# Carrie Waters' Week of: November 11-15, 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 3 Lesson(s) 11-15 Verbs & Their Connection to Nouns | READING Unit 4 Week 3 Lesson(s) 11-15 Different Characters, Different Points of View | WRITING Benchmark Workshop Volume 3 Wk 3 Lesson(s) 11-15 WriteScore Lesson(s) Targeted Lessons Spelling, Sentence Formation, & Editing | PHONICS Unit 4 Wk 3 Lesson(s) 11-15 Different Characters, Different Points of View R-Controlled Vowels air, are, ear, ere | MATH Module 2 Lesson(s) 18-21 Topics C: Addition & Subtraction Strategies Within 200 | SCIENCE Forces At Work Speed & Direction Week 2 |
|---|---|---|---|---|---|
| **Monday - Veteran's Day Holiday** | | | | | |
| | | | | | |
| **Tuesday** | | | | | |
| Standard(s): **ELAGSE2L1d** LT: I am learning to make and use verbs when speaking or writing. SC: *I know I am successful when:* ❏ I can define a verb. ❏ I can identify a verb. ❏ I can distinguish between different tenses of verbs (past, present, future). ❏ I can identify a past tense verb. ❏ I can recognize that some past tense verbs have irregular spellings. Suggested Key Terms: Parts of speech, verbs, irregular verbs, past tense, | Standard(s): **ELAGSE2RI10** LT: I am learning to read and understand different kinds of grade-level narrative texts. SC: *I know I am successful when…* ❏ I can identify the point of view of the narrator or character. ❏ I can identify the characteristics of a third-person point of view. ❏ I can identify the character's point of view affects how the story is told. Lesson/Activity: Unit 4, Lesson 11, TE Pages 98-101. | Standard(s): **ELAGSE2W3 ELAGSE2RF3** LT: I am learning to include details to describe actions, thoughts, and feelings in my narrative writing. I am learning to read and write words with common prefixes and suffixes. SC: *I know I am successful when:* ❏ I can develop characters through thoughts and feelings. ❏ I can add typical fairy tale language. ❏ I can identify common prefixes and suffixes. ❏ I can recognize when a | Standard(s): **ELAGSE2RF3 ELAGSE2L4** LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. SC: *I know I am successful when:* ❏ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). ❏ I can determine the meaning of a word based on the prefix or suffix. Suggested Key Vocabulary: word analysis, decode, long vowel, short vowel, | 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 18-Take from a hundred to subtract within 200. | Standard(s): **S2P2** LT:  We are learning to design a device to change the speed and direction of an object. SC: *I know I am successful when…* ❏ I can explore and explain how inclined planes and ramps change the speed of an object. ❏ I can explore and explain how sand and sand paper change the speed of an object. ❏ I can explore and explain how slick materials or wet materials change the speed of an object. ❏ I can design a device that: - Speeds up or slows down |

present tense, future tense

## Lesson/Activity:
Unit 3 Week 3 Day 11
TE pages 130-131
Explore: An Array of Verbs

**Explore**
**An Array of Verbs**
Display and read aloud lists of verbs from the mentor texts. Notice what they have in common (verb tenses).


Lights! Camera! Action!

With partners, students may study the lists of verbs and seek definitions for each verb tense.

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POINT of VIEW

FIRST-PERSON NARRATOR
- is a character in the story or narrative
- shares thoughts, feelings, and opinions
- doesn't know what other characters think and feel
• key words: I, me, my, we, us, our

THIRD-PERSON NARRATOR
- is not involved in events or is not a character in the story
- may share thoughts, feelings, and opinions
- can sometimes know what other characters think and feel
• key words: he, she, they, them, [names of characters]

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word has a prefix or suffix.

## Lesson/Activity:
Volume 3, Session 11, TE pages 54-57.

**Strategy: Adding Typical Fairy Tale Language**
1. Reread your mentor text. Notice the typical fairy tale language used for transitions.
2. List these phrases on a piece of paper.
3. Brainstorm other typical fairy tale language. You might think of other stories we have read, or similar words and phrases you have heard.
4. Add these phrases to your list.
5. Look at your own story and decide where you could add some of this fairy tale language.

WriteScore:
Targeted Lessons
Spelling - Prefixes
PPT & Lesson Overview: Students will learn how to identify different prefixes and root words.

Students will use these skills to help them expand their understanding of words, and learn to spell words correctly.

