

Carrie Waters' Week of: April 03-07, 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 3 (Skip Lesson 10) Lessons 11-13 Apostrophes, Possessives, & Contractions	READING Unit 9 Lessons 3, 4, and 5 Skip Lessons 1 & 2 *Based on Assessment (Due to Field Day and PL Day)	WRITING Volume 6 Lessons 12, 14, and 15 Skip 11 & 13 Informational/Explanatory	PHONICS Unit 9 Week 1 Combine Lessons 1/2-4/5 Intro/Review Suffixes -Y, -LY Making, Buying, & Selling	MATH Module 7 Lessons 12 & 13 Mid-Module 7 Review & Assessment Problem Solving - Money Coins & Bills Word Problems Picture Graphs & Bar Graphs	SCIENCE Life Cycles of Plants & Animals
Monday					
<p>Standard(s): ELAGSE2L2c</p> <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 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><u>Key Vocabulary:</u> Apostrophe, contractions, possessives</p> <p>Lesson/Activity: Unit 5 Week 3 Day 11 Explore - Open Sort:</p>	<p>Standard(s): 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:</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>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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.). <input type="checkbox"/> I can build on others' ideas by linking their comments to others or my own ideas. <input type="checkbox"/> I can maintain a focus on a particular topic or text. 	<p>Standard(s): ELAGSE2RF3d, e</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</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 use spelling patterns to recognize words. <p>Lesson/Activity: Unit 9 Week 1 Days 1&2 TE pages 160-167 Word Study Resource Book, p. 98-99 My Word Study, Volume 2,</p>	<p>Standard(s): MGSE2.NBT.5 MGSE2.NBT.8</p> <p>LT: I am learning to add within 100 using place value strategies and properties of operations. I am learning to subtract within 100 using place value strategies and properties of operations. I am learning to add and subtract 10 and 100 from a given number 100-900.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can add by counting on, starting at one number and counting up the tens and ones in the other number. (I can count in my head or by writing my counts on an open number line.) <input type="checkbox"/> I can subtract by 	<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: https://youtu.be/TwVAMr y3SQ0 Read Aloud:</p>

What's Up, Apostrophe?
Lesson 11, TE pgs. 238-239

Explore

Open Sort: What's Up, Apostrophe?

Partnerships review words with apostrophes, then sort them into categories they create.

Teachers will distribute the "More than a Floating Comma" reproducible, and ask students to cut out the word cards.

Have students and/or partnerships turn & talk as they jot down notes related to creating categories.

Teachers will circulate posing questions and support students' ideas by organizing and reorganizing the word cards.

Teachers will Jot down students' observations and test those observations to see if they hold true.

Unit 9, Lesson 3,
TE pages 66-69.

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

☐ I can give and receive constructive feedback with a partner.

Lesson/Activity:
Volume 6, Lesson 12,
TE pages 56-59.

Strategy: Giving and Receiving Partner Feedback

1. Read a chapter of your book to a partner, and share any visuals you created for it.
2. Ask your partner: "What do you think of my chapter design? Is there anything I could add to make it more interesting?"
3. Jot down your partner's ideas.
4. Listen to and look at your partner's chapter.
5. Give thoughtful feedback.
6. Now look back at your chapter and add the best ideas from your discussion.

p. 29-30

Read HFWs: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole

Suffixes -y, -ly

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

Suffixes -y, -ly

- Phonological Awareness: Substitute medial vowel sounds
- Blend and Build Words
- Read Interactive Text "Allowance: For and Against"
- Spelling
- High-Frequency Words
- Share and Reflect

counting back, starting at my total and counting down tens and ones in the number I am subtracting. (I can count in my head or by writing my counts on an open number line.)

☐ I can name 10 more, 10 less, 100 more, and 100 less than any three-digit number.

Key Vocabulary:

add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value, total, ten, hundred

Lesson/Activity:

Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills
TE pages 165-176

Lesson 12: Solve word problems involving different ways to make change from \$1.

