

# Carrie Waters' Week of: February 03-07, 2025 - Whole Group Lesson Plans

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

GRAMMAR Write Score Administration #2 Unit 4 Week 3 & 4 Lessons 12-16 Adjectives, Adverbs, & Pronouns	READING Unit 6 Week 3 Lessons 13-15 Research & Inquiry Project Unit 7 Week 1 Lessons 1 & 2 Pioneers In Flight	WRITING Write Score Administration #2 Unit 4: Lessons 32-36 PreAssessment Writing Strong Text-Based Informational Paragraphs Benchmark Unit 4 Poetry Lessons 7-11 (Revisit)	PHONICS Unit 6 Week 3 Vowel Team /ø/: aw, au, al, (w)a Tales That Teach Unit 7 Week 1 Compound Words Pioneers In Flight	MATH Module 4 Topics A & B Lessons 2-6 Addition & Subtraction Within 1000 Strategies for Composing Tens & Hundreds	SCIENCE Groundhog Day/Matter SOCIAL STUDIES Black History Month Doors of History Research Jackie Robinson & MLK
Monday - Erin's Law Prevention					
<p>Standard(s): ELAGSE2L1e ELAGSE2L5a</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to figure out how words are related.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can define an adverb.  <input type="checkbox"/> I can identify an adverb.  <input type="checkbox"/> I can describe real-life experiences using adjectives and adverbs.</p> <p>Lesson/Activity:  <b>Week 3 Day 12</b>  <b>Teach: Say it With Emotion</b>  <b>Lesson 12, TE pgs. 185-186</b></p>	<p>Standard(s): ELAGSE2RL9</p> <p>LT: I am learning to compare (same) and contrast (different) two stories from different cultures. SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify the theme of a story.  <input type="checkbox"/> I can compare and contrast texts from different cultures.  <input type="checkbox"/> I can compare and contrast the theme of two different stories.</p> <p>Lesson/Activity:  <b>Unit 6, Lesson 13,</b>  <b>TE pages 106-109</b>  Mentor Text: "Why the Sky is Far Away," pages 18-19</p>	<p>Standard(s): ELAGSE2RL4 ELAGSE2W2</p> <p>LT: I am learning to add details to my writing that supply rhythm and meaning. I am learning to provide a concluding statement in informative/explanatory writing text.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can define alliteration as sounds that repeat.  <input type="checkbox"/> I can identify alliteration in my poem.  <input type="checkbox"/> I can define onomatopoeia as words that name sounds (buzz, ding, pow)  <input type="checkbox"/> I can add alliteration</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 irregular vowel patterns (aw, ow/ou, oy/oi).  <input type="checkbox"/> I can read words containing irregular vowel</p>	<p>Standard(s): 2.NR.2.2</p> <p>LT: We are learning to discover patterns of 10 more and 10 less.</p> <p>SC: <i>I will know I am successful when...</i>  -I can find 10 more or 10 less of a given number on a place value chart.  -I can find 10 more or 10 less of a given number on a number line.  -I can find 10 more or 10 less of a given number using mental strategies.  -I can find 100 more or 100 less of a given number on a place value chart.  -I can find 100 more or 100 less of a given number on a number line.  -I can find 100 more or 100 less of a given number using mental strategies.</p>	<p>Standard(s): ELAGSE2RI1 ELAGSE2RI2 ELAGSE2RI3 ELAGSE2RI4</p> <p>LT: I am learning to ask and answer questions to show understanding of key details in the text. I am learning to identify the main topic (main idea) and the focus of each paragraph in a text. I am learning to describe the connection between a series of historical events, scientific ideas/concepts, or steps in technical procedures. I am learning to find the meanings of words and phrases from grade-level informational text.</p> <p>SC: <i>I will know I am successful when...</i>  <input type="checkbox"/> I can ask and answer</p>

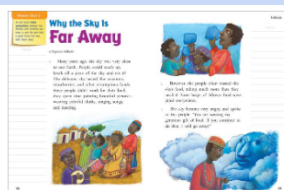
## Teach

### Say It with Emotion

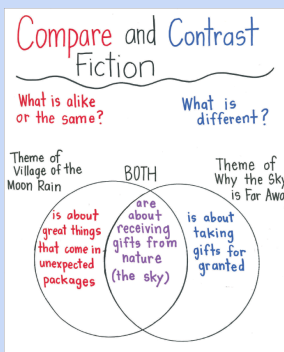
Using a sample sentence, show how adverbs function and that different types of adverbs add different meanings (how, where, when).

#### Strategy: Using Adverbs in Sentences

1. Find the verbs in your sentence.
2. Do you want to tell when, where, how, or how often? Add an adverb.
3. Use your resources to find an adverb that fits.
4. Try out the adverb and see how it fits in your sentence.



Mentor Text: "Why the Sky is Far Away," pages 18-19



and onomatopoeia to my poem to make it longer, stronger, and more entertaining.

- ☐ I can determine what I want to say as a final point or ending.
- ☐ I can write an ending to show closure.

### Lesson/Activity: Volume 4, Lesson 7- Experimenting with Sound.

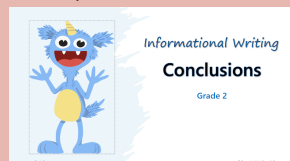
#### Strategy: Adding Sounds to Poems

1. Read your draft and listen for sounds that repeat.
2. See if you can add more of the same sounds.
3. Try one or more of these suggestions for using sound:
4. Use a word that sounds like an action
5. Try some rhyming words
6. Repeat a word for effect
7. Tap out a beat for your words to follow

### WriteScore: Conclusions In Informational Writing

Mentor Text:

Saturn, The Jewel Planet



patterns.

- ☐ I can spell words containing irregular vowel patterns.

### Lesson/Activity:

Unit 6 Week 3 Day 3

TE pages 44-47

Vowel Team /ô/: aw, au, al, (w)a

Word Study Resource

Book, p. 72-73

My Word Study, Volume 2, p. 10

#### Practice HFWs:

music, night, old, picture, sentence, spell, thought together, while, world

Vowel Team /ô/: aw, au, al, (w)a

- Read Accountable Text "The Legend of the Talking Feather"
- Spelling
- High-Frequency Words
- Share and Reflect

### Lesson/Activity:

Lesson 2-Mentally add and subtract multiples of 10 and 100 with unknowns in various positions.

