

Carrie Waters' Week of: November 04-08, 2024 - Whole Group Lesson Plans

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

GRAMMAR Unit 3 Week 2 Lesson(s) 6-10 Study of Nouns & Verbs Review Word Work Nouns & Verbs	READING Unit 4 Week 2 Lesson(s) 6-10 Different Characters, Different Points of View	WRITING Benchmark Workshop Volume 3 Week 2 Lesson(s) 6-10 Enchanted Tales WriteScore Lesson(s) Subjects & Predicates Sentence Formation & Editing	PHONICS Unit 4 Week 2 Lesson(s) 6-10 Different Characters, Different Points of View R-Controlled Vowels ear, eer, ere	MATH Module 2 Lesson(s) 13-17 Topic C & Begin Topic D Addition & Subtraction Strategies Within 200	SCIENCE Forces At Work Push & Pulls (3 Weeks)
Monday					
<p>Standard(s): ELASGE2L1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a noun. <input type="checkbox"/> I can identify a noun. <input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural). <input type="checkbox"/> I can define an irregular plural noun. <input type="checkbox"/> I can identify an irregular plural noun. <input type="checkbox"/> I can define a collective noun. <input type="checkbox"/> I can identify a collective noun. <p><u>Suggested Key Terms:</u> conventions, grammar, nouns, irregular plural,</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 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. 	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to focus on a topic in my writing. (prewriting) I am learning to use others' help to strengthen my writing through revising and editing. I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a clear topic. <input type="checkbox"/> I can create a character. <input type="checkbox"/> I can imagine that character in a particular place. <input type="checkbox"/> I can come up with a problem for that character to solve. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising 	<p>Standard(s): ELAGSE2RF3</p> <p>LT: 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 the sounds for different r-controlled vowels (ar, er, ir, or, ur). <p><u>Suggested Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated, choral</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> -I can subtract two two-digit numbers using the part-whole strategy. -I can solve one-step word problems using the part-whole strategy. -I can solve two-step word problems using the part-whole strategy. <p>Lesson/Activity: Lesson 13-Represent and solve <i>take from</i> word problems.</p> <p>Fluency: Beep Counting- 100 More, 100 Less: Students complete a number</p>	<p>Standard(s): S2P2</p> <p>LT: We are learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe types of forces such as pushing and pulling. <input type="checkbox"/> I can use everyday objects to model the push and pull forces. <input type="checkbox"/> I can compare push and pull forces when I apply lighter and harder forces. <p>Lesson/Activity: Read Aloud: <i>Give It a Push I Give It a Pull A Look at Forces</i></p> <p>Forces & Motion Virtual Activities</p>

usage, parts of speech, common nouns, collective nouns

Lesson/Activity:

Unit 3 Week 2 Day 6

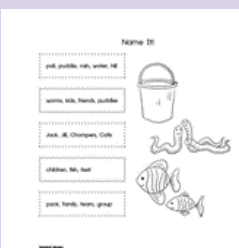
TE pages 120-121

Explore: A Collection of Nouns

Explore

A Collection of Nouns

Display and read aloud different lists of nouns from the mentor texts. Discuss what they have in common.



Partnerships may find additional nouns from their reading about them then jot down observations about the nouns and share these observations with the class.

P Word Work week 2....

Key Vocabulary:

illustrations, story details, events, characters, setting, plot, diagrams, charts, graphs

Lesson/Activity:

Unit 4, Lesson 6,

TE pages 78-81.

To draw an **INFERENCE**, use the information the author gives you to figure out details, or ideas that the author does not directly tell you about.

KEY DETAILS
+
ILLUSTRATIONS
+
GENRE CLUES
=
INFERENCE

Make inferences *before* you read and *while* you read. Use the inferences to **PREDICT** what will happen. *After* you read, confirm or correct predictions.

Students will draw inferences and make predictions about a story.

Students will use information in the text and illustrations to understand something the author doesn't tell us directly.

sentences.

☐ I can rearrange parts of sentences without changing the meaning.

Lesson/Activity:

Volume 3, Lesson 6,

TE pages 34-37.

Strategy: Generate Ideas for a Tale

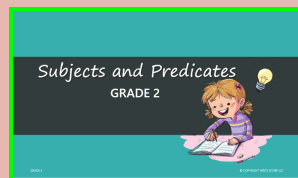
1. Create a character.
2. Imagine that character in a particular place.
3. Come up with a problem for that character to solve.

WriteScore:

Targeted Lesson(s) -

Lesson Intro:

Subjects & Predicates PPT



Students will identify correct formation of sentences. Students will identify the subject and the predicate in sentences. Students will use these skills to help them improve their writing.

reading, partner reading, self correct, word recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

Unit 4, Week 2, Day 6

TE pages 176-179

Word Study Resource

Book, p. 42

My Word Study, Volume 1, p. 32

Read HFWs: always, any, blue, buy, city, draw, four, great, how, live

r-controlled vowel syllable type: /ir/

- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- High-Frequency Words
- Share and Reflect

Spelling Words:

year, near, clear, fear, ears, hear, deer, cheer, steer, here

sequence to build fluency with mentally add or subtracting 100.

