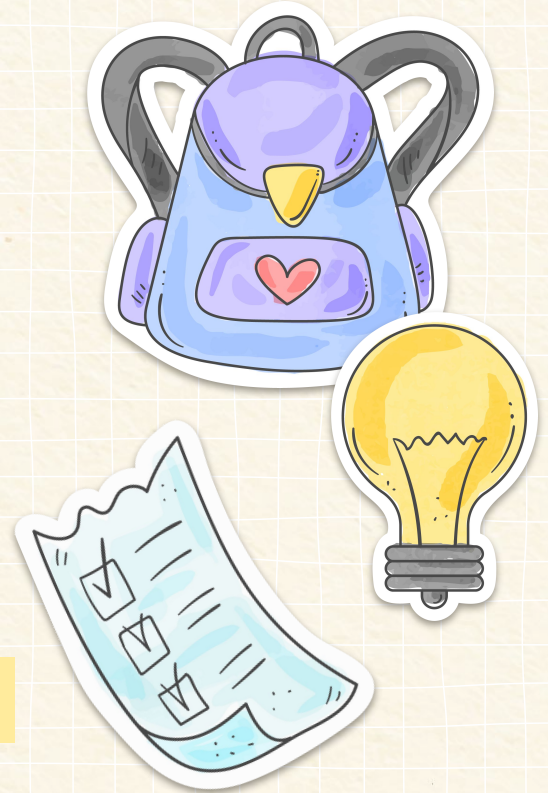


6W1
IPC PREVIEW
2ND & 3RD GRADE
8/13-9/20

By: Mary Mosley & Meagan Pride

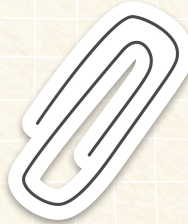


ALLOW ME TO RE-INTRODUCE MYSELF



Mary Mosley M.Ed.
Academic Content Specialist

Mary Mosley is a dedicated educator who prioritizes relationship building and data informed instruction as the cornerstone of her educational philosophy. She is passionate about helping students maximize their true potential and igniting in them a love of learning through student discourse and engagement. During her ten years as a K-2 educator, Mary has had proven results in the classroom earning her a Master level designation from the Texas Incentive Allotment. Additionally, she has been awarded various accolades including being designated as a “Top Teacher” by Fort Worth Magazine (2019) and the Teaching Chair of Excellence in Elementary Reading for Fort Worth ISD (2022-2023). Through the LAN Grow Your Own Incentive, Mary completed her Masters in Education from Texas Wesleyan University with an emphasis on Curriculum and Instruction (2023). Outside of the classroom, Mary enjoys reading, traveling, hiking, concerts, and spending time with family and friends.



Meagan Pride

I have been with the LAN since its inception in 2017. I started at the Leadership Academy at Como Elementary as an instructional coach, and since then, I have served both as an assistant principal and literacy leader since promoting from the instructional coach role. I currently serve teachers & instructional leaders across all elementary campuses under the LAN umbrella. I simply adore spending time collaborating with teachers and having the opportunity to sit side-by-side to plan, problem solve, dig into data, and support classroom & campus leaders in any way necessary.

Cheers to an amazing 2024-2025 school year!



I Wanna Know You!!!

1. Pull out your phone or computer
2. Find your favorite song or song that best describes you.
3. Play a snippet of the song for the class.
4. Explain why the song is special to you or how it represents you.

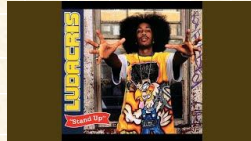


My Lead Support Teachers



Traci Duncan
2nd Grade
John T. White

All lead
support
teachers
please
stand.
Introduce
yourself
and your
campus.



Eustace Robinson
2nd Grade
Como

The Literacy Connection

FIRST 6 WEEKS

Welcome Back To School!

The goals for the first six weeks unit are:

- to **instill good literacy habits** for life-long reading and writing, and
- to **establish a classroom environment** that equips students with the skills they need to be successful readers and writers.

What's New?

- The First 5 Days
 - [Teacher Guide](#)
- Lexile levels for student passages
- Writing lesson plans



During the 1st 6 Weeks...

Students will:

- be introduced to the different reading genres use print and digital resources to determine meaning;
- develop vocabulary skills;
- use metacognitive skills to deepen comprehension;
- demonstrate understanding of text through written responses with text evidence;
- paraphrase and summarize texts in ways that maintain meaning and logical order;
- explain the author's purpose and message within a text;
- compose a personal narrative; and
- practice basic editing conventions.

Useful Links

- [Padlet](#)
- Editable Copy of IPC
 - [Grade 3](#)
 - [Grade 4](#)
 - [Grade 5](#)
- [DOLs Folder](#)
- [Getting Started with Book Clubs](#)
- RLA K-12 Vertical Alignment
 - [English/Spanish](#)
- [24-25 Year-at-a-Glance](#)



Questions or Feedback?

Reach out to
Esmeralda
Hernández at
esmeralda.hernandez
@fwisd.org

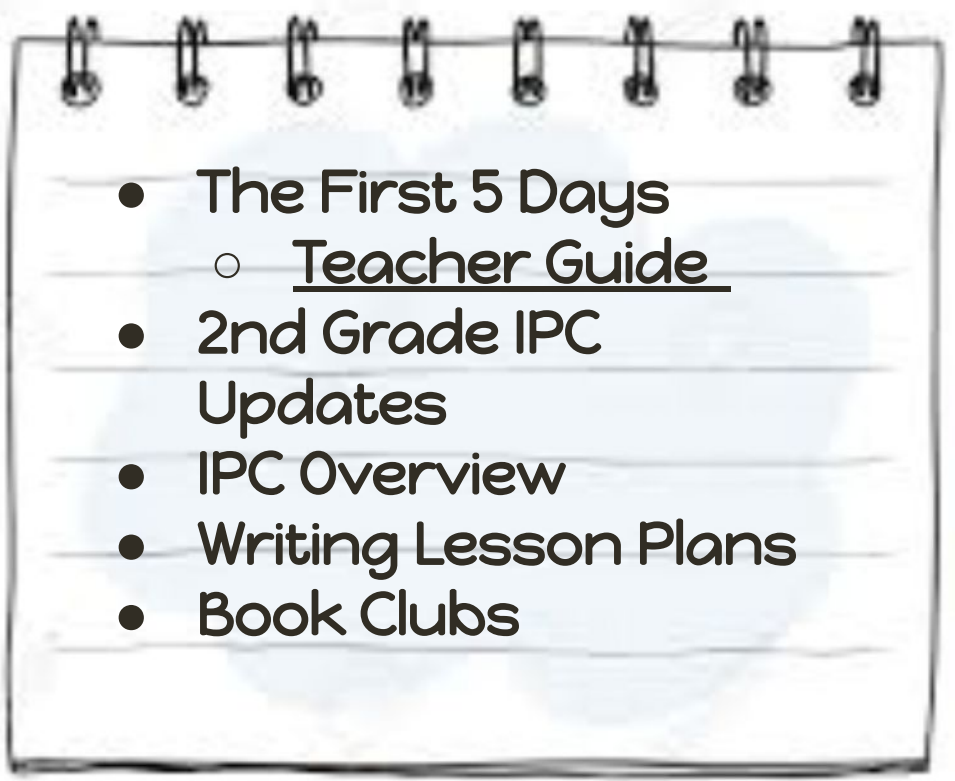
IMPORTANT DATES!