**Examples of Prefixes**
RE- (again, go back) redo, reread
UN- (not, opposite) unhappy, untrue
DIS- (opposite, not) dislike, disrespectful
IM- (not) impossible, improper

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one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated, choral reading, partner reading, self correct, word recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words, root word, meaning, word parts, unknown word

## Lesson/Activity:
Unit 4, Week 3 Day 11
TE pages 192-195
Word Study Resource Book, p. 46
My Word Study, Volume 1, p. 35

Read HFWs:
another, boy, could, every, far, from, hurt, over, out, these.

**r-controlled vowel syllable type: /är/**
• Spelling-Sound Correspondences
• Blend Words
• Transition to Multisyllabic Words
• Spelling Patterns Quick Check
• High-Frequency Words
• Share and Reflect

Spelling List Words:
Hair, stairs, chair, care, share, square, pear, bear, wear, where

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Fluency:
Whiteboard
Exchange-Related Facts Within 20
Students complete a number bond and write equations.
11 and 3 is what number?
Write the number bond and the fact family.
Repeat with the following:



Choral Response-Take Out Multiples of 10: Students subtract a multiple of 10 from a three-digit number. 145 is the total. Let's take out 100. What is 100 less than 145?
Repeat with the following:



Launch: Students relate pictorial representations to equations (rekenreks).
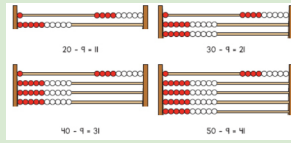


Learn: Take from a Hundred-Students simplify subtraction problems by decomposing the total into 100 and another part.
174-99 = ?

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... of an object.
- Changes the direction ... of an object.

## Lesson/Activity:
**Mystery Science: How is your body similar to a car?**

**Cars and Ramps-**
Students will design a way for a toy car to travel from point A to point B (a length determined by available space 2-4 meters) the fastest.

Students will use ramps to move a toy car. Ramps can be made from insulation tubing, pool noodles, paper towel tubing, or commercial toy ramps.

Students should record the amount of time in seconds it took for the car to travel from each point.

After students have moved the toy car successfully from point A to B, students will design a way to have their car change direction.

Students should design a new way for the car to travel from point B to point C.

Students should record their results in a chart (see

handout- Cars and Ramps).



## What is a Prefix?

A _prefix_ is added _before_ a root word to make a new word.

| Prefix | Root Word |
| --- | --- |

**Examples:**
Re- (again, go back): redo, reread
Un- (not, opposite): unhappy, untrue
Dis- (opposite, not): dislike, disrespectful
Im- (not): impossible, improper



Name _____
### Prefix Practice!

| Prefix | | Root Word | | |
| --- | --- | --- | --- | --- |
| | | lock | read | possible |
| um | re | im | dis | write | like | obey | proper |
| | | | cover | fair | honest |

| Prefix | Root Word | New Word |
| --- | --- | --- |
| | | |
| | | |



Name _____
### Prefix Practice! (Answer Sheet)

_Directions:_ Choose five words you just created and write a sentence for each one. Add as many details as you can to your sentence.

1. _____
2. _____
3. _____
4. _____
5. _____

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$174 - 99 = $ ___

74     100

$100 - 99 = 1$
$74 + 1 = 75$

**Relate Take from a Ten and Take from a Hundred**-Students look for similarities and differences between the take from a ten and take from a hundred strategies.

$153 - 48 = $          $153 - 80 = $
103  50              53  100
$50 - 48 = 2$          $100 - 80 = 20$
$103 + 2 = 105$        $53 + 20 = 73$

**Gradual Release to the Problem Set.**

**Land/Debrief:** Take from a hundred to subtract within 200. What is the same about take from a ten and take from a hundred strategies? What is different? How are they related?

Students will complete and turn in Exit Ticket 18 for a formative grade.

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### Cars and Ramps

**Directions:** With your group design a way for the car to travel from point A to point B the fastest. Use a stopwatch to record the amount of time in seconds the car took to travel. Record your results in the chart below.

| Attempt | Length of track | Amount of time in seconds |
| --- | --- | --- |
| 1 | | |
| 2 | | |
| 3 | | |

Which attempt was the fastest? _____
Which attempt used the least amount of track? _____

Now your car must change direction. Design a new way for the car to travel from point B to point C. Use a stopwatch to record the amount of time in seconds the car took to travel. Record your results in the chart below.

| Attempt | Length of track | Amount of time in seconds |
| --- | --- | --- |
| 1 | | |
| 2 | | |
| 3 | | |

Which attempt was the fastest? _____
Which attempt used the least amount of track? _____

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## Wednesday

| Standard(s): | Standard(s): | Standard(s): | Standard(s): | Standard(s): | Standard(s): |
| --- | --- | --- | --- | --- | --- |
| **ELAGSE2L1d** | **ELAGSE2L4** | **ELAGSE2W6** **ELAGSE2L2d.** | **ELAGSE2RF3** **ELAGSE2RF4** | **2.NR.2.3** | **S2P2** |
| LT: I am learning to make | LT: I am learning to use | | | LT: We are learning to subtract numbers using | LT: We are learning to |

and use verbs when speaking or writing.

