure. End your writing by using a concluding statement.

Reminders

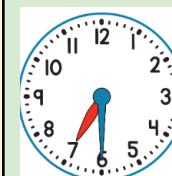
1. Informative writing is meant to teach your reader about a topic.
2. You may go back and re-read the articles.
3. Think about what facts are important.
4. Include the facts from the articles in your writing.
5. Restate facts by using your own words.
6. Do not include your opinion.

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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.	
Wednesday - MAP Data Dig! (Planning)/PBIS Meeting (Waters)					
<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> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify an adjective. <input type="checkbox"/> I can define an adjective. <p><u>Key Vocabulary:</u> adjectives, adverbs, nouns, verbs, modified, parts of speech.</p> <p>Lesson/Activity: Week 2 Day 7 Teach: A Rainbow of Choices Lesson 7 TE page 176-177</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> <ul style="list-style-type: none"> <input type="checkbox"/> I can gather information about characters, setting, or plot from pictures and words. <input type="checkbox"/> I can describe the importance of the setting in a text). <input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot, including main events, conflict and resolution. <p>Lesson/Activity: Unit 6, Lesson 7, TE pages 82-85. Mentor Text: "The Lion and the Man," pages 12-13</p>  <p>Mentor Text: "The Lion and the Man," pages 12-13</p>	<p>Standard(s): ELAGSE2RL4 ELAGSE2W2</p> <p>LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning. I am learning to introduce a topic when writing an informative or explanatory text. I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe how word choices can affect the meaning of a poem. <input type="checkbox"/> I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition. <input type="checkbox"/> I can study two poems and determine their point of view. <input type="checkbox"/> I can participate in shared writing. <input type="checkbox"/> I can select one topic of focus. <input type="checkbox"/> I can identify facts and details that give information about my 	<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.</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. <input type="checkbox"/> I can identify the difference between the different sounds of the same vowel or vowel team. <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <p>Lesson/Activity: Unit 6 Week 2 Day 2 TE pages 24-27 Vowel Teams /OO/: oo, u Word Study Resource Book, p. 67</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 17- Relate the clock to a number line to count by fives.</p> <p>Materials: Clock signs (in TE), chart paper, clothespins, demo. Clock, markers, sticky notes (12), Unifix cubes (60), yarn (3 ft.)</p> <p>Fluency: Whiteboard Exchange- Add in Unit and Standard Form- Students add a two-digit number</p>	<p>Standard(s): S2P1 a</p> <p>LT: I am learning to classify different objects according to physical properties.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and describe different types of physical properties. <input type="checkbox"/> I can classify objects based on their color, length, and mass. <input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility. <p>Lesson/Activity: <input type="checkbox"/> Copy of Physica...</p> <p><u>Intro:</u> Physical Properties of Materials Science Video For Kids Kids Academy or Physical Properties Vocabulary</p> <p><u>Read:</u> What If Rain Boots Were Made From Paper written by Kevin Beals</p>

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



topic.

I can identify important words I have learned that I will define for my reader.
I can outline what I will say first, second, and third to make clear points about my topic.

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.

Essay Writing Skills - From Start to Finish
WriteScore: Informative Writing Using Two Articles
National Parks
Mentor Text:

- Article: Visiting Bryce Canyon National Park
- Article: Hiking Zion National Park

My Word Study, Volume 2, p. 6

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

Vowel Team /oo/:

oo, u

- Phonological Awareness: delete initial sound in a blend
- Blend and Build Words
- Read Interactive Text "The Boy Who Cried Wolf"
- Spelling
- High-Frequency Words
- Homophones
- Share and Reflect

and a multiple of 10 in unit form and write an equation in standard form.

$$4 \text{ tens} + 3 \text{ tens} = 7 \text{ tens}$$

$$40 + 30 = 70$$

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 9 ones + 6 tens	7 tens + 2 tens 4 ones	8 tens + 1 ten 7 ones

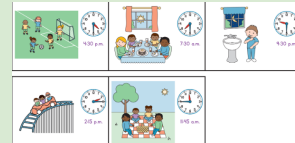
Counting on the Number Line by Fives Within 60:
Students count by fives in unit and standard form.