8/13 - **First Day of School**
8/30 - **Teacher Planning**
9/2 - **Labor Day**
9/20 - **1st 6 Weeks End**

Access to all IPCs

[leadershipacademienetwork.com](https://www.leadershipacademienetwork.com)

UPDATES : WHAT'S NEW FOR THE 6 WEEKS

- 
- The First 5 Days
 - Teacher Guide
 - 2nd Grade IPC Updates
 - IPC Overview
 - Writing Lesson Plans
 - Book Clubs

First 5 Days

First Day of School

The first day of school can be quite hectic. To facilitate smooth logistics in your classroom while keeping your students engaged, consider incorporating the following activities into your plan:

- **"First Day of School" Packet**
 - Prepare a packet with engaging activities to keep students occupied and excited about the new school year.
 - You can make a copy of a sample packet [HERE](#).
- **Classroom Scavenger Hunt**
 - Organize a scavenger hunt around your classroom to help students become familiar with their new environment.
- **Independent Reading Time**
 - Allocate time for independent reading to encourage a calm and focused atmosphere.
- **Getting-To-Know-You Activities**
 - [Refer to page 4](#) for a variety of activities designed to help students introduce themselves and learn about their classmates.
- **Journal Decorating**
 - Provide materials for students to personalize their journals, fostering a sense of ownership and creativity.
- **Reading Surveys**
 - Conduct reading surveys to understand students' interests and preferences, which can inform future reading selections.
 - You can access a sample "Reading Interest Survey" [HERE](#).

Best Classroom Management Practices

- **Assigned Seating:** Establish assigned seating on the first day to give students a designated spot upon arrival, promoting order and reducing confusion.
- **Prepared Materials:** Have a packet and/or an assignment ready for students as they enter the classroom. This should be both enjoyable and insightful, allowing you to gather information about your students.
- **Setting the Tone:** Remember that the first day sets the tone for classroom expectations. While it may not be filled with instruction, it is crucial to establish a robust structure with clear steps to help students engage with the assigned activities and navigate transitions smoothly.

By implementing these strategies, you will create a welcoming and organized environment that supports both you and your students on the first day of school.

Getting-To-Know-You Activities

Building a strong classroom community begins with students getting to know each other and feeling comfortable in their new environment. To facilitate this, we've compiled a list of engaging "Getting-to-Know-You" activities. These activities are designed to be fun, interactive, and insightful, helping students learn about their classmates while fostering a sense of belonging. Whether you have a few minutes or a full class period, these activities can be easily integrated into your first-day plans.

- **Two Truths and a Lie**
 - Each student shares three statements about themselves—two true and one false. The class guesses which statement is the lie.
- **Classroom Scavenger Hunt**
 - Students search the classroom for specific items or features on a list. This helps them become familiar with their new environment.
 - You can access a sample Classroom Scavenger Hunt [HERE](#).
 - This document can be customized to meet your classroom environment.
- **Find Someone Who Bingo**
 - Students receive Bingo cards with prompts (e.g., "Find someone who has a pet"). They circulate the room to find classmates who match the prompts and sign their cards.
 - See a sample bingo card [HERE](#).
- **Personal Coat of Arms**
 - Students design a coat of arms with sections representing different aspects of themselves, such as hobbies, family, and goals. They then share their creations with the class.
 - You can access a personal coat of arms template [HERE](#).
- **Silent Interviews**
 - In pairs, students write down answers to questions about themselves without speaking. They then exchange papers and read each other's responses before sharing what they learned with the class.
- **Name Game Ball Toss**
 - Students stand in a circle and toss a ball to one another, saying their name and one fun fact about themselves when they catch it.



First 5 Days

Classroom Management

Lesson: *Respect Agreement*

Grade Levels: 3rd-5th Grade

Objective: Students will collaboratively create a Respect Agreement that outlines how they will treat each other and maintain a positive classroom environment.

Materials Needed:

- Large chart paper or a whiteboard
- Markers
- Sticky notes
- [Respect Agreement template](#)
- Copies of a simple Respect Agreement handout for each student (optional)

Duration: 45-60 minutes

Introduction (10 minutes):

1. **Greeting and Warm-Up:**
 - Welcome students and briefly discuss the importance of respect in the classroom.
 - Ask students what the word "respect" means to them and write their responses on the board.
2. **Discussing Respect:**
 - Explain that respect is a key part of creating a positive and safe classroom environment.
 - Share examples of respectful behaviors (e.g., listening when someone is speaking, keeping hands to oneself, being kind).

Activity 1: Brainstorming Respectful Behaviors (15 minutes):

1. **Small Group Discussion:**
 - Divide students into small groups and give each group sticky notes and a marker.
 - Ask each group to brainstorm and write down behaviors they believe demonstrate respect on the sticky notes (one behavior per note).
2. **Sharing and Categorizing:**
 - Have each group share their ideas and place their sticky notes on the board or chart paper.
 - As a class, categorize the behaviors into broader themes (e.g., listening, kindness, personal space).

Respect Agreement

Students to students	Students to Teacher
Teacher to Students	All to Community

El acuerdo de respeto

Estudiantes a estudiantes	Estudiantes a maestro(a)
Maestro(a) a estudiantes	Todos a la comunidad

First 5 Days

Lesson: Teamwork and Partner Work Expectations

Grade Level: 3rd-5th Grade

Objective: Students will learn how to work collaboratively with others to develop a plan of shared responsibilities in which they follow agreed-upon rules, norms, and protocols (1D).

Materials Needed:

- Chart paper or whiteboard
- Markers
- Task cards with simple group activities
- Group Roles handout (Leader, Recorder, Timekeeper, Presenter)

Duration: 30 minutes

Introduction (5 minutes):

1. **Greeting and Warm-Up:**
 - Welcome students and briefly discuss the importance of teamwork and collaboration.
 - Ask students to share quick examples of when they worked in a team or with a partner.
2. **Objective Overview:**
 - Explain that today's lesson will focus on working together to develop a plan of shared responsibilities in which they follow agreed-upon rules, norms, and protocol.

Activity 1: Understanding Collaboration (5 minutes):

1. **Discussion:**
 - Write the word "collaboration" on the board and ask students what they think it means.
 - Discuss key elements of collaboration: communication, cooperation, and shared responsibility.
2. **Group Roles:**
 - Introduce the concept of group roles (Leader, Recorder, Timekeeper, Presenter) and briefly explain the responsibilities of each role.
 - Distribute the Group Roles handout and review it quickly with the students.
 - i. See an [ENGLISH](#) and [SPANISH](#) example of group roles here.

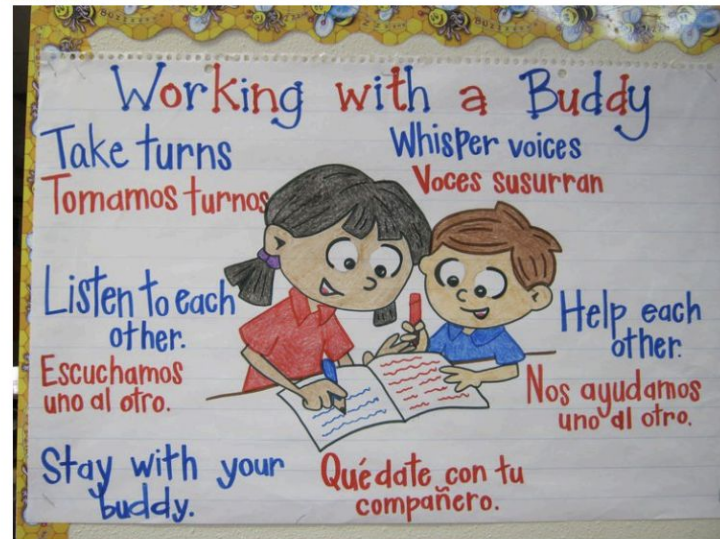
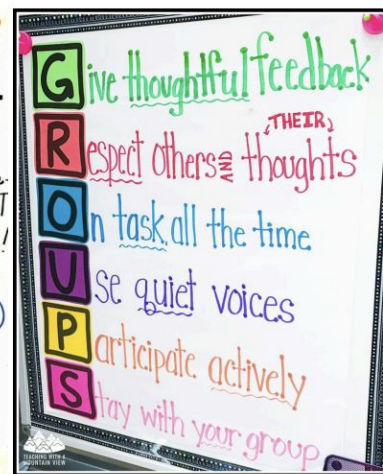
what is... TEAMWORK?

