

Carrie Waters' Week of: March 27-31, 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 - Lesson 5 Week 2 - Lessons 6-9 Capitalization & More Punctuation	READING Unit 8 Week 3 Lessons 11-15 Wind & Water Shape the Land	WRITING Volume 6 Lessons 6-10 Informational/Explanatory Writing	PHONICS Unit 8 Week 3 Lessons 1-5 Suffixes -ER & -EST Endings Comparatives & Superlatives	MATH Module 7 Lessons 7-11 Problem Solving - Money Coins & Bills Word Problems	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. <input type="checkbox"/> I can determine the 	<p>Standard(s): ELAGSE2RI3</p> <p>LT: I am learning to describe the connection between ideas in a science text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain the connections between two or more scientific concepts and ideas in a text. <input type="checkbox"/> I can identify graphic and print features that connect information in informational texts. <input type="checkbox"/> I can describe how informational authors use print and graphic features to connect information. <p>Lesson/Activity: Unit 8, Lesson 11, TE pages 98-101.</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to introduce a topic when writing an informative/explanatory text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus. <p>Lesson/Activity: Volume 6, Lesson 6, TE pages 32-35.</p> <p>Students will begin a rough draft of a first informational book. This will be a How-to book.</p>	<p>Standard(s): ELAGSE2RF3d ELAGSEL2d ELAGSE2L4d</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 figure out the meaning of a compound word by using the two smaller words to make a prediction of what the word means.</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. 	<p>Standard(s): MGSE2.MD.8 MGSE2.NBT.5</p> <p>LT: I am learning the values of coins. I am learning to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. 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 	<p>Standard(s): S2L1</p> <p>LT: I am learning the sequence of the life cycle for different animals.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe what a life cycle means. <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird. <input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect. <input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity: Animal Life Cycles</p>

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.

Lesson/Activity:

Unit 5 Week 1 Day 5

Reflect: Ask Questions About Capitalization and Punctuation

Lesson 5, TE pgs.226--227

Reflect

Ask Questions About Capitalization and Punctuation

Design guiding questions for the grammar study. Revisit goals and generate questions that help meet those goals.

Students will use their grammar notebooks to revisit the unit goals and notice what they have learned so far.

Questions and Reflections

1. When writing dialogue, is there always a comma before the beginning quotation mark?
2. Is there always a period before the ending quotation mark?
3. What is a good way for me to remember when people, places, or things are CAPITALIZED?
4. Does an apostrophe always stand in the place of a missing letter or letters?
5. I sometimes get confused and use an apostrophe with an "s" when I only want to show more than one.

GRAPHICS AND TEXT FEATURES

FEATURE	PURPOSE
titles/headings	tell what a text or a section of a text is about
photographs/illustrations	provide visual information
captions	explain photographs
maps	show location
diagrams	show steps in a process or how something works
time line	a diagram that shows events in time order
bold and italic type	highlight important words and ideas

Strategy: Using My Expertise as a Book Topic

1. Think of topics you know a lot about.
2. Choose a topic and sketch it.
3. Jot down categories of things you know about your topic. Include a "how-to" category.
4. Use your categories to create a table of contents for your book.

1	Baking
2	Computers
3	Painting
4	Scrap-booking
5	Juggling

Sample List of Topics

❑ 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.

❑ I can identify individual words within a compound word.

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, predict, definition, compound words, word meaning, individual words

Lesson/Activity:

Unit 8 Week 3 Day 1
TE pages 140-143

Word Study Resource Book, p. 94

My Word Study, Volume 2, p. 26

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

dollars or coins with the \$ and ¢ symbol in the correct location.

❑ I can draw pictures and/or write number sentences to solve a word problem involving coins and dollars.

❑ I can add by counting on, starting at one number and counting up the tens and ones in the other number.

Key Vocabulary:

money, coin, dollar, penny, quarter, nickel, dime, value, cents

Lesson/Activity:

Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills
TE pages 105-117

Lesson 7: Solve word problems involving the total value of a group of coins.