Materials: Copy and cut 2 sets of Equal Expressions cards from the TE.

#### Fluency:

Whiteboard Exchange-Use the Arrow Way to Subtract: Students complete a result unknown equation by using the arrow way.

$$46 - 20 = \underline{26}$$

$$46 \xrightarrow{-20} 26$$

Repeat with the following:

146 - 20 = <u>126</u>	146 - 20 = <u>126</u>	75 - 30 = <u>45</u>	175 - 30 = <u>145</u>	175 - 100 = <u>75</u>
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#### Whiteboard

Exchange-Interpret

Number Bonds: Students write and complete an equation to represent a number bond.

$\begin{array}{r} 42 \\ 32 \quad 10 \end{array}$	$\begin{array}{r} 142 \\ 132 \quad 10 \end{array}$
$42 - 32 = 10$	$142 - 132 = 10$

Repeat with the following:

$\begin{array}{r} 76 \\ 20 \quad 56 \end{array}$	$\begin{array}{r} 176 \\ 20 \quad 156 \end{array}$	$\begin{array}{r} 98 \\ 40 \quad 58 \end{array}$	$\begin{array}{r} 198 \\ 40 \quad 158 \end{array}$
$76 - 56 = 20$	$176 - 156 = 20$	$98 - 58 = 40$	$198 - 158 = 40$

#### Launch:

Students use the structure

questions to understand key details.

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

#### Key Vocabulary:

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

### Lesson/Activity:

Groundhog Day Celebration!

Students will explain the origins of Groundhog Day.

Students will describe how people celebrate Groundhog Day.

Students will review what a groundhog is.

Evaluate students'

## SATURN

### The Jewel Planet

Saturn is the sixth planet from the sun. It is the second biggest planet. Over 750 Earths could fit inside Saturn. It isn't very heavy. If Saturn were placed in a pool, it would float. It is made completely of gas. This means it is very light. It doesn't have land or surface to walk on. Saturn is thought of as the "Jewel of the Sky" and is very pretty. It is made up of many bright colors.

Saturn is so far away that it takes 29 years for it to go around the sun. It would take over 1,200 years to reach Saturn in a car. Since it is very far away from the sun, Saturn is very cold. Some scientists think it is around -350 degrees. Nothing can live on Saturn.

Saturn was first found in 1610 B.C. That's before telescopes were made. Long ago, people could see it with just their eyes. Ancient people named Saturn after the Roman god. It was thought to be good luck for their gardens.

What makes Saturn unique is that it has rings. The scientist, Galileo, was the first person to see that Saturn had rings. He thought the rings were handles. Other planets have rings too, but none are as beautiful. Saturn has seven rings. Saturn's rings are very big. They are made up of ice and particles from space. Some pieces of ice are as big as a house!

Saturn has over 53 moons. There may be nine more moons that scientists don't know about yet. The moons might be able to support life. Some people think there might be water on Saturn's moons.

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### My Book on Saturn

By: \_\_\_\_\_

Introduction		Fact

Fact	Fact	Conclusion

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Students will learn how to write the conclusion in informational writing.

Students will focus on creating an ending that will summarize what the writing is about and what the reader was taught.

Students will use these skills to help them expand and improve their writing.

of hundreds, tens, and ones to find the total efficiently.

$243 \longrightarrow 143 \longrightarrow 103$

Repeat with the following:

Learn:  
Add and Subtract Tens and Hundreds-Students add and subtract tens and hundreds to find the unknowns in various positions.

$$243 \longrightarrow 143 \longrightarrow 103 \longrightarrow 243 \longrightarrow 583$$

$$243 - 100 \longrightarrow 143$$

$$143 - 40 \longrightarrow 103$$

$$103 + 140 \longrightarrow 243$$

$$243 + 340 \longrightarrow 583$$

Equal Expressions Game-Students add and subtract tens and hundreds to find the unknown to make equal expressions.

Gradual release to the Problem Set.

Land/Debrief:  
Mentally add and subtract multiples of 10 and 100 with unknowns in various

understanding of Groundhog Day.

**ReadWorks:**  
**Groundhogs Are Diggers**  
**Readworks:**  
**Groundhog Day**  
Students will read and answer questions on Groundhog Day.

**K-2** [Groundhog Day](#)  
[Nearpod Lesson](#)  
**3-5** [Groundhog Day](#)  
[Nearpod Lesson](#)

**Intercession:**  
[Groundhog Legend](#)  
**Do you believe a groundhog can predict when Spring will arrive?**

**Reading, Writing, & Math**  
**Groundhog Day Poetry Response**

## Let's Celebrate... Groundhog's Day!

Keep the focus on building reading, writing and math skills while celebrating this fun holiday. This set includes the following:

- A Groundhog's Day poem and language skills follow up
- A reader's response booklet for the story *PipsaPopsity Pulls*
- A Groundhog's Day problem solving page and picture graph activity
- A "Would You Rather" writing prompt page