— THE 3 Cs —

- 1 Communication
- 2 cooperation
- 3 courage



— PHRASES —



First 5 Days

Lesson: *Small Group Guided Reading Expectations*

Grade Level: 3rd-5th Grade

Objective: Students will understand and follow expectations for behavior and activities while the teacher is conducting small group guided reading. They will also learn when it is appropriate to interrupt the teacher.

Materials Needed:

- Chart paper or whiteboard
- Markers
- Visual timer
- Independent activity packets or centers
- "Interruptions" signal (e.g., a specific hand signal or a sign)
- Expectations handout (optional)

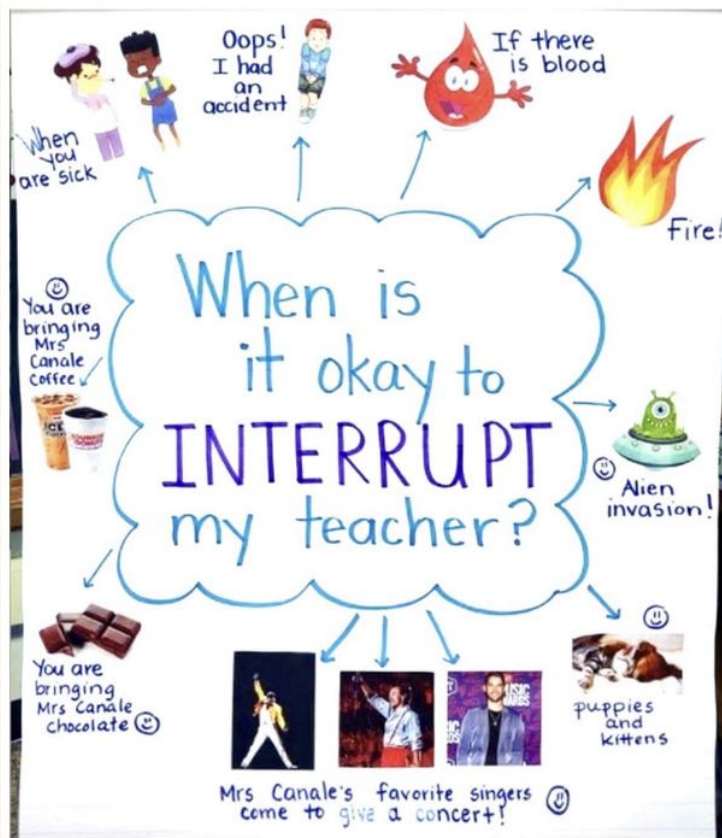
Duration: 30 minutes

Introduction (5 minutes):

1. **Greeting and Warm-Up:**
 - Welcome students and explain that they will be learning about how to behave and what to do during small group guided reading sessions.
 - Briefly discuss the importance of guided reading and how it helps everyone become better readers.
2. **Objective Overview:**
 - Explain that today's lesson will focus on understanding what students should be doing while the teacher is working with a small reading group and when it is okay to interrupt the teacher.

Activity 1: Discussing Expectations (10 minutes):

1. **Brainstorming:**
 - Ask students to brainstorm what they think they should be doing while the teacher is conducting guided reading with a small group.
 - Write their ideas on the chart paper or whiteboard.
2. **Establishing Expectations:**
 - Review and refine the brainstormed list to create clear expectations. Key points to include:
 - **Working Quietly:** Students should be engaged in independent activities such as reading silently, working on assignments, or participating in learning centers.
 - **Staying on Task:** Remind students to focus on their work and not to disturb others.



First 5 Days

Lesson: Classroom Routines and Procedures

Grade Level: 3rd-5th Grade

Objective: Students will learn and understand the classroom routines and procedures to ensure a smooth and organized learning environment.

Duration: 30 minutes

Materials Needed:

- Chart paper or whiteboard
- Markers
- Visual aids (e.g., posters, signs) for routines and procedures
- Handouts with routines and procedures (optional)

Introduction (5 minutes):

1. **Greeting and Warm-Up:**
 - Welcome the students warmly and explain the purpose of the lesson.
 - Briefly discuss why routines and procedures are important for a successful classroom.
2. **Objective Overview:**
 - State that today's lesson will help everyone understand how to follow the routines and procedures to create a respectful and productive classroom environment.

Activity 1: Introducing Routines and Procedures (10 minutes):

1. **Discussion:**
 - Begin by discussing what routines and procedures are and why they are important.
 - Ask students to share any routines they remember from previous years.
2. **Listing Routines and Procedures:**
 - **Arrival and Morning Routine:**
 - Explain what students should do when they arrive in the morning (e.g., hang up coats, turn in homework, start morning work).
 - **Classroom Signals:**
 - Describe the signals used for getting attention, transitioning between activities, etc.
 - **Bathroom and Water Breaks:**
 - Outline the procedure for asking permission and going to the bathroom or getting water.
 - **Classroom Jobs:**

Back to School ROUTINES & PROCEDURES

- Entering the classroom
- Attendance and lunch
- Coming to class prepared
- Morning & bell work
- Going to the restroom
- Teacher signal
- Behavior management system
- Rewards & consequences
- School rules
- Movement in the classroom
- Supplies
- Sharpening pencils
- Noise level expectations
- Desk organization
- Keeping work organized
- Handing out papers
- Collecting papers
- Students numbers
- Labeling assignments
- Quality of work
- Turning in assignments
- Transitions
- Finishing work early
- Working independently
- Working in pairs or groups
- Classroom jobs
- Classroom library
- Using technology
- Eating/drinking in class
- Recess & lunch procedures
- Playground behavior
- Lining up
- Fire and emergency drills
- Absent/tardy policies
- Homework board
- Agenda books
- Packing up
- Dismissal procedures



Brain Break

Would you rather someone see all the photos in your phone or read all your text messages?



Formative Assessment (Rock, Paper, Scissors):

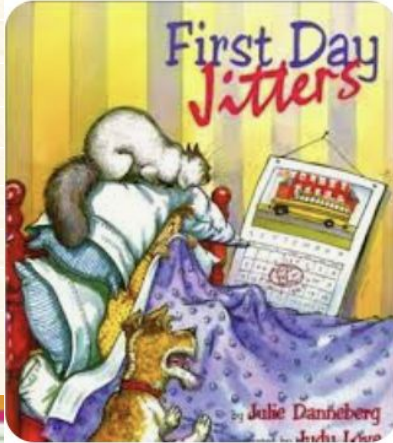
- You will walk over and pair up with a person.
- You will play one game of rock paper scissors.
- Who ever wins the RPS round answer the question.
- Keep moving till the music stops.

Accountable Talk Stems:

- I would rather ____ because ____.
- I agree with ____ because ____.
- I disagree with ____ because ____.
- Could be that ____.

30

2nd Grade Baseline Writing



WRITING

Collect baseline writing from students this week.

Baseline Writing Prompts (choose one):

Hello, second-grade friends! 🌈 In the book "First Day Jitters," Sarah feels very nervous about starting school. Can you think of a time when you felt nervous, like when you started a new class or activity? 😊 What did you do to overcome that feeling? ✨ Write a short story or draw a picture describing what happened and how you felt. Share what you learned from your experience! Remember, it's okay to feel nervous sometimes, and sharing your story can help others feel better too! 🌟 😊

[Student Page](#)

🌸 In the story, Chrysanthemum faced some tough times at school because of her unique name. 😊 Can you think of a time when you felt sad or upset, like Chrysanthemum? 😊 Maybe it was because of a name, a hobby, or something special about you. 🌟 ✨ Write a short story or draw a picture about that experience. Share how you felt and what happened. ✍️ 💬 What made you feel better or more confident? Remember, just like Chrysanthemum, you are special and unique, and it's okay to be proud of who you are! 😊 💖

[Student Page](#)

