

Carrie Waters' Week of: March 20-24, 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 5 Week 1 Lessons 1-4 Pre-Assessment Capitalization & More Punctuation	READING Unit 8 Lessons 6-9 *Skipping 10 Wind & Water Shape the Land	WRITING Volume 6 Immersion Lessons 1-5 Sharing Our Expertise	PHONICS Unit 8 Week 2 Lessons 1-5 Suffixes -ER, -OR Endings Wind & Water Shape the Land	MATH Module 7 Lessons 3-6 Data & Graphing Bar Graphs Money - Adding Coins	SCIENCE Life Cycles of Plants and Animals
Monday					
<p>Standard(s): ELAGSE2L2a, c</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature. 	<p>Standard(s): ELAGSE2RL6</p> <p>LT: I am learning about the characters in a story by using different character voices when I read aloud to show what I know about the characters.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify who is telling the story at different (various) points. <input type="checkbox"/> I can speak in a different voice for each character. <input type="checkbox"/> I can recognize the structures and characteristics of a drama (play). <p>Lesson/Activity: Volume 8, Lesson 6, TE pages </p>	<p>Standard(s): ELAGSE2W2 ELAGSE2W5</p> <p>LT: I am learning to focus on a topic in my writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I will identify a clear topic (not too broad or too narrow). <input type="checkbox"/> I will write text of a length appropriate to address the topic. <p>Lesson/Activity: Volume 6, Lesson 1 (parts 1 and 2) Write on the Spot (Write to teach others about a topic) TE pages 10-13. </p>	<p>Standard(s): ELAGSE2RF3d ELAGSEL2d</p> <p>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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can use spelling patterns to recognize words. 	<p>Standard(s): MGSE2.MD.6 MGSE2.MD.10</p> <p>LT: I am learning to represent data on a picture graph or bar graph. I am learning to represent whole numbers on a number line.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can draw a bar graph. <input type="checkbox"/> I can name the graph. <input type="checkbox"/> I can label the categories across one side of the graph. <input type="checkbox"/> I can label the scale up/across the other side of the graph. <input type="checkbox"/> I can shade bars to represent the data in each category. <input type="checkbox"/> I can answer put-together, take-apart, and compare problems 	<p>Standard(s): S2L1a</p> <p>LT: I am learning about the life cycle of a plant.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant. <p>Lesson/Activity: Garden Planting- Henson & Waters Intro: <input type="checkbox"/> Roots, Stem, Leaves... Basic Needs of Plants- Nearpod </p>

- ❑ I can determine the purpose of a contraction.
- ❑ I can determine where an apostrophe is needed to form contractions.
- ❑ I can determine where an apostrophe is placed to form possessives.

Key Vocabulary:
geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives

Lesson/Activity:
Unit 5 Week 1 Day 1
Explore: Pre-Assess - Capitalization, Apostrophes, and Punctuation of Dialogue
Lesson 1, TE pgs.

Pre-Assessment
Pre-Assess:
Capitalization, Apostrophes, and Punctuation of Dialogue

Give a list of sentences. Ask students to write what they notice about capitalization, apostrophes, and quotations in dialogue. Share goals.

Distribute the “Gathering What We Know About Capitalization, Apostrophes, and Punctuation of Dialogue” reproducible.

78-81.

Elements of Drama
(Play, movie, TV show)

Characters

- Cast lists at the beginning
- People act like each character

Setting

- When and where a drama/act/scene takes place
- Given in stage directions

Dialogue

- The words/lines the characters say
- Dialogue tags tell the reader who is speaking

Stage Directions

- Communicate the actions of the characters
- Usually in brackets or parentheses and italicized

Think of something you are good at or know a lot about. It could be a game, a hobby, or something you like to make. Write to teach others about this topic. You are the expert! You can write to teach about your topic or teach your readers how to do something.

Remember to:

- Take a few minutes to plan your writing.
- Make a sketch with interesting details.
- Use all you know about spelling, punctuation, and capitalization.

- ❑ I can rearrange, add, or remove letters to make new words.