100, 200, beep

Students raise hands to answer what number belongs in the beep spot.

Repeat with the following:

100, 200, 300	1, 100, 200	100, 200, 300	200, 300, 400	300, 400, 500
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Whiteboard

Exchange-Related Facts

Within 20: Students

complete a number bond and write equations.

11 is 4 and what number?

Write the number bond and the fact family.

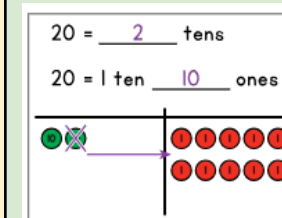
Repeat with the following:

10, 10, 20	10, 10, 20	10, 10, 20	10, 10, 20	10, 10, 20
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Choral Response-Rename Place Value Units-

Students rename tens to build fluency with strategies that require decomposing larger units. 20 is equal to how many tens?

20 is equal to 1 ten and how many ones?



Launch: Students make sense of a *take from with change unknown* situation and discuss different representations.

Write Score Name _____

Subject and Predicate

Directions: Underline the subject and circle the predicate in each sentence.

- The boy is sleeping in the bed.
- We are going to the park today.
- Alyssa and Joshua want to go swimming in the pool.
- The giraffe and elephant are best friends.
- Our class is going on a field trip tomorrow.
- Strawberries are my favorite food.
- My sister is having a party tomorrow.
- The dog likes to chew on the bone.
- My family is going on a trip.
- Alex is almost in the third grade.


1 © Copyright Write Score LLC

Directions: Create your own sentences. Underline the subject and circle the predicate.

- _____
- _____

Write Score


Subject and Predicate



Subject
(who or what the sentence is about)

Uppercase letter to begin every sentence.

The Cat



Predicate
(what the subject is or what the subject is doing)

Punctuation to end every sentence.

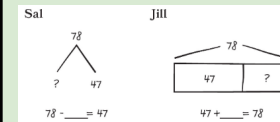
is eating.

Subject

Predicate

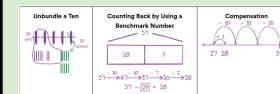
1 © Copyright Write Score LLC

There are 78 people on a plane. Then some people get off. Now there are 47 people on the plane. How many people got off?



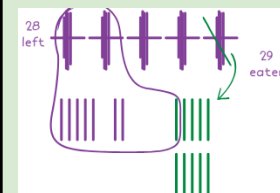
What do you notice?
What do you wonder?

Learn: Represent and Solve a Problem- Students represent and solve a *take from with change unknown* word problem. There are 57 tacos in the lunchroom. Then some tacos are eaten. Now there are 28 tacos left for the next class. How many tacos were eaten?

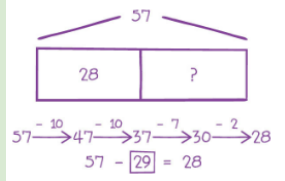


Share, Compare, Connect: Students share strategies and reason about ways to combine addends to make an easier problem.

Unbundle a Ten



Counting Back by Using a Benchmark Number

				 <p>Compensation</p>  <p>Land/Debrief: Represent and solve <i>take from</i> problems. What equation did you use to represent problem 2? What strategies did you use? Was your strategy similar to or different from the one you used for the taco problem. Why?</p> <p>Students will complete and turn in Exit Ticket 13 for a formative grade.</p>	
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Tuesday

<p>Standard(s): ELASGE2L1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a noun. <input type="checkbox"/> I can identify a noun. <input type="checkbox"/> I can distinguish between different kinds of 	<p>Standard(s): ELAGSE2L4</p> <p>LT: I 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 will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize grade-appropriate words 	<p>Standard(s): ELAGSE2W5 ELAGSE2L1</p> <p>LT: I am learning to focus on a topic in my writing. (prewriting) I am learning to use others' help to strengthen my writing through revising and editing. I am learning to produce and expand complete and compound sentences.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</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 recognize and read grade-appropriate irregularly</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> -I can subtract two two-digit numbers using the part-whole strategy. -I can solve one-step word 	<p>Standard(s): S2P2</p> <p>LT: We are learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe types of forces such as pushing and pulling. <input type="checkbox"/> I can use everyday
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nouns (common/proper, singular/plural).
☐ I can define an irregular plural noun.
☐ I can identify an irregular plural noun.
☐ I can define a collective noun.
☐ I can identify a collective noun.