Problem Set:

Must Do: 1, 2, 4, 6
Could Do: 3, 7
Extended: 5

Embarc:

<https://youtu.be/8oVXRu0Bp8M>

Video Link:

<https://youtu.be/n7kv-rLK>

<https://www.getepic.com/app/read/11676>

WORD CARDS

More than a Floating Comma

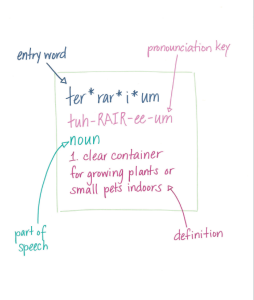
mom's	mouse's	students'
dog's	brothers	teacher's
didn't	cat's	can't
sister's	principal's	he's
student's	cousin's	dad's
Bill's	Ted's	Cindy's

[04k](#)

Tuesday- Field Day

				<p>Standard(s): MGSE2.NBT.5 MGSE2.NBT.8</p> <p>LT: I am learning to add within 100 using place value strategies and properties of operations. I am learning to subtract within 100 using place value strategies and properties of operations. I am learning to add and subtract 10 and 100 from a given number 100-900.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can add by counting on, starting at one number and counting up the tens and ones in the other number. (I can count in my head or by writing my counts on an open number line.) <input type="checkbox"/> I can subtract by counting back, starting at my total and counting down tens and ones in the number I am subtracting. 	<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: https://youtu.be/ETG7xWiZPAA</p>
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				<p>(I can count in my head or by writing my counts on an open number line.) <input type="checkbox"/> I can name 10 more, 10 less, 100 more, and 100 less than any three-digit number.</p> <p><u>Key Vocabulary:</u> add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value, total, ten, hundred</p> <p><u>Lesson/Activity:</u> Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 175-185</p> <p>Lesson 13: Solve two-step word problems involving dollars or cents with totals within \$100 or \$1.</p> <p><u>Problem Set:</u> Must Do: 1, 3 Could Do: 2, 4 Extended: 5, 6</p> <p>Embarc: https://youtu.be/IK1q76WLdUM Video Link: https://www.youtube.com/watch?v=eHiTu2NR94E</p>	
Wednesday					

<p>Standard(s): ELAGSE2L2c</p> <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 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><u>Key Vocabulary:</u> Apostrophe, contractions, possessives</p> <p><u>Lesson/Activity:</u> Unit 5 Week 3 Day 12 Teach - Apostrophes: Possessives and Contractions Lesson 12, TE pgs. 240-241</p> <p><u>State the Purpose:</u> We all have something. We all own something. Apostrophes can show this. Apostrophes can also show that letters are missing when we put words together to form contractions.</p>	<p>Standard(s): ELAGSE2L2</p> <p>LT: I am learning to use reference materials (like a dictionary) to determine the precise meaning of unfamiliar words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can look up words in a dictionary alphabetically. <input type="checkbox"/> I can use a dictionary to check and confirm the meaning of unknown words. <input type="checkbox"/> I can use print or digital resources. <p><u>Lesson/Activity:</u> Unit 9, Lesson 4, TE pages 70-73.</p> 	<p>Standard(s): 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. <input type="checkbox"/> I can add quotes from experts about my topic. <p><u>Lesson/Activity:</u> Volume 6, Lesson 14, TE pages 64-67.</p> <div data-bbox="751 1068 1003 1377"> <p>Strategy: Adding Expert Quotes</p> <ol style="list-style-type: none"> 1. Reread your book or a part of your book. 2. Ask yourself: "Who is an expert on this topic?" Talk to the expert or read what an expert has written. 3. Jot down the words from the expert to include in your book. Choose your favorite quotes. 4. Add the words to your book. Place them inside quotation marks and write the source. </div>	<p>Standard(s): ELAGSE2RF3d ELAGSE2RF4c ELAGSE2L4c</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use words in a sentence to help me understand or self-correct words I do not know. 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 common prefixes and suffixes. <input type="checkbox"/> I can apply letter-sound knowledge to decode words. <input type="checkbox"/> I can define root words in unknown words. <input type="checkbox"/> I can identify common prefixes and suffixes and their meanings. <input type="checkbox"/> I can break a word apart to find the meaning of an unknown word with the same root. <p><u>Lesson/Activity:</u> Unit 9 Week 1 Day 3 TE pages 168-171 Word Study Resource Book, p. 100-101 My Word Study, Volume 2, p. 31</p>	<p>Standard(s): MGSE2.NBT.5 MGSE2.NBT.8 MGSE2.MD.10</p> <p>LT: I can count a group of coins to find the total amount of money. I can solve word problems to find the total value of coins. I can draw a bar graph or pictograph to represent a given data set. I can show what I know about graphing and counting coins.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can count a group of coins. <input type="checkbox"/> I can draw pictures to show counting coins. <input type="checkbox"/> I can read the word problems carefully. <input type="checkbox"/> I can use clues to figure out if I am adding or subtracting. <input type="checkbox"/> I can draw a graph to represent a given data set. <input type="checkbox"/> I can answer a word problem with a complete sentence. <p><u>Lesson/Activity:</u> Mid-Module 7 Review - Counting Coins Must Do: Mid-Module 7 Reviewer Could Do: Topic Quiz B Extended: Money Riddles</p>	<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><u>Lesson/Activity:</u> Nearpod-Fish</p>
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Today, we are going to discover more about apostrophes and what they show us.