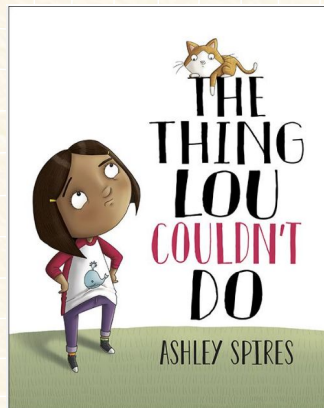
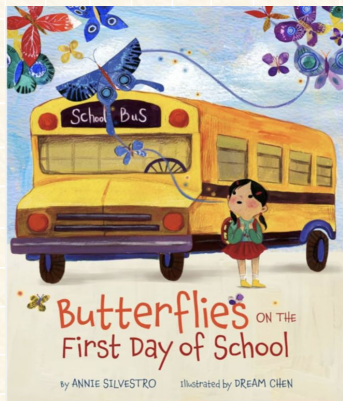
"Imagine someone you really like and admire! 🌟 It could be a family member, a friend, or even a favorite character from a book or movie. 📖 ✨ Write a short story or draw a picture describing why you like this person so much. What makes them special or different from others? 🌈 Describe their appearance, like what they wear or their favorite things, and their personality traits, such as if they are kind, funny, or helpful. Have fun sharing about this special person in your life! 😊 🌍 "

[Student Page](#)

[Rubric](#)

Note: Even though the language of instruction for this week is English, DLE Teachers may collect two different samples, one in English and one in Spanish, to assess students writing in both languages. You can access the Spanish prompts [HERE](#).

3rd Grade Baseline Writing



WRITING

Collect an **ECR** baseline writing from students this week.

Baseline Writing Prompts (choose one):

In the book "Butterflies on the First Day of School," Rosie feels very nervous about starting school. Do you remember a time when you felt nervous? What did you do to overcome that feeling? How does your experience compare to Rosie? Write an essay describing what happened and what you learned from your experience. Use textual evidence from the book to support your thinking.

[Student Page](#)

In the book, "The Thing Lou Couldn't Do," Lou struggles to climb the tree, but she is determined to continue trying. Write about a time when you weren't able to do something, but you persevered through the challenge. How did you accomplish what you wanted? How does your experience compare to Lou? Write an essay describing what happened and what you learned from your experience. Use textual evidence from the book to support your thinking.

[Student Page](#)

[Rubric](#)

Note: *Even though the language of instruction for this week is English, DLE Teachers may collect two different samples, one in English and one in Spanish, to assess students writing in both languages. You can access the Spanish prompts [HERE](#).*

2nd Grade Lesson Plan Updates



LEADERSHIP ACADEMY NETWORK | FWISD
GRADE 2 READING LANGUAGE ARTS | INSTRUCTIONAL PLANNING CALENDAR
1st 6 Weeks: August 13th - September 20th, 2024

6 WEEKS OVERVIEW

Scholastic Comprehension Club
Strand: Community and Relationships
Unit: It Happened in School

Characteristics of Text: The books in this unit use good humor and both believable and exaggerated situations that reflect common experiences. Throughout, details in the text and illustrations highlight school settings and how characters react to situations at school.

Literacy: The goal for the first six weeks unit is to explore the role and purpose of reading and writing in everyday life so that it develops and supports the acquisition of language in order to build effective communication skills.

Students will:

- be introduced to the different reading and writing genres (see list below),
- determine the meaning of unknown words using more than one strategy,
- demonstrate understanding of text through written responses with text evidence,
- annotate texts in a meaningful way,
- and practice basic editing conventions.

If you notice any errors or inconsistencies or have questions, please contact: Mary Mosley at mary.mosley@fwisd.org for English and Berenice Garcia at maria.garcia41@fwisd.org for Spanish.

Readiness Standard/Supporting Standard

Important Dates	Direct Link to Weekly IPC	Resources						
8/13 - First Day of School 8/30 - Teacher Planning 9/2 - Labor Day 9/20 - 1st 6 Week Ends	<table border="1"><tr><td>Week 1</td><td>Week 2</td></tr><tr><td>Week 3</td><td>Week 4</td></tr><tr><td>Week 5</td><td>Week 6</td></tr></table>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Editable Copy of IPC 2nd Grade DOL Folder Literacy Lesson Breakdown LAN Literacy Resource Guide DLE Manual Lexile Grade-Level Chart Getting Started With Book Clubs G2 2023-2024 - Neuhaus Calendar Fry Word List TEKS Resource System Empowering Writers
Week 1	Week 2							
Week 3	Week 4							
Week 5	Week 6							

Blueprint & Assessments

Important: The assessment is in PDF to allow for teacher view. Keep in mind that the intended format for the 6 weeks assessments is online only. Therefore, this version of the assessment does not include some of the features students will see in the online version.

6 Weeks Blueprint Assessment - [English/Spanish](#)

6 Weeks Assessment - [English/Spanish](#)

- Important dates listed.
- Direct Link to Weekly IPC.
- Link to Resources

[Editable Copy of IPC](#)

[2nd Grade DOL Folder](#)

[Literacy Lesson Breakdown](#)

[LAN Literacy Resource Guide](#)

[DLE Manual](#)

[Lexile Grade-Level Chart](#)

[Getting Started With Book Clubs](#)

[G2 2023-2024 - Neuhaus Calendar](#)

[Fry Word List](#)

[TEKS Resource System](#)

[Empowering Writers](#)

2nd Grade Lesson Plan Updates

WEEK 3: ENGLISH					
READING					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	08/26/2024	08/27/2024	08/28/2024	08/29/2024	08/30/2024
NEUHAUS AAR					
Reading Concept (3 min)	RC 9/10	RC 11	RC 12	RC 15	TEACHER PLANNING
Reading Practice (10-15 min)	RP 9/10	RP 11	RP 12	RP 15	
Review Decks (2-3 min)	Teacher Discretion				
Word Profile (3 min)	Teacher Discretion				
Read Aloud (4-6 min)	The Shepherd and the Wolf				
Read Aloud Skill:	Verbs: steal, taught (past, present, future tense)	Genre: Fable	Vocabulary: pupil, apt	Comprehension	
Fonetica: Pearson_U1S2_Silabas cerradas.pdf					
Word Work (7 min)	Phonics Focus: (2.2Aii) - Syllabication				
Practice activities can be found in the Neuhaus Reading Readiness manual.	Identifying Syllables (RR p. 18)	Identifying Syllables (RR p. 18)	Identifying Syllables (RR p. 18)	Identifying Syllables (RR p. 18)	
	Sight Words: (2.2Bvii) - left, let, next				

- Neuhaus components added to the IPC.
- Suggested Read-aloud with suggest skills.
- Word work section resources are from Neuhaus Reading Readiness
- Sight Words listed

2nd Grade IPC Overview

WHOLE GROUP					
Genre & Grade-Level Text Género & Texto a nivel	Genre: Fiction/Ficción Suggested Grade-Level Text(s): *Louder, Lili / ■ Lucia la Luchadora_Cynthia.Leonor.Garza (1).pdf Note: Teachers can select any other grade-level text that aligns to the genre of the week.				
Vocabulary	Essential Words: *bossy (p. 28), laryngitis (p. 20), speak up (p. 7), voice (p. 2) Related Words: assertive, defend, shy				
Vocabulario	Palabras esenciales: pirueta, ágil, multitud, aterrizaje, deslumbrante Palabras relacionadas: agallas, atónitos				
Student Expectations SEs	*Introduce genre and create anchor chart* 2.7E - Interact with sources in meaningful	2.6B - Generate questions about text before, during, and after reading to deepen understanding and gain information.	2.6E - Make connections to personal experiences, ideas in other texts, and society. 2.7A - Describe personal	2.7D - Retell and paraphrase-texts in ways that maintain meaning and logical order.	**Testing/ Content Review** This day is reserved for weekly testing and

	ways such as illustrating or writing.		connections to a variety of sources.		content review. **Suggestion** Have students retell a text from the first week of school like <i>First Day Jitters</i> or <i>Chrysanthemum</i>
Expectativas de estudiantes	2.7E interactúe con las fuentes de información de manera significativa, tal como al hacer ilustraciones o al escribir	2.6B - formule preguntas sobre el texto antes, durante y después de la lectura para profundizar la comprensión y obtener información	2.6E - Haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad. 2.7A - Describa conexiones personales respecto a una variedad de fuentes de información.	2.7D - Vuelva a contar y parafrasee textos de manera que mantengan su significado y orden lógico.	Este día está reservado para exámenes semanales o repaso del contenido. <i>Los estudiantes pueden volver a contar un cuento como First Day Jitter or Crisantemo de manera que mantengan su significado.</i>

