

# Carrie Waters' Week of: April 24-28, 2023 - Whole Group Lesson Plans

\*for additional curriculum information, please visit the district's resource

[Elementary Teaching Resources](#) or [Georgia Standards of Excellence](#)

<b>GRAMMAR</b> Unit 5 Weeks 4 & 5 Lessons 19-23 Capitalization, Using Quotations, Commas, & Dialogue	<b>READING</b> Unit 9 Week 3 Lessons 11-13, 15 *Skip Lesson 14	<b>WRITING</b> Lessons 22-25 *Skip Lesson 21 Informational /Explanatory	<b>PHONICS</b> Unit 9 Week 3 Silent Letters /n/ gn, kn /r/ wr; /m/ mb Making, Buying, & Selling	<b>MATH</b> Module 7 Lessons 20-24 Measuring/Estimating Length Using Customary and Metric Units	<b>SCIENCE</b> Life Cycles of Plants and Animals
<b>Monday</b>					
<b>Standard(s):</b> <b>ELAGSE2L2a</b>  LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.  SC: <i>I know I am successful when:</i> <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.  <u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns  <b>Lesson/Activity:</b> Unit 5 Week 4 Day 19 Explore: Matching	<b>Standard(s):</b> <b>ELAGSE2RI6</b>  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>I know I am successful when:</i> <input type="checkbox"/> I can define the author's purpose. <input type="checkbox"/> I can identify the author's purpose based on what the author wants to answer, explain, or describe. <input type="checkbox"/> I can use the facts from the text to support what the author wanted to answer, explain, or describe.  <b>Lesson/Activity:</b> Unit 9, Week 3, Lesson 11, Pages 98-101.	<b>Standard(s):</b> <b>ELAGSE2W5</b>  LT: I am learning to use others' help to strengthen my writing through revising and editing.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use like and because to help me add more information to my sentences. <input type="checkbox"/> I can make sure my sentences are different lengths. <input type="checkbox"/> I can make long sentences shorter by breaking them apart. <input type="checkbox"/> I can make sentences that are too short longer, by adding information or combining sentences together.  <b>Lesson/Activity:</b> Volume 6, Week 5, Session	<b>Standard(s):</b> <b>ELAGSE2RF3e</b>  LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use spelling patterns to recognize words.  <u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent  <b>Lesson/Activity:</b>	<b>Standard(s):</b> <b>MGSE2.MD.5</b>  LT: I am learning to solve word problems involving length.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can read a word problem and decide if it is a part-part-whole problem or a comparison problem. <input type="checkbox"/> I can use drawings to represent the lengths in the problem. <input type="checkbox"/> I can write an equation to match the problem and solve for the unknown number. <input type="checkbox"/> I can write my answer as a complete sentence including the length units. <input type="checkbox"/> I can explain my strategy.  <u>Key Vocabulary:</u> part-part-whole,	<b>Standard(s):</b> <b>S2L1</b>  LT: I am learning the sequence of the life cycle for different animals.  SC: <i>I know I am successful when:</i> <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.  <b>Lesson/Activity:</b> Animal Research Project- Students will make a poster of an animal of their choosing. Students

**Abbreviations**  
Lesson 19, TE pgs.254-255

**Explore**

**Matching Abbreviations**

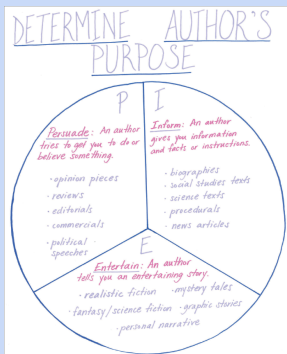
Partnerships match sets of words to their abbreviations.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Abbreviation Match-Up

Word	Abbreviation
Avenue	Apr.
Road	Ave.
Doctor	Sun.
Sunday	Dr.
Thursday	NY
April	Mr.
New York	Rd.
Mister	a.m.
morning	Thurs.