Teach

Apostrophes: Possessives and Contractions

Create an anchor chart that shows when and how to use apostrophes in possessives and with contractions.

Teach:

Strategy: Using Apostrophes

1. Read each word in a sentence.
2. Ask yourself if the word needs to show it owns something.
3. Ask yourself if the word is a combination of two words.
4. If the answer is yes to either question, use the chart to add the apostrophe in the right place.



Guided Practice:

Give students and/or partnerships singular nouns and plural nouns, such as dog, friend, students, kids, as well as words that can form contractions, such as did, not, I, am.

Review Strategies:

Contractions -

Strategy: Make Pronoun Contractions

1. Think about what pronoun contraction you want to make.
2. Look at the chart to see how to make it.
3. Write your sentence with the contraction.
4. Double-check your pronoun contraction to make sure it's correct.

Possessives -

Practice HFWs: *able, behind, carefully, common, easy, fact, remember, sure, vowel, whole*

Suffixes -y, -ly

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Trading This for That" and/or "A Baker's Dozen"
- Share and Reflect

Enrichment: [ABCya!](#)
[Money Bingo](#)
Video Link: [Understanding Money](#)

Mid-Module 7 Review - Word Problems with Dollars and Cents

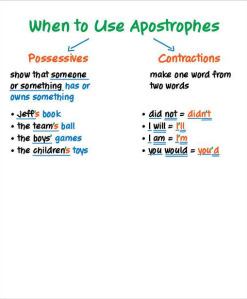
Must Do: [Mid-Module 7 Reviewer](#)

Could Do: [Topic Quiz B](#)
Video Link: [Mia's Mighty Magic Shop - Solving Money Word Problems](#)

Mid-Module 7 Assessment Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills
TE pages 186-198

Mid-Module Assessment: Topics A–B (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)

Must Do: [Mid-Module Assessment Task](#)
Could Do: Modified Assessment

<p>Strategy: Make a Possessive</p> <ol style="list-style-type: none"> 1. Decide how many owners something has. Is it one (singular noun) or more than one (plural noun)? 2. Check the chart for information on how to make the possessive. 3. Make your noun possessive. 4. Double-check your work. <p>Independent Practice: Have students try out the strategy in their grammar notebooks to write sentences or parts of sentences using the words.</p>  <p>When to Use Apostrophes</p> <p>Possessives show that <u>someone</u> or something <u>has</u> or <u>owns</u> something</p> <ul style="list-style-type: none"> • <u>Jeffrey's</u> book • the <u>team's</u> ball • the <u>boys'</u> games • the <u>children's</u> toys <p>Contractions make one word from two words</p> <ul style="list-style-type: none"> • <u>did not</u> = <u>didn't</u> • <u>I will</u> = <u>I'll</u> • <u>I am</u> = <u>I'm</u> • <u>you would</u> = <u>you'd</u> 					
Thursday					
<p>Standard(s): ELAGSE2L2c</p> <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 determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. 	<p>Standard(s): ELAGSE2RI2</p> <p>LT: I am learning to identify the main topic (main idea) and the focus of each paragraph in a text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify important facts in a multi-paragraph text. <input type="checkbox"/> I can gather important facts to identify the main 	<p>Standard(s): 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 	<p>Standard(s): ELAGSE2RF3d ELAGSE2RF4b,d 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. I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to recognize</p>	<p>Standard(s): MGSE2.NBT.5 MGSE2.NBT.8 MGSE2.MD.10</p> <p>LT: I can count a group of coins to find the total amount of money. I can solve word problems to find the total value of coins. I can draw a bar graph or pictograph to represent a given data set. I can show what I know about graphing and</p>	<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