Key Vocabulary:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:
Unit 8 Week 2 Day 1
TE pages
Word Study Resource Book, p. 90
My Word Study, Volume 2, p. 23

Read HFWs: *area, ever, hours, measure, notice, order, piece, short, today, true.*

Suffixes -er, -or

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

- about the data in a graph.
- ❑ I can create and label a number line (within 100) with equally spaced points.

Key Vocabulary:
data, picture graph, bar graph, scale, analyze, number line, addition, subtraction, add, subtract, sum, difference

Lesson/Activity:
Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Categorical Data
TE pages 48-62

Lesson 3: Draw and label a bar graph to represent data; relate the count scale to the number line.

Problem Set:
Must Do: 1a-c
Could Do: 2a-c
Extended: 1d, 2d

Embarc:
<https://youtu.be/DkD24P0p7Rc>
Video Link:
<https://youtu.be/QHGf6uCXi8k>

<p>Students will look at the sentences and write down everything they already know about the capital words, apostrophes, and dialogue.</p> <p>Encourage a variety of responses, including those that might not include grammar terms.</p> <div> Name: _____ Date: _____ <p>Gathering What We Know About Capitalization, Apostrophes, and Punctuation of Dialogue</p> <p><i>Sentence #1:</i> Kriza said, "We will work together to create a map of Chicago."</p> <p><i>Sentence #2:</i> My class will visit Carver Elementary School on Wednesday, May 6, 2020.</p> <p><i>Sentence #3:</i> We'll work on the school's Independence Day project together.</p> <p><i>Sentence #4:</i> Mr. Jones and I both have friends in New York who like Pitta's Pizzeria.</p> </div>					
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Tuesday					
<p>Standard(s): ELAGSE2L2a</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <p><u>Key Vocabulary:</u></p>	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers). <input type="checkbox"/> I can gather 	<p>Standard(s): ELAGSE2W2 ELAGSE2W5</p> <p>LT: I am learning to focus on a topic in my writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I will identify a clear topic (not too broad or too narrow). <input type="checkbox"/> I will write text of a length appropriate to address the topic. <input type="checkbox"/> I will study mentor texts to gain more information about a writing genre. 	<p>Standard(s): ELAGSE2RF3d ELAGSE2L2d</p> <p>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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the 	<p>Standard(s): MGSE2.MD.6 MGSE2.MD.10</p> <p>LT: I am learning to represent data on a picture graph or bar graph. I am learning to represent whole numbers on a number line.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can draw a bar graph. <input type="checkbox"/> I can name the graph. <input type="checkbox"/> I can label the categories across one side of the graph. <input type="checkbox"/> I can label the scale 	<p>Standard(s): S2L1a</p> <p>LT: I am learning about the life cycle of a plant.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant.

geographic names, capitalization, holiday, product names, proper nouns

Lesson/Activity:

Unit 5 Week 1 Day 2
Explore: Look at Mentor
Texts - Search for Capitals
Lesson 2, TE pgs.

Explore

Look at Mentor Texts: Search for Capitals

List out any observations about capital letters in Mentor Text 1 and Mentor Text 2.

Students will read the Reader's Theater Word Plays: A Trip to Washington, D.C.: A Capital Idea.

Have students share how the author uses capital letters in the play and when to capitalize words.

	I notice...
	• There are many capitals but not as many as lowercase letters.
	• Iowa City - Place names are capitalized.
	• Minnesota Duluth.
	• Names of toys.
	• Names of people.
	• Elag is first capitalized and then not.
	• Why?

information about characters, setting, or plot from words in the text (print or digital).

□ I can use the information gathered to understand characters, setting, and plot.
□ I can create mental images about characters, setting, and plot.

Lesson/Activity:

Unit 8, Lesson 7,
TE pages 82-85.

Create Mental Images

Imagine	Look For
Setting	Place names Words that tell where and when Words that describe physical surroundings (things, weather)
Characters	Physical descriptions What others say about characters Words that describe how people act and talk
Plot	Characters' interactions Words that explain why things happen Character's reactions to events

□ I will work with a partner to create a table of contents.

Lesson/Activity:

Volume 6, Lesson 2 Parts 1 and 2, TE pages 14-17.