Suggested Key Terms:
 conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns

Lesson/Activity:
 Unit 3 Week 2 Day 7
 TE pages 122-123
 Teach: All About Nouns

Teach

All About Nouns

Create an anchor chart that shows the different types of nouns, gives examples, and explains when to use them.

Strategy: Use Nouns in Sentences

Think about the person, place, or thing you want to write about.
 Check the chart to see what kind of noun you need.
 Write your sentence.
 Look at the chart again to check your noun.

and their meaning.
☐ 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.

Key Vocabulary:
 multiple-meaning words, phrase, context, sentence-level, clue

Lesson/Activity:
 Unit 4, Lesson 7,
 TE pages 82-85.



Students will use context clues to determine the meaning of homographs.

Though we might know the correct definitions of two homographs, we need to use context to figure out which meaning is being used in a particular sentence.

SC: I know I am successful when:

- ☐ I can identify a clear topic.
- ☐ I can create a character (hero or villain).
- ☐ I can choose a setting.
- ☐ I can come up with a problem for that character to solve.
- ☐ I can come up with a solution and brainstorm a story.
- ☐ I can expand sentences by adding details, combining, or revising sentences.
- ☐ I can rearrange parts of sentences without changing the meaning.

Lesson/Activity:
 Volume 3, Lesson 7,
 TE pages 38-41.

Strategy: Generate Ideas from Settings

1. Choose a setting you'd like to explore.
2. Create a hero and a villain to go in that setting.
3. Think of a problem that involves the hero and the villain.
4. Create a solution to the problem.
5. Use your ideas to create a story.

WriteScore Lesson:
 Targeted Lesson(s)
 Subject-Verb Agreement
 Mentor Text

spelled words.

SC: I know I am successful when:

- ☐ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- ☐ I can read words containing irregular vowel patterns.

Lesson/Activity:
 Unit 4, Week 2, Day 7
 TE pages 180-183
 Word Study Resource Book, p. 43
 My Word Study, Volume 1, p. 33

Read & Write HFWs:
 always, any, blue, buy, city, draw, four, great, how, live

r-controlled vowel syllable type: /ir/

- Build Words
- Read Interactive Text "The Shoemaker and the Elves"
- Spelling
- High-Frequency Words
- Contractions
- Share and Reflect

problems using the part-whole strategy.
 -I can solve two-step word problems using the part-whole strategy.

Lesson/Activity:
 Lesson 14-Use addition and subtraction strategies to find an unknown part.

Fluency: Beep Counting-10 More, 10 Less
 159, 169, beep
 Students raise their hand and wait for signal to answer. Repeat with the following:

42, 122, 132	75, 175, 275	402, 202, 302	198, 108, 298	574, 224, 674	107, 107, 207	200, 200, 400
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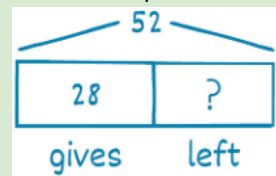
Sprint: Add Within 20

1.	9 + 6	15
2.	4 + 8	12

Launch: Students make sense of a take from with result unknown word problem.

Mrs. King makes 52 cups of ice cream. She gives 28 cups of ice cream to the students. How many cups are left?

Let's use the Read-Draw-Write process to solve this problem.



objects to model the push and pull forces.
☐ I can compare push and pull forces when I apply lighter and harder forces.

Lesson/Activity:
 Intro: Pushing and Pulling: What is the Difference? Force and Energy for Kids Kids Academy

[Forces & Motion Virtual Activities](#)

Do I want To...

- Name (a(n) person, place, or thing)
Use a proper noun.
 cat Fluffy
 friend Oscar
 Chicago Chicago
- Name (a(n) dog)
Use a proper noun.
 dog Spot
 dog Spot
 basket basket
 child child
- Name (a(n) place)
Use a proper noun.
 family family
 town town
 class class

Sample Sentence
 My dog, Oscar, loves to visit my family in Chicago.

Write Score Passage 1: **KIPS COOKING**

By Lia Berkman

Think about places where you eat. Think about your favorite food. Imagine running your own restaurant. Imagine making a meal for yourself.

Kindercoffeekafé

This restaurant is run by kids. It is in Amsterdam, Netherlands. The children are 7 or under. 7-year-olds can take a meal. They also cook the meal. They then give the meal to the customers.

The food they make is easy. It does not cost much money. The kids go to the daycare center once. Some of the customers are their parents. Some of the customers live in the area.


Child Chef

"Man vs. Child," Chef Showdown" is a popular television show. Children cook fancy food on the show. They have a contest. Adults taste their food. There is a 7-year-old on the team.

Some of the kids make fish dishes. Some make cookies. Some make red velvet cupcakes. They like to cook with their moms and dads at home. Some make dishes for their family.

Child Critic


A food critic decides if a meal is good or not. Martha Payne is 9. She lives in Scotland. One day, she took pictures of school lunches. She wrote reviews of the meals. A famous chef saw her reviews. He helped her become famous. Her school now serves better lunches.



