<table>
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<tr>
<th>Day</th>
<th>Question Level</th>
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<tr>
<td>Mon. 11/08</td>
<td>Question levels: 1, 2, and 3. <strong>Objective:</strong> Use context to determine the relevant meaning of unfamiliar words; describe main characters in works of fiction, including their traits, motivations, and feelings. <strong>Language Objective:</strong> Students will read “One Good Turn Deserves Another” pg 321. <strong>Example of Questions:</strong> “Why does the coyote want to get the snake to slither back underneath the rock?” “How does the crow feel about the snake eating the mouse?” “How does the armadillo feel about the snake eating the mouse?” “What text evidence tells you how the animals feel?”</td>
<td>RESOURCES: McGraw-Hill Language Arts, 2nd Grade Scott Foresman Reading Street 2nd Grade Book 1 Texas Reader’s and Writer’s Notebook. TEKS: 2.5B; 2.9B, 2.12A. Reading: “One Good Turn Deserves Another” pg 321. Grammar/Writing: Letter Punctuation pg 86 1-10. Spelling: Words review weeks 7-11.</td>
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<td>Tues. 11/09</td>
<td>Question levels 1, 2 and 3. <strong>Objective</strong> Use context to determine the relevant meaning of unfamiliar words; describe main characters in works of fiction, including their traits, motivations, and feelings. <strong>Language Objective:</strong> Students will read and discuss the selection. <strong>Example of Questions:</strong> “Why does the coyote want to get the snake to slither back underneath the rock?” “How does the crow feel about the snake eating the mouse?” “How does the armadillo feel about the snake eating the mouse?” “What text evidence tells you how the animals feel?” “What does the phrase, “One good turn deserves another” mean?”</td>
<td>RESOURCES: McGraw-Hill Language Arts, 2nd Grade Scott Foresman Reading Street, 2nd Grade Book 1. Texas Reader’s and Writer’s Notebook. TEKS: 2.5B; 2.9B, 2.12A. Reading: S. will continue to read “One Good Turn Deserves Another” Students will discuss which character shared similar traits. Grammar/Writing: Nouns: Reviewing the rules pg 87 1-10.</td>
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<td>Wed. 11/10</td>
<td>Question levels 1, 2 and 3. <strong>Objective</strong> Use context to determine the relevant meaning of unfamiliar words; describe main characters in works of fiction, including their traits, motivations, and feelings. <strong>Language Objective:</strong> Students will read “. <strong>Example of Questions:</strong> “Why does the coyote want to get the snake to slither back underneath the rock?” “How does the crow feel about the snake eating the mouse?” “How does the armadillo feel about the snake eating the mouse?” “What text evidence tells you how the animals feel?” “What does the phrase, “One good turn deserves another” mean?”</td>
<td>RESOURCES: McGraw-Hill Language Arts, 2nd Grade Scott Foresman Reading Street 2nd Grade Book 1. Texas Reader’s and Writer’s Notebook. TEKS: 2.5B; 2.9B, 2.12A. Reading: Students will buddy read the story selection. Grammar: Common errors with possessive nouns pg 88 1-5.</td>
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| Thur.  | **Question levels 1, 2 and 3.**  
**Objective** Use context to determine the relevant meaning of unfamiliar words; describe main characters in works of fiction, including their traits, motivations, and feelings.  
**Language Objectives:** Students will continue to read and discuss the story. Students will practice retelling the story.  
**Example of questions:** “Why does the coyote want to get the snake to slither back underneath the rock?” “How does the crow feel about the snake eating the mouse?” “How does the armadillo feel about the snake eating the mouse?” “What text evidence tells you how the animals feel?” “What does the phrase, “One good turn deserves another” mean?”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | **RESOURCES:** McGraw-Hill Language Arts, 2nd Grade  
Scott Foresman Reading Street 2nd Grade  
Book 1  
Texas Reader’s and Writer’s Notebook  
TEKS: 2.5B; 2.9B, 2.12A  
**Reading** Students will choose which animal they side with and explain why.  
**Grammar** Vocabulary – Compound Words pg 96  1-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Fri.   | **Question levels 1, 2 and 3.**  
**Objective:** Use context to determine the relevant meaning of unfamiliar words; describe main characters in works of fiction, including their traits, motivations, and feelings.  
**Language Objective:** Students will take an assessment over the story selection.  
**Example of questions:** “Why does the coyote want to get the snake to slither back underneath the rock?” “How does the crow feel about the snake eating the mouse?” “How does the armadillo feel about the snake eating the mouse?” “What text evidence tells you how the animals feel?” “What does the phrase, “One good turn deserves another” mean?”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | **RESOURCES:** McGraw-Hill Language Arts, 2nd Grade  
Scott Foresman Reading Street 2nd Grade  
Book 1  
Texas Reader’s and Writer’s Notebook  
TEKS: 2.5B; 2.9B, 2.12A  
**Grammar/Writing** Compound words pg 97  Write the words on the reteach lesson on the board and have the students make compound words.  
**Reading** Students will take an assessment over the story selection.  
**Spelling** Test – words from weeks 7-11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**ADDITIONAL NOTES:**

Level 1 questions were needed to assist the teacher in assessing prior knowledge and retention of details for the class as a whole as well as to accommodate 3 students who appear to be performing below the expected level in ELAR.