Strategy: Using Categories to Write a Table of Contents

1. Think about the topic. What are the different categories you want to include in your writing?
2. Jot down your ideas for categories.
3. Choose your favorite categories. Use them to create a table of contents.

sounds and then blend them together.

□ I can determine the meaning of a word based on the prefix or suffix.
□ 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, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:

Unit 8 Week 2 Day 2
TE pages

Word Study Resource Book, p. 91

My Word Study, Volume 2, p. 24

Read HFWs: area, ever, hours, measure, notice, order, piece, short, today, true.

up/across the other side of the graph.

□ I can shade bars to represent the data in each category.
□ I can answer put-together, take-apart, and compare problems about the data in a graph.
□ I can create and label a number line (within 100) with equally spaced points.

Key Vocabulary:

data, picture graph, bar graph, scale, analyze, number line, addition, subtraction, add, subtract, sum, difference

Lesson/Activity:

Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Categorical Data
TE pages 63-75

Lesson 4: Draw a bar graph to represent a given data set.

Problem Set:

Must Do: 1a-e
Could Do: 2a-c
Extended: 2d

Embarc:

<https://youtu.be/JRqUgevcafI>

Video Link:

<https://youtu.be/QHGf6uC>

Lesson/Activity:

Intro:

▶ The Seed Song - Wh...

Or

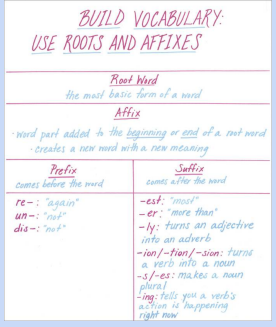
▶ Roots, Stem, Leaves...

[Plants Lesson 1- Quizizz](#)



[Quizizz- Plants](#)

Record questions that students are generating, especially those that may guide this unit's study.			Suffixes -er, -or <ul style="list-style-type: none"> • Blend and Build Words • Read Interactive Text "Our Sandcastles" • Spelling • High-Frequency Words • Homographs • Share and Reflect 	Xi&k	
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Wednesday