				positions.  Students complete and turn in Exit Ticket 2 for a formative grade.	
<b>Tuesday</b>					
<p>Standard(s): <b>ELAGSE2L1e</b> <b>ELAGSE2L6</b></p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use new words and phrases to show what I know.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can define an adverb.  <input type="checkbox"/> I can identify an adverb.  <input type="checkbox"/> I can use adverbs to describe actions.</p> <p>Lesson/Activity:  <b>Week 3 Day 13</b>  <b>Explore: Write Well:</b>  <b>Pairing Verbs &amp; Adverbs</b>  <b>Lesson 13, TE pgs. 187-188</b></p>	<p>Standard(s): <b>ELAGSE2RI6</b></p> <p>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can define the author's purpose.  <input type="checkbox"/> I can use the facts from the text to support what the author wanted to answer, explain, or describe.</p> <p>Lesson/Activity:  <b>Unit 6, Lesson 14,</b>  <b>TE pages 110-113.</b>  Mentor Text: "Be Glad Your Nose Is on Your Face," pages 22–23</p>	<p>Standard(s): <b>ELAGSE2RL4</b> <b>ELAGSE2W2</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to add details to my writing that supply rhythm and meaning. I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can describe how word choices can affect the meaning of a story.  <input type="checkbox"/> I can describe things my speaker might taste, smell, hear, see, or feel (physically/ emotionally).  <input type="checkbox"/> I can add <u>sensory details</u> to my poem to make it longer, stronger, and more entertaining.  <input type="checkbox"/> I can include interesting words and phrases that make my piece better.  <input type="checkbox"/> I can use like and</p>	<p>Standard(s): <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. 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 irregular vowel patterns (aw, ow/ou, oy/oi).  <input type="checkbox"/> I can read words containing irregular vowel patterns.  <input type="checkbox"/> I can spell words containing irregular vowel patterns.</p>	<p>Standard(s): <b>2.NR.2.4</b></p> <p>LT: We are learning to add and subtract within 100.</p> <p>SC: <i>I will know I am successful when...</i>  -I can add or subtract numbers within 100 using place value strategies.  -I can add or subtract numbers within 100 using properties of operations.  -I can add or subtract numbers within 100 using the relationship between addition and subtraction.</p> <p>Lesson/Activity:  <b>Lesson 3-Solve multi-step word problems and reason about equal expressions.</b></p> <p>Fluency:  Choral Response: Interpret Tape Diagrams- Students determine which collection has fewer and how many fewer.</p>	<p>Standard(s): <b>S2PIb.</b> <b>ELAGSE2L4</b> <b>ELAGSE2W2</b></p> <p>LT: We are learning how structures can be broken down and rearranged.</p> <p>I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase. I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p> <p>SC: <i>I will know I am successful when...</i>  <input type="checkbox"/> I can describe how objects made from small pieces can be taken apart to make a new different structure.  <input type="checkbox"/> I can recognize grade-appropriate words and their meaning.  <input type="checkbox"/> I can use prior</p>

## Explore

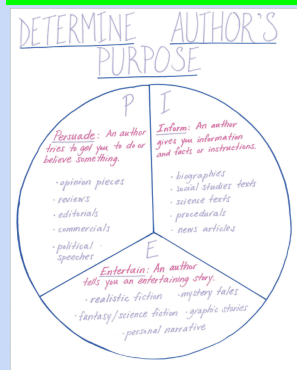
### Write Well: Pairing Verbs and Adverbs

Partnerships create sentences using adverbs and verbs in different tenses, mixing and matching, and adding some of their own words.

Adverbs and Verbs Word Cards		
constantly	sometimes	near
kindly	outside	happily
quickly	sleepily	mysteriously
soon	peacefully	fast
ate	slept	dance
study	run	slid
agreed	wrote	wash
acted	dressed	will run



Mentor Text: "Be Glad Your Nose Is on Your Face," pages 22-23



because to help me add more information to my sentences.

### Lesson/ Activity: Volume 4, Lesson 8- Adding Sensory Details

#### Strategy: Adding Sensory Details

1. Reread your draft and think about how the words make your body feel.
2. See if you can add details that make the reader see, hear, smell, taste, or feel your words.
3. Repeat this and see if you can add any more details.

### WriteScore: Transitions with Informational Writing

Mentor Text: The Slinky

**WriteScore** **TEACHER EDITION** **Transitions**

Transitions are words or phrases that help writing sound smooth. Transitions help add on to and sequence ideas. Transitions can help show time or location.

**Classroom Strategies:** Read the mentor sample with paragraph. Discuss how the author uses transition words and phrases to help the reader understand. Record how each sentence builds on the previous sentence.

**Guided Independent Instruction:** Encourage students to use the transitions they have learned to write their own paragraph. Encourage students to use the transitions they have learned to write their own paragraph.

Did you know that one of the coolest toys ever made was an accident? **It is true!** The Slinky is a toy made of metal springs. This toy can move down stairs all on its own. It can walk across the floor, too. Cool, right?

This metal toy was invented in 1943. Richard James was an inventor who had been working on some springs. One spring walked across his desk and down to the floor! This gave Richard James an idea. He decided to make the toy and sell it for \$1. His wife Betty named the toy. She named it Slinky because it was sleek and graceful. **Since** everyone wanted a Slinky, they were very popular. **Before long**, other Slinky toys were invented. Slinky trains, worms, grasshoppers, and dogs were made. **There were** plastic rainbow Slinkys, too.

You can still buy Slinky at the store. Slinkys are one of the coolest accidents ever made!

**It is true!** This sentence helps connect the first transition sentence with the third sentence that transitions the topic Slinky.

The first three sentences in paragraph 2 are organized sequentially. While they do not use transition words, the sequence helps make the transition between ideas smooth.

The words "before" and the phrase "before long" show the passage of time.

The last three sentences in paragraph 2 build on one another. This helps make the transition between ideas and information smooth.

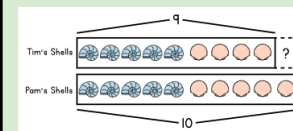
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### Lesson/Activity: Unit 6 Week 3 Day 4 TE pages 48-49 Vowel Team /ô/: aw, au, al, (w)a

Word Study Resource Book, p. 72-73  
My Word Study, Volume 2, p. 10

Read HFWS: music, night, old, picture, sentence, spell, thought together, while, world

- Vowel Team /ô/: aw, au, al, (w)a**
- Read Multisyllabic Words
  - Decode by Analogy
  - Read Accountable Text "The Legend of the Talking Feather" and/or "No Small Trick"
  - Share and Reflect



Repeat with the following:

659	669	679
659	669	679
659	669	679
659	669	679

Beep Counting: 10 More, 10 Less- Students complete a number sequence to build fluency with mentally adding or subtracting 10.

659, 669, 679

Repeat with the following:

659	669	679
659	669	679
659	669	679
659	669	679

Whiteboard Exchange: Use the Arrow Way to Subtract- Students complete a result unknown equation by using the arrow way.

$$57 - 20 = 37$$

$$57 - 20 \rightarrow 37$$

Repeat with the following:

57 - 20 = 37	57 - 20 = 37	86 - 10 = 76	86 - 10 = 76	86 - 10 = 76
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### Launch:

Students use place value understanding to find the unknown and reason about part-total relationships.

27 + ____ = 57	457 = ____ + 427
417 + ____ = 717	417 + ____ + 10 = 457

knowledge to help determine the meaning of a word or phrase.  
□ I can build on others' ideas by linking their comments to others or my own ideas.

