

CLASSES ARE OFF

**Martin Luther King, Jr. Day**

Reading  
**Q3W3 (21) Martin Luther King Jr. (Reading A to Z)**

**Standards**

**LAFS.2.SL.1.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Florida Language Arts Florida Standards (LAFS)

**LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Florida Language Arts Florida Standards (LAFS)

**LAFS.K12.SL.2.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Florida Language Arts Florida Standards (LAFS)

**Students Will**

- Provide questions and answers to questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Provide a description of how characters in a story respond to major events.
- Demonstrate understanding of characters, setting, or plot of a print or digital text by using information gained from the illustrations and words of the text.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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**Materials**

Reading  
**Martin Luther King Jr. (Reading A to Z)**

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**Materials**

Reading  
**Martin Luther King Jr. (Reading A to Z)**

**Assessment Information**

**SIPPS: Lesson 56**  
Martin Luther King Jr (F)  
Spelling List 17  
📄 challenge 55.ink  
📄 MartinLutherKingJr-Formative.pdf  
📄 MartinLutherKingJr-FormativeKEY.pdf

**Centers**

Center 1 - rainbow write spelling 3 times each  
Center 2 - iReady Reading  
Center 3 - finish writing packet  
Center 4 - IXL - V.1, V.2, V.3

Writing  
**MLK Dream Activity**

**Standards**

**LAFS.2.W.1.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. Florida Language Arts Florida Standards (LAFS)

**LAFS.2.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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## Materials

Martin Luther King Jr Book

📄 MartinLutherKingJr-Story.pdf

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## Whole Group

**SIPPS: Lesson 54**

Students will make **predictions** as to what the story will be about and do a picture walk-through, discussing details they notice.

Students will fill out the reciprocal teaching worksheet for "predictions".

Read aloud the story, "Martin Luther King, Jr."

📄 challenge 54.ink

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## Centers

Center 1 - rainbow write spelling 3 times each  
Center 2 - iReady Reading  
Center 3 - finish writing packet  
Center 4 - IXL - V.1, V.2, V.3

## Spelling Words (List 17)

night  
kind  
spy  
child  
light  
find  
right  
high  
wild  
July

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## Writing MLK Dream Activity

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### Standards

**LAFS.2.W.1.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. Florida Language Arts Florida Standards (LAFS)

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Martin Luther King Jr Book

## Whole Group

**SIPPS: Lesson 55**

📄 challenge 55.ink

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## Small Group

Students will work together, reading in a group page by page and **clarifying** things they have questions about.

They will fill out the **clarify** of their reciprocal teaching page.

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## Centers

Center 1 - rainbow write spelling 3 times each  
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## Writing MLK Dream Activity

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- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Martin Luther King Jr. Book

## Small Group

Students will partner read "Martin Luther King Jr. Book" together and develop 3 complete **questions** based on, "Who, What, Where, When, Why, and/or How".

They must ask and answer their own questions.

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## Individual Work

Students will fill out their sheet a **summary** of the book, "Martin Luther King, Jr." using facts from the book.  
📄 Summary-Facts.pdf

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## Centers

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Center 2 - iReady Reading  
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## Spelling Words (List 17)

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## Writing MLK Dream Activity

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- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.

## Engage

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### Explore

Students continue writing their Dream speech bubble

Watch Our Friend, Martin <https://www.youtube.com/watch?v=woWoZSyO12c>

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## Math Money

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### Standards

**MAFS.2.MD.3.8** Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using \$ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations.

- Identify the value of coins and paper currency.
- Compute the value of any combination of coins within one dollar.
- Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?).
- Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).

Florida Mathematics

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### Students Will

- identify, compute, and relate the values of coins and bills
  - solve one and two step story problems involving dollars and coins with the appropriate symbols (i.e. \$ or ¢)
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## Engage

Dry Erase Challenge Review

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### Explain

**Money Assessment (S)**

📄 Money Summative.pdf

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- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Florida Language Arts Florida Standards (LAFS)

### Engage

The story of MLK by Kid President  
<https://www.youtube.com/watch?v=4xXzhXTFWnE>

### Explore

Discuss whose birthday just passed? What did he stand for? Why was his dream so important?

Explain to students that we will be writing about our dreams and how we can help the world to become a better place (allow students to share what they would like to be when they grow up)

Using the "I have a Dream" prewrite focus on the letters **D** and **R**

\*Use the attachment to discuss the vocabulary words  
 Martin Luther King Jr.pdf  
 I have a Dream Vocabulary Words.doc

### Extend

<https://kids.nationalgeographic.com/explore/history/martin-luther-king-jr/>

## Math Money

### Standards

**MAFS.2.MD.3.8** Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using \$ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations.

- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Florida Language Arts Florida Standards (LAFS)

### Engage

Kid President has a Dream!  
<https://www.youtube.com/watch?v=plUOdrWL-ts>

### Explore

Continue working on the "I have a Dream" prewrite focus on the letters **E** and **A**

## Math Money

### Standards

**MAFS.2.MD.3.8** Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using \$ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations.

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- c. Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?).
- d. Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).

Florida Mathematics

### Students Will

- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Florida Language Arts Florida Standards (LAFS)

### Engage

Kid President has a Dream!  
<https://www.youtube.com/watch?v=plUOdrWL-ts>

### Explore

Continue working on the "I have a Dream" prewrite focus on the letter **M**

Students then form all of their sentences into a paragraph on the "I have a DREAM" speech bubble.

If you have time begin watching Our Friend, Martin <https://www.youtube.com/watch?v=woWoZSyO12c>

### Explain

Narrative tells a real or imagined story

## Math Money

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### Explore

Center 1 - Money flashcards  
 Center 2 - iReady Math  
 Center 3 - How Much Money Do I Have? INB  
 Center 4 - IXL: P.4-6, P.14

### Evaluate

- Money Assessment (S)

## Social Studies Influence and Contributions of Immigrants

### Standards

**SS.2.A.2.8** Explain the cultural influences and contributions of immigrants today. Florida Social Studies

**SS.2.C.2.5** Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. Florida Social Studies

### Students Will

- discuss and list different cultural groups that are immigrating to the United States today.
- discuss cultural influences of today's immigrants including, but not limited to, food, language, music, art, beliefs/practices, literature, education, and clothing.
- name some contributions of today's immigrants.
- list and describe the prominent figures of diverse groups

### Small Group

Students will give their presentations about influential people. **Make sure to grade students on the oral aspect of the presentation while presentations are ongoing - formative grade.**

### Materials

 Diverse Influential People Research Rubric.doc

## Science States of Matter

### Standards

**SC.2.P.8.3** Recognize that solids have a definite shape and that liquids and gases take the shape of their container. Florida Science

- a. Identify the value of coins and paper currency.
  - b. Compute the value of any combination of coins within one dollar.
  - c. Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?).
  - d. Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).
- identify, compute, and relate the values of coins and bills
  - solve one and two step story problems involving dollars and coins with the appropriate symbols (i.e. \$ or c)

### Engage

Show Me the

Money: <https://safeshare.tv/x/s5c17f8856fd15#>

### Explain

**Do I Have Enough Money? INB**

**Guided Practice:** Teacher will model the first problem. Teacher and student will do the second problem together.

**Partner:** Students will do the third problem with a partner.

**Independent:** Students will do the last problem on their own.

**Early Finishers:** Money Story Problems Packet

📎 Money Story Problems INB pg 30.pdf

📎 Money Story Problems INB pg 30.pdf

### Explore

Center 1 - Money flashcards

Center 2 - iReady Math

Center 3 - How Much Money Do I Have? INB

Center 4 - IXL: P.4-6, P.14

### Evaluate

- Do I Have Enough Money? (I)

## Social Studies Influence and Contributions of Immigrants

### Standards

**SS.2.A.2.8** Explain the cultural influences and contributions of immigrants today. Florida Social Studies

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### Students Will

- d. Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).

Florida Mathematics

### Students Will

- identify, compute, and relate the values of coins and bills
- solve one and two step story problems involving dollars and coins with the appropriate symbols (i.e. \$ or c)

### Engage

Money, Money,

Money: <https://safeshare.tv/x/s5c17f8ec7bc2a#>

### Explain

**Money Story Problems INB**

**Guided Practice:** Teacher will model the first problem. Teacher and student will do the second problem together.

**Partner:** Students will do the third problem with a partner.

**Independent:** Students will do the last problem on their own.

**Early Finishers:** Money Story Problems Packet

📎 Money Story Problems INB pg 31.pdf

### Explore

Center 1 - Money flashcards

Center 2 - iReady Math

Center 3 - How Much Money Do I Have? INB

Center 4 - IXL: P.4-6, P.14

### Evaluate

- Money Story Problems (I)

## Social Studies Influence and Contributions of Immigrants

### Standards

**SS.2.A.2.8** Explain the cultural influences and contributions of

**SC.2.P.8.4** Observe and describe water in its solid, liquid, and gaseous states. Florida Science

### Students Will

- explain that one physical characteristic of a solid is that it has a definite shape.
- explain that one physical characteristic of a liquid is that it takes the shape of its container.
- investigate how a liquid flows from one place to another when it is not contained.
- explain that one physical characteristic of a gas is that it takes the shape of its container.
- compare any two forms of matter.
- observe and describe water in its solid, liquid and gaseous state.
- investigate how a change in temperature changes the physical properties of water (heating, cooling, freezing, boiling, melting, evaporating).
- explain that water is still water even when it changes from a solid to a liquid to a gas and vice versa.