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.



Activity:

Exploration 1.2:
Testing Materials to Learn About Their Properties

Students will develop an understanding that objects and materials can be tested to learn about their properties.

Students will help plan and conduct different tests on the materials.

Students will be able to explain that when testing materials to learn about their properties, all the materials need to be tested in the same way.

Exit Ticket:

What are some properties of plastic, paper, and aluminum foil that you can easily observe?

What is one way that matter can be classified or grouped?

Extend:

Show [Making Things With The Right Stuff](#) that demonstrates different materials have properties that make them good for certain uses.

partnerships to use the anchor chart for ideas.

How to Use Adjectives in Sentences

1. Find a **noun** in your sentence. A **noun** is a person, place, or thing.
2. Think about what you can tell about the **noun**. What does it look/sound/feel/tact like?
3. Add the **adjective** before the **noun**.

Examples:

No adjective:

The **bunny** ran away. → noun

With an adjective:

The **pink** bunny ran away. → adjective

"Pink" is an adjective that describes the noun "bunny."

Some adjectives that describe nouns:
pink, huge, etc, round, loud, many, bumpy, funny



VISITING Bryce Canyon NATIONAL PARK




By Samantha Stone

1. There is a stone forest in Utah. It is Bryce Canyon National Park. People visit to see the Bryce Canyon. They see the very old layers of rock. They go to see the hoodoos. Visitors can also find animals here. It is a park with amazing views!

2. How old are the rocks? The layers of rock were on earth before people. The rocks were there when dinosaurs were alive. That is ancient. The rocks are red, orange, and white.

3. Where can you find the most hoodoos in the world? Bryce Canyon National Park. The Park is known for the hoodoos. Hoodoos are very tall rock buildings out of the ground. They are different sizes and shapes. Hoodoos are formed in dry and hot areas. They are the result of erosion.

4. The hot dry park is home to many animals. Animals of all sizes call the park their home. Visitors stay away from larger animals like black bears. They watch out for cougars and coyotes. However they enjoy seeing the large allos. There are small animals too. Visitors may also see badgers or Utah prairie dogs. Porcupines also live here. The amazing views bring visitors to the park. As they visit, they can see ancient rocks. They will see the hoodoos. They will see the animals too. Would you visit this stone forest?



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HIKING ZION NATIONAL PARK

By Kelly Olson

1. Do you like to hike? If so, hike Utah's first national park! Zion National Park is a popular place to visit. The Park has millions of visitors each year. They hike the shuttle. They hike at the park. They see canyons. They see huge mountains. Many visitors also get to see wildlife on their visit through the park.

2. Visitors travel the scenic way by shuttle in one main area of the park. From the shuttle, people get off to hike. They see Zion Canyon. It is 15 miles long. Hikers follow the path at the bottom of the deep canyon. They look up at the colorful stone and cliffs. Another stop is the Emerald Pools. Here, they see waterfalls. The shortest trail to hike is the Weeping Rock. Visitors see water dripping from the high canyon. They watch the water drip to the hanging gardens.

3. Look up high to see the mountains. The Great White Throne is a shuttle stop. It is close to Zion Canyon. This mountain of white sandstone is a favorite stop. Horse Ranch Mountain is the highest part of the park. It is on the other side of the park. It is located in the Kolob Canyon area of the park.

4. Wildlife is all around! Visitors see many reptiles. Lizards and snakes can be seen on trees. Downy light brown sheep and male deer live at the park. Birds can be found flying around. There are more than 200 species of birds in the park. The California condor is a special bird to see. It is one of the most endangered species of birds.

5. Zion National Park has a lot to see. There are canyons. There are mountains. There is wildlife to see. Visitors take the shuttle ride and hike the park trails. Hikers enjoy Utah's first national park.



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Name _____

Informative Writing Using Two Articles

Writing Task: Using information from both articles, write an informative text to teach your reader about visiting national parks in Utah.