### Lesson/Activity:

#### The Perfect Nest! How Structures Are Built 2 Day Activity -

Reading Skill - Finding the meaning of new words.

Writing Skill - Compare & Contrast

#### Key Vocabulary:

Structure, assemble, disassemble, & rearrange

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

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

**Print Ready Student Sheets**

**Building Something New Pre-Reading Activity**

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

Directions:

1. Gather a bag of supplies from your teacher.
2. Build a structure and draw it in the box below.
3. Now draw a picture of how you changed the structure.
4. Now draw a picture of how you changed the structure.

First Structure	Second Structure

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



Write Score \_\_\_\_\_

**Transitions**  
Transitions are words or phrases that help writing sound smooth. Transitions help add on to and sequence ideas. Transitions can help show time or location.

**Sample Essay**

Did you know that one of the coolest toys ever made was an accident? It is true! The Slinky is a toy made of metal springs. This toy can move down stairs all on its own. It can walk across the floor, too. Cool, right?

This neat toy was invented in 1943. Richard James was at work when he knocked over some springs. One spring walked across his desk and down to the floor. This gave Richard James an idea. He decided to make the toy and sell it for \$1. His wife Betty named the toy. She named it Slinky because it was sleek and graceful. Soon everyone wanted a Slinky. They were very popular. Before long, other Slinky toys were invented. Slinky trains, worms, glasses and dogs were made. There were plastic rainbow Slinkys, too.

You can still buy Slinkys at the store. Slinkys are one of the coolest accidents ever made!

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**Learn:**  
Solve a Multi-Step Word Problem- Students draw a model and write equations to represent and solve a multi-step word problem.

**Problem Solving and Equal Expressions-** Students work in groups to solve a two-step word problem and create equal expressions.

Write Score \_\_\_\_\_

**Problem Set**

Hugo has 120 stickers. He wants 60 more stickers. How many stickers does Hugo have now?

120 + 60 = 180  
180 - 60 = 120

Ben has 180 stickers. He exchanges 60 stickers for a bigger card. How many stickers does Ben have now?

180 - 60 = 120  
120 + 60 = 180

Nora has 80 stickers. He wants 20 more stickers. How many stickers does Nora have now?

80 + 20 = 100  
100 - 20 = 80

Karen has 170 stickers. He exchanges 70 stickers for a new mouse. How many stickers does Karen have now?

170 - 70 = 100  
100 + 70 = 170

**Gradual release to the Problem Set.**

**Land/Debrief:**  
Solve multi-step word problems and reason about equal expressions.

Students will complete and turn in Exit Ticket 3 for a formative grade.

## Read Aloud: The Perfect Nest

Print Ready Article

**The Perfect Nest**

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

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

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

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

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Reading: Vocabulary Acquisition

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

Word	Definition
Structure	
Arrange	
Disassemble	
Rearrange	

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## Read Aloud: The Perfect Nest

Post Reading Activity: Compare and Contrast Structure 1 and Structure 2

Directions: Before bird built her nest and then took it apart to rearrange the pieces. Compare the nest when it was structure 1 and when it was structure 2.

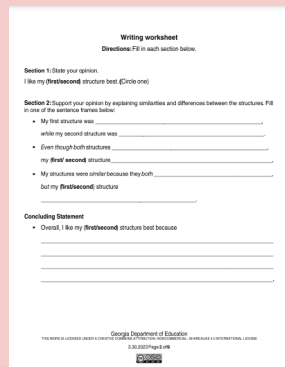
Structure 1      Structure 2

Similar      Different

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THE STATE OF GEORGIA DEPARTMENT OF EDUCATION  
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Students will compare and contrast their first and second structure.

Students will write and share a short narrative

					<p>piece about their structures.</p> 
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## Wednesday

<p>Standard(s): <b>ELAGSE2L1e</b> <b>ELAGSE2L6</b></p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use new words and phrases to show what I know.</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 an adverb.</li> <li><input type="checkbox"/> I can identify an adverb.</li> <li><input type="checkbox"/> I can use adverbs to describe actions.</li> </ul> <p>Lesson/Activity: Week 3 Day 14 Explore: Write Even Better:</p>	<p>Standard(s): <b>ELAGSE2SL1</b></p> <p>LT: I am learning to participate in collaborative conversations about second grade topics.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to and share ideas.</li> <li><input type="checkbox"/> I can support and build ideas with evidence from the text.</li> <li><input type="checkbox"/> I can ask questions to clarify understanding.</li> </ul> <p>Lesson/Activity: Unit 6 Assessment Unit Wrap-Up</p> <p>Mentor Text: "Real-World Perspectives," pages 26–27</p>	<p>Standard(s): <b>ELAGSE2RL4</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to add details to my writing that supply rhythm and meaning. I am learning to introduce a topic when writing an informative/explanatory text. I am learning to explain a topic using facts and definitions to develop points. I am learning to provide a concluding statement in my informative or explanatory text.</p> <p>SC: <i>I know I am successful</i></p>	<p>Standard(s): <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. 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 identify irregular vowel patterns (aw,</li> </ul>	<p>Standard(s): <b>2.NR.2.4</b></p> <p>LT: We are learning to add and subtract within 100.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add or subtract numbers within 100 using place value strategies.</li> <li>-I can add or subtract numbers within 100 using properties of operations.</li> <li>-I can add or subtract numbers within 100 using the relationship between addition and subtraction.</li> </ul> <p>Lesson/Activity: Lesson 4- Represent and solve compare with bigger unknown word problems.</p>	<p>Standard(s): <b>S2P1c.</b> <b>ELAGSE2SL1</b></p> <p>LT: We are learning how heating and cooling change matter.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can plan and carry out an investigation to describe how matter changes when I cool it.</li> <li><input type="checkbox"/> I can plan and carry out an investigation to describe how matter changes when I warm it.</li> <li><input type="checkbox"/> I can identify changes from heating and freezing as reversible/irreversible.</li> <li><input type="checkbox"/> I can use my investigations to describe</li> </ul>
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**Socratic Seminar Writing**

I will run fast if my track meet.

I will run fast if my track meet tomorrow.

I solved "homework."

"Homework" is an idiom that describes when I will run.

I will run faster if my track meet tomorrow.