SC: *I know I am successful when:*
❑ I can define a verb.
❑ I can identify a verb.
❑ I can distinguish between different tenses of verbs (past, present, future).
❑ I can identify a past tense verb.
❑ I can recognize that some past tense verbs have irregular spellings.

Suggested Key Terms:
Parts of speech, verbs, irregular verbs, past tense, present tense, future tense

Lesson/Activity:
Unit 3 Week 3 Day 12
TE pages 132-133
Teach: The Many Functions of Verbs

**Teach**
**The Many Functions of Verbs**
Present a mini-session on the function of verbs in a sentence. (Who and what did they do?)

Action is happening all around us! Verbs tell an action or a state of being

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context clues to figure out the meaning of a compound word.

SC: *I know I am successful when*:
❑ I can identify individual words within a compound word.
❑ I can identify the meaning of each individual word within a compound word.
❑ I can use prior knowledge to help determine the meaning of a compound word phrase.
❑ I can think about what is happening in a sentence to help me determine the meaning of a compound word.

Lesson/Activity:
Unit 4, Lesson 12, TE Pages 102-105.

COMPOUND WORDS
are formed by combining two other words.
EXAMPLES
after + noon = afternoon
back + yard = backyard
bath + room = bathroom
bath + robe = bathrobe
book + mark = bookmark
foot + path = footpath
foot + ball = football
hard + working = hardworking
light + house = lighthouse
gold + fish = goldfish
pan + cakes = pancakes

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LT: I am learning to use a variety of tools to produce writing with guidance and support from others (peers, teachers).

I am learning to use the spelling patterns I know to write words.

SC: *I know I am successful when:*
❑ I can use paper, pencil, and previous ideas to produce a different writing piece with the same characters.
❑ I can collaborate with others to proofread my writing.
❑ I can use spelling patterns to recognize words.
❑ I can rearrange, add, or remove letters to make new words.

Lesson/Activity:
Volume 3, Session 12, TE pages 58-61.

Strategy: Trying Out Different Stories with the Same Characters
1. Write the names and descriptions of your characters on a piece of paper.
2. Browse your Writer's Notebook and mark any story ideas you really love, including ideas about different settings, problems, and solutions.
3. Decide which ones you like best.
4. Jot down these ideas on your paper.
5. Use these ideas to sketch and write a new story.

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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.

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 3 Day 12
TE pages 196-199
Word Study Resource Book, p. 47
My Word Study, Volume 1, p. 36

Read & Write HFWs:
another, boy, could, every, far, from, hurt, over, out, these.

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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 19-Solve word problems with simplifying strategies for subtraction.

Fluency:
Beep Counting- 10 More, 10 Less: Students complete a number sequence to build fluency with mentally adding or subtracting 10.
Repeat with the following:

Number Line Hop-Use Compensation to Subtract: Students subtract a multiple of 10 from a two- or three-digit number, then hop forward 1.
46- 9 = ?
Repeat with the following:

Choral Response-Take Out Multiples of 10: Students subtract a multiple of 10

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design a device to change the speed and direction of an object.

SC: *I know I am successful when…*
❑ I can explore and explain how inclined planes and ramps change the speed of an object.
❑ I can explore and explain how sand and sand paper change the speed of an object.
❑ I can explore and explain how slick materials or wet materials change the speed of an object.
❑ I can design a device that:
- Speeds up or slows down … of an object.
- Changes the direction … of an object.

Lesson/Activity:
**Mystery Science:** How is your body similar to a car?

**Cars and Ramps-**
Students will discuss how they can change the direction of the car.

Students will problem solve to change their ramps to change the direction of the cars.

Students will reflect on the

for example: "I go to school. I am here." Today we are going to discover more about verbs and the way they work in a sentence.

**Strategy: Using Verbs in a Sentence**
Ask yourself, "Who is the subject and what do they do?"
Look at the chart.
Write your sentence so that "who" and "what they do" fit with each other.
Look at the chart again to check.