Before you write:

1. Read both articles carefully.
2. Read the writing task carefully.
3. Highlight facts in both articles that you will use in your writing.
4. Use the articles to plan and organize your paragraphs.
5. Begin writing.




Parts of informative writing

Introduction: Introduce the topic of your writing. Include a topic sentence.

Body: Paragraphs include facts and details to support the topic. All facts are from the articles.

Conclusion: Restate your topic sentence in a new way to show closure. End your writing by using a concluding statement.



Reminders

1. Informative writing is meant to teach your reader about a topic.
2. You may go back and re-read the articles.
3. Think about what facts are important.
4. Include the facts from the articles in your writing.
5. Restate facts by using your own words.
6. Do not include your opinion.

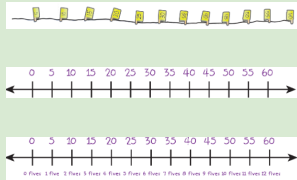
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Which clock shows 1:37?

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

Choosing the best Materials to make things...

FIRST: Pick one of the 6 items on the right or left...

THEN: Choose a material from the 4 choices on the bottom...



				<p>use a clock and when would it make sense to use a number line?</p> <p>Students will complete and turn in Exit Ticket 17 for a formative grade.</p>	
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Thursday - PBIS Bingo for Books!

<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> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify an adjective. <input type="checkbox"/> I can define an adjective. <p><u>Key Vocabulary:</u> adjectives, adverbs, nouns, verbs, modified, parts of speech.</p> <p>Lesson/Activity: Week 2 Day 8 Explore: Bright Day; Dark Night Lesson 8 TE pages 178-179</p>	<p>Standard(s): ELAGSE2L4</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"> <input type="checkbox"/> I can define 'antonym' and 'synonym'. <input type="checkbox"/> I can identify an antonym or synonym in texts. <input type="checkbox"/> I can use prior knowledge to help determine the meaning of a word or phrase. <input type="checkbox"/> I can think about what is happening in a sentence to help me determine the meaning of a word or phrase. <p>Lesson/Activity: Unit 6, Lesson 8 TE pages 86-89. Mentor Text: "The Lion and the Man," pages 12-13</p>	<p>Standard(s): ELAGSE2RL4 ELAGSE2W2</p> <p>LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning.</p> <p>I am learning to introduce a topic when writing an informative or explanatory text.</p> <p>I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe how word choices can affect the meaning of a poem. <input type="checkbox"/> I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition. <input type="checkbox"/> I can study two poems and determine their point of view. <input type="checkbox"/> I can participate in shared writing. 	<p>Standard(s): ELAGSE2RF ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams.</p> <p>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. <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <p>Lesson/Activity: Unit 6 Week 2 Day 3 TE pages 28-31 Vowel Teams /OO/: oo, u</p> <p>Word Study Resource Book, p. 68-69 My Word Study, Volume 2, p. 7</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 Multiple of 10</p>	<p>Standard(s): S2P1 a</p> <p>LT: I am learning to classify different objects according to physical properties.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and describe different types of physical properties. <input type="checkbox"/> I can classify objects based on their color, length, and mass. <input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility. <p>Lesson/Activity: Copy of Physica...</p> <p>Intro: How to Demonstrate Absorbency or What's My Property: Crash Course Kids #35.2</p> <p>Read:</p>
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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.

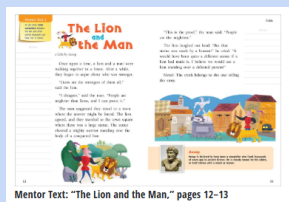
They use the word cards to make adjective-noun pairings. Then, in their grammar notebooks, they record their favorite sentences.

WORD CARDS

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.



ANTONYMS	and	SYNONYMS
are opposite		are similar
roughly, polite		yell, shout
take, give		nasty, horrible
opposite, same		old, ancient
neat, messy		nice, friendly
young, old		yelp, bark
Means the opposite!		Means the same!

I can select one topic of focus.

I can identify facts and details that give information about my topic.

I can identify important words I have learned that I will define for my reader.

I can outline what I will say first, second, and third to make clear points about my topic.