I changed the idiom from "faster" to "further."

Why would the athlete make his setting change?

What does "homework" mean?

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8-8



Real-World Perspectives is a collection of articles that are relevant to the world of work and that can be used to help students develop their critical thinking skills. The articles are written by experts in the field and are designed to be both informative and engaging. They cover a wide range of topics, from the latest in technology to the challenges of the global economy. The collection is a valuable resource for students and teachers alike, providing a wealth of information and insight into the world of work.

**What is the best source to find the best information on a topic?**

**Journal of Economic Surveys**

**Journal of Economic Surveys** is a leading journal in the field of economics. It publishes original research articles, surveys, and book reviews. The journal is known for its high quality and its focus on the latest research in the field. It is a must-read for economists and students alike.

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**Fables That Teach Us  
Constructive Conversation Modeling Script**

**Speaker 1:** When I read "The Village of the Mean River," it made me think about where my own heart gets its name. I had never wondered about that before!

**Speaker 2:** It's not just I understand, "The Village of the Mean River" takes place in China, what does that have to do with your book?

**Speaker 1:** The fable teaches how the Chinese village got its name. But I think there might be a link, or story, that explains the name of the book.

**Speaker 2:** I'm not sure I'm following. When I read the fable, it actually made me more curious about my own culture. I want to ask my grandparents if they have any stories about the place they grew up in.

# RULES of CONVERSATION

1. Look at the speaker. 
2. Show interest by nodding and smiling. 
3. Let everyone have a chance to talk. 
4. Value others' thinking. 
5. Ask questions if you don't understand. 
6. Speak clearly and listen closely.

- ❑ I can describe how word choices can affect the meaning of a story.
- ❑ I can describe things my speaker might taste, smell, hear, see, or feel (physically/ emotionally).

- Lesson/ Activity:  
Volume 4, Lesson 9- Using  
Descriptive Language

1. Reread your draft and think about how things feel or seem to the speaker.
2. Close your eyes and see what you can imagine.
3. Repeat this and see if you can add more descriptive language.

ow/ou, oy/oi).

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

Unit 6 Week 3 Day 5  
TE pages 50-51  
Vowel Team /ô/: aw, au,  
al, (w)a

**Read HFWs:**  
music, night, old, picture,  
sentence, spell, thought  
together, while, world

- “The Legend of the Talking Feather” and/or “No Small Trick”
- Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

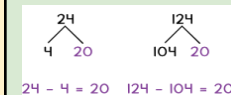
- Cumulative Assessment

Beep Counting: 100 More, 100 Less- Students complete a number sequence.

Repeat with the following:

643, <u>743</u> , 843	<u>206</u> , 306, 406	<u>7</u> , 107, 207	900, 800, <u>700</u>	645, <u>745</u> , 845	<u>283</u> , 183, 83	<u>206</u> , 106, 4
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Whiteboard Exchange:  
Interpret Number Bonds-  
Students write and  
complete an equation to  
represent a number bond.



Repeat with the following:

$\begin{array}{c} 47 \\ \swarrow \searrow \\ 30 \quad 17 \end{array}$	$\begin{array}{c} 147 \\ \swarrow \searrow \\ 30 \quad 117 \end{array}$	$\begin{array}{c} 85 \\ \swarrow \searrow \\ 50 \quad 35 \end{array}$	$\begin{array}{c} 185 \\ \swarrow \searrow \\ 50 \quad 135 \end{array}$
$47 = 17 + 30$	$147 = 117 + 30$	$85 = 35 + 50$	$185 = 135 + 50$

Choral Response: Interpret Tape Diagrams- Students determine which tape diagram represents fewer and how many fewer.

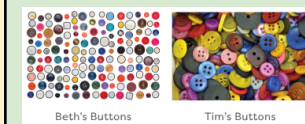
Repeat with the following:

$\otimes_{SO(8)} \begin{matrix} (0 & 0 & 0 & 0) \\ 1 \end{matrix}$	$\otimes_{SO(8)} \begin{matrix} (1 & 0 & 0 & 0) \\ 2 \end{matrix}$	$\otimes_{SO(8)} \begin{matrix} (2 & 0 & 0 & 0) \\ 3 \end{matrix}$
$\otimes_{SO(7)} \begin{matrix} (0 & 0 & 0 & 0) \\ 1 \end{matrix}$	$\otimes_{SO(7)} \begin{matrix} (1 & 0 & 0 & 0) \\ 2 \end{matrix}$	$\otimes_{SO(7)} \begin{matrix} (2 & 0 & 0 & 0) \\ 3 \end{matrix}$
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$\otimes_{SO(8)} \begin{matrix} (0 & 0 & 0 & 0) \\ 1 \end{matrix}$	$\otimes_{SO(8)} \begin{matrix} (1 & 0 & 0 & 0) \\ 2 \end{matrix}$	$\otimes_{SO(8)} \begin{matrix} (2 & 0 & 0 & 0) \\ 3 \end{matrix}$
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Students compare two pictures and reason about the relationship between more and fewer.



☐ I can use my investigations to describe ways heating is reversible and irreversible.

reversible change,  
irreversible change,  
cooling, melting, heating,  
freezing, investigate,  
describe

Picture Perfect Text:  
Crayons - Chapter 14  
pages 197-213.

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

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

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

Show students a box of crayons. Ask: “Now what are you wondering about crayons?”  
Turn & Talk:



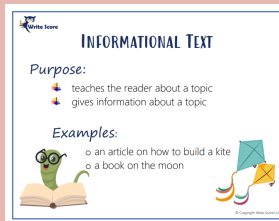
## All About \_\_\_\_\_



Writing to Inform: All About (example)

They used food and water to fly.	They are made of different kinds of wax.
They have many of the same body parts as humans.	They have a good sense of smell.

Writing to Inform: All About

Students will learn to stay true to the purpose of their informational writing.

Students will look at different forms of informational writing and decide what the author's purpose is, and then use that to help them stay true to their purpose in their own writing.

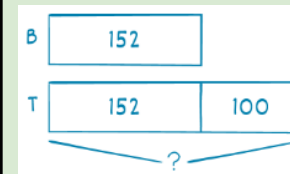
What do you notice?  
 What do you wonder?