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**22, Pages 96-99.**

**Strategy: Varying Sentence Length**

1. Read over a few sentences and notice if their lengths are the same or different.
2. If the sentences are long, try breaking them up. If they are short, try to combine them.
3. Check your punctuation.
4. Reread aloud to see if your sentences sound just the way you'd like them to.

**Unit 9 Week 2 Day 1**  
**TE pages 192-195**

Word Study Resource Book, p. 106  
My Word Study, Volume 2, p. 35

**Read HFWS:**

**among, building, circle, decided, finally, heavy, include, nothing, special, wheel.**

**Silent Letters**

- Phonological Awareness: Substitute initial and final sounds
- Spelling-Sound Correspondences
- Blend and Build Words
- Reading Big Words Strategy
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

comparison, addition, subtraction, equation, drawings, unknown, length

**Lesson/Activity:**

**Module 7 Problem Solving with Customary and Metric Units**  
**TE pages 273-287**

Lesson 20 - Solve two-digit addition and subtraction word problems involving length by using tape diagrams and writing equations to represent the problem.

**Problem Set:**

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

Embarc:

<https://youtu.be/0MwWrRdt66M>

Video Link:

<https://youtu.be/i4eCJI3vH54>

*must classify the animal, describe the lifecycle, and provide other related facts.*

Websites for student research:

<https://school.eb.com/levels/elementary>

<https://kids.nationalgeographic.com/search>

**Tuesday**

**Standard(s):**  
**ELAGSE2L2**  
**ELAGSE2W5**

LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.

**Honey Bee Presentation from 9:00-12:45 with station rotations- will follow up with an email.**

**Honey Bee Presentation from 9:00-12:45 with station rotations- will follow up with an email.**

**Standard(s):**  
**ELAGSE2RF3e**

LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.

**Standard(s):**  
**MGSE2.MD.6**

LT: I am learning to represent whole numbers on a number line.

SC: *I know I am successful when:*

**Standard(s):**  
**S2L1**

LT: I am learning the sequence of the life cycle for different animals.