Write Score

Name _____

Subject/Verb Agreement



Analyzing the Student Essay

Writing Task: Based on the article “Kids Cooking and” and “Chef for a Day,” write an essay that explains how kids can be a chef.

5. Also, there **is/are** kids working with their own schools. In Passage 1, it **talks/talk** about one girl who is only 9. The author says that this girl “took pictures of school lunches” and “wrote reviews of the meals.” When a famous chef **serve/served** her, he helped make her more famous. Because this happened, the article **says** that her “school now **serves/serve** better lunches.” I would love to take pictures of some of my school lunches. However, I don’t **think/thinks** they would be happy with my review. The author of Passage 2 **explains/explains** that kids also work with their schools through auctions. The article says that “kids can become a **chef** for the day” for the auctions, and the auctions **make/makes** money for the school. This would be a great way to help the school.

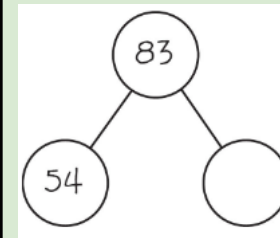
Two number lines illustrating the subtraction of 52 from 24 using the jumps back strategy.

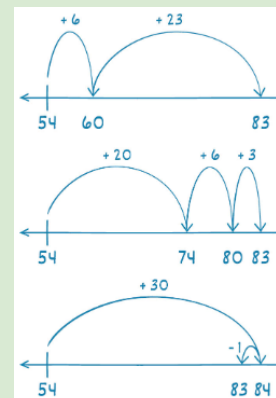
The first number line shows jumps of 6, 20, and 2.

The second number line shows jumps of 6, 2, and 20.

Below the second number line is the equation: $28 + 2 = 30 + 22 = 52$

Find the Unknown-
Students analyze work samples to see the relationship between addition and subtraction strategies to find the unknown. 83-54 number bond.

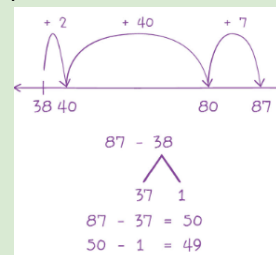




$$\begin{array}{l}
 83 \xrightarrow{-3} 80 \xrightarrow{-1} 79 \xrightarrow{-50} 29 \\
 83 \xrightarrow{-50} 33 \xrightarrow{-3} 30 \xrightarrow{-1} 29 \\
 83 \xrightarrow{-53} 30 \xrightarrow{-1} 29
 \end{array}$$

Gradual Release to the Problem Set.

Land/Debrief: Use addition and subtraction strategies to find an unknown part. $87 - 38 = ?$ How do benchmark numbers help us find the unknown? Will addition always work when finding an unknown part?



Students complete and turn in Exit Ticket 14 for a

				formative grade.					
Wednesday									
<p>Standard(s): ELASGE2L1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can define a noun.<input type="checkbox"/> I can identify a noun.<input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).<input type="checkbox"/> I can define an irregular plural noun.<input type="checkbox"/> I can identify an irregular plural noun.<input type="checkbox"/> I can define a collective noun.<input type="checkbox"/> I can identify a collective noun. <p><u>Suggested Key Terms:</u> conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns</p> <p>Lesson/Activity: Unit 3 Week 2 Day 8 TE pages 124-125 Explore: Sorting Nouns</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases in a poem 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 choice can affect the meaning of a story.<input type="checkbox"/> I can describe how the shape or structure can affect the meaning of a story. <p>Lesson/Activity: Unit 4, Lesson 8, TE pages 86-89.</p> <div><p>FEATURES OF POETRY</p><p>LINE: a group of words appearing together in a row</p><p>STANZA: a group of lines of poetry that form a unit together; poems are structured by stanzas</p><p>RHyme: words that have the same ending sound</p><p>RHYTHM: beat that is expressed through stressed and unstressed syllables</p><p>ALLITERATION: words close together that have the same starting sound</p><p>REPETITION: repeated words, phrases, or lines</p><p>FIGURATIVE LANGUAGE: language that shows something other than what the words literally mean</p></div>	<p>Standard(s): ELAGSE2W3 ELAGSE2W5 ELAGSE2L1</p> <p>LT: I am learning to write narratives telling what happened in order. I am learning to use others' help to strengthen my writing through revising and editing. I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).<input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events).<input type="checkbox"/> I can sketch across pages.<input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader.<input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.<input type="checkbox"/> I can rearrange parts of	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</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 recognize 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 the sounds for different r-controlled vowels (ar, er, ir, or, ur).<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 4, Week 2, Day 8 TE pages 184-187</p> <p>Word Study Resource Book, p. 44-45</p> <p>My Word Study, Volume 1, p. 34</p> <p>Practice HFWs: always,</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none">-I can subtract two two-digit numbers using the part-whole strategy.-I can solve one-step word problems using the part-whole strategy.-I can solve two-step word problems using the part-whole strategy. <p>Lesson/Activity: Lesson 15- Use compensation to subtract within 100.</p> <p>Fluency: Whiteboard Exchange-Related Facts Within 20: Students complete a number bond and write equations. 11 and 5 is what number? Write the number bond. Then write the fact family. Repeat with the following:</p> <table><tr><td><div>12 5 7</div></td><td><div>8 5 3</div></td><td><div>11 5 6</div></td><td><div>15 6 9</div></td></tr></table> <p>Number Line Hop-Select Multiples of 10: Students</p>	<div>12 5 7</div>	<div>8 5 3</div>	<div>11 5 6</div>	<div>15 6 9</div>	<p>Standard(s): S2P2</p> <p>LT: We are learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can describe types of forces such as pushing and pulling.<input type="checkbox"/> I can use everyday objects to model the push and pull forces.<input type="checkbox"/> I can compare push and pull forces when I apply lighter and harder forces. <p>Lesson/Activity: Forces & Motion Virtual Activities</p>
<div>12 5 7</div>	<div>8 5 3</div>	<div>11 5 6</div>	<div>15 6 9</div>						