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.

Essay Writing Skills - From Start to Finish (2 Days)

WriteScore: Informative Exemplary Set - Chocolate

Mentor Text:

* Chocolate Trees

* Mmmm Chocolate

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

Vowel Team /ō/: oo, u

- Read Accountable Text "Stone Soup"
- Spelling
- High-Frequency Words
- Share and Reflect

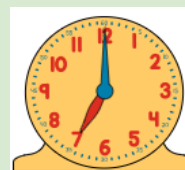
1.	30 + 20 =	50
2.	33 + 20 =	53

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



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 nearest 5 minutes. How

Does It Absorb or Repel?

Activity:

Exploration Lesson 1.3:

Students will plan and conduct an absorbency test on different materials and be able to explain that when testing materials to learn about their properties, the materials need to be tested in the same way.

Students will be able to explain that since the materials are made from different substances, they absorb different amounts of water.

Optional:

Physical Properties-

Students will classify 8 classroom objects based on their physical properties.

Exit Ticket:

Which material absorbs or does not absorb water: paper, plastic, felt, or aluminum foil? Explain.


What would any of these items have in common?

Extend:

Show photos of a sponge and a towel and ask why they are absorbent.

This set of activities includes a set of paired articles, an informational writing task and three student sample essays at various levels.

Prior to using these materials, students should be familiar with writing in response to multiple texts and informative writing tasks.

 Grade 2
Informational Writing Task

WRITING TASK

Directions
Read the articles "Mmmm, Chocolate!" and "Chocolate Trees."
Then, complete the following writing task.

Writing Prompt
You just read the articles "Mmmm, Chocolate!" and "Chocolate Trees."
Using the information from the articles, write an essay to teach your reader all about chocolate.

Remember, good informational writing:

- Introduces the topic;
- Uses facts to develop points;
- Has an ending.

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 **CHOCOLATE TREES**
by Nick Johnson

What delicious treat comes from a tree? Chocolate! Theobroma cacao trees are found in tropical areas. They are also known as chocolate trees because the seeds from the cacao trees are used to make chocolate. Making chocolate is a long process. It takes many steps to turn cacao seeds into chocolate for people to enjoy.

The cacao pods are collected from the trees. Pods grow on the tree trunk. Each pod is full of seeds. Pods are ripe and ready to be picked when they are a dark red/brown color. The cacao seeds are also called cacao beans. The cacao beans do not taste good. They have a bitter flavor. Some enough, they will taste much better. The cacao beans and pulp from the pods are fermented. This helps to make the beans taste a little more like chocolate. After the beans are fermented, they are dried in the sun.

Time for the factory! The dried beans go to the factory. Once there, the process to make chocolate continues. The beans are roasted to bring out the chocolate flavor. After roasting the beans are cracked open. Cocoa nibs are made. The cocoa nibs are crushed up into tiny pieces. The nibs then get formed into a paste. The paste or cacao mass still does not taste very good. It is still bitter.

The cacao mass is mixed with cacao butter. Then, sugar is added. Finally, chocolate is made. Different types of chocolate are made using cacao mass, cacao butter, sugar, and sometimes milk. Chocolate bars, chocolate chips, chocolate syrup, and many more chocolate treats can be made.

It is a long process to make chocolate. The process begins with a tree and ends with a delicious treat. Next time you eat chocolate, remember how it started and all the steps it took to be made.

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does the hour hand relate to the minute hand?

Students complete and turn in Topic Ticket D for a summative grade.



What do the sponge and the towel have in common with the paper?