Standard(s): ELAGSE2L2c <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature. <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. <input type="checkbox"/> I can determine where an apostrophe is placed to form possessives. <p>Key Vocabulary: apostrophe, contractions, possessives</p> <p>Lesson/Activity: Unit 5 Week 1 Day 3</p>	Standard(s): ELAGSE2L4 <p>LT: I am learning to figure out the meaning of a word by knowing the root word.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify root words in unknown words. <input type="checkbox"/> I can define root words in unknown words. <input type="checkbox"/> I can identify common suffixes (-ly, -er) and their meanings. <p>Lesson/Activity: Unit 8, Lesson 8, TE pages 86-89.</p> 	Standard(s): ELAGSE2W2 ELAGSE2W5 <p>LT: I am learning to focus on a topic in my writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I will identify a clear topic (not too broad or too narrow). <input type="checkbox"/> I will write text of a length appropriate to address the topic. <input type="checkbox"/> I will study mentor texts to gain more information about a writing genre. <input type="checkbox"/> I will work with a partner to add vocabulary, definitions, and important facts. <p>Lesson/Activity: COMBINE Volume 6, Lessons 3-4, (Parts 1 and 2 condensed) TE pages 18-25. Adding vocabulary/definitions</p>	Standard(s): ELAGSE2RF3d ELAGSE2L2d <p>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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. 	Standard(s): MGSE2.MD.6 MGSE2.MD.10 <p>LT: I am learning to represent data on a picture graph or bar graph. I am learning to represent whole numbers on a number line.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can draw a bar graph. <input type="checkbox"/> I can name the graph. <input type="checkbox"/> I can label the categories across one side of the graph. <input type="checkbox"/> I can label the scale up/across the other side of the graph. <input type="checkbox"/> I can shade bars to represent the data in each category. <input type="checkbox"/> I can answer put-together, take-apart, and compare problems about the data in a graph. <input type="checkbox"/> I can use my number line to solve addition and subtraction word 	Standard(s): S2L1a <p>LT: I am learning about the life cycle of a plant.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant. <p>Lesson/Activity: Garden Planting- Scott & Kinstle</p> <p>Intro:</p> <ul style="list-style-type: none"> The Seed Song - Wh... <p>Or</p> <ul style="list-style-type: none"> Roots, Stem, Leaves... <p>Read Aloud : How Do Plants Help Us- Epic</p> <p>Plants Lesson 2- Quizizz</p>
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<p>Explore: Look at Mentor Texts - Search for Apostrophes Lesson 3, TE pgs.</p> <div> <p>Explore</p> <p>Look at Mentor Texts: Search for Apostrophes</p> <p>List out any observations about apostrophes in Mentor Text 1 and Mentor Text 2.</p> </div> <p>With partners, students may reread the mentor texts and share their new discoveries with small groups.</p>		<p>Adding facts Studying mentor texts.</p> <div> <p><i>Strategy: Defining Important Words</i></p> <ol style="list-style-type: none"> 1. Read a chunk of your writing. 2. Circle the important words. 3. Ask yourself: "Will any of these words be tricky for my readers to understand?" 4. Add definitions of any tricky words. 5. Then move on to the next chunk of writing. </div> <div> <p><i>Strategy: Researching and Adding Facts</i></p> <ol style="list-style-type: none"> 1. Use a resource to find facts about your topic. 2. Jot down the facts you find. 3. Focus on one section, or category, of your writing. Choose the facts that fit in best with this section. 4. Add the facts to the section. </div>	<p><u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules</p> <p>Lesson/Activity: Unit 8 Week 2 Day 3 TE pages Word Study Resource Book, p. 92-93 My Word Study, Volume 2, p. 25</p> <p>Read HFWs: area, ever, hours, measure, notice, order, piece, short, today, true.</p> <div> <p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Read Accountable Text "Mudslide" • Spelling • High-Frequency Words • Share and Reflect </div>	<p>problems.</p> <p><u>Key Vocabulary:</u> data, picture graph, bar graph, scale, analyze, number line, addition, subtraction, add, subtract, sum, difference</p> <p>Lesson/Activity: Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Categorical Data TE pages 78-89</p> <p>Lesson 5: Solve word problems using data presented in a bar graph.</p> <p><u>Problem Set:</u> Must Do: 1a-d Could Do: 2a-d Extended: Act#3 Design their own surveys and tables and then create graphs and questions to represent and interpret the data.</p> <p>Embarc: https://youtu.be/xzNx4ooU8TA Video Link: https://youtu.be/ltMQiTz5ovk</p>	
Thursday					
Standard(s): ELAGSE2L2a, c	Standard(s): ELAGSE2RL7	Standard(s): ELAGSE2W2	Standard(s): ELAGSE2RF3d	Standard(s): MGSE2.MD.8	Standard(s): S2L1a