Explore

Sorting Nouns

Partnerships sort a list of nouns into categories they come up with.

Name _____

teacher	books	state
park	water	ears
chair	sidewalk	dog
friend	markers	nose
forest	brother	fish
mouth	city	ocean
doctor	pencil	tail
playground	classmates	river

Each partnership may create categories and sort nouns into those categories. Then small groups discuss and discover each other's reasons for the sort, based on playful talk and inquiry.

P Word Work week 2....

sentences without changing the meaning.

Lesson/Activity:

Volume 3, Lesson 8,
TE pages 42-45.

Strategy: Generate Ideas from Problems and Sketch Across Pages

1. Choose a problem that involves a villain.
2. Create two characters that work out the problem.
3. Plan and sketch the story across pages.

WriteScore Lesson(s):
Targeted Lessons: Spelling,
Cap., Punc., & Sent. Form.
Essay Sentence Formation
Connectors

INSTRUCTIONAL CONNECTORS
SENTENCE FORMATION

ANCHOR CHART
Essay Sentence Formation
Great writers form sentences by writing clear, complete sentences that make sense in response to the writing task.

Sentence Formation	
Complete Sentence The dolphin was swimming fast in the water.	Fragment Swimming fast.
Clear Sentence We saw the dolphins jump out of the water. They jumped near our boat.	Run on Sentence We saw the dolphins jump out of the water they jumped near our boat.
Sentence Makes Sense Dolphins stay together in groups called pods.	Unclear Dolphins in pods.

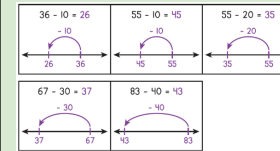
any, blue, buy, city, draw, four, great, how, live

r-controlled vowel syllable type: /ir/

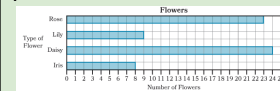
- Read Accountable Text "Fearless Jess"
- Spelling
- High-Frequency Words
- Share and Reflect

subtract a multiple of 10 from a two-digit number.
 $26 - 10 = ?$

Repeat with the following:



Launch: Students use data from a bar graph as context for a subtraction problem.



What do you notice about the graph? What do you wonder? Let's find out how many fewer lilies there are than daisies.

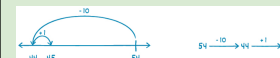
$$24 - 9 = \underline{\quad}$$

$$9 + \underline{\quad} = 24$$

Learn: Use

Compensation to Subtract 9 or 8 on a Number Line. Students use a measuring tape as a number line to reason about why the compensation strategy works.

$$54 - 9 = ?$$



Use Compensation to Subtract a Two-Digit Number on a Number Line

INSTRUCTIONAL CONNECTORS
SENTENCE FORMATION

Sentence Formation Strategy

Try different types of sentences.

Simple Sentences
one complete thought

Graffies run quickly.
Graffies cannot swim.

Compound Sentences
combine two complete thoughts

Use conjunctions:
for, and, nor, but, or, yet, so

Graffies run quickly, but they cannot swim.

.....

Sentence Formation Strategy

Try different types of sentences.

Simple Sentences
one complete thought

Graffies run quickly.
Graffies cannot swim.

Compound Sentences
combine two complete thoughts

Use conjunctions:
for, and, nor, but, or, yet, so

Graffies run quickly, but they cannot swim.

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Practice: Scrambled Sentences

Learning
Sentence Scramble

Grade 2 Sentence Worksheet

Unscramble the words to make a sentence!

1. blowing shark The is big bubbles.

.....