SC: *I know I am successful when:*

<p>I am learning to use others' help to strengthen my writing through revising and editing.</p> <p><i>SC: I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> <li><input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader.</li> </ul> <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns, punctuation, commas, capitalization, revising, editing, topic, prewriting</p> <p><u>Lesson/Activity:</u> Unit 5 Week 4 Day 20 Reflect: Revisit the Goals Lesson 20, TE pgs.256-257</p>			<p>I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p><i>SC: I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the short vowel sounds.</li> <li><input type="checkbox"/> I can identify the long vowel sounds.</li> <li><input type="checkbox"/> I can use spelling patterns to recognize words.</li> </ul> <p><u>Lesson/Activity:</u> Unit 9 Week 2 Day 2 TE pages 196-199 Word Study 107 My Word Study, Volume 2, p. 36</p> <p><b>Read &amp; Write HFWs:</b> <i>among, building, circle, decided, finally, heavy, include, nothing, special, wheel.</i></p> <div data-bbox="1066 1117 1339 1448"> <p><b>Silent Letters</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness: Substitute medial vowel sound</li> <li>• Blend and Build Words</li> <li>• Read Interactive Text "Start a Business"</li> <li>• Spelling</li> <li>• High-Frequency Words</li> <li>• Share and Reflect</li> </ul> </div>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can create and label a number line (within 100) with equally spaced points.</li> <li><input type="checkbox"/> I can use my number line to solve addition and subtraction problems (this can include drawing "jumps" forward/backward).</li> <li><input type="checkbox"/> I can use my number line to solve addition and subtraction word problems.</li> <li><input type="checkbox"/> I can explain how I used the number line to solve a problem.</li> </ul> <p><u>Key Vocabulary:</u> number line, addition, subtraction, add, subtract, sum, difference</p> <p><u>Lesson/Activity:</u> Module 7 Problem Solving with Customary and Metric Units TE pages 288-300</p> <p>Lesson 21 - Identify unknown numbers on a number line diagram by using the distance between numbers and reference points.</p> <p><u>Problem Set:</u> Must Do: ALL</p> <p>Embarc: <a href="https://youtu.be/YS-vNbywOeU">https://youtu.be/YS-vNbywOeU</a></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe what a life cycle means.</li> <li><input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird.</li> <li><input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect.</li> <li><input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle.</li> </ul> <p><u>Lesson/Activity:</u> Animal Research Project- Students will make a poster of an animal of their choosing. Students must classify the animal, describe the lifecycle, and provide other related facts.</p> <p>Websites for student research:</p> <p><a href="https://school.eb.com/levels/elementary">https://school.eb.com/levels/elementary</a></p> <p><a href="https://kids.nationalgeographic.com/search">https://kids.nationalgeographic.com/search</a></p>
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<div data-bbox="113 110 342 474"> <p><b>Reflect</b></p> <p><b>Revisit the Goals</b></p> <p>Pause and share what we have learned so far and what we still want to know about dialogue and abbreviations.</p> </div> <div data-bbox="113 506 405 870"> <p><b>Dialogue and Abbreviations</b></p> <p><b>Discoveries</b></p> <ul style="list-style-type: none"> <li>• Quotation marks are used for dialogue.</li> <li>• An abbreviation is a shortened form of a word.</li> <li>• Put a comma before the opening quotation mark if the speaker comes before the dialogue.</li> <li>• Put a comma before the ending quotation mark if the speaker comes after the dialogue.</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Do all abbreviations end with a period?</li> <li>• Can I use something other than a comma at the end of spoken words?</li> <li>• Is there another way to write a conversation so readers can follow along?</li> </ul> <p><small>Sample Reflection Chart</small></p> </div>				<p>Video Link:  <a href="https://youtu.be/-zGzT3gxtW4">https://youtu.be/-zGzT3gxtW4</a></p>	
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## Wednesday

<p><b>Standard(s):</b> <b>ELAGSE2L2a</b></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"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2L4</b></p> <p>LT: am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize grade-appropriate words and their meaning.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2W5</b></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 successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can reread my writing to determine if there are additional changes I want to make.</li> <li><input type="checkbox"/> I can fix spelling,</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p>	<p><b>Standard(s):</b> <b>MGSE2.MD.6</b></p> <p>LT: 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"> <li><input type="checkbox"/> I can create and label a number line (within 100) with equally spaced points.</li> <li><input type="checkbox"/> I can use my number line to solve addition and</li> </ul>	<p><b>Standard(s):</b> <b>S2L1</b></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"> <li><input type="checkbox"/> I can describe what a life cycle means.</li> <li><input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird.</li> <li><input type="checkbox"/> I can research and</li> </ul>
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☐ I can identify words as geographic names.

Key Vocabulary:  
geographic names,  
capitalization, holiday,  
product names, proper  
nouns

### Lesson/Activity:

Unit 5 Week 5 Day 21  
Transfer - Explore: Shared  
Writing: Capitalize This,  
Capitalize That!  
Lesson 21, TE pgs.258-259

#### Explore Shared Writing:

#### Capitalize This, Capitalize That!

Write down a set of  
student-generated  
sentences that  
includes all that has  
been studied in this  
unit.

#### Capitals in Action

Independence Day is a holiday in July.

Aunt Jenna from New York is coming  
for Thanksgiving.

The Alamo in San Antonio is an awesome  
place to visit.

Can we play at Pike Place Park on Saturday?

Sample Shared Writing

**Putty Motion**  
Shared writing is the opportunity for students to "putty" words. In other words, they will use our tool to gather what they would write down. As teachers, we listen in and choose just what we will use. The shared purpose of the writing experience is to gather what students are talking, and then gather the group back to see what was created. Sometimes we message the writing a bit by adding some of our own ideas in order to make the writing as strong as it can be.