Problem Set:

Must Do: 2, 3, 5
Could Do: 1
Extended: 4, 6

Embarc:

<https://youtu.be/SHE5llo9Br4>

Video Link:

<https://youtu.be/amIEBUNp51s>

<p>Students will generate questions to support meeting the unit's goal.</p> <p>Use their ideas to generate questions as a class ideas that will help them meet the unit's goal.</p>			<p>Suffixes -er, -est</p> <ul style="list-style-type: none"> • Word Study • Blend and Build Words • Reading Big Words Strategy • Spelling Quick Check • High-Frequency Words • Share and Reflect 		
<p>Tuesday</p>					
<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> geographic names, capitalization, holiday, product names, proper nouns.</p> <p>Lesson/Activity: Unit 5 Week 2 Day 6 Explore: Capitalization Sort Lesson 6, TE pgs. 238-229</p>	<p>Standard(s): ELAGSE2L5</p> <p>LT: I am learning to figure out the difference between words that have similar meanings.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize that some words have very similar meanings (ie. synonyms). <input type="checkbox"/> I can tell the difference between closely related adjectives (e.g., thin, slender, skinny, scrawny). <input type="checkbox"/> I can tell the difference between closely related verbs (run, jog, trot, race). <p>Lesson/Activity: Unit 8, Lesson 12, Pages 102-105.</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to introduce a topic when writing an informative/explanatory text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus. <p>Lesson/Activity: Volume 6, Lesson 7, TE pages 36-39.</p> <p>Students could/will have two different writing pieces started at the same time. One from yesterday (something they do well -How To) and one from today (something they know 'all about')</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. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. 	<p>Standard(s): MGSE2.MD.8 MGSE2.NBT.5</p> <p>LT: I am learning the values of coins. I am learning to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. 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 one, five, and ten dollar bills. <input type="checkbox"/> I can add the values of coins or bills. <input type="checkbox"/> I can tell what coins or bills would make a certain amount. <input type="checkbox"/> I can draw pictures and/or write number sentences to solve a word problem involving coins and dollars. 	<p>Standard(s): S2L1</p> <p>LT: I am learning the sequence of the life cycle for different animals.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe what a life cycle means. <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird. <input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect. <input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity: Reptiles- Close Reading Passages (pg. 4&6) Reptiles- Images</p>

Explore

Capitalization Sort

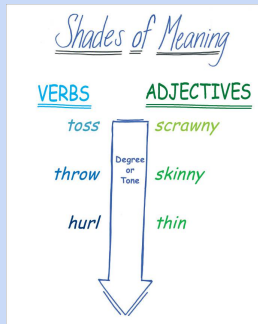
Partnerships review words that are capitalized, then sort them into categories they create.

Students will explore capitalization as they complete an open sort of capitalized words into categories.

Students may choose any categories they like and record notes about their discoveries in their grammar notebooks.

WORD CARDS

Thanksgiving	California	Marvelous Markers
New York City	July	San Antonio
Super Splasher Ball	Tasty Tofu Squares	Oscar
Monday	Flag Day	January
Pat	Thursday	Labor Day
September	Ana	Saturday



Strategy: Using Something I'm Good at as a Book Topic

1. Think of another thing you are good at doing. Use this to create a topic for your book.
2. Sketch your topic.
3. Jot down categories of things you know about your topic. Include a "how-to" category—the thing you know how to do so well!
4. Use your categories to create a table of contents for your book.
5. Look at all of the tables of contents you've created so far on different topics and ask yourself: "Which one do I know the most about? Which one will be more fun to write about?"

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 3 Day 2
TE pages 144-147

Word Study Resource

Book, p. 95

My Word Study, Volume 2,
p. 27

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

Suffixes -er, -est

- Blend and Build Words
- Read Interactive Text "The Contest"
- Spelling
- High-Frequency Words
- Share and Reflect

❑ I can write the value of dollars or coins with the \$ and ¢ symbol in the correct location.

❑ I can add by counting on, starting at one number and counting up the tens and ones in the other number.

Key Vocabulary:

money, coin, dollar, penny, quarter, nickel, dime, value, cents

Lesson/Activity:

Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills
TE pages 118-131

Lesson 8: Solve word problems involving the total value of a group of bills.