.....


.....

2. starts at School o'clock nine

.....

.....

.....



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Optional Editing: Capitalization, Punctuation, & Spelling

Learning
Editing practice

Grade 2 Writing Worksheet

Edit the paragraph using these symbols:

Editing Key	
B Make lowercase	Remove word
≡ Capitalize	Add punctuation
^ Insert word	Spelling mistake

if I could bring a baby pig home, I would have a fun Day. Imagine what my mom would say First, I would give the pig bath. I would then drie it off with a towel Next, I would give it a snack. Do you think pigs like cookies We would then spend the rest of the day watching Movies!

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45 - 9	45 - 19
45 - 10	45 - 20

Gradual Release to the Problem Set

Land/Debrief: Use compensation to subtract within 100. How does knowing 34-10 help you find the answer for 34 - 9? When we use compensation for 95-38= ?, why do we add back 2 and not 1? How do benchmark numbers help us subtract?

Students complete and turn in Exit Ticket 15 for a formative grade.

Thursday

Standard(s):
ELASGE2L1

LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)

SC: *I know I am successful when:*

- ☐ I can define a noun.
- ☐ I can identify a noun.
- ☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).
- ☐ I can define an irregular plural noun.
- ☐ I can identify an irregular plural noun.
- ☐ I can define a collective noun.
- ☐ I can identify a collective noun.

Suggested Key Terms:
conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns

Lesson/Activity:
Unit 3 Week 2 Day 9
TE pages 126-127
Explore: Guess My Sort

Standard(s):
ELAGSE2RL4
ELAGSE2L4

LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning. I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.

SC: *I know I am successful when...*

- ☐ I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way.
- ☐ I can describe how word choices can affect the meaning of a story.
- ☐ I can recognize grade-appropriate words and their meaning.
- ☐ 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.

Standard(s):
ELAGSE2L2
ELAGSE2W5
ELAGSE2L1

LT: I am learning to demonstrate command of the conventions of standard English when writing. I am learning to use others' help to strengthen my writing through revising and editing. I am learning to produce and expand complete and compound sentences.

SC: *I know I am successful when:*

- ☐ I can use correct capitalization for the beginning of sentences and proper nouns.
- ☐ I can use punctuation correctly (commas and ending punctuation).
- ☐ I can check my spelling.
- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.
- ☐ I can expand sentences by adding details, combining, or revising sentences.
- ☐ I can rearrange parts of sentences without changing the meaning.

Standard(s):
ELAGSE2RF3
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. I am learning to use words in a sentence to help me understand or self-correct words I do not know.

SC: *I know I am successful when:*

- ☐ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- ☐ I can apply letter-sound knowledge to decode words.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can reread to improve my reading.

Lesson/Activity:
Unit 4, Week 2, Day 9
TE pages 188-189

Word Study Resource Book, p. 44-45
My Word Study, Volume 1, p. 34

Standard(s):
2.NR.2.3

LT: We are learning to subtract numbers using different strategies.

SC: *I know I am successful when...*

- I can subtract two two-digit numbers using the part-whole strategy.
- I can solve one-step word problems using the part-whole strategy.
- I can solve two-step word problems using the part-whole strategy.

Lesson/Activity:
Lesson 16-Use compensation to subtract within 200.

Fluency:
Beep Counting-100 More, 100 Less: Students complete a number sequence to build fluency with mentally adding or subtracting 100.
400, 500, beep
Students raise their hand and wait for the signal to respond.

Repeat with the following:

991	221	743	221	226	308	11	45	203	960	890	221	945	221	743	221	98	89	221	67	1
-----	-----	-----	-----	-----	-----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	----	----	-----	----	---

Choral Response: Rename

Standard(s):
S2P2

LT: We are learning to demonstrate ways to affect the motion of an object.

SC: *I know I am successful when...*

- ☐ I can describe types of forces such as pushing and pulling.
- ☐ I can use everyday objects to model the push and pull forces.
- ☐ I can compare push and pull forces when I apply lighter and harder forces.

Lesson/Activity:
Force and Motion Review Game for Elementary School Students-1.pdf

Friend at School

teacher	classroom	chair	books
markers	pencil	playground	

Parts of a Leg

mouth	ears	nose	hair
-------	------	------	------

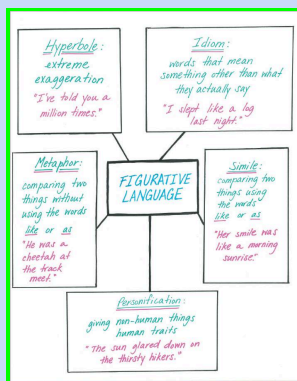
Places in a Shop

city	store	door	screen
------	-------	------	--------

Each member of a partnership may develop categories and then challenges the other partner to sort the nouns into those categories.

P Word Work week 2....