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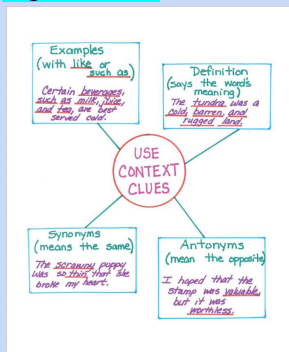
W11.1.1.1

☐ I can use prior knowledge to help determine the meaning of a word or phrase.

☐ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

### Lesson/Activity:

Unit 9, Week 3, Lesson 12,  
Pages 102-105.



punctuation, and grammar so that the information is clear to my reader

### Lesson/Activity:

Volume 6, Week 5, Session 23, Pages 100-103.

#### Strategy: Reading Aloud to Revise and Edit

1. Read aloud a section of your writing. Look at the words and listen to how your writing sounds.
2. Ask yourself: "Does this sound right? Does this look right?"
3. Fix any problems you notice.
4. Move on to the next section.

SC: I know I am successful when:

- ☐ I can use spelling patterns to recognize words.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can reread to improve my reading.

### Lesson/Activity:

Unit 9 Week 2 Day 3  
TE pages 200-203  
Word Study 108-109  
My Word Study, Volume 2, p. 37

#### Practice HFWs:

among, building, circle,  
decided, finally, heavy,  
include, nothing, special,  
wheel.

#### Silent Letters

- Read Accountable Text "Our Class Knows!"
- Spelling
- High-Frequency Words
- Share and Reflect

subtraction problems (this can include drawing "jumps" forward/backward).

- ☐ I can use my number line to solve addition and subtraction word problems.
- ☐ I can explain how I used the number line to solve a problem.

#### Key Vocabulary:

number line, addition,  
subtraction, add, subtract,  
sum, difference

### Lesson/Activity:

Module 7 Problem Solving  
with Customary and  
Metric Units  
TE pages 301-312

Lesson 22 - Represent  
two-digit sums and  
differences involving  
length by using a ruler as a  
number line.

#### Problem Set:

Must Do: 1a-b, 2a-b, 4

Could Do: 1c, 2c, 5

Extended: 3

#### Embarc:

<https://youtu.be/F47ewuXZFA0>

#### Video Link:

<https://youtu.be/Y4CbFWsGYDY>

describe the life cycle for an amphibian and an insect.

☐ Given a common animal, I can determine the sequence of their life cycle.

### Lesson/Activity:

Animal Research Project-  
Students will make a  
poster of an animal of  
their choosing. Students  
must classify the animal,  
describe the lifecycle, and  
provide other related  
facts.

Websites for student  
research:

<https://school.eb.com/levels/elementary>

<https://kids.nationalgeographic.com/search>



## Thursday

Standard(s):  
**ELAGSE2L2**  
**ELAGSE2W5**

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 others' help to strengthen my writing through revising and editing.

SC: *I know I am successful when:*

- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ I can recognize that a comma indicates a pause in text.
- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, punctuation, commas, capitalization, revising, editing, topic, prewriting

Standard(s):  
**ELAGSE2RI5**

LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.

SC: *I know I am successful when:*

- ☐ I can identify text features and their purposes.
- ☐ I can use captions to help me understand pictures and words on a page.
- ☐ I can recognize that words in bold highlight key ideas and concepts.
- ☐ I can use text features to preview text and to locate information quickly

Lesson/Activity:

Unit 9, Week 3, Lesson 13,  
Pages 106-109.

### 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 photograph
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
sidebars	give extra information that supports the text

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 collaborate with a partner to give and receive feedback.
- ☐ I can reread my writing to determine if there are additional changes I want to make.
- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.

Lesson/Activity:

Volume 6, Week 5, Session  
24, Pages 104-107.