For Week 2

- Genre
- Suggested Grade-Level Text
- Additional Grade-Level Text(s)
- Student Expectations

2nd Grade IPC Overview

Expectativas de estudiantes	2.7E interactúe con las fuentes de información de manera significativa, tal como al hacer ilustraciones o al escribir	2.6B - formule preguntas sobre el texto antes, durante y después de la lectura para profundizar la comprensión y obtener información	2.6E - Haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad. 2.7A - Describa conexiones personales respecto a una variedad de fuentes de información.	2.7D - Vuelva a contar y parafrasee textos de manera que mantengan su significado y orden lógico.	Este día está reservado para exámenes semanales o repaso del contenido. <i>Los estudiantes pueden volver a contar un cuento como First Day Jitter or Crisantemo de manera que mantengan su significado.</i>
Objective	The student will interact meaningfully to a text by illustrating images to express visualized ideas that demonstrate understanding.	The students will generate questions about the text by writing one relevant question before, during and after reading.	The students will make connections to a text by describing a relevant personal connection.	The student responds to a fictional text by paraphrasing information in a way that maintains meaning and logical order.	
Objetivo	Los estudiantes responden al texto al ilustrar imágenes para expresar ideas visualizadas que demuestran entendimiento.	Los estudiantes generarán preguntas sobre el texto al escribir preguntas relevantes antes, durante y después de leer.	Los estudiantes harán conexiones con experiencias personales describiendo una conexión personal relevante.	Los estudiantes responden a un texto ficticio parafraseando los eventos de una manera que mantiene el significado y el orden lógico.	
Academic Terms Términos Académicos					
Higher Order Thinking Questions Preguntas de pensamiento avanzado					

For Week 2

- Student learning objectives
- Academic Terms
- Higher Order Thinking Questions

2nd Grade IPC Overview

Text Analysis: Mini-lesson Análisis del texto: Mini-lección (10-15 min) I DO	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	
Text Analysis: Read Aloud Análisis del texto: Lectura en voz alta (10-15 min) WE DO	Guided Practice:	Guided Practice:	Guided Practice:	Guided Practice:	
Demonstration of Learning (10-15 min) YOU DO	Week 2 Reading DOLs - English/Spanish 🗣️ (Spanish)_2nd Grade_ELAR DOLs_1st 6 Weeks_ 24/25				
	Independent Practice:	Independent Practice:	Independent Practice:	Independent Practice:	

	DOL: Students will write at least three sentences to express why Lili spoke up. They will create an illustration that visualizes their idea.	DOL: Students will generate one question before, during and after reading a self-selected text.	DOL: Students will complete the graphic organizer to demonstrate text to self, text to text, and text to world connections.	DOL: Students will paraphrase a fictional text by completing a beginning, middle, and end graphic organizer.	
Demostación de aprendizaje (10-15 min)	Practica Independiente: Los estudiantes escribirán al menos tres oraciones para expresar por qué Lili habló. Crearán una ilustración que visualice su idea.	Practica Independiente: Los estudiantes generan una pregunta antes, durante y después de leer un texto seleccionado por ellos mismos.	Practica Independiente: Los estudiantes completarán el organizador gráfico para demostrar las conexiones de texto a sí mismos, de texto a texto y de texto al mundo.	Practica Independiente: El estudiante parafrasea un texto ficticio al completar un organizador gráfico del principio, medio y final.	
Success Criteria Criterios de éxito A student has achieved mastery when...	Students will:	Students will:	Students will:	Students will:	Students will:

For Week 2

- Text analysis
 - Mini Lesson (I Do)
 - Guided Practice (We Do)
- Demonstration of Learning (You Do)
 - Independent Practice
 - DOLs
- Success Criteria

3rd Grade IPC Overview

WEEK 2: SPANISH					
READING/LECTURA					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	08/19/2024	08/20/2024	08/21/2024	08/22/2024	08/23/2024
Neuhaus/ Escalera 30 min	Lesson: RP 77	Lesson: RP 77a	Lesson: RP 77b	Lesson: RP 77c	Lesson: RP 77d
Genre, Grade-Level Text/Género, Texto a nivel	<p>Genre: Fiction/Ficción</p> <p>Suggested Grade-Level Text(s): <i>The Water Princess</i> by Susan Verde (Available as an audiobook on Epic!) <i>La princesa del agua</i> por Susan Verde (from Vista Mentor Texts for Writing)</p> <p>Vocabulary: tame, command, demand, gulp domar, exijo, límpida, cuenco, fangoso</p> <p>Additional Grade-Level Text(s) from myView: <i>Cocoliso/Cocoliso</i> by Andrés Pi Andreu (myView - U1W3)</p> <p><i>Note: Teachers can select any other grade-level text that aligns to the genre of the week.</i></p>				
Student Expectations/ Expectativas de estudiantes	<p>"Introduce the fiction genre and create anchor chart"</p> <p>3.6A - Establish purpose for reading assigned and self-selected texts. Establezca un propósito para la lectura de textos asignados y autoseleccionados.</p>	<p>3.6B - Generate questions about text before, during, and after reading to deepen understanding and gain information. Formule preguntas sobre el texto antes, durante y después de la lectura para profundizar la comprensión y obtener</p>	<p>3.6E - Make connections to personal experiences, ideas in other texts, and society. Haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad.</p> <p>3.7A - Describe personal connections to a variety</p>	<p>3.6I - Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. Revise la comprensión y haga ajustes, tales como</p>	<p>"Review"</p> <p>Suggestion: Review R.A.C.E. Students will be completing a Short-Constructed Response next week.</p> <p><i>Note: Teachers can use the lesson titled "Turning Questions into</i></p>

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		información.	of sources, including self-selected texts. Describa conexiones personales respecto a una variedad de fuentes de información, incluyendo los textos autoseleccionados.	releer, usar conocimiento previo, formular preguntas y hacer anotaciones cuando la comprensión se pierde.	<p><i>Responses" from Empowering Writers to review Restating and Answering. To find the lesson go to: Informational & Opinion Skills for Grade 3 > Broad Yet Distinct Main Ideas/Reasons > Lesson 13</i></p>
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For Week 2

- Genre
- Suggested Grade-Level Text
- Additional Grade-Level Text(s)
- Student Expectations

3rd Grade IPC Overview

Objective/ Objetivo	<p>The students will establish a purpose for reading self-selected texts by choosing a book and writing a reader's response. Los estudiantes establecerán un propósito para leer textos seleccionados por ellos mismos escribiendo una respuesta de lector.</p>	<p>The students will generate questions about the text by writing two relevant questions before, during, and after reading. Los estudiantes generarán preguntas sobre el texto al escribir dos preguntas relevantes antes, durante y después de leer.</p>	<p>The students will make connections to personal experiences by recalling a personal situation, thought, or experience and comparing it with content from the text. Los estudiantes harán conexiones a sus experiencias personales, pensamientos o experiencias y las compararán con el contenido del texto.</p>	<p>The students will monitor comprehension by generating a list of reading strategies. Los estudiantes revisarán su comprensión generando una lista de estrategias de lectura.</p>	
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de					





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pensamiento avanzado					
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For Week 2

- Student learning objectives.
- Academic Terms
- Higher Order Thinking Questions