Lesson/Activity: Unit 4, Lesson 9, TE Pages 90-93.



Lesson/Activity: Volume 3, Lesson 9, TE pages 46-49.

Strategy: Editing for Capitalization, Punctuation, and Spelling on the Go

1. Write a few sentences.
2. Pause and pick a focus: capitalization, punctuation, or spelling.
3. Reread your sentences and look for your focus.
4. Make any changes or corrections.
5. Repeat the steps with a new focus.

WriteScore: Targeted Lessons: Spelling, Cap., Punc., & Sent. Form. Practice - Editing Capitalization, Punctuation, & Spelling

Learning
Editing practice
Grade 2 Writing Worksheet

Edit the paragraph using these symbols:

Editing Key	
a Make lowercase	✂ Remove word
≡ Capitalize	ooo Add punctuation
^ Insert word	○ Spelling mistake

i would love to be invisible once in in a while. If i were invisible, I could go through doors without opening them. I could always sit in the back of the bus i could also sneak out to recess during math time. it would fun to be invisible.

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Optional:
Scrambled Sentences

Read HFWs: always, any, blue, buy, city, draw, four, great, how, live

r-controlled vowel syllable type: /ir/

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Fearless Jess" and/or "City Mouse and Country Mouse"
- Share and Reflect

Place Value Units-Students rename tens to build fluency with strategies that require decomposing larger units.

40 = ? tens

40 = 3 tens and how many ones?

40 = 4 tens

40	30	20	10	0
----	----	----	----	---

Repeat with the following:

42 = 4 tens <u>2</u> ones	42 = 3 tens <u>12</u> ones	46 = 3 tens <u>16</u> ones	64 = 5 tens <u>14</u> ones
75 = 6 tens <u>15</u> ones	80 = <u>8</u> tens <u>0</u> ones	96 = <u>9</u> tens <u>6</u> ones	

Number Line Hop:

Subtract Multiples of Ten-Students subtract a multiple of 10 from a two-digit number.

47 - 10 = ?

Repeat with the following:

147 - 10 = 137	34 - 20 = 14	134 - 20 = 114
159 - 30 = 129	186 - 40 = 146	

Launch: Students reason about connections between problems to extend compensation understanding to larger numbers.

Learning


Sentence scramble

Grade 2 Sentences Worksheet

Unscramble the words to make a sentence!

1. are Cupcakes smaller cakes, than

2. firefighter put The fire, the out



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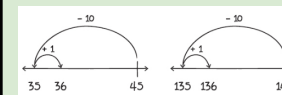
$$45 - 10$$

$$45 - 9$$

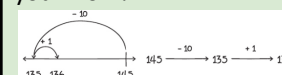
$$145 - 9$$

$$145 - 29$$

Learn: Reason About Compensation-Students reason about the compensation strategy by analyzing how it is used to solve two analogous problems.



What do you notice?
Wonder? What steps did the student take? How do you know?




Model Compensation on a Number Line-Students use a number line to model compensation within 200.


Name: _____

Directions: Show how you know. [Example](#)


1. $126 - 19 = 107$



2. $112 - 28 = 84$



3. $135 - 99 = 36$



				 <p>Gradual Release to the Problem Set.</p> <p>Land/Debrief: Use compensation to subtract within 200. How does compensation make it easier to subtract? How does a number line help us use benchmark numbers to subtract?</p> <p>Students will complete and turn in Exit Ticket 16 for a formative grade.</p>	
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Friday

<p>Standard(s): ELASGE2L1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a noun. <input type="checkbox"/> I can identify a noun. <input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural). <input type="checkbox"/> I can define an irregular 	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases in poems 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 participate in discussions about rhyme, rhythm, alliteration, and 	<p>Standard(s): ELAGSE2W3 ELAGSE2W5 ELAGSE2L1</p> <p>LT: I am learning to write narratives telling what happened in order. I am learning to use others' help to strengthen my writing through revising and editing. I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful</i></p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</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 recognize and read grade-appropriate irregularly spelled words. I am learning to read on-level text orally with accuracy, appropriate</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> -I can subtract two two-digit numbers using the part-whole strategy. -I can solve one-step word problems using the part-whole strategy. -I can solve two-step word problems using the 	<p>Standard(s): S2P2</p> <p>LT: We are learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe types of forces such as pushing and pulling. <input type="checkbox"/> I can use everyday objects to model the push and pull forces. <input type="checkbox"/> I can compare push
--	---	---	---	--	---

plural noun.

- ❑ I can identify an irregular plural noun.
- ❑ I can define a collective noun.
- ❑ I can identify a collective noun.

Suggested Key Terms:
conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns

Lesson/Activity:
Unit 3 Week 2 Day 10
TE pages 128-129
Reflect: Revisit the Goal

Reflect

Revisit the Goal

Pause and chart what we have learned so far about nouns and what we still want to know about nouns.