**Verbs**
A verb tells an action or a state of being.

jump
hop
go
look
point

is
are
was
were
am

A verb answers this question:
What is the noun/subject doing?

Who? → **Birds fly.** ← What do they do?
noun/subject    verb

Bridge to Transfer: When you are writing a sentence, remember to answer the questions "Who?" and "What did they do?" Follow the strategy.

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WriteScore:
Targeted Lessons
Spelling - Silent E
PPT & Lesson Overview

Silent "E" Rules
Grade 2

Students will learn about the rules for adding endings to words with a silent "e" at the end in spelling.

Students will use these skills to help them expand their understanding of words, and learn to spell words correctly.

Silent "e"
**Directions:** Circle the correct spelling of each word.

| Word | |
|---|---|
| brave | 1. John (bravely / bravly) went into the dark woods. |
| gate | 2. Did you close the (gates / gats)? |
| shoe | 3. Jana wore (shoeless / sholess) to the playground. |
| late | 4. Have you seen the dog (lately / latly)? |
| flute | 5. Can you hear the music on the (flutes / fluts)? |

**Directions:** Complete each word.

| | | |
|---|---|---|
| 1. | give | + s |
| 2. | bike | + ing |
| 3. | bite | + s |
| 4. | name | + less |
| 5. | lake | + s |
| 6. | wise | + ly |
| 7. | hope | + ing |
| 8. | close | + ly |
| 9. | ride | + ing |
| 10. | love | + ing |

Silent "E" Rules

1. Drop the "e" when adding endings that begin with a vowel.
   hide ➡ hiding

2. Keep the "e" when adding endings that begin with a consonant.
   love ➡ loves

| Drop the "e" | Keep the "e" |
|---|---|
| live + ing = living | live + s = lives |
| time + ing = timing | time + less = timeless |
| drive + ing = driving | drive + s = drives |

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**r-controlled vowel syllable type: /är/**
• Build Words
• Read Interactive Text "Pecos Bill"
• Spelling
• High-Frequency Words
• Share and Reflect

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from a two- or three-digit number. 34 - 20 = ?
What is 20 less than 34?
Repeat with the following:

| 87 | 71 | 72 | 58 | 83 | 62 |
|---|---|---|---|---|---|
| 87 - 20 = 67 | 71 - 30 = 41 | 72 - 30 = 42 | 58 - 40 = 18 | 83 - 40 = 43 | 62 - 50 = 12 |

| 85 | 148 | 185 |
|---|---|---|
| 85 - 50 = 35 | 148 - 100 = 48 | 185 - 100 = 85 |

**Launch:** Students share and discuss subtraction strategy solutions.
85 - 19 = ?
Count Back with Benchmark Numbers, Count On with Benchmark Numbers, Compensation, Take From a Ten.

| Count Back with Benchmark Numbers | Count On with Benchmark Numbers | Compensation | Take from a Ten |
|---|---|---|---|

**Learn:** Represent and Solve a Word Problem-Students self-select a strategy to solve a word problem.
*63 people are on a bus. 48 people get off the bus at the park. How many people are still on the bus?*
After think time, students explain their reasoning for selecting a particular solution strategy (see Launch strategies listed above).

Gradual Release to the Problem Set.

**Land/Debrief:** Solve word problems with simplifying strategies for subtraction. How do simplifying strategies help

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different ramps the other groups made and determine what ramp was the most effective at getting the car from each point.

Students should then draw the ramp with any changes they would make to the design.

**Cars and Ramps**
**Direction:** With your group design a way for the car to travel from point A to point B the fastest. Use a stopwatch to record the amount of time in seconds the car took to travel. Record your results in the chart below.

| Attempt | Length of track | Amount of time in seconds |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |

Which attempt was the fastest?
Which attempt used the least amount of track?
Now your car must change direction. Design a new way for the car to travel from point B to point C. Use a stopwatch to record the amount of time in seconds the car took to travel. Record your results in the chart below.

| Attempt | Length of track | Amount of time in seconds |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |

Which attempt was the fastest?
Which attempt used the least amount of track?

| | | | | us solve problems? How do you decide which strategy to use?<br><br>Students will complete and turn in Topic Ticket C for a summative grade. | |