<p>ELAGSE2RL6</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning about the characters in a story by using different character voices when I read aloud to show what I know about the characters.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature. <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can participate in Reader's Theater to practice speaking from the point of view of different characters. <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper</p>	<p>LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers). <input type="checkbox"/> I can gather information about characters, setting, or plot from words in the text (print or digital). <input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot. <input type="checkbox"/> I can describe how authors (specifically writers of drama) use print and graphic features to convey information. <p><u>Lesson/Activity:</u> Unit 8, Lesson 9, TE pages 90-93.</p>	<p>ELAGSE2W5</p> <p>LT: I am learning to focus on a topic in my writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I will identify a clear topic (not too broad or too narrow). <input type="checkbox"/> I will write text of a length appropriate to address the topic. <input type="checkbox"/> I will study mentor texts to gain more information about a writing genre. <input type="checkbox"/> I will work with a partner to add visuals and captions. <p><u>Lesson/Activity:</u> Volume 6, Lesson 5, Parts 1 & 3, TE pages 26-29.</p> <div data-bbox="751 933 1035 1122"> <p><u>Strategy: Adding Visuals and Captions</u></p> <ol style="list-style-type: none"> 1. Read through your text. Focus on a category or section where you want to add a visual. 2. Ask yourself: "What is this part mostly about? How can a photo or picture help the reader understand my main idea?" 3. Draw a picture or find some photos. Choose one. 4. Write a caption that connects the photo or picture to your category. </div>	<p>ELAGSE2L2d ELAGSE2RF4b</p> <p>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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. <input type="checkbox"/> I can reread to improve my reading. <p><u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root</p>	<p>MGSE2.NBT.5</p> <p>LT: I am learning the values of coins. I am learning to add within 100 using place value strategies and properties of operations.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and name the value of a penny. <input type="checkbox"/> I can identify and name the value of a dime. <input type="checkbox"/> I can identify and name the value of a nickel. <input type="checkbox"/> I can identify and name the value of a quarter. <input type="checkbox"/> I can add the values of coins or bills. <input type="checkbox"/> I can write the value of dollars or coins with the \$ and ¢ symbol in the correct location. <input type="checkbox"/> I can add by counting on, starting at one number and counting up the tens and ones in the other number. <p><u>Key Vocabulary:</u> money, coin, dollar, penny, quarter, nickel, dime, value, cents</p> <p><u>Lesson/Activity:</u> Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 93-104</p>	<p>LT: I am learning about the life cycle of a plant.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant. <p><u>Lesson/Activity:</u> Garden Planting- Brewer</p> <p>Intro:</p> <p> The Seed Song - Wh...</p> <p>Or</p> <p> Roots, Stem, Leaves...</p> <p><u>Read Aloud:</u> Meat Eating Plants- Epic</p> <p>Plants Crossword</p>
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<p>nouns, apostrophe, contractions, possessives</p> <p>Lesson/Activity: Unit 5 Week 1 Day 4 Explore: Look at Mentor Texts - Search for Dialogue Lesson 4, TE pgs.</p> <div> <p>Explore</p> <p>Look at Mentor Texts: Search for Dialogue</p> <p>List out any observations about quotation marks and punctuation specific to those in Mentor Text 1 and Mentor Text 2.</p> </div> <p>Students will reread the mentor texts and list their observations about use of dialogue, capitalization, quotation marks, and additional punctuation related to dialogue. Students share findings.</p> <div> <p>I notice:</p> <ul style="list-style-type: none"> Quotation marks go around words. Not all words have quotation marks. Do quotation marks always end sentences? Period then quotation marks ...? </div>	<div> <p>Elements of Drama (Play, movie, TV show)</p> <p>Characters</p> <ul style="list-style-type: none"> Cast (list) at the beginning People act like each character <p>Setting</p> <ul style="list-style-type: none"> When and where a drama/act/scene takes place Given in stage directions <p>Dialogue</p> <ul style="list-style-type: none"> The words/lines the characters say Dialogue tags tell the reader who is speaking <p>Stage Directions</p> <ul style="list-style-type: none"> Communicate the actions of the characters Usually in brackets or parentheses and italicized </div>		<p>word, meaning, word parts, unknown word, spelling patterns, spelling rules</p> <p>Lesson/Activity: Unit 8 Week 2 Days 4&5 (Combined if possible) TE pages</p> <p>Word Study Resource Book, p. 92-93 My Word Study, Volume 2, p. 25</p> <p>Read HFWs: area, ever, hours, measure, notice, order, piece, short, today, true.</p> <div> <p>Suffixes -er, -or</p> <ul style="list-style-type: none"> Read Multisyllabic Words Decode by Analogy Read Accountable Text "Mudslide" and/or "My Beach" Share and Reflect </div> <div> <p>Review and Assess Suffixes -er, -or</p> <ul style="list-style-type: none"> Read Accountable Text "Mudslide" and/or "My Beach" Blend and Build Words Review Possessives Spelling and Dictation High-Frequency Words Cumulative Assessment </div>	<p>Lesson 6: Recognize the value of coins and count up to find their total value.</p> <p>Problem Set: Must Do: 1, 2, 5, 6, 7, 8,11,12, 14,15 Could Do: 3, 4, 9, 10, 13</p> <p>Embarc: https://youtu.be/Yqv5EIEOARg Video Link: https://youtu.be/t8ir1D1H_Ow</p>	
Friday - Second Grade Field Trip - Strike Zone & North Glynn Park					