Problem Set:

Must Do: 2, 3, 6

Could Do: 1, 5

Extended: 4

Embarc:

https://youtu.be/xWQAakjA_sY

Video Link:

<https://youtu.be/62ttmkzHCOU>

Wednesday

Standard(s):

Standard(s):

Standard(s):

Standard(s):

Standard(s):

Standard(s):

<p>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> geographic names, capitalization, holiday, product names, proper nouns.</p> <p>Lesson/Activity: Unit 5 Week 2 Day 7 Teach: It's Time to Capitalize Letters Lesson 7, TE pgs. 230-231</p> <div data-bbox="115 1092 325 1404"> <p>Teach</p> <p>It's Time to Capitalize Letters</p> <p>Share the different categories where writers use capital letters, with examples from each category.</p> </div> <p><u>State the Purpose:</u> Capital letters are important, and they make</p>	<p>ELAGSE2RI7</p> <p>LT: I am learning to explain how specific images help me understand informational text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use illustrations, diagrams, charts, and graphic organizers to help explain the text. <input type="checkbox"/> I can interpret information from illustrations, diagrams, charts, and graphic organizers. <input type="checkbox"/> I can explain how the images/illustrations and the text work together in helping to understand a text. <p>Lesson/Activity: Unit 8, Lesson 13, TE pages 106-109.</p> <div data-bbox="430 1040 697 1347"> <p>Compare and Contrast Graphic Features</p> </div>	<p>ELAGSE2W2</p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify facts and details that give information about my topic. <input type="checkbox"/> I can identify important words I have learned that I will define for my reader. <input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic. <p>Lesson/Activity: Volume 6, Lesson 8, TE pages 40-43.</p> <p>Students will start developing a chapter of their informational book.</p> <div data-bbox="772 1138 1024 1458"> <p>Strategy: Brainstorming Ideas for a Chapter</p> <ol style="list-style-type: none"> 1. Read your table of contents. 2. Decide which chapter you want to work on. Think about what to include in the chapter. 3. List your ideas across your fingers. Try listing the ideas a few ways. 4. Write your ideas as sentences in your chapter. Skip a line and indent the first line to begin a new paragraph. </div>	<p>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. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the word means.</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 identify individual words within a compound word. <p><u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel,</p>	<p>MGSE2.MD.8 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 add the values of coins or bills. <input type="checkbox"/> I can tell what coins or bills would make a certain amount. <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, fewest</p> <p>Lesson/Activity: Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Categorical Data TE pages 132-141</p> <p>Lesson 9: Solve word problems involving different combinations of</p>	<p>S2L1</p> <p>LT: I am learning the sequence of the life cycle for different animals.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe what a life cycle means. <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird. <input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect. <input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity: Reptiles- Close Reading Passages (pg. 7&9) Reptiles- Images</p>
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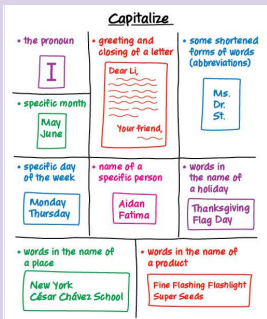
writing easier to understand. When capital letters are used correctly, readers can more clearly see who, when, and where. Today we are going to explore when to capitalize.

Teach:

Say the strategy, model the strategy, say the strategy again.

Strategy: Using Capital Letters

1. Point to a word in your sentence.
2. See if it falls into any of the categories to be capitalized by looking at the chart.
3. If it does, capitalize the first letter.
4. Repeat the strategy for each word.



Guided Practice:

Ask students to write two more examples in their grammar notebooks for each capitalization guideline.

Share: discuss their reasons for writing those examples.

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 3 Day 3

TE pages 148-151

Word Study Resource

Book, p. 96-97

My Word Study, Volume 2, p. 28

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

Suffixes -er, -est

- Read Accountable Text "Earth's Changing Mountains"
- Spelling
- High-Frequency Words
- Share and Reflect

coins with the same total value.