**Thursday - <mark>Second Grade's Thanksgiving Luncheon</mark>**

| Standard(s):<br>**ELAGSE2L1b,d**<br><br>LT: I am learning to make and use verbs when speaking or writing.<br>I am learning to use collective nouns correctly when speaking or writing. (elements a/b)<br><br>SC: *I know I am successful when:*<br>❑ I can define a verb.<br>❑ I can identify a verb.<br>❑ I can distinguish between different tenses of verbs (past, present, future).<br>❑ I can identify a past tense verb.<br>❑ I can recognize that some past tense verbs have irregular spellings.<br>❑ I can distinguish between different kinds of nouns (common/proper, singular/plural).<br>❑ I can use frequently occurring irregular plural nouns. | Standard(s):<br>**ELAGSE2RL6**<br><br>LT: I am learning about the characters' points of view in a story.<br><br>SC: *I know I am successful when:*<br>❑ I can identify who is telling the story at different (various) points.<br>❑ I can recognize what characters are thinking and/or feeling at different parts of the story.<br>❑ I can recognize characters' internal and external traits to determine their point of view.<br>❑ I can recognize the difference between first person (e.g., I, we, she, he) and third person (e.g., they, us) narration.<br><br>Lesson/Activity:<br><mark>Unit 4, Lesson 13, TE pages 106-109.</mark> | Standard(s):<br>**ELAGSE2W5**<br>**ELAGSE2L1b.**<br><br>LT: I am learning to strengthen my writing through revising and editing.<br>I am learning to use plural nouns when speaking and writing.<br><br>SC: *I know I am successful when:*<br>❑ I can include interesting words and phrases that make my piece better.<br>❑ I can develop fairy tale characters and settings using sensory details (descriptive adjectives and strong verbs).<br>❑ I can decide if I want to continue my current draft or begin a new one.<br>❑ I can distinguish between different kinds of nouns (common/proper, singular/plural).<br>❑ I can identify an irregular plural noun. | Standard(s):<br>**ELAGSE2RF3**<br>**ELAGSE2RF4**<br><br>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.<br>I am learning to recognize and read grade-appropriate irregularly spelled words.<br><br>SC: *I know I am successful when:*<br>❑ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).<br>❑ I can read words containing irregular vowel patterns.<br><br>Lesson/Activity:<br><mark>Unit 4, Week 3 Day 13 TE pages 200-203</mark><br>Word Study Resource Book, p. 48-49 | Standard(s):<br>**2.NR.2.3**<br><br>LT: We are learning to subtract numbers using different strategies.<br><br>SC: *I know I am successful when…*<br>-I can subtract two two-digit numbers using the part-whole strategy.<br>-I can solve one-step word problems using the part-whole strategy.<br>-I can solve two-step word problems using the part-whole strategy.<br><br>Lesson/Activity:<br><mark>Lesson 20-Reason about when to unbundle a ten to subtract.</mark><br><br>Fluency:<br>Take Away All At Once-Students model subtraction equations with their fingers. (partners) 13-4=9 | Standard(s):<br>**S2P2**<br><br>LT: We are learning to design a device to change the speed and direction of an object.<br><br>SC: *I know I am successful when…*<br>❑ I can explore and explain how inclined planes and ramps change the speed of an object.<br>❑ I can explore and explain how sand and sand paper change the speed of an object.<br>❑ I can explore and explain how slick materials or wet materials change the speed of an object.<br>❑ I can design a device that:<br>- Speeds up or slows down ... of an object.<br>- Changes the direction ... of an object.<br><br>Lesson/Activity:<br><mark>**Read Aloud:**</mark> |

## Column 1

Suggested Key Terms:
Parts of speech, verbs, irregular verbs, past tense, present tense, future tense, conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns

Lesson/Activity:
Unit 3 Week 3 Day 13
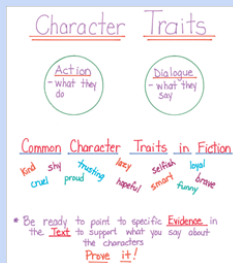TE pages 134-135
Explore: Nouns & Verbs
Take a Stroll

**Explore**
**Nouns and Verbs**
**Take a Stroll**
Using verbs from this week and nouns from last week, compose sentences orally.

Partnerships refer to the noun word cards used in Session 8 and the verb list from Session 11. They use the nouns and verbs to develop oral or written sentences together.

Turn & Talk: *How can this subject and this verb work together to show something interesting?*

## Column 2



Character Traits

Action – what they do
Dialogue – what they say

Common Character Traits in Fiction
kind shy trusting lazy selfish loyal brave
cruel proud hopeful smart funny

* Be ready to point to specific Evidence in the Text to support what you say about the characters
Prove it!