*Strategy: Asking a Partner for Advice*

1. Sit shoulder to shoulder with a partner. Place your tally sheets and your book so you can both see them.
2. Point to something on your tally sheet that is extra hard. Explain it to your partner.
3. Ask your partner: "What do you think I should do?"
4. Listen to your partner's ideas. Jot them down to use later.
5. Now switch roles.

Standard(s):  
**ELAGSE2RF3**  
**ELAGSE2RF4**

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.  
I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*

- ☐ I can use spelling patterns to recognize words.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can reread to improve my reading.

Lesson/Activity:

Unit 9 Week 2 Day 4  
TE pages 204-205

Word Study 108-109

My Word Study, Volume 2,  
p. 37

Read HFWs:

**among, building, circle, decided, finally, heavy, include, nothing, special, wheel.**

Standard(s):  
**MGSE2.MD.9**  
**MGSE2.MD.10**

LT: I am learning to show measurements on a line plot.  
I am learning to collect data.

SC: *I know I am successful when:*

- ☐ I can measure the length of several objects.
- ☐ I can organize the response data in a chart or table.
- ☐ I can answer put-together, take-apart, and compare problems about my data.

Key Vocabulary:

data, analyze, measure, length, data

Lesson/Activity:

Module 7 Displaying  
Measurement Data  
TE pages 313-326

Lesson 23 - Collect and record measurement data in a table; answer questions and summarize the data set.

Problem Set:

Must Do: 1, 2

Standard(s):  
**S2L1**

LT: I am learning the sequence of the life cycle for different animals.

SC: *I know I am successful when:*

- ☐ I can describe what a life cycle means.
- ☐ I can research and describe the life cycle for a mammal and a bird.
- ☐ I can research and describe the life cycle for an amphibian and an insect.
- ☐ Given a common animal, I can determine the sequence of their life cycle.

Lesson/Activity:

Animal Research Project-  
**PRESENTATIONS**

**Lesson/Activity:**

Unit 5 Week 5 Day 22

Transfer - Explore: Revise

Writing -Adding Dialogue

Lesson 22, TE pgs.260-261

**Explore**

**Revise Writing: Add Dialogue**

Partnerships revisit the sentences created in the previous session and add oral sentences that include dialogue.

**What Did They Say?**

Independence Day is a holiday in July.

"I love Independence Day. It is my favorite holiday," said Juan.

Aunt Jenna from New York is coming for Thanksgiving. Nick said, "I can't wait to see Aunt Jenna for Thanksgiving."

The Alamo in San Antonio is an awesome place to visit. "The Alamo in San Antonio is an awesome place to visit," the teacher said to the class.

Can we play at Pike Place Park on Saturday? I asked my dad, "Can we play at Pike Place Park on Saturday?"

He replied, "Yes, and I will bring a football."

Sample Student Writing

**Silent Letters**

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text
- "Our Class Knows!" and/or "Picture It!"
- Share and Reflect

Could Do: 3

Extended: 4

Embarc:

<https://youtu.be/l0NHe86lr0g>

Video Link:

<https://youtu.be/KOyMbzmIk78>

**Friday**

Standard(s):  
ELAGSE2L2c

LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.

SC: *I know I am successful when:*

- ☐ 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:

Apostrophe, contractions, possessives

Lesson/Activity:

Unit 5 Week 5 Day 23

Transfer - Insert

Contractions & Possessives

Lesson 23, TE pgs.262-263

**Now, Apostrophes!**

"I love Independence Day. *It's* my favorite holiday," said Juan.

Nick said, "I can't wait to see Aunt Jenna for Thanksgiving. *She's* bringing pumpkin pie. Aunt Jenna's pie is the best."

"The Alamo is our students' favorite place to go for a school trip," the teacher said.

Dad said, "*I'll* bring a football to Pike Place Park on Saturday."

