Carrie Waters' Week of: February 27- March 03, 2023- Whole Group Lesson Plans

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

GRAMMAR Unit 4 Week 3 (Skip Lesson 10-Expanding Sentences w/Prepositions) Lessons 11-14 Verbs & Adverb Pairings	READING Unit 7 Lessons 6-10 Pioneers in Flight	WRITING Volume 5 Sessions 11-15 Opinion & Persuasive Writing	PHONICS Unit 7 Week 2 Lessons 1-5 Inflectional Endings Pioneers In Flight	MATH Module 6 Lessons 10-14 Rectangular Arrays Foundations for Multiplication and Division	SOCIAL STUDIES Economics Scarcity & Opportunity Cost
Monday					
Standard(s): **ELAGSE2L1e** **ELAGSE2L5a** LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to figure out how words are related. SC: *I know I am successful when:* ❑ I can define an adverb. ❑ I can identify an adverb. ❑ I can describe real-life experiences using adjectives and adverbs. Key Vocabulary: Adjectives, adverbs, nouns, verbs, modified, parts of speech, real-life connections, word meanings Lesson/Activity: Week 3 Day 11	Standard(s): **ELAGSE2RI10** LT: 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 read with appropriate pacing, intonation, accuracy, and expression. ❑ I can use a variety of strategies to gain meaning from grade-level texts. Lesson/Activity: Unit 7, Lesson 6, pages 78-81.	Standard(s): **ELAGSE2W5** LT: I am learning to use others' help to strengthen my writing through revising and editing. SC: *I know I am successful when:* ❑ I can include interesting words and phrases that make my piece better. ❑ I can use like and because to help me add more information to my sentences. ❑ I can fix spelling, punctuation, and grammar so that the information is clear to my reader. ❑ I can reread my writing to determine if there are additional changes I want to make. Lesson/Activity: Volume 5, Session 11,	Standard(s): **ELAGSE2RF3d** **ELAGSE2L2d** LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words. SC: *I know I am successful when:* ❑ I can identify common prefixes and suffixes. ❑ I can use spelling patterns to recognize words. ❑ I can rearrange, add, or remove letters to make new words. Key Vocabulary: word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound	Standard(s): **MGSE2.OA.4** **MGSE2.G.2** LT: I am learning to construct and describe an array. I am learning to partition a rectangle into rows and columns. SC: *I know I am successful when:* ❑ I can describe the number of rows and columns in the array I created and write a repeated addition equation to match. ❑ I can count to find the total number of squares after partitioning rows and columns. Key Vocabulary: array, rows, columns, total, repeated addition, skip counting, partition,	Standard(s): **SS2E1** LT: I am learning about scarcity and opportunity costs. SC: *I know I am successful when:* ❑ I can define scarcity. ❑ I can define opportunity costs. ❑ I can give personal examples of opportunity costs. Lesson/Activity: ▶ Herschel's World of … ▶ Herschel's World of … P ScarcityandOpportu… Guided Notes (Optional)

Explore: Adding Meaning Happily: Types of Adverbs Lesson 11, TE pgs.183-184

Explore

Adding Meaning Happily: Types of Adverbs

Partnerships review three lists of different types of adverbs, then jot down their observations.

Students explore a list of adverbs, jotting down discoveries about how the adverbs are alike and different.

Turn & Talk:
Have students talk about possible times to use each adverb.

You may choose to have partners consider the possibilities of when to use each adverb, as in what kind of question each adverb would answer (When? Where? or How?).

Absolutely Adverbs

• today	• outside	• slowly
• yesterday	• here	• carefully
• later	• upstairs	• fast
• now	• everywhere	• happily
• soon	• nearby	• almost

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!

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pages 52-55.

Strategy: Asking Questions to Revise

1. Reread your opinion statement. Ask yourself: "Is this the best way to state my opinion?"

2. If the answer is no, fix up your opinion statement to make it stronger or clearer.

3. Reread your first reason. Ask yourself: "Does this reason clearly explain why I have the opinion?"

4. If the answer is no, fix up your reason to make it stronger or clearer.

5. Move on to the next reason.

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correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 7 Week 2 Day 1
TE pages 72-75
Word Study Resource Book, p. 78
My Word Study, Volume 2, p. 14

Read HFWs: almost, animal, around, body, color, eye, form, high, light, story

Inflectional Endings with Spelling Changes
• Word Study
• Blend and Build Words
• Reading Big Word Strategies
• Spelling Quick Check
• High-Frequency Words
• Share and Reflect

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rectangle

Lesson/Activity:
Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division TE pages 136-147
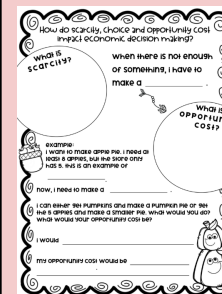
Lesson 10: Use square tiles to compose a rectangle and relate to the array model.