<p><input type="checkbox"/> I can determine where an apostrophe is placed to form possessives.</p> <p><u>Key Vocabulary:</u> Apostrophe, contractions, possessives</p> <p>Lesson/Activity: Unit 5 Week 3 Day 13 Explore - Apostrophes Category Sort Lesson 13, TE pgs.242-243</p> <div data-bbox="113 581 340 915"> <p>Explore Apostrophes Category Sort</p> <p>Partnerships revisit the words and categories from Session 11 then sort words into the new categories provided.</p> </div> <p>Students or partnerships refer to the word cards used during Session 11 as well as their sorts from Session 11.</p> <p>Teachers will encourage students to consider the information they learned during earlier sessions as they use the word cards to create a new category sort.</p> <p>Note: This is a closed sort since the categories are provided.</p> <p>Teachers will circulate</p>	<p>topic and focus of a paragraph.</p> <p><input type="checkbox"/> I can gather important facts (ideas, details, and events) from many (multiple) paragraphs to identify the main topic.</p> <p>Lesson/Activity: Unit 9, Lesson 5, TE pages 74-77. Unit 9 Week 1 Assessment</p> <div data-bbox="432 542 680 834"> <p><i>Identify the Central Idea</i></p> <ul style="list-style-type: none"> • LOOK at the title, headings, and graphic features. • READ the text and identify important evidence, details, and ideas. • FOCUS on the topic of each section or paragraph. • ASK: "What is this text mostly about?" • STATE the central idea in your own words. </div>	<p>will define for my reader.</p> <p><input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic.</p> <p><input type="checkbox"/> I can add names, numbers, and important words.</p> <p>Lesson/Activity: Volume 6, Lesson 15, TE pages 68-71.</p> <div data-bbox="747 555 991 792"> <p><i>Strategy: Adding Names, Numbers, and Important Words</i></p> <ol style="list-style-type: none"> 1. Find resources about your topic. Read through them. 2. Notice and jot down names, numbers, and important words you might want to use in your book. 3. Add these names, numbers, and important words to your book. </div>	<p>and read grade-appropriate irregularly spelled 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 rearrange, add, or remove letters to make new words. <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text. <input type="checkbox"/> I can read at the appropriate speed (not too fast or slow). <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <p>Lesson/Activity: Unit 9 Week 1 Days 4&5 TE pages 172-175 Word Study Resource Book, p. 100-101 My Word Study, Volume 2, p. 31</p> <p><i>Read HFWs: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole</i></p>	<p>counting coins.</p> <p>SC: <i>I know I am successful when:</i> <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can count a group of coins. <input type="checkbox"/> I can draw pictures to show counting coins. <input type="checkbox"/> I can read the word problems carefully. <input type="checkbox"/> I can use clues to figure out if I am adding or subtracting. <input type="checkbox"/> I can draw a graph to represent a given data set. <input type="checkbox"/> I can answer a word problem with a complete sentence. <p>Lesson/Activity: Mid-Module 7 Review- Picture Graph and Bar Graphs</p> <p>Must Do: Mid-Module 7 Reviewer Could Do: Topic Quiz A or Bar Graph Activities Extended: Conduct class survey, collect data, and generate comparison questions. Video Link: Picture Graphs, Bar Graphs 1, and Bar Graphs 2</p> <p>Mid-Module 7 Assessment Problem Solving with Length, Money, and Data:</p>	<p>an amphibian and an insect.</p> <p><input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle.</p> <p>Lesson/Activity: IXL: 1.1 Read animal life cycle diagrams</p>
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Name _____ Date _____

Let's Sort Out Apostrophes Together

One Owner	A Match-Up of Two Words	Two or More Owners

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One Owner	A Match-up of Two Words	Two or More Owners
mom's	didn't	students'
brother's	can't	couldn't
teacher's	has	
she's		
principals		
students		
daughters		
girls		
hair's		
Chad's		

Contractions -

1. Think about what pronoun contraction you want to make.
2. Look at the chart to see how to make it.
3. Write your sentence with the contraction.
4. Double-check your pronoun contraction to make sure it's correct.

1. Decide how many owners something has. Is it one (singular noun) or more than one (plural noun)?
2. Check the chart for information on how to make the possessive.
3. Make your noun possessive.
4. Double-check your work.

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text
"Trading This for That"
and/or "A Baker's Dozen"
- Share and Reflect

- Read Accountable Text
"Trading This for That"
and/or "A Baker's Dozen"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

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