Problem Set:

Must Do: 2, 4, 6, 7

Could Do: 1, 3, 5

Embarc:

<https://youtu.be/A4V7K38>

[Jwtw](#)

Video Link:

<https://youtu.be/pJjvys5p>

[aol](#) or

<https://youtu.be/0Gs4U36>

[bRmA](#)

Thursday

Standard(s):

Standard(s):


Standard(s):

Standard(s):

Standard(s):

Standard(s):

<p>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> geographic names, capitalization, holiday, product names, proper nouns.</p> <p>Lesson/Activity: Unit 5 Week 2 Day 8 Explore: Capitalization Category Sort Lesson 8, TE pgs. 232-233</p> <div> <p>Explore</p> <p>Capitalization Category Sort</p> <p>Partnerships revisit the word cards from Session 6 and sort them into specific categories.</p> </div> <p>Students will continue their exploration of capitalization as they work</p>	<p>ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.</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 or phrases that repeat or rhyme. <input type="checkbox"/> I can describe how word choices can affect the meaning of a story. <input type="checkbox"/> I can recognize characteristics of digital and audio texts. <p>Lesson/Activity: Unit 8, Lesson 14, TE pages 110-113.</p> <div> <p><i>FEATURES OF POETRY</i></p> <p><u>LINE</u>: a group of words appearing together in a row</p> <p><u>STANZA</u>: a group of lines of poetry that form a unit together; poems are structured by stanzas</p> <p><u>RHyme</u>: words that have the same ending sound</p> <p><u>RHYTHM</u>: beat that is expressed through stressed and unstressed syllables</p> <p><u>ALLITERATION</u>: words close together that have the same starting sound</p> <p><u>REPETITION</u>: repeated words, phrases, or lines</p> <p><u>FIGURATIVE LANGUAGE</u>: language that shows something other than what the words literally mean</p> </div>	<p>ELAGSE2W2</p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify facts and details that give information about my topic. <input type="checkbox"/> I can identify important words I have learned that I will define for my reader. <input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic. <p>Lesson/Activity: Volume 6, Lesson 9, TE pages 44-47.</p> <p>Students will add sketches for each chapter of their book.</p> <div> <p>Strategy: Adding Visuals to a Book</p> <ol style="list-style-type: none"> 1. Read what you have written for each chapter of your book. 2. For each chapter, ask yourself, "What is this chapter about? What visual would help my reader understand this chapter better?" 3. Sketch ideas on self-stick notes, and stick them to your draft or in your notebook. 4. Mark your favorite sketches with a star. You can choose from these sketches later. </div>	<p>ELAGSE2RF3d ELAGSEL2d 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,</p>	<p>MGSE2.MD.8 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 add the values of coins or bills. <input type="checkbox"/> I can tell what coins or bills would make a certain amount. <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, fewest</p> <p>Lesson/Activity: Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 142-151</p> <p>Lesson 10: Use the fewest number of coins to make a given value.</p>	<p>S2L1</p> <p>LT: I am learning the sequence of the life cycle for different animals.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe what a life cycle means. <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird. <input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect. <input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity: Reptiles- Close Reading Passages (pg. 10 & 12) Early Finishers (pg. 13 & 15)</p>
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<p>to do a closed sort of the word cards from Session 6 into new categories.</p> <p>Each partner may create additional categories and sort word cards into those categories.</p> <p>Students may record notes about their discoveries in their grammar notebooks.</p> 			<p>suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules</p> <p>Lesson/Activity: Unit 8 Week 3 Day 4 TE pages 152-153 Word Study Resource Book, p. 96-97 My Word Study, Volume 2, p. 28</p> <p>Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.</p> <div data-bbox="1066 769 1316 1047"> <p>Suffixes -er, -est</p> <ul style="list-style-type: none"> • Read Multisyllabic Words • Decode by Analogy • Read Accountable Text "Earth's Changing Mountains" and/or "Let's Debate" • Share and Reflect </div>	<p>Problem Set: Must Do: 3, 4, 5, 6 Could Do: 1, 2, 8 Extended: 7</p> <p>Embarc: https://youtu.be/50ID4wbvRc0 Video Link: https://youtu.be/EL4O4IAyupo</p>	
Friday					
<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</i></p>	<p>Standard(s): ELAGSE2SL1</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p>	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am</i></p>	<p>Standard(s): ELAGSE2RF3d ELAGSEL2d 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</p>	<p>Standard(s): MGSE2.MD.8 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>Reading Intercession Teacher Selected Strategy</p> <p>Options: Room Recess Typing.com Plants Facts Passages: Guided Reading (I.J.K) Nearpod Lesson- Retelling Key Details in a fictional text</p>

when:

- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.