Problem Set:
Must Do: 1a-b, 2a-b, 3a-b
Could Do:
Extended: 4a-c

Tuesday

Standard(s): **ELAGSE2L1e** **ELAGSE2L5a** LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to figure out how words are related. SC: *I know I am successful when:* ❑ I can define an adverb. ❑ I can identify an adverb. ❑ I can describe real-life experiences using adjectives and adverbs. <u>Key Vocabulary:</u> Adjectives, adverbs, nouns, verbs, modified, parts of speech, real-life connections, word meanings Lesson/Activity: Week 3 Day 12 Teach: Say it With Emotion Lesson 12, TE pgs. 185-186	**Standard(s):** **ELAGSE2RI6** 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. SC: *I know I am successful when:* ❑ I can define the author's purpose. ❑ I can use the facts from the text to support what the author wanted to answer, explain, or describe. ❑ I can identify first and third person points of view. Lesson/Activity: Unit 7, Lesson 7 pages 82-85.	**Standard(s):** **ELAGSE2W5** LT: I am learning to use others' help to strengthen my writing through revising and editing. SC: *I know I am successful when:* ❑ I can include interesting words and phrases that make my piece better. ❑ I can add facts, quotes, personal stories, or examples to make my piece more convincing. ❑ I can reread my writing to determine if there are additional changes I want to make. Lesson/Activity: Volume 5, Session 12, pages 56-59.	**Standard(s):** **ELAGSE2RF3d** **ELAGSE2L2d** LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words. SC: *I know I am successful when:* ❑ I can identify common prefixes and suffixes. ❑ I can use spelling patterns to recognize words. ❑ I can rearrange, add, or remove letters to make new words. <u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent Lesson/Activity: Unit 7 Week 2 Day 2 TE pages 76-79 Word Study Resource Book, p. 79 My Word Study, Volume 2, p. 15	**Standard(s):** **MGSE2.OA.4** **MGSE2.G.2** LT: I am learning to construct and describe an array. I am learning to partition a rectangle into rows and columns. SC: *I know I am successful when:* ❑ I can describe the number of rows and columns in the array I created and write a repeated addition equation to match. ❑ I can count to find the total number of squares after partitioning rows and columns. <u>Key Vocabulary:</u> array, rows, columns, total, repeated addition, skip counting, partition, rectangle Lesson/Activity: Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division TE pages 148-159 Lesson 11: Use square tiles	**Standard(s):** **SS2E1** LT: I am learning about scarcity and opportunity costs. SC: *I know I am successful when:* ❑ I can define scarcity. ❑ I can define opportunity costs. ❑ I can give personal examples of opportunity costs. Lesson/Activity: ▶ Scarcity and Choice … ▶ Opportunity Cost | … Post to Google Classroom: ❑ Economic choice, o…

State the Purpose & Teach the Strategy **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. Display the adverbs anchor chart while discussing adverbs and their function in sentences. Using Adverbs in Sentences *Sample Sentence* She (went) to her piano lesson. verb *Adverb that tells when* Yesterday, she went to her piano lesson. *Adverb that tells where* She went upstairs to her piano lesson. *Adverb that tells how* She went to her piano lesson happily. <u>Guided Practice:</u> Give partnerships/students simple sentences, such as "He arrived at soccer practice." and "I put the eggs in the shopping cart." Ask partners to try the strategy in their grammar notebooks.			***Read & Write HFWs:*** *almost, animal, around, body, color, eye, form, high, light, story* **Inflectional Endings with Spelling Changes** • Blend and Build Words • Read Interactive Text "A Letter to the City" • Spelling • High-Frequency Words • Contractions: 'll, 've, 'm • Share and Reflect	to compose a rectangle and relate to the array model. <u>Sprint:</u> https://www.youtube.com/watch?v=VYV_jId8j9Q <u>Problem Set:</u> Must Do: 1a-c, 2a-d, 5a-b Could Do: 3a-d, 4a-b	