## Column 3

❏ I can use frequently occurring irregular plural nouns.

Lesson/Activity:
Unit 3, Session 13, TE pages 62-65.

**Strategy: Sketching and Drafting with Common Fairy Tale Characters**
1. Think of characters often found in fairy tales, such as ogres, trolls, or meddlesome fairies.
2. Choose the new characters you'd like to include in a story.
3. Decide if you'd like to add them to a current draft or start a new story.
4. Begin sketching and drafting.

WriteScore:
Targeted Lessons
Spelling - Plurals
PPT & Lesson Overview:

Rules for Plurals
Grade 2

Students will learn about the different plural rules in spelling.

Students will use these skills to help them expand their understanding of words, and learn to spell words correctly.

## Column 4

My Word Study, Volume 1, p. 37

Practice HFWs:
another, boy, could, every, far, from, hurt, over, out, these.

r-controlled vowel syllable type: /är/
• Read Accountable Text "Far from Earth"
• Spelling
• High-Frequency Words
• Share and Reflect

## Column 5

Repeat with the following:

| 13 - 7 | 16 - 2 | 16 - 5 |
| --- | --- | --- |

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

| 1. | 40 = _____ tens | 4 |
| 2. | 30 = _____ tens 10 ones | 2 |
| 3. | 37 = 2 tens _____ ones | 17 |

**Launch:** Students self-select a strategy to subtract a one-digit number from a two-digit number.
*Mr. Webb has 43 pencils. He gives a pencil to 6 students. How many pencils does Mr. Webb have left?*
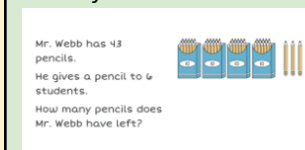
Mr. Webb has 43 pencils.
He gives a pencil to 6 students.
How many pencils does Mr. Webb have left?

43 - 6 = 37
3   3
43 - 3 = 40
40 - 3 = 37

-3  -3
37  40  43

43 - 6 = 37
33  10
10 - 6 = 4
33 + 4 = 37

**Learn:** Reason About Unbundling a Ten-Students reason about when they need to unbundle a ten to subtract.
43-6= ?

## Column 6

Penny & Her Marble
by Kevin Henkes

**Marble Mazes-**
Students will design a path for a marble to travel.

Using paper plates or shoebox lids, students will map out a path with turns to vary the direction of the marble. Students will use clay or soft dough to plan the path.

Students will test out their paths by placing their marble and moving the plate back and forth to move the marble through the maze.

Students can also push the marble through the path with their fingers and/or hands.

Students will write about the paths the marble took.
* How did the marble change direction?
* Was a new force needed to move the marble when it hit a wall?

Students will swap their marble maze with a partner.

Students will try their partner's maze and write about the movement of

## Be a Sentence Genie

Our *teacher* needed the *markers*.
My *brother* hid my *pencil*.
Their *dog* will play in the *park*.
The *fish* splashed in the *river*.

Pose a challenge, as needed: "That noun and verb almost match. "Can you find a verb that is close to that one but fits better with that noun?"

Students will work to create sentences with subject-verb agreement.

---



**Plurals!**

**Directions:** Choose the correct plural of each word and write to complete the sentence.

1. I saw two _____ running at the zoo.
(ostritchs/ostriches)
2. Do you have the _____ to the car?
(keys/keyes)
3. Sam saw the _____ flying high in the sky.
(birdes/birds)
4. There are so many _____ at the pet store!
(puppies/puppys)
5. Katie _____ the car with her dad on Saturdays.
(washs/washes)
6. The _____ were too heavy for me to carry by myself.
(boxes/boxs)
7. Patty got the _____ out for dinner.
(knifes/knives)
8. Have you seen my _____ anywhere?
(glasses/glasses)
9. My drink _____ if I shake it up.
(fizzs/fizzes)
10. How many _____ of bread did you buy?
(loafs/loaves)

---

**Plurals!**

**Directions:** Write the plural of each word.

1. glove = _____
2. dish = _____
3. monkey = _____
4. chair = _____
5. life = _____
6. guppy = _____
7. boy = _____
8. fox = _____
9. bug = _____
10. pillow = _____

**Directions:** Write three sentences using at least one plural in each.

1. _____
2. _____
3. _____

---

**Plural Rules**

For most words, just add "s" — one dog → two dogs

If it ends in: -ch, -sh, -s, -ss, -x or -z, add "es" — one fox → two foxes

If it ends in "y" change the "y" to "ies" — one puppy → two puppies
UNLESS there is a vowel before the "y" then add "s" — one monkey → two monkeys

If it ends in "f" or "fe": change the "f" or "fe" to "ves" — one leaf → two leaves

---



Unbundle a Ten to Subtract-Students unbundle a ten and rename the total to subtract.
45- 7 = ?
4 tens 5 ones = 45 in unit form
Unbundle to rename as 3 tens 15 ones



Gradual Release to the Problem Set

Land/Debrief: Reason about when to unbundle a ten to subtract. How do you know when you need to unbundle a ten? Look at problem #3. How did you rename 52 to subtract 6?