Sample Shared Writing

Standard(s):  
ELAGSE2SL1

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.

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:

SKIPPED LESSON 14

Unit 9, Week 3, Lesson 15,  
Pages 114-117.

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 reread my writing to determine if there are additional changes I want to make.
- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.
- ☐ I can choose punctuation correctly, including ending punctuation as well as commas, apostrophes, and quotation marks.

Lesson/Activity:

Volume, Week 5, Session  
25, Pages 108-111.

**Strategy: Choosing Punctuation**

1. Read your sentences one at a time.
2. After each sentence, ask yourself, "Is this a question or a statement? Do I want to show excitement? Is this a quote from another person or source?"
3. Use question marks to end questions. Use quotation marks to show a quote from another person. Use periods to end most statements. Use an exclamation point to show excitement.

Standard(s):  
ELAGSE2RF4

LT: I am learning to recognize and read grade-appropriate irregularly spelled 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 read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.
- ☐ I can reread to improve my reading.

Lesson/Activity:

Unit 9 Week 2 Day 5  
TE pages 206-207

Word Study 108-109

My Word Study, Volume 2,  
p. 37

**Read HFWs:**

**among, building, circle, decided, finally, heavy, include, nothing, special, wheel.**

Standard(s):  
MGSE2.MD.9

LT: I am learning to show measurements on a line plot.

SC: *I know I am successful when:*

- ☐ I can measure the length of several objects.
- ☐ I can draw and label the scale on a line plot.
- ☐ I can draw x's to represent each object of a certain length.
- ☐ I can answer questions about the data on my line plot.

Key Vocabulary:

data, analyze, measure, length, data, line plot

Lesson/Activity:

Module 7 Displaying  
Measurement Data  
TE pages 327-339

Lesson 24 - Draw a line plot to represent the measurement data; relate the measurement scale to the number line.

Problem Set:

Must Do: 1, 2, 2b, 2c

Could Do: 1a, 2a

Extended: 2d

Embarc:

**Reading  
Intercession/Teacher  
Selected Strategy**

**Options:**

IXL: [J.1 Read animal life cycle diagrams](#)

[Room Recess](#)

[Typing.com](#)

[Nearpod Lesson- Retelling Key Details in a fictional text](#)

[Nearpod- Nonfiction Text Features](#)

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



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Editing Tally Sheet

Strategies	Tally
Capital letters	
Punctuation	
Connectives	
Quotation Marks	
Alternative	

Ben: Did I use too many? Too many? Just right?

**Making, Buying, and Selling**  
Constructive Conversation Modeling Script

**Speaker 1:** In "Farmers Market Model" we learned that a farmers market is a place where people sell fruits and vegetables they've grown. I think it would be great to sell food because it's something people always need.

**Speaker 2:** We don't have a farm, though. What kind of food would we sell?

**Speaker 1:** We could grow vegetables in a backyard garden. Plants like squash and beans produce a lot of food in one summer! We could sell baked goods and crafts, too.





**Speaker 3:** I have fruit trees in my backyard! I could gather the peaches and plums and sell my neighbors if they would like to. Could we buy from them?

**Speaker 3:** There are great ideas, but how would we get the food to the market? We don't have a truck.

**Speaker 1:** Well, I have a bike with a basket.

**Speaker 3:** That gives me another idea! We could ask our customers if they would like the food delivered by us by bike. Fresh food, to your door!

**RULES of CONVERSATION**

1. Look at the speaker. 
2. Show interest by nodding and smiling. 
3. Let everyone have a chance to talk.
4. Value others' thinking. 
5. Ask questions if you don't understand. 
6. Speak clearly and listen closely.

## Review and Assess Silent Letters

- Read Accountable Text "Our Class Knows!" and/or "Picture It!"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

- Cumulative Assessment

<https://youtu.be/Jy0rwtUHAH4>

Video Link:

<https://youtu.be/1-OzvK3Abds>