Wednesday

Standard(s): **ELAGSE2L1e** **ELAGSE2L6** 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.	Standard(s): **ELAGSE2RI6** 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. SC: *I know I am successful*	Standard(s): **ELAGSE2W2** LT: I am learning to explain my reasons for my opinion by using facts to support it. SC: *I know I am successful when:* ❏ I can identify facts and	Standard(s): **ELAGSE2RF3d** **ELAGSE2L2d** LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words.	Standard(s): **MGSE2.OA.4** **MGSE2.G.2** LT: I am learning to construct and describe an array. I am learning to partition a rectangle into rows and columns.	Standard(s): **SS2E1** LT: I am learning about scarcity and opportunity costs. SC: *I know I am successful when:* ❏ I can define scarcity. ❏ I can define

SC: *I know I am successful when:*
- ❑ I can define an adverb.
- ❑ I can identify an adverb.
- ❑ I can use adverbs to describe actions.

Key Vocabulary:
adjectives, adverbs, verbs, conversation, phrases

Lesson/Activity:
Week 3 Day 13
Explore: Write Well: Pairing Verbs & Adverbs
Lesson 13, TE pgs. 187-188

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.

Students use all they have discovered and learned so far to create sentences that include adverbs and verbs.
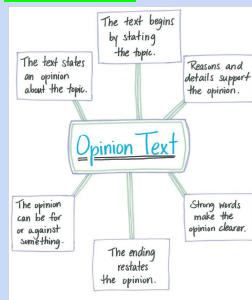
1. I will run fast at my track meet.
2. She acted mysteriously at the costume party.
3. He slept peacefully after his long day at school.
4. Because I was late for school, I dressed quickly.

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when:
- ❑ I can define the author's purpose.
- ❑ I can recognize how the author supports points with reasons.
- ❑ I can distinguish between fact and opinion.

Lesson/Activity:
Unit 7, Lesson 8 pages 86-89.

Opinion Text
- The text begins by stating the topic.
- The text states an opinion about the topic.
- Reasons and details support the opinion.
- The opinion can be for or against something.
- Strong words make the opinion clearer.
- The ending restates the opinion.

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reasons that give more convincing information about my topic.
- ❑ I can use transitions to make clear points about my topic.

Lesson/Activity:
Volume 5, Session 13, pages 60-63.

Strategy: Using Transitions to Add Facts
1. Read your writing, sentence by sentence. Look for a reason or an idea you can support by adding a fact.
2. Brainstorm or research one or two facts that will help explain your idea, support your reasons, and help convince your reader.
3. Choose a transition word or phrase and add the fact(s) to your draft.

SC: *I know I am successful when:*
- ❑ I can identify common prefixes and suffixes.
- ❑ I can use spelling patterns to recognize words.
- ❑ I can rearrange, add, or remove letters to make new words.

Key Vocabulary:
word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 7 Week 2 Day 3
TE pages 80-83
Word Study Resource Book, p. 80-81
My Word Study, Volume 2, p. 16

Practice HFWs: almost, animal, around, body, color, eye, form, high, light, story

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SC: *I know I am successful when:*
- ❑ I can describe the number of rows and columns in the array I created and write a repeated addition equation to match.
- ❑ I can draw vertical lines to make a certain number of columns. (one less line than the number of columns!)
- ❑ I can draw horizontal lines to make a certain number of rows. (one less line than the number of rows!)
- ❑ I can count to find the total number of squares after partitioning rows and columns.

Key Vocabulary:
array, rows, columns, total, repeated addition, skip counting, partition, rectangle

Lesson/Activity:
Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division TE pages 160-175

Lesson 12: Use math drawings to compose a rectangle with square tiles.

Problem Set:

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opportunity costs.
- ❑ I can give personal examples of opportunity costs.