Students will complete and turn in Exit Ticket 20 for a formative grade.

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the marble.

Students will critique the marble's movements and make suggestions for changing the path.
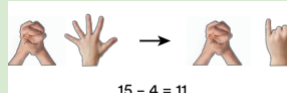
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**Friday**

| Standard(s): | Standard(s): | Standard(s): | Standard(s): | Standard(s): | Standard(s): |
|---|---|---|---|---|---|
| | | | | | |

| ELAGSE2L1b,d | ELAGSE2RL4 ELAGSE2SL1 | ELAGSE2W3 ELAGSE2W5 ELAGSE2RF3 | ELAGSE2RF3 ELAGSE2RF4 | 2.NR.2.3 | S2P2 |
|---|---|---|---|---|---|
| **LT:** I am learning to make and use verbs when speaking or writing. I am learning to use collective nouns correctly when speaking or writing. (elements a/b) | **LT:** I am learning to describe how words and phrases in poems can supply rhythm and meaning. We are learning to participate in collaborative conversations about second grade topics. | **LT:** I am learning to include details to describe actions, thoughts, and feelings in my narrative writing. I am learning to use others' help to strengthen my writing through revising and editing. I am learning to read and write words with common prefixes and suffixes. | **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. I am learning to recognize and read grade-appropriate irregularly spelled words. | **LT:** We are learning to subtract numbers using different strategies. | **LT:** We are learning to design a device to change the speed and direction of an object. |
| **SC:** *I know I am successful when:* ❑ I can define a verb. ❑ I can identify a verb. ❑ I can distinguish between different tenses of verbs (past, present, future). ❑ I can identify a past tense verb. ❑ I can recognize that some past tense verbs have irregular spellings. ❑ I can distinguish between different kinds of nouns (common/proper, singular/plural). ❑ I can use frequently occurring irregular plural nouns. | **SC:** *I know I am successful when:* ❑ I can identify words or phrases that repeat or rhyme. ❑ I can participate in discussions about rhyme, rhythm, alliteration, and repetition. ❑ I can tell a partner how the rhyming or repeating words in a poem or song help my understanding and enjoyment. ❑ I can listen to and share ideas. ❑ I can support and build ideas with evidence from the text. ❑ I can ask questions to clarify understanding. | **SC:** *I know I am successful when:* ❑ I can develop characters through thoughts and feelings. ❑ I can add dialogue when characters are talking or thinking. ❑ I can add details that describe people's actions or the setting. ❑ I can include interesting words and phrases that make my piece better. ❑ I can listen to a partner's writing and provide feedback. ❑ I can work with a partner to reread my writing to determine if there are additional changes I want to make. ❑ I can identify common prefixes and suffixes. | **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 spell words containing irregular vowel patterns. ❑ I can reread to improve my reading. | **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 subtraction strategies. -I can solve two-step word problems using subtraction strategies. | **SC:** *I know I am successful when…* ❑ I can explore and explain how inclined planes and ramps change the speed of an object. ❑ I can explore and explain how sand and sand paper change the speed of an object. ❑ I can explore and explain how slick materials or wet materials change the speed of an object. ❑ I can design a device that: - Speeds up or slows down ... of an object. - Changes the direction ... of an object. |
| <u>Suggested Key Terms:</u> Parts of speech, verbs, irregular verbs, past tense, present tense, future tense, conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns | | | | Lesson/Activity: Lesson 21- Use concrete models to decompose a ten with two-digit totals. | Lesson/Activity: GPB Let's Learn Video/Activity: Life on a Farm |
| Lesson/Activity: Unit 3 Week 3 Day 14 | Lesson/Activity: Unit 4, Lesson 14, TE pages 110-113. | | Lesson/Activity: Unit 4, Week 3 Day 14 TE pages 204-206 Word Study Resource | Fluency: Take Away All At Once-Students model subtraction equations with their fingers. $15 - 4 = 11$ Repeat with the following: $16 - 5$ $16 - 9$ $18 - 8$ $17 - 9$ Choral Response: Subtract in Unit and Standard Form-Students subtract ones in unit form and say an equation in standard form. | **Pig Pen Push-** Students will explore forces as they attempt to get a paper pig to move into a paper fence/pen. |

## Column 1 (purple)

TE pages 136-137
Explore: Nouns & Verbs
Take Another Stroll

Teachers and students will review nouns & verbs.