### Individual Work

Students will complete States of Matter Test (**summative**).

### Materials

📎 states of matter summative.doc

Florida Mathematics

### Students Will

- identify, compute, and relate the values of coins and bills
- solve one and two step story problems involving dollars and coins with the appropriate symbols (i.e. \$ or c)

### Engage

Counting Money

Problems: <https://safeshare.tv/x/ss5c17f7d4f1300#>

### Explain

**How Much Money Do I Have? INB**

**Guided Practice:** Teacher will model the first problem. Teacher and student will do the second problem together.

**Partner:** Students will do the third problem with a partner.

**Independent:** Students will do the last problem on their own.

**Early Finishers:** Money Story Problems Packet

📎 Money Story Problems INB pg 29.pdf

### Explore

Center 1 - Money flashcards

Center 2 - iReady Math

Center 3 - How Much Money Do I Have? INB

Center 4 - IXL: P.4-6, P.14

📎 Money Story Problems Worksheet.pdf

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## Social Studies Influence and Contributions of Immigrants

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### Standards

**SS.2.A.2.8** Explain the cultural influences and contributions of immigrants today. Florida Social Studies

**SS.2.C.2.5** Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. Florida Social Studies

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### Students Will

-discuss and list different cultural groups that are immigrating to the United States today.

-discuss cultural influences of today's immigrants including, but not limited to, food, language, music, art, beliefs/practices, literature, education, and clothing.  
-name some contributions of today's immigrants.  
-list and describe the prominent figures of diverse groups

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### Small Group

Using "All About Notes" packet, students will continue to make their presentations. Students can choose to make a PowerPoint, poster, or other presentation (teacher's discretion). **Presentations will be given and graded on Friday.**

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### Materials

📎 Diverse Influential People Research Rubric.doc

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## Science States of Matter

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### Standards

**SC.2.P.8.3** Recognize that solids have a definite shape and that liquids and gases take the shape of their container.

Florida Science

**SC.2.P.8.4** Observe and describe water in its solid, liquid, and gaseous states.

Florida Science

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**SC.2.P.8.4** Observe and describe water in its solid, liquid, and gaseous states.

Florida Science

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- explain that one physical characteristic of a liquid is that it takes the shape of its container.

- investigate how a liquid flows from one place to another when it is not contained.

- explain that one physical characteristic of a gas is that it takes the shape of its container.

- compare any two forms of matter.
- observe and describe water in its solid, liquid and gaseous state.

- investigate how a change in temperature changes the physical properties of water (heating, cooling, freezing, boiling, melting, evaporating).

- explain that water is still water even when it changes from a solid to a liquid to a gas and vice versa.

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immigrants today. Florida Social Studies

**SS.2.C.2.5** Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. Florida Social Studies

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### Materials

📎 Diverse Influential People Research Rubric.doc

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## Science States of Matter

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Florida Science

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- explain that water is still water even when it changes from a solid to a liquid to a gas and vice versa.

### Whole Group BEFORE STARTING

**LESSON:** have a student go to the cafeteria and obtain a small bag of ice.

Have students view <https://safeshare.tv/x/ss5c3f47fd8b766#> and discuss the three states of matter and how they pertain to water.

Discuss **heat energy** as the means to change between states and that how the **loss of heat** causes water to turn back from gas --> liquid --> solid.

Explain that even though it is changing states, water vapor, liquid water, and ice are all still **water**, just in different forms.

Have students complete in groups against each other to do the Ice Melt Challenge activity (group size depends on how many piece of ice you have; each group gets one piece).

**Countdown timer for activity** (project for students):  
<https://www.online-stopwatch.com/>

### Materials

**Send a student to get ice from cafeteria**

📎 ice melt challenge.docx

### Whole Group

Teacher will split class into 3 teams to complete the "Shake It Up" experiment.

### Small Group

Teams will compete to see who can solidify the cream the fastest. After making and eating the finished product (with pretzel sticks), students will complete the experiment write-up section in their groups.

### Materials

📎 states of matter shake it up butter experiment.pdf

- observe and describe water in its solid, liquid and gaseous state.
- investigate how a change in temperature changes the physical properties of water (heating, cooling, freezing, boiling, melting, evaporating).
- explain that water is still water even when it changes from a solid to a liquid to a gas and vice versa.

### Whole Group

Review states of matter concepts learned to date; view Mimio as needed. Compare states of matter orally with Mimio.

### Small Group

Students will complete cut-and-paste activity about states of matter.

### Materials

📎 Matter Solids Liquids Gases Sorting Worksheet.pdf  
📎 states of matter 1.ink