Lesson/Activity:
- ▶️ Scarcity and Choice …
- ▶️ Opportunity Cost | …

- 📄 ScarcityandOpportu…

Pages 3 & 6

			Inflectional Endings with Spelling Changes	Must Do: 1, 2, 3a-b	
Provide word cards of adverbs and verbs in different tenses. Students will explore mixing and matching adverb-verb pairings. 			• Read Accountable Text "Sacagawea" • Spelling • High-Frequency Words • Share and Reflect	Could Do: 3c	

Thursday

Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):
ELAGSE2L1e **ELAGSE2L6** 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. SC: *I know I am successful when:* ❑ I can define an adverb. ❑ I can identify an adverb. ❑ I can use adverbs to describe actions. <u>Key Vocabulary:</u> adjectives, adverbs, verbs, conversation, phrases, nouns, modified, parts of	**ELAGSE2L4** LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of words. SC: *I know I am successful when:* ❑ I can use prior knowledge to make connections to words and their meaning. ❑ I can define a homograph/ homophone. ❑ I can identify homographs and homophones. Lesson/Activity: Unit 7, Lesson 9, pages	**ELAGSE2W1** LT: I am learning to state an opinion and give reasons that support my opinion in my writing. SC: *I know I am successful when:* ❑ I can state a clear position about a topic. ❑ I can use reasons and add details to support my position. ❑ I can use counter-claims to be more convincing. Lesson/Activity: Volume 5, Session 14, pages 64-67.	**ELAGSE2RF3d** **ELAGSE2L2d** LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words. SC: *I know I am successful when:* ❑ I can identify common prefixes and suffixes. ❑ I can use spelling patterns to recognize words. ❑ I can rearrange, add, or remove letters to make new words. <u>Key Vocabulary:</u>	**MGSE2.OA.4** **MGSE2.G.2** LT: I am learning to construct and describe an array. I am learning to partition a rectangle into rows and columns. SC: *I know I am successful when:* ❑ I can describe the number of rows and columns in the array I created and write a repeated addition equation to match. ❑ I can draw vertical lines to make a certain number of columns. (one less line than the number of columns!)	**SS2E1** LT: I am learning about scarcity and opportunity costs. SC: *I know I am successful when:* ❑ I can define scarcity. ❑ I can define opportunity costs. ❑ I can give personal examples of opportunity costs. Lesson/Activity: Quizziz- Scarcity Quizziz- Scarcity and Opportunity Cost

speech.

Lesson/Activity:
Week 3 Day 14
Explore: Write Even Better: Creating Stronger Verb/Adverb Pairings
Lesson 14, TE pgs. 189-190

Explore
Write Even Better: Creating Stronger Verb-Adverb Pairings

Partnerships review their sentences from the day before, then revise or expand the sentences to include different verb-adverb pairings.

Students will review the sentences they made in the previous lesson.

Have students continue to make new verb-adverb pairings before they work in partnerships to explore their choices and revise sentences. Circulate suggesting possibilities.

90-93.

HOMOGRAPHS AND HOMOPHONES

Homographs are spelled the same but have different meanings and sometimes pronunciations.

Homophones sound the same but have different meanings and spellings.

bat   bat   pair   pear

tear   tear   sea   see

Strategy: Adding Solutions to Address Problems
1. Reread your writing, sentence by sentence.
2. Ask yourself: "Did I bring up any problems? Are there problems others might have with my opinion?"
3. Discuss solutions to the problems with a partner. Jot down your ideas.
4. Add the solutions to your opinion piece.

word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 7 Week 2 Day 4
TE pages 84-85
Word Study Resource Book, p. 80-81
My Word Study, Volume 2, p. 16

Read HFWs: almost, animal, around, body, color, eye, form, high, light, story

Inflectional Endings with Spelling Changes
• Read Multisyllabic Words
• Review Inflectional Endings
• Read Accountable Text "Sacagawea" and/or "Family Album"
• Share and Reflect

❑ I can draw horizontal lines to make a certain number of rows. (one less line than the number of rows!)
❑ I can count to find the total number of squares after partitioning rows and columns.

Key Vocabulary:
array, rows, columns, total, repeated addition, skip counting, partition, rectangle

Lesson/Activity:
Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division TE pages 176-186

Lesson 13: Use square tiles to decompose a rectangle.

Problem Set:
Must Do: 1, 2, 4a, 5a, 6a
Could Do: 3, 4b, 5b, 6b
Extended: 4c, 5c, 6c

Friday

Standard(s): **ELAGSE2L1e**	Standard(s): **ELAGSE2RI6**	Standard(s): **ELAGSE2W1**	Standard(s): **ELAGSE2RF3d** **ELAGSE2L2d** **ELAGSE2RF4b**	Standard(s): **MGSE2.OA.4** **MGSE2.G.2**

LT: I am learning to use adjectives and adverbs correctly when speaking or writing.