Key Vocabulary:

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

Lesson/Activity:

Unit 5 Week 2 Day 9
Explore: Remember to Capitalize
Lesson 9, TE pgs. 234-235

Explore

Remember to Capitalize

Partnerships create a mnemonic device, song, or other way to remember the categories of words that need capital letters.

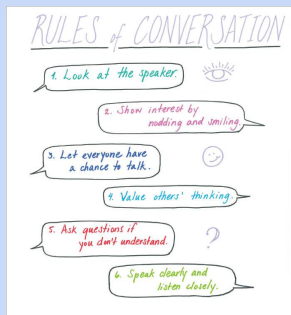
Students will continue their exploration of capitalization as they collaborate to write a mnemonic device, poem, song, or other text that will help them remember when to capitalize.

SC: *I know I am successful when:*

- ☐ I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.).
- ☐ I can build on others' ideas by linking their comments to others or my own ideas.
- ☐ I can ask for clarification and further explanation if I'm confused.
- ☐ I can maintain a focus on a particular topic or text.

Lesson/Activity:

Unit 8 Wrap-Up Real- World Perspectives, Lesson 15, TE pages 114-117.



successful when:

- ☐ I can include interesting words and phrases that make my piece better.
- ☐ I can reread my writing to determine if there are additional changes I want to make.
- ☐ I can work with a partner to come up with more ideas.

Lesson/Activity:

Volume 6, Lesson 10, TE pages 48-51.

Students will work with partners to ask for feedback and any more ideas they should include.

Strategy: Brainstorming Ideas with a Partner

1. Read a chapter or chapter idea to your partner.
2. Ask your partner: "What ideas do you think I should add to this chapter? What visuals might fit in this chapter?" Listen to your partner's answer.
3. Add your partner's ideas to your notes so you can think about adding it to your book.
4. Switch roles.

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 recognize when a word has a prefix or suffix.
- ☐ I can cover parts of a word to determine the 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.
- ☐ I can reread to improve my reading.

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 3 Day 5
TE pages 154-155

SC: *I know I am successful when:*

- ☐ I can add the values of coins or bills.
- ☐ I can tell what coins or bills would make a certain amount.
- ☐ I can write the value of dollars or coins with the \$ and ¢ symbol in the correct location.
- ☐ I can add by counting on, starting at one number and counting up the tens and ones in the other number.

Key Vocabulary:

money, coin, dollar, penny, quarter, nickel, dime, value, cents, fewest

Lesson/Activity:

Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills
TE pages 152-164

Lesson 11: Use different strategies to make \$1 or make change from \$1.

Problem Set:

Must Do:

1a-d, 2b, 3a, 3c, 3d, 3e

Could Do: 2a, 2c, 3b

Embarc:

<https://youtu.be/mT1hpV5Zjik>

Video Link:

- AuthorsPurposeTas...
- Hop To It Retelling.pdf

Prizing Capitalizing

How to Remember What Needs Capital Letters
MAD HIP LGC

M is for months.
A is for abbreviations.
D is for days of the week.

H is for holidays.
I is for the pronoun I.
P is for places, products, and people's names.

LGC is for letter greeting and closing.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

I

Encourage students to include artwork, if they would like, to help them remember when to capitalize.

Wind and Water Shape the Land
Constructive Conversation Modeling Script

Speaker 1: In "Water Shapes Land," we learned that water erosion happens when water picks up and moves soil. It is very easy to see in the springtime. I think water erosion causes a lot of Earth change in our town.

Speaker 2: Yes, there is slow erosion that happens over many years, and fast erosion, which happens quickly. Which do you think has affected our town more?

Speaker 1: I think storms have caused a lot of changes, and damage, in our town. The water moves quickly during a flood.

Speaker 2: I disagree. Our town is built along a river. The method we learned out over many, many years of water erosion.

Speaker 1: Let's not forget wind erosion. Winds are very powerful during storms and can cause a lot of damage.

Speaker 2: Erosion is a powerful force whether it happens over time or in an extreme weather event. The important thing is to stay safe during storms and floods.

Word Study Resource
Book, p. 96-97
My Word Study, Volume 2,
p. 28

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

**Review and Assess
Suffixes -er, -est**

- Read Accountable Text "Earth's Changing Mountains" and/or "Let's Debate"
- Blend and Build Words
- Review Irregular Plural Nouns
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

<https://youtu.be/fWsha1tlykU>