					
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Friday

<p>Standard(s): ELAGSE2L1f</p> <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> <p><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</p> <p>Lesson/Activity: Week 2 Day 9 Teach: All About Prepositions Lesson 9 TE pages 180-181</p> <p>Key Vocabulary: Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange</p>	<p>Standard(s): ELAGSE2RL3 ELAGSE2RL7</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>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 when...</i></p> <p><input type="checkbox"/> I can describe characters using character traits/feelings.</p> <p><input type="checkbox"/> I can identify the major events or challenges in a story.</p> <p><input type="checkbox"/> I can use text evidence to describe how</p>	<p>Standard(s): ELAGSE2W5 ELAGSE2W2</p> <p>LT: I am learning to focus on a topic in my writing.</p> <p>I am learning to introduce a topic when writing an informative or explanatory text.</p> <p>I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when:</i></p> <p><input type="checkbox"/> I will identify a clear topic (not too broad or too narrow).</p> <p><input type="checkbox"/> I can sketch an idea for a poem.</p> <p><input type="checkbox"/> I will write text of a length appropriate to address the topic.</p> <p><input type="checkbox"/> I can select one topic</p>	<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 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.</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 Days 4 & 5 TE pages 32-33</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.</p> <p>-I can tell time to the half hour.</p> <p>-I can tell time and identify if it is a.m. or p.m.</p> <p>-I can write time to the hour.</p> <p>-I can write time to the half hour.</p> <p>-I can write the time using a.m. and p.m.</p> <p>Lesson/Activity: Lesson 19-Solve elapsed time problems.</p> <p>Fluency: Counting on the Clock-Students count by 5</p>	<p>Standard(s): S2P1 a</p> <p>LT: I am learning to classify different objects according to physical properties.</p> <p>SC: <i>I know I am successful when:</i></p> <p><input type="checkbox"/> I can identify and describe different types of physical properties.</p> <p><input type="checkbox"/> I can classify objects based on their color, length, and mass.</p> <p><input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility.</p> <p>Lesson/Activity: Copy of Physica...</p> <p>Intro: How to Demonstrate</p>
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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.

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

characters respond to major events/challenges.
□ 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, Lessons 9 & 10

TE pages 90-93.

TE pages 94-97.

Mentor Text: "The Foolish Milkmaid," pages 14-15



Mentor Text: "The Foolish Milkmaid," pages 14-15



of focus.

□ I can identify facts and details that give information about my topic.
□ I can identify important words I have learned that I will define for my reader.
□ I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:

Volume 4, Session 4,
Sketching out an idea
TE pages 28-31.

Strategy: Sketching Out an Idea

1. Try out a subject you know something about.
2. Sketch it on paper.
3. Add words to the sketch.



Sketching an idea for a poem example

Day 2:
Essay Writing Skills - From Start to Finish
WriteScore: Informative Exemplary Set - Chocolate
Mentor Text:
* Chocolate Trees
* Mmmm Chocolate

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*

Vowel Team /ō/:

oo, u

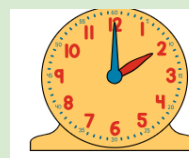
- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Stone Soup" and/or "The Many Tales of Red Riding Hood"
- Share and Reflect

Review and Assess Vowel Team /ō/:

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

minutes on the clock.



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.

[Mass. Shape. & Air Resistance](#)

Read:

[Making A Raft For The Three Billy Goats Gruff](#)

or

[Epic Let's Try It Out In the Water](#)

Activity:

Lesson 1.4:

Designing an Absorbency Test

Students will use what they know about the properties of paper, plastic, and aluminum foil to decide how the materials can be used for a specific purpose.

[Demonstrate making a paper boat.](#)

Place the boat in water and demonstrate how many pennies the boat can hold before sinking.

Students are then guided to think of ways to improve the boat by covering it with water proof material.

Extend:

Explain that a juice box is like an inside-out-boat.

Bring in a juice box that you have cut open and

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

Using Prepositions

A rabbit ran a log.

A rabbit ran **through** a log.

A rabbit ran **behind** a log.

A rabbit ran **over** a log.

A rabbit ran **up** a log.

A rabbit ran **around** a log.

A rabbit ran **toward** a log.

A rabbit ran **under** a log.

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

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

This set of activities includes a set of paired articles, an informational writing task and three student sample essays at various levels.

Prior to using these materials, students should be familiar with writing in response to multiple texts and informative writing tasks.

Write Score Grade 2 Informational Writing Task

WRITING TASK

Directions
Read the articles "Mmmm, Chocolate!" and "Chocolate Trees."
Then, complete the following writing task.