### Learn:

Use a Tape Diagram to Model *Compare with Bigger Unknown*- Students draw tape diagrams to reason about the relationships between numbers in *compare with bigger unknown* word problems.

Beth has 152 buttons. She has 100 fewer buttons than Tim.  
 How many buttons does Tim have?

Solve a Compare with Bigger Unknown Word Problem- Students draw a tape diagram to represent a *compare with bigger unknown* word problem.



Gradual release to the Problem Set.

### Land/Debrief:

How does a tape diagram help us understand comparison word problems? How does understanding the part-total relationship help us understand how to solve compare problems?

Students will complete

Record student responses.

### Introduce Read Aloud:

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

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

### Explain Activity - Card Sequencing

Partnerships:

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

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

### EPIC Books

[\*How Crayola Makes Their Signature Crayons!\*](#)



Revisit the class list of crayon questions and have students use evidence

				and turn in Topic Ticket A for a summative grade.	<p>from the text to answer the questions.</p> <p>Explain that melting wax is a <b>reversible change</b>. Liquid wax differs from water in that it becomes a solid at room temp. You don't have to put it in the freezer to make a solid. Cooling with water makes the wax harden into a solid.</p> <p><b>Melting Crayons Demonstration -</b></p> <p>Have students watch and make observations as you heat crayons with a blow-dryer on high heat.</p> <p>Think, Pair, Share: What changes did you observe?</p> <p>Challenge students to think of a change that is not reversible. (boiled egg)</p> <p><b>Optional Activity: Mystery Science - Can You Really Fry An Egg On the Sidewalk?</b></p>  <p><b>Science Optional Review:</b> Standard(s): <b>S2P1</b></p> <p>Read Aloud Intro: <a href="#">Fairy Science: Solid.</a></p>
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					<a href="#">Liquid, Gassy by Ashley Spires</a> Task: <a href="#">States of Matter Identification</a> CFA: <a href="#">Quizizz- Matter</a> <a href="#">Quizizz- Matter Matters</a> Closing: <a href="#">Move Like a State of Matter</a>
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## Thursday

<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 define an adjective.</li> <li><input type="checkbox"/> I can define an adverb.</li> <li><input type="checkbox"/> I can identify an adjective.</li> <li><input type="checkbox"/> I can identify an adverb.</li> <li><input type="checkbox"/> I can distinguish between an adjective and an adverb.</li> <li><input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.</li> </ul> <p><b>Lesson/Activity:</b>  <b>Write Score Administration #2</b>  <b>Week 3 Day 15- Reflect:</b>  <b>Revisit Goals</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2W8</b> <b>ELAGSE2RL1</b> <b>ELAGSE2RL2</b> <b>ELAGSE2RL10</b></p> <p>LT: I am learning to use what I know or gather information to answer a question.</p> <p>I am learning to ask and answer questions to show that I understand the key details in a text.</p> <p>I am learning to retell different types of stories to share what the author is trying to teach me.</p> <p>I am learning to read stories and poems (on and above grade level) with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RL4</b></p> <p>LT: I am learning to add details to my writing that 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 define alliteration as sounds that repeat.</li> <li><input type="checkbox"/> I can identify alliteration in my poem.</li> <li><input type="checkbox"/> I can define onomatopoeia as words that name sounds (buzz, ding, pow)</li> <li><input type="checkbox"/> I can add alliteration and onomatopoeia to my poem to make it longer, stronger, and more entertaining.</li> </ul> <p><b>Lesson/Activity:</b>  <b>Volume 4, Lesson 7-</b>  <b>Experimenting with sound.</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use spelling patterns to recognize words.</li> <li><input type="checkbox"/> I can identify individual words within a compound word.</li> </ul> <p><b>Key Vocabulary:</b>  compound words,  individual words</p>	<p><b>Standard(s):</b> <b>2.NR.2.3</b></p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add two two-digit numbers using the part-whole strategy.</li> <li>-I can add three two-digit numbers using the part-whole strategy.</li> <li>-I can add four two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using addition strategies.</li> <li>-I can solve two-step word problems using addition strategies.</li> </ul> <p><b>Lesson/Activity:</b>  <b>Lesson 5-Use the associative property to make a benchmark number to add within</b></p>	<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> <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>
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This lesson can be done whole group or allow students to work in smaller groups with “mini posters”.

## Reflect

### Revisit Goals

Pause and chart what we have learned so far about describing words (adjectives and adverbs).

## What We Know About Describing Words

### Adjectives

describe nouns  
• tell what kind  
• point to which one  
• show how many

### Adverbs

modify verbs, adjectives, and other adverbs  
• tell when things happen  
• tell how things happen  
• tell where things happen  
• tell how much or how often

### Comparative

can compare two things

### Superlative

can compare two or more things

information on a topic to help me answer a question.

□ I can answer questions about a text (who, what, where, when, why, and how).

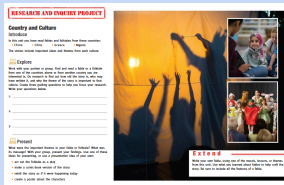
□ I can understand which details are more important to the story.

□ I can read a text with a partner and ask and answer questions about the story to help identify key details.

□ I can use details and events from a story and explain the message (lesson/moral) the author is trying to teach me.

□ I can show what I know about reading a text by helping my reading partner.

Lesson/Activity:  
Research and Inquiry Project:  
Country and Culture



*Tales That Teach Us*  
Mentor Texts book, pages 28–29

## Strategy: Adding Sounds to Poems

1. Read your draft and listen for sounds that repeat.
2. See if you can add more of the same sounds.
3. Try one or more of these suggestions for using sound:
4. Use a word that sounds like an action
5. Try some rhyming words
6. Repeat a word for effect
7. Tap out a beat for your words to follow

Write Score

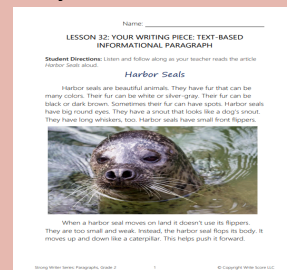
Lesson/Activity:

Note: Teachers may complete Lessons 37–39 Mentor Text Topic: Hyenas instead.