3rd Grade IPC Overview

Text Analysis: Mini-lesson/ <i>Análisis del texto: Mini-lección</i> 15-20 min	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson: <i>Suggestion: Choose a new text to model a variety of reading strategies good readers use when they read.</i>	Anchor Chart: Mini-Lesson:
Text Analysis: Read Aloud/ <i>Análisis del texto: Lectura en voz alta</i> 10-15 min	Guided Practice:	Guided Practice:	Guided Practice:	Guided Practice:	Guided Practice:
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min	Week 2 Reading DOLs				
	Independent Practice: Students will complete a reader's response to reflect on their purpose for reading a self-selected book. 	Independent Practice: Students will ask 3-4 questions before, during and after reading a self-selected text. 	Independent Practice: Students will complete a paragraph frame to make connections to personal experiences. 	Independent Practice: Students will generate a list of reading strategies they can use to help them monitor their comprehension using a circle map. 	Independent Practice:

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Success Criteria/ Criteria de éxito <i>A student has achieved mastery when...</i>	Students will:	Students will:	Students will:	Students will:	Students will:
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For Week 2


- Text analysis
 - Mini Lesson (I Do)
 - Guided Practice (We Do)
- Demonstration of Learning (You Do)
 - Independent Practice
 - DOLs
- Success Criteria

Grade Writing Lesson Plans

WRITING/ESCRITURA					
Week 2 Writing DOLs					
Conventions/ Convenciones 10-15 min	<p>4.11Di - Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments / <i>Edita borradores usando las convenciones comunes de la lengua española, incluyendo: oraciones completas simples y compuestas en donde haya concordancia entre sujeto y verbo;</i></p> <p>Objective: The students will use English conventions by writing complete simple and compound sentences with subject-verb agreement. Objetivo: Los estudiantes usarán convenciones en español escribiendo oraciones completas simples y compuestas en donde haya concordancia entre sujeto y verbo.</p>				
<p>NOTICE <i>What do you notice?</i></p> <p>Mentor Sentence: <i>Morris Lessmore loved loved words.</i></p> <p><i>Morris Lessmore = subject loved = verb</i></p> <p>Focus Phrase: <i>A complete sentence is made of an independent clause, which is a group of words containing a subject and a verb that can stand alone as a complete sentence. A compound sentence is a sentence composed of at least two independent clauses linked with a conjunction.</i></p>	<p>COMPARE AND CONTRAST <i>How are they alike and different?</i></p> <p>Mentor Sentences:</p> <ul style="list-style-type: none"> <i>Morris Lessmore loved loved words.</i> <i>The flying lady knew Morris simply needed a good story, so she sent him her favorite.</i> <p><i>so = conjunction</i></p>	<p>IMITATE <i>Try it out</i></p> <p><i>Using the sentences students have been studying for inspiration, writers “try out” the pattern of power through shared, interactive, or paired writing.</i></p>	<p>APPLY & EDIT (FIX IT SENTENCES) <i>What can we change? What effect does that change have?</i></p> <p>Fix It Sentences:</p> <ul style="list-style-type: none"> <i>the dogs was eating a piece of meats</i> <i>My sister like to eat tacos, she also like to eat pizza.</i> <i>they plays soccer every days?</i> <p>Correct Sentences:</p> <ul style="list-style-type: none"> <i>The dogs were eating a piece of meat.</i> <i>My sister likes to eat tacos, and she also likes to eat pizza.</i> <i>They played soccer every day.</i> 	<p>PRACTICE QUESTIONS</p> <p><i>Alisa is writing an essay about how to grow vegetables. Read the following paragraph from Alisa’s essay and look for corrections she needs to make. Then answer the questions that follow.</i></p> <p>Growing Your Own Vegetables</p> <p>(1) Starting a vegetable garden can be a rewarding experience. (2) The first thing to choose is what you want to grow. Most vegetables need at least six hours of sunlight each day. (3) Prepare the soil by removing weeds and adding compost to enrich it. (4) Select the vegetables you want to grow, such as tomatoes, carrots, or lettuce. (5) Plant the seeds or seedlings according to the instructions on the seed packets. (6) Water the garden regularly to make sure the soil stays moist. (7) Add mulch around the plants and prevent weeds from growing. (8) As your vegetables grow, watch for signs and diseases, and take steps to control your plants. (9) Finally, harvest your vegetables when they are ripe and enjoy the fruits of your labor.</p> <p>A. What is the correct way to write sentence 2?</p> <ol style="list-style-type: none"> The first thing to choose is what you want to grow, because most vegetables need at least six hours of sunlight each day. The first thing to choose is what you want to grow, but most vegetables need at least six hours of sunlight each day. The first thing to choose is what you want to grow, and most vegetables need at least six hours of sunlight each day. The first thing to choose is what you want to grow, so most vegetables need at least six hours of sunlight each day. <p>B. What change needs to be made in sentence 6?</p> <ol style="list-style-type: none"> Add a comma after regularly. Change garden to gardens. Change soil to soils. Change after to stays. <p>Answers:</p> <ol style="list-style-type: none"> D D 	
<p>NOTAR <i>¿Qué notas en esta oración?</i></p> <p>Oración mentora: <i>Morris Lessmore amaba las palabras.</i></p>	<p>COMPARAR <i>¿En qué se parecen? ¿En qué se diferencian?</i></p> <p>Oraciones mentoras:</p> <ul style="list-style-type: none"> <i>Morris Lessmore amaba las</i> 	<p>IMITAR <i>Inténtalo</i></p> <p><i>Usando las oraciones que los estudiantes han estado estudiando en busca de inspiración, los</i></p>	<p>APLICAR Y CORREGIR <i>¿Qué podemos cambiar? ¿Qué efecto tiene el cambio que hicimos?</i></p> <p>Oraciones para corregir:</p> <ul style="list-style-type: none"> <i>los perros esta</i> 	<p>PREGUNTAS DE PRÁCTICA</p> <p><i>Alisa está escribiendo un ensayo sobre cómo cultivar verduras. Lee el siguiente párrafo del ensayo de Alisa y busca las correcciones que necesita hacer. Luego responde las preguntas que siguen.</i></p> <p>Cultivar tus propias verduras</p> <p>(1) Empezar un huerto de verduras puede ser una experiencia muy gratificante. (2) Lo primero que tienes que elegir es qué quieres cultivar. La mayoría de las verduras necesitan al menos seis horas de luz solar cada día. (3) Prepara el suelo quitando las malas hierbas y añadiendo compost para enriquecerlo. (4) Elige las verduras que quieras cultivar, como tomates, zanahorias o lechuga. (5) Planta las semillas o las plántulas siguiendo las instrucciones de las semillas. (6) Riega el huerto regularmente para asegurarte de que el suelo se mantenga húmedo. (7) Añade paja alrededor de las plantas para evitar que crezcan las malas hierbas. (8) Mientras crecen las verduras, vigila los signos de plagas y enfermedades, y toma medidas para controlarlas. (9) Finalmente, cosecha tus verduras cuando estén listas y disfruta de los frutos de tu trabajo.</p> <p>A. ¿Cuál es la forma correcta de escribir la oración 2?</p> <ol style="list-style-type: none"> Lo primero que tienes que elegir es qué quieres cultivar, porque la mayoría de las verduras necesitan al menos seis horas de luz solar cada día. Lo primero que tienes que elegir es qué quieres cultivar, pero la mayoría de las verduras necesitan al menos seis horas de luz solar cada día. Lo primero que tienes que elegir es qué quieres cultivar, y la mayoría de las verduras necesitan al menos seis horas de luz solar cada día. Lo primero que tienes que elegir es qué quieres cultivar, así que la mayoría de las verduras necesitan al menos seis horas de luz solar cada día. <p>B. ¿Qué cambio necesita hacerse en la oración 6?</p> <ol style="list-style-type: none"> Añadir una coma después de regularmente. Cambiar huerto por huertos. Cambiar suelo por suelos. Cambiar after por stays. <p>Respuestas:</p> <ol style="list-style-type: none"> D D 	

- Our writing plans are now more structured .
- At the start of the week, we will have more teacher-led instruction.
- Gradually allowing students to take more responsibility for their learning as the week progresses.
- Conventions are the same.