SC: *I know I am successful when:*
- ❏ I can define an adjective.
- ❏ I can define an adverb.
- ❏ I can identify an adjective.
- ❏ I can identify an adverb.
- ❏ I can distinguish between an adjective and an adverb.
- ❏ I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.

Key Vocabulary:
Adjectives, adverbs, nouns, verbs, modified, parts of speech.

Lesson/Activity:
==Week 3 Day 15 Reflect: Revisit Goals Lesson 15, TE pgs. 191-192==

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.

SC: *I know I am successful when:*
- ❏ I can define the author's purpose.
- ❏ I can identify the author's purpose based on what the author wants to answer.
- ❏ I can identify the author's purpose based on what the author wants to explain.
- ❏ I can identify the author's purpose based on what the author wants to describe.
- ❏ I can use the facts from the text to support what the author wanted to answer, explain, or describe.

Lesson/Activity:
==Unit 7, Lesson 10, pages 94-97.==

LT: I am learning to provide a concluding statement in my opinion piece.

SC: *I know I am successful when:*
- ❏ I can write an ending to show closure.
- ❏ I can write an ending that restates my opinion.

Lesson/Activity:
==Volume 5, Session 15, pages 68-71.==

Strategy: Adding Action Steps
1. *Reread at your last page.*
2. *Ask yourself: "What do I want my reader to do or think?"*
3. *Add those steps to the end of your opinion piece.*

LT: I am learning to read words with common prefixes and suffixes.
I am learning to use the spelling patterns I know to write words.
I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*
- ❏ I can identify common prefixes and suffixes.
- ❏ I can use spelling patterns to recognize words.
- ❏ I can rearrange, add, or remove letters to make new words.
- ❏ I can reread to improve my reading.

Key Vocabulary:
word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
==Unit 7 Week 2 Day 5==

LT: I am learning to construct and describe an array.
I am learning to partition a rectangle into rows and columns.

SC: *I know I am successful when:*
- ❏ I can describe the number of rows and columns in the array I created and write a repeated addition equation to match.
- ❏ I can draw vertical lines to make a certain number of columns. (one less line than the number of columns!)
- ❏ I can draw horizontal lines to make a certain number of rows. (one less line than the number of rows!)
- ❏ I can count to find the total number of squares after partitioning rows and columns.

Key Vocabulary:
array, rows, columns, total, repeated addition, skip counting, partition, rectangle

Lesson/Activity:
==Module 6 Foundations of==

Reflect

Revisit Goals

Pause and chart what we have learned so far about describing words (adjectives and adverbs).
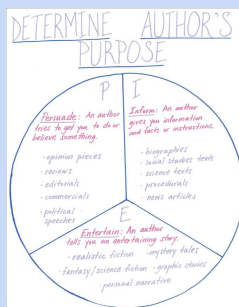
Students may study and review their resources and then write a short reflection to show what they've learned about using adjectives and adverbs.

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

Circulate and visit group conversations. Support students in focusing on an accomplishment.

Make a list of larger discoveries, conclusions, and remaining questions about using describing words, both adjectives and adverbs.

DETERMINE AUTHOR'S PURPOSE

P   I

E

Persuade: An author tries to get you to do or believe something.
• opinion pieces
• reviews
• editorials
• commercials
• political speeches

Inform: An author gives you information and facts or instructions.
• biographies
• social studies texts
• science texts
• proverbials
• news articles

Entertain: An author tells you an entertaining story.
• realistic fiction   • mystery tales
• fantasy/science fiction   • graphic stories
• personal narrative

TE pages 86-87
Word Study Resource Book, p. 80-81
My Word Study, Volume 2, p. 16

Read HFWs: almost, animal, around, body, color, eye, form, high, light, story

Review and Assess Inflectional Endings with Spelling Changes
• Read Accountable Text "Sacagawea" and/or "Family Album"
• Blend and Build Words
• Review Vowel Teams /ô/
• Spelling and Dictation
• High-Frequency Words

• Cumulative Assessment

Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division
TE pages 187-198

Lesson 14:
(Use the Problem Set for Concept Development)
Use scissors to partition a rectangle into same-size squares and compose arrays with the squares.

Problem Set:
Must Do: 1a-d, 2a-d, 3a-d
(ET on End of Mod)
Could Do: 4a-d
Extended: a, b, c