Write Score

Administration #2

Lesson 32: Your Writing Piece—Text-Based Informational Paragraph  
Mentor Text: Harbor Seals or Hyenas



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

Lesson/Activity:

Unit 7 Week 1 Day 1  
TE pages 56–59

Word Study Resource Book, p. 74

My Word Study, Volume 2, p. 11

Read HFWs: *air, along, begin, children, important, letter, open, own, sound, talk*

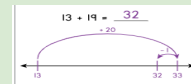
## Compound Words and Silent Letters

- Word Study
- Blend and Build Words
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

1,000.

Fluency:

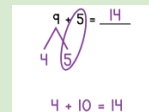
Number Line Hop: Use Compensation to Add Within 100-Students add a multiple of 10 to a 2-digit number, then hop back 1 or 2.



Repeat the following:



Whiteboard Exchange: Make the Next Ten to Add Within 100- Students use a number bond to make the next ten.



Repeat with the following:



Launch:

Students reason about efficient strategies to add.

Beth says the make a ten and make a hundred strategies are both efficient strategies for solving 18 + 21.

Is Beth correct?

Are these two strategies the only efficient strategies?

Learn:

Add to Make a Ten or Make a Hundred-Students decompose an addend to make the next ten or hundred to add.

□ 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

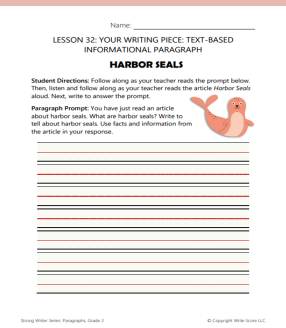
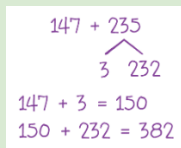
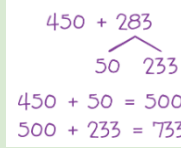
Teacher Selected Strategy  
Reading Intercession

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><u>Rules for Group Work</u></p> <ol style="list-style-type: none"> <li>1. All ideas and contributions will be valued.</li> <li>2. The work will be divided evenly in the group.</li> <li>3. Problems will be addressed as they arise.</li> <li>4. Behavior and talk must be respectful.</li> <li>5. Tasks should be completed by the agreed dates.</li> </ol>	 <p>This is intended to be a preassessment of students' abilities to construct paragraphs.</p> <p>This writing sample will allow you to determine your students' level of knowledge regarding construction of a paragraph.</p>		 <p>Analyze the Make a Ten or Make a Hundred Strategy-Students use the make a ten or make a hundred strategy and analyze a partner's work.</p>  <p>Gradual release to the Problem Set.</p> <p><b>Land/Debrief:</b> How can knowing partners to ten help simplify addition problems that are harder to add in your head? How is making a benchmark number a useful simplifying strategy for some addition problems? Students will complete and turn in Exit Ticket 5 for a formative grade.</p>	
<b>Friday</b>					
<p>Standard(s): <b>ELAGSE2L1c</b></p> <p>LT: I am learning to use reflexive pronouns when</p>	<p>Standard(s): <b>ELAGSE2RI1 ELAGSE2RI10</b></p> <p>LT: I am learning to read</p>	<p>Standard(s): <b>ELAGSE2RL4</b></p> <p>LT: I am learning to add details to my writing that</p>	<p>Standard(s): <b>ELAGSE2RF3 ELAGSE2L4</b></p> <p>LT: I am learning to</p>	<p>Standard(s): <b>2.NR.2.3</b></p> <p>LT: We are learning to add numbers using different</p>	<p>Standard(s): <b>ELAGSE2RI1 ELAGSE2SL2 ELAGSE2W8 ELAGSE2RI10</b></p>



speaking or writing (e.g. myself, ourselves).  
(element c)

SC: *I know I am successful when:*

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

Lesson/Activity:

Write Score Administration #2  
Week 4 Day 16  
Explore: You, Me, and What We Know About Pronouns

### Explore

#### You, Me, and What We Know About Pronouns

Share a list of pronouns. Partnerships talk about what makes them the same or different and the connections they have with one another.

Display and read aloud the lists of pronouns. Partnerships explore the pronouns by comparing the lists and making connections.

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 self-select and read a variety of informational texts (history, science, and technical).
- ☐ I can read with appropriate pacing, intonation, accuracy, and expression.
- ☐ I can use a variety of strategies to gain meaning from grade-level texts.

Lesson/Activity:

May Combine Unit 7 Lessons 1 and 2

Introduce the unit with the video (pg. 58), but then quickly move on to the 2nd lesson "use fix-it strategies" pages 62-65

#### Fix-Up and Monitoring Strategies

##### Reread the text:

- Sometimes you miss important details when you read. Go back to the text and reread to strengthen your understanding.

##### Look at the images:

- Images aren't just for decoration! Some texts use a combination of words and images to build understanding.

##### Think about your personal knowledge and experiences:

- You have a wealth of knowledge and experiences. Consider them as you read. You are each unique, so talk to your peers as well to get new windows into the texts!

supply rhythm and meaning.

SC: *I know I am successful when:*

- ☐ I can describe how word choices can affect the meaning of a story.
- ☐ I can describe things my speaker might taste, smell, hear, see, or feel (physically/ emotionally).
- ☐ I can add sensory details to my poem to make it longer, stronger, and more entertaining.

Lesson/ Activity:

Volume 4, Lesson 8- Adding Sensory Details

#### Strategy: Adding Sensory Details

1. Reread your draft and think about how the words make your body feel.
2. See if you can add details that make the reader see, hear, smell, taste, or feel your words.
3. Repeat this and see if you can add any more details.

Write Score

Lesson/Activity:

Write Score Administration #2

Lesson 33: Introduction to Text-Based Informational Paragraph Writing  
Mentor Text - Harbor Seals or Hyenas

identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.

SC: *I know I am successful when:*

- ☐ I can use spelling patterns to recognize words.
- ☐ I can identify individual words within a compound word.

Key Vocabulary:

predict, definition, compound words, word meaning, individual words

Lesson/Activity:

Unit 7 Week 1 Day 2 TE pages 60-63

Word Study Resource Book, p. 75

My Word Study, Volume 2, p. 12

Read HFWs: *air, along, begin, children, important, letter, open, own, sound, talk*

strategies.