3rd Writing Lesson Composition

	← Teacher Responsibility		Student Responsibility →		
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	What is a personal narrative?	What are the components of a personal narrative?	Using a graphic organizer to organize writing	Independent Writing Time	Independent Writing Time
Guided Practice/ Práctica/ Guiada	Share the score point 4 personal experience from EW (In Empowering Writers, see <i>The Planning Guide > Rubrics for Grade 3 > Narrative Rubrics and Anchor Sets</i>). Then, model brainstorming ideas for a personal narrative. <i>Note: These files are not available in Spanish in EW.</i>	Identify the components of a personal narrative in score point 4 personal experience from EW using the Narrative Rubric . <i>Note: These files are not available in Spanish in EW.</i>	Model planning a personal narrative using a graphic organizer.	Allow students to work on their personal narrative draft.	Allow students to work on their personal narrative draft.
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje	Independent Practice: Students will brainstorm “small moment” ideas for a personal narrative using sticky notes. <i>Note: Students can post their “small moment” ideas in an anchor chart.</i>	Independent Practice: Students will give a sample personal narrative a score using the score point 2 or score point 3 from EW. <i>Note: If the rubric is too overwhelming for students, ask them to focus on a specific category from the rubric. For example, “Elaborative Detail.”</i>	Independent Practice: Students will begin drafting their personal narrative using a graphic organizer. 	Independent Practice: Students will work on their personal narrative draft. <i>Note: If students struggle to come up with details for their personal narrative, consider using the strategy “Pick, List and Choose” from EW to intervene (In Empowering Writers, see <i>Informational & Opinion Skills for Grade 3 > Section 1 > Lesson 3</i>).</i>	Independent Practice: Students will finish their personal narrative draft.
Success Criteria/ Criterios de éxito A student has achieved	Students will.	Students will.	Students will.	Students will.	Students will.
mastery when...					

- The writing lesson plans are organized by day.
- Included are the Empowering Writers suggested activity for the Guided Practice and a DOL for the Independent Practice.

Gif or Meme Check-In

Reflect: Take a moment to think about how you're feeling so far about this upcoming school year.. Is it overwhelming, exciting, confusing, hilarious, or something entirely different?

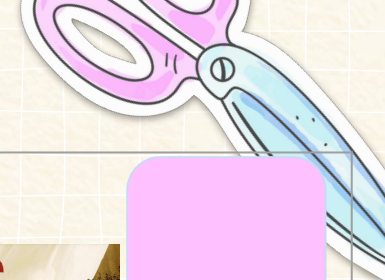
Search: Open a new tab and search for a gif or meme online that captures your feelings or perspective about this upcoming school year. You might want to use sites like GIPHY, Tenor, or even Google Images (remember to keep it school-appropriate!).

Share: Once the timer goes off share with the people at your table.



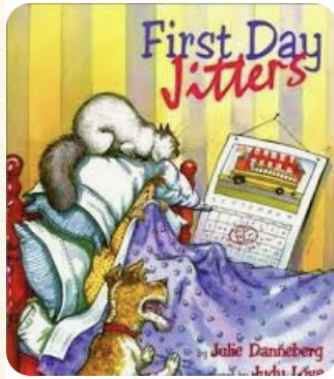
**GRADE LEVEL
TEXTS FOR THE
6 WEEKS**

2nd Grade Texts



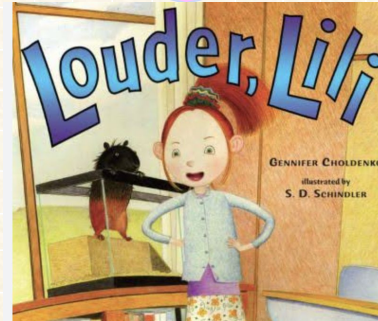
Week 1

Genre:
Fiction



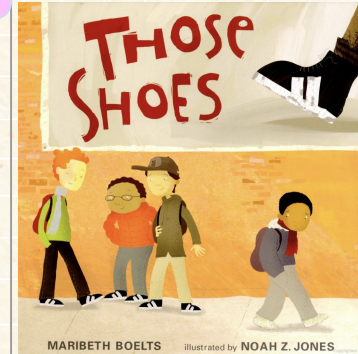
Week 2

Genre:
Fiction



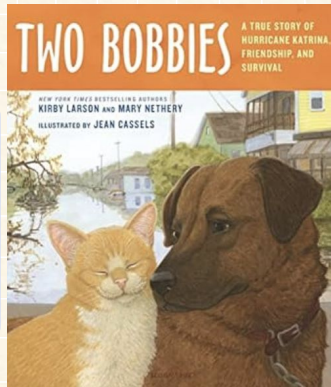
Week 3

Genre:
Fiction



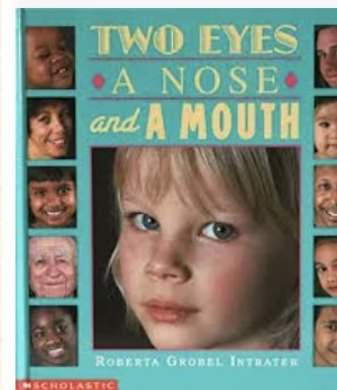
Week 4

Genre:
Literary
Non-
Fiction



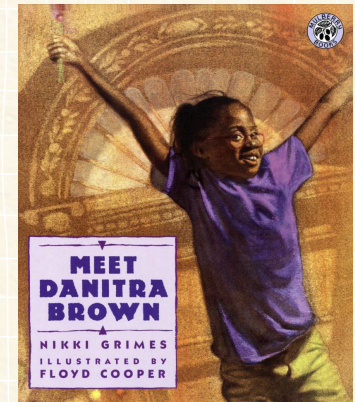
Week 5

Genre:
Informa
tional



Week 6

Genre:
Poetry



3rd Grade Texts



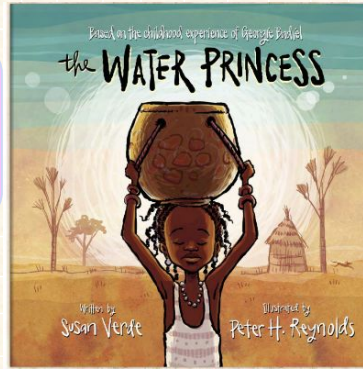
Week 1

Genre:
Fiction



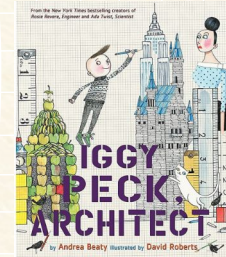
Week 2

Genre:
Fiction



Week 3

Genre:
Poetry & Play



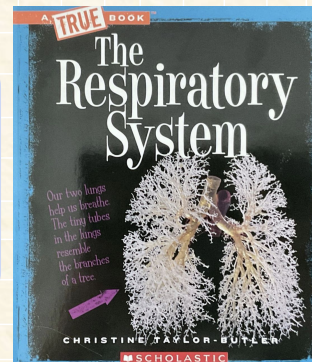
Week 4

Genre:
Literary
Non-
Fiction



Week 5

Genre:
Informational



Week 6

Genre:
Argument
ative/
Persuasive



Handwriting beats typing when it comes to talking class notes

By Science News for Students, adapted by Newsela staff on 12/03/20
Word Count: 406
Level: 4/10



Handing notes by hand, rather than using a keyboard, may boost how well you remember new information, a study finds. Photo: iStock/PhotoLibrary/Getty Images

Many students like to type their notes on a keyboard. But a recent study says you might learn better when you write notes by hand.