Writing Prompt
You just read the articles "Mmmm, Chocolate!" and "Chocolate Trees." Using the information from the articles, write an essay to teach your reader all about chocolate.

Remember, good informational writing:

- Introduces the topic;
- Uses facts to develop points;
- Has an ending.

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Write Score **CHOCOLATE TREES**
by Nick Johnson

What delicious treat comes from a tree? Chocolate! Theobroma cacao trees are found in tropical areas. They are also known as chocolate trees because the seeds from the cacao trees are used to make chocolate. Making chocolate is a long process. It takes many steps to turn cacao seeds into chocolate for people to enjoy.

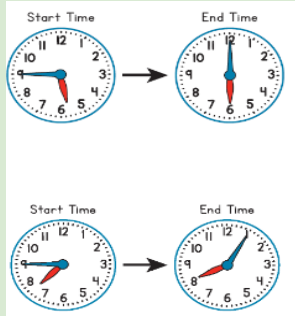
The cacao pods are collected from the trees. Pods grow on the tree trunk. Each pod is full of seeds. Pods are ripe and ready to be picked when they are a dark reddish-brown color. The cacao seeds are also called cacao beans. The cacao beans do not taste good. They have a bitter flavor. Soon enough, they will taste much better. The cacao beans and pulp from the pods are fermented. This helps to make the beans taste a little more like chocolate. After the beans are fermented, they are dried in the sun.

Time for the factory! The dried beans go to the factory. Once there, the process to make chocolate continues. The beans are roasted to bring out the chocolate flavor. After roasting, the beans are cracked open. Cacao nibs are made. The cacao nibs are crushed up into tiny pieces. The nibs then get formed into a paste. The paste or cacao mass still does not taste very good. It is still bitter.

The cacao mass is mixed with cacao butter. Then, sugar is added. Finally, chocolate is made. Different types of chocolate are made using cacao mass, cacao butter, sugar, and sometimes milk. Chocolate bars, chocolate chips, chocolate syrup, and many more chocolate treats can be made.

It is a long process to make chocolate. The process begins with a tree and ends with a delicious treat. Next time you eat chocolate, remember how it started and all the steps it took to be made.

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Solve Elapsed Time Word Problems- students choose how to solve an elapsed time word problem and evaluate their classmates' solutions.

Gradual release to the Problem Set.

Land:
Debrief Objective- Solve elapsed time problems.

Students will complete and turn in ET 19 for a formative grade.

peeled back the layers to show students how it is made.

Remind students that the properties of materials are important when thinking about making a product that needs to work in a certain way.

Exit Ticket:
How can you use paper, plastic, and aluminum foil to design and build a boat that holds the most weight without sinking?

Do certain materials tend to sink or float in water? Explain.



Mmmm, Chocolate!

Do you like chocolate? Most people do! Did you know chocolate comes in many forms? There are also several different flavors. People have enjoyed the taste of chocolate in all its forms and flavors for thousands of years.

Chocolate can be in the form of a block. It can also be a paste. There is also liquid chocolate. It can be used as a flavoring in other foods. You can have a chocolate candy bar or have chocolate icing on a cake. Chocolate syrup can go on an ice cream. It can also be the flavor of a donut! No matter what form, chocolate is enjoyed by people all around the world.



A block of chocolate can be used to make different types of candy. Chocolate bars can be made. Some chocolate bars are solid but some have nuts or caramel. Many candies use chocolate as a filling. Chocolate is also used as a covering like chocolate covered pretzels. Chocolate paste can be an icing for cakes or cupcakes. It can also be a spread for toast. In liquid form, drinks like hot chocolate or chocolate milk are made. Many desserts use chocolate flavoring. Chocolate flavoring is used to make cakes and muffins. Do you like chocolate donuts? They are made using chocolate flavoring.

Did you know chocolate can have different tastes? It can taste bitter or sweet. Pure unsweetened chocolate tastes bitter. It does not have added sugars. It is often called baking chocolate. This kind of chocolate is used to make desserts and baked goods. Recipes that use baking chocolate have large