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

- I can add two two-digit numbers using the part-whole strategy.
- I can add three two-digit numbers using the part-whole strategy.
- I can add four two-digit numbers using the part-whole strategy.
- I can solve one-step word problems using addition strategies.
- I can solve two-step word problems using addition strategies.

Lesson/Activity:

Lesson 6- Use compensation to add within 1,000.

Fluency:

Whiteboard

Exchange-Make the Next Ten to Add Within 200:

Students will use a number bond to make the next ten.

$$\begin{array}{l} 29 + 5 = 34 \\ 30 + 4 = 34 \end{array}$$

Repeat with the following:

$21 + 5 = 26$	$15 + 19 = 34$	$58 + 11 = 69$	$171 + 18 = 189$	$191 + 37 = 228$
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Number Line Hop: Use

LT: I am learning about the life and contributions of \_\_\_\_\_.

I am learning to ask and answer questions to show 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:

## Pronoun Types

Does the Action (Subjective)	Action Happens to (Objective)
<ul style="list-style-type: none"> <li>I</li> <li>you</li> <li>he</li> <li>she</li> </ul>	<ul style="list-style-type: none"> <li>me</li> <li>you</li> <li>him</li> <li>her</li> </ul>
Miney-Mine (Possessive)	Self (Reflexive)
<ul style="list-style-type: none"> <li>my mine</li> <li>your yours</li> <li>his theirs</li> <li>her hers</li> </ul>	<ul style="list-style-type: none"> <li>myself</li> <li>yourself</li> <li>himself</li> <li>herself</li> </ul>
From None to All (Indefinite)	
<ul style="list-style-type: none"> <li>none</li> <li>any</li> </ul>	<ul style="list-style-type: none"> <li>one</li> <li>some</li> <li>nobody</li> <li>everyone</li> <li>many</li> <li>all</li> </ul>

## LESSON 33: TEXT-BASED INFORMATIONAL PARAGRAPH WRITING

### HARBOR SEALS

Student Directions: Listen and follow along as your teacher reads the prompt and paragraphs below. Underline the sentences as instructed by your teacher. Then, listen and follow along as your teacher reads the article Harbor Seals about.

Paragraph Prompt: You have just read an article about harbor seals. What are harbor seals? Write to tell about harbor seals. Use facts and information from the article in your response.

**Paragraph 1**  
Did you know that harbor seals are beautiful sea creatures? Harbor seals are covered with fur. For example, harbor seals can have fur that is white, gray, black, or brown. Also, harbor seals have a face that looks a little bit like a dog's face. They have big round eyes, long whiskers, and a snout that looks like a dog's snout. There is no doubt that harbor seals are very beautiful creatures from the sea.



Writing Writer Series: Paragraphs, Grade 2

1

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## Text-Based Informational Writing

### Writing Paragraphs

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

I'm searching for facts in the article that I can use to add details and examples.

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2

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## Text-Based Informational Writing

### 5 more Paragraph



Writing Writer Series: Paragraphs, Grade 2

3

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## Text-Based Informational Writing

### Follow these steps!

- Read the prompt. Then, read the articles. As you read, think about what you are reading.
- When you are ready to write, use the prompt to help you write your big idea.
- Get your reader's attention by adding a question or writing an interesting fact in your big idea sentence.

Use transition words and phrases to your detail and example sentences! For example, next, also, another, in fact, because.

Writing Writer Series: Paragraphs, Grade 2

4

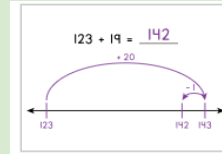
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Students are introduced to the parts of a paragraph (opening sentence/big idea, detail sentences, example/explanation sentences, and closing sentence). Students will learn how to color-code paragraphs to identify the essential

## Compound Words and Silent Letters

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

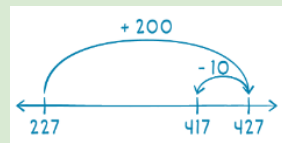
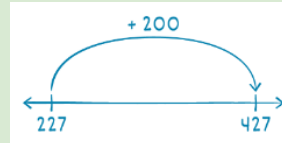
Compensation to Add Within 200-Students add a multiple of 10 to a three-digit number, then hop back 1 or 2.



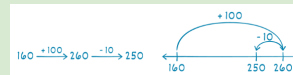
Repeat with the following:



Launch: Students reason about the relationship between two expressions to activate prior knowledge of the compensation strategy.



Learn: Relate the Arrow Way and Open Number Line Recordings-Students reason about how the arrow way and open number line recordings show the same thinking.



Use Compensation with

Doors of History Research & Comprehension







Teacher Selected Strategy Reading Intercession

Black History Song

Discover African American Heroes

Additional Resources:

- ReadWorks
- EPIC
- Media Center
- African American Biographies

		<p>parts.</p> <div><p><b>Student-Friendly Rubric</b> <b>Check Your Writing</b></p><table><tr><td>My opening sentence tells the big idea.</td><td>I gave a detail that connects to the big idea. I told information from the text.</td><td>I explained why the details are important and gave an example from the text.</td></tr><tr><td></td><td>My closing sentence wraps things up.</td><td></td></tr><tr><td>I have capital letters.</td><td>I have punctuation.</td><td>I have used my best spelling.</td></tr></table><p><small>Writing Workshop: Writing Paragraphs, Grade 4 © Copyright © 2014 by Linda Ward Beech</small></p></div> <p>Students will learn how to use the student-friendly rubric to assess the completeness of each paragraph.</p>	My opening sentence tells the big idea.	I gave a detail that connects to the big idea. I told information from the text.	I explained why the details are important and gave an example from the text.		My closing sentence wraps things up.		I have capital letters.	I have punctuation.	I have used my best spelling.		<p>Multiples of 100-Students add by using the compensation strategy with multiples of 100.</p> <div><math display="block">195 \xrightarrow{+300} 495 \xrightarrow{-20} 475 \quad 790 \xrightarrow{+200} 990 \xrightarrow{-20} 970</math></div> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Use compensation to add within 1,000.</p> <p>Students will complete and turn in ET 6 for a formative grade.</p>	
My opening sentence tells the big idea.	I gave a detail that connects to the big idea. I told information from the text.	I explained why the details are important and gave an example from the text.												
	My closing sentence wraps things up.													
I have capital letters.	I have punctuation.	I have used my best spelling.												