The study shows that using a pencil uses more of the brain than a keyboard. This is because you

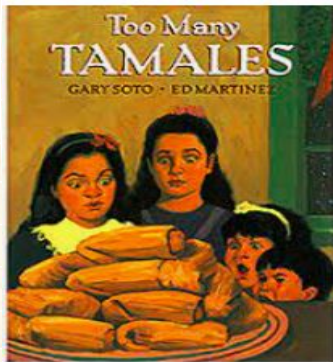
BOOK CLUBS

We will introduce book clubs week 3

2nd Grade Book Club Options



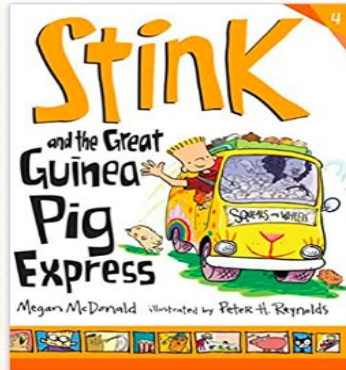
Option 1



Too Many Tamales
by : Gary Soto
Illustrated by: Ed Martinez

This is a story of a treasure thought to be lost in a batch of tamales; of a desperate and funny attempt by Maria and her cousins to eat their way out of trouble; and the warm way a family pulls together to make it a perfect Christmas after all.

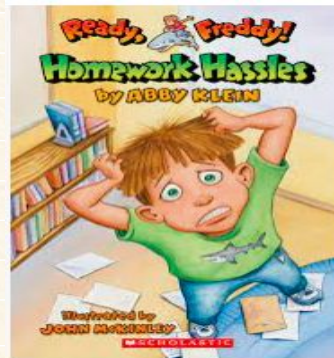
Option 2



Stink and the Great Guinea Pig Express
by : Megan McDonald
Illustrated by: Peter Reynolds

When three guinea pigs from the local pet shop make a great escape, Stink Moody and his friends Webster and Sophie fly into action. Ta-da! The Fantastic Three round up the loose fur balls and bring them safely back to Mrs. Birdwistle's shop, where they discover —ohh-la-la— guinea pig pandemonium! But the rescuing is far from over, so Stink and company hit the road in a crazy quest to find good homes for the 101 squealing, chirping, wiggly piggies. Let the Great Guinea Pig Giveaway begin.

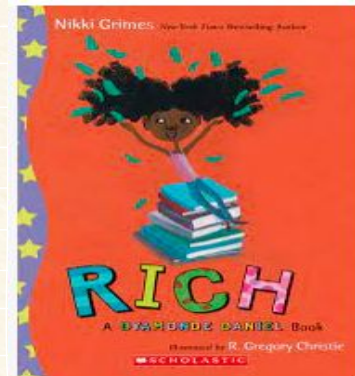
Option 3



Ready Freddy Homework Hassles
by : Abby Klein
Illustrated by: John McKinley

Get Ready for Freddy! Uh-oh! It's time to do an animal report, and Freddy isn't close to ready! Freddy Thresher doesn't mean to get in trouble...It's just that everyone in his class has a better idea than he does for their animal reports. He's supposed to study a nocturnal animal -so wouldn't it be great to stay up all night and sneak around outside with his best friend, Robbie? But Freddy makes a huge mistake—and ends up getting his late-night wish in a very unexpected way!

Option 4



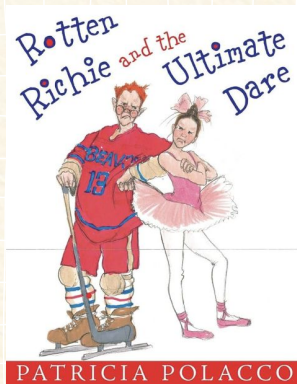
Rich A Dyamonde Daniel Book
by : Nikki Grimes
Illustrated by: R. Gregory Christie

Dyamonde Daniel cannot wait to enter the library's poetry contest with her best friend Free. They could do so many great things with the \$100 prize! When they discover their classmate Damaris' secret, they have to decide whether winning or helping their friend is more important.

3rd Grade Book Club Options



Option 1

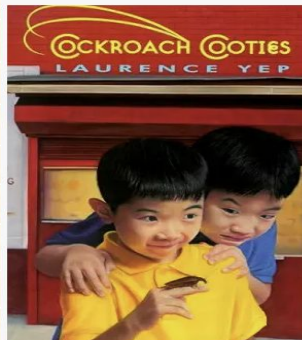


Rotten Richie and the Ultimate Dare

by : Megan McDonald

Seems like Richie's entire goal in life is to make Trisha's impossible. Especially when he takes to teasing her about her beloved ballet class. Trisha knows how much work it takes to be good at ballet—much more than the stupid hockey Richie plays! So she challenges Richie to perform in her ballet recital, and Richie agrees, under one condition: Trisha has to join his hockey team for the big game!

Option 2

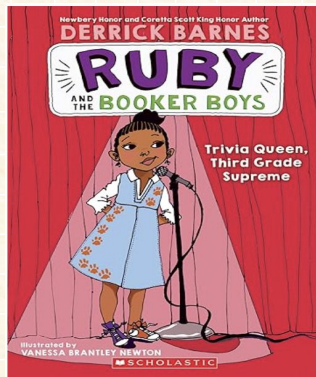


Cockroach Cooties

by : Laurence Yep

Streetwise Teddy usually stays out of sight of the bully nicknamed Arnie-zilla. However, when his little brother, Bobby, insults Arnie, Teddy must come to the rescue -- and become the target of Arnie's wrath instead. Soon Teddy realizes, however, that only Bobby, his pet cockroach, Hercules, and the creepy Bug Lady can keep Arnie-zilla at arm's length. Filled with humor and warmth, this creepy-crawly tale is a tribute to resourcefulness and the unique relationship that only brothers share.

Option 3



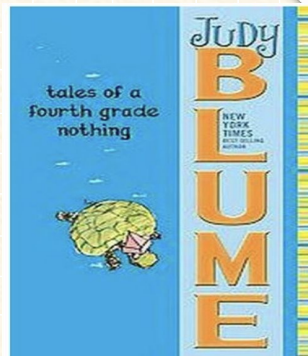
Ruby and the Booker Boys

by : Derrick Barnes

Illustrated by: Vanessa B. Newton

Eight-year-old ultra-fabulous Ruby Marigold Booker returns in this reissue of the Ruby and the Booker Boys series by Newbery Honor and Coretta Scott King Honor author Derrick Barnes! Brought to you by Newbery Honor author Derrick Barnes, eight-year-old Ruby Booker is the baby sis of Marcellus (11), Roosevelt (10), and Tyner (9), the most popular boys on Chill Brook Ave. When Ruby isn't hanging with her friend, Theresa Petticoat, she's finding out what kind of mischief her brothers are getting into. She's sweet and sassy and every bit as tough as her older siblings. And now, bring on the spotlight! Ruby Booker is ready to shine! Her chance is coming up: There's an animal trivia contest at her school, and the winner gets season passes to the Chill Brook Zoo for everyone in his or her grade! The problem is, she needs a little help...

Option 4



Tales of a Fourth Grade Nothing

by : Judy Blume

Living with his little brother, Fudge, makes Peter Hatcher feel like a fourth grade nothing. Whether Fudge is throwing a temper tantrum in a shoe store, smearing mashed potatoes on the walls at Hamburger Heaven, or scribbling all over Peter's homework, he's never far from trouble. He's a two-year-old terror who gets away with everything, and Peter's had enough. When Fudge walks off with Dribble, Peter's pet turtle, it's the last straw. Peter has put up with Fudge for too long. How can he get his parents to pay attention to *him* for a change?

What will I take away?

Snowball Method:

- In one sentence write one take away you received from today's training.
- When you're done, ball paper up and hold it.
- When the song comes on, begin the snowball fight by throwing your paper at other people in the classroom.
- When the song ends, grab a snowball and have a seat.
- Be prepared to share.



THANKS!

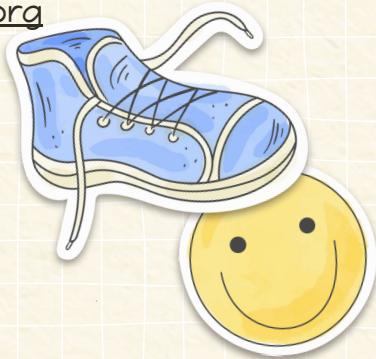
Do you have any questions?

Mary Mosley

mary.mosley@fwisd.org
(817) 637-0807

Meagan Pride

meagan.pride@fwisd.org



Please add all questions
to the Parking Lot!
Have great year!