Reflect as a whole class, and create an anchor chart with shared discoveries.

We Have Discovered...

1. Nouns can name one or more persons, places, or things.
Examples: → flower → engine → house → fish boat
2. Some nouns name more than one in special ways with special spelling.
Examples: → child children → fish fish
3. A common noun names any person, place, or thing.
Examples: → building → town → dog
4. A proper noun names a specific person, place, or thing.
Examples: → Thomas → London → New York → Friday
5. A collective noun names a group.
Examples: → team → flock → group

We Still Wonder...

- What are some more plural nouns that are not formed in the usual way?
- Does making a noun plural change the kind of noun it is?
- How do I decide on the right verb to use with a collective noun?

repetition.

- ❑ I can tell a partner how the rhyming or repeating words in a poem or song help my understanding and enjoyment.

Lesson/Activity:
Unit 4, Lesson 10,
TE Pages 94-97.

FEATURES OF POETRY

LINE: a group of words appearing together in a row

STANZA: a group of lines of poetry that form a unit together; poems are structured by stanzas

RHyme: words that have the same ending sound

RHYTHM: beat that is expressed through stressed and unstressed syllables

ALLITERATION: words close together that have the same starting sound

REPETITION: repeated words, phrases, or lines

FIGURATIVE LANGUAGE: language that shows something other than what the words literally mean

when:

- ❑ I can use organizational structures (beginning, middle, end, and sequence of events).
- ❑ I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.
- ❑ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.
- ❑ I can expand sentences by adding details, combining, or revising sentences.
- ❑ I can rearrange parts of sentences without changing the meaning.

Lesson/Activity:
Volume 3, Lesson 10,
TE pages 50-53.

Strategy: Sketching and Adding More Information to the Beginning, Middle, or End

1. Choose a section to focus on: the beginning, middle, or end.
2. Ask yourself, "Have I included all the characteristics of this section? Is there a place I could add more information?"
3. List on your fingers possible new details you could add to the section. Pick your favorites to add to the story.
4. Add to your sketch. Or draw a new sketch that has the new story details you've come up with.
5. Begin writing sentences to match the details you drew in your sketch.

speed, and expression.

SC: *I know I am successful when:*

- ❑ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- ❑ I can read words containing irregular vowel patterns.
- ❑ I can spell words containing irregular vowel patterns.
- ❑ I can apply letter-sound knowledge to read grade-level text.

Lesson/Activity:
Unit 4, Week 2, Day 10
TE pages 190-191

Word Study Resource Book, p. 44-45
My Word Study, Volume 1, p. 34

Read HFWs: always, any, blue, buy, city, draw, four, great, how, live

Review and Assess r-controlled vowel syllable type: /ir/

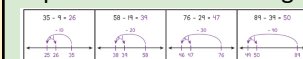
- Read Accountable Text "Fearless Jess" and/or "City Mouse and Country Mouse"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words
- Cumulative Assessment

part-whole strategy.

Lesson/Activity:
Lesson 17-Take from a ten to subtract within 200.

Fluency:
Number Line Hop-Use Compensation to Subtract: Students subtract a multiple of 10 from a two-digit number, then hop forward 1.
27 - 9 = ?

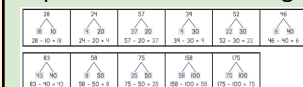
Repeat with the following:



Choral Response- Take Out Multiples of 10: Students subtract a multiple of 10 from a two- or three-digit number.

$$13 - 10 = 3$$

Repeat with the following:









Launch: Students reason about an efficient strategy for solving a subtraction problem with regrouping.
26 students are in the auditorium. 9 students go to get a snack. How many students are still in the auditorium?

WriteScore: Targeted
Lessons: Spelling, Ca
Punc., & Sent. Form.

KS Learning
Editing practice

Edit the paragraph using these symbols:

Editing Key	
 Make lowercase	 Remove word
 Capitalize	 Add punctuation
 Insert word	 Spelling mistake

If I could fly, I would do flips in the air first! next, I would fly to the Ocean and take a swim. Then would fly to my best friend's house. He would get on on my back, and we would fly to the ice cream shop It would be a grate day.

Reading and Math for K-5

Optional: Scrambled Sentences

KS Learning
Sentence scrap

Unscramble the words to make a sentence!

1. traffic The is light red

2. mom wakes My very early, up



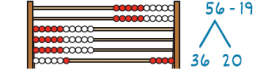
Reading and Math for K-6

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Learn: Take from Tens—Students decompose the total to subtract from a benchmark number.

$$56 - 19 = ?$$



Gradual Release to the Problem Set.

Land/Debrief: Take from a ten to subtract within 200. Is it simpler to subtract from a benchmark number? Why? How did you find $147-28$? Why? Students will complete and turn in Exit Ticket 17 for a formative grade.