**Explore**

**Nouns and Verbs Take Another Stroll**

Partnerships use nouns and verbs from previous sessions to form the basis of sentences, then add their own words to make complete sentences.
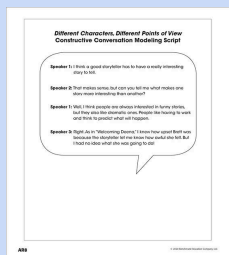
Students and/or partnerships will work to use what they know to create written sentences using noun-verb pairs.

Students will create oral sentences with the noun-verb pairing to which they add some of their own words.

Each individual student in a partnership may develop sentences, and then partners may read their sentences to each other or jot them down in their grammar notebooks.

## Column 2 (blue)

**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

Unit 4 Wrap-Up:
Real World Perspectives
Lesson 15,
TE pages 114-117
Benchmark Unit 4 Assessment

**Different Characters, Different Points of View**
**Constructive Conversation Modeling Script**

**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.

## Column 3 (pink)

☐ I can recognize when a word has a prefix or suffix.

Lesson/Activity:
Volume 3, Session 14, TE pages 66-69.

**Strategy: Adding Thoughts, Action, Dialogue, and Description**
1. Reread a page. Ask yourself: "Could I include additional thoughts on this page? Action? Dialogue? Description?"
2. Choose a couple of places to add more information.
3. Imagine the scene in your head. Think of the words that describe what you're envisioning.
4. Add your new words, phrases, and sentences as appropriate.
5. Repeat as necessary on each page.

Volume 3, Session 15, TE pages 70-73.

**Strategy: Providing Feedback to a Partner**
1. First, ask your partner if there are any particular areas he or she would like feedback on.
2. Listen as your partner reads the story. Keep in mind any areas of focus.
3. Think of two things you really like and one thing your partner may want to consider changing.
4. Share what you liked.
5. Give advice by saying, "You may want to…"

WriteScore:
Targeted Lessons
Spelling - Suffixes
PPT & Lesson Overview:

**Suffix Search**
Grade 2

## Column 4 (yellow)

Book, p. 48-49
My Word Study, Volume 1, p. 37
Unit 4, Week 3 Day 15
TE pages 207-209
Word Study Resource Book, p. 48-49
My Word Study, Volume 1, p. 37

Read HFWs:
another, boy, could, every, far, from, hurt, over, out, these.

**r-controlled vowel syllable type: /är/**
• Read Multisyllabic Words
• Decode by Analogy
• Read Accountable Text "Far from Earth" and/or "The Three Bears"
• Share and Reflect

**Review and Assess r-controlled vowel syllable type: /är/**
• Read Accountable Text "Far from Earth" and/or "The Three Bears"
• Build Words
• Review Multisyllabic Words
• Spelling Patterns and Dictation
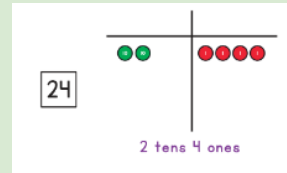• High-Frequency Words

• Cumulative Assessment

## Column 5 (green)

$$5 \text{ ones} - 4 \text{ ones} = 1 \text{ one}$$
$$5 - 4 = 1$$

Repeat with the following:

| 7 ones - 2 ones | 8 ones - 5 ones | 11 ones - 2 ones | 15 ones - 6 ones | 17 ones - 9 ones |
|---|---|---|---|---|

Choral Response: Model Numbers with Place Value Disks-Students use place value disks to model a two-digit number and say the number in unit form.

24

2 tens 4 ones

Repeat with the following:

| 27 | 36 | 45 | 52 | 60 | 71 | 89 |
|---|---|---|---|---|---|---|

Launch: Students reason about a *take from* situation when they need to unbundle a unit of ten.

Learn:
Decompose a Ten to Subtract-Students decompose a ten to subtract two-digit numbers by using place value disks.

Connect Concrete Disks to a Pictoral Model-Students decompose a ten to subtract and relate concrete and pictorial models.

## Column 6 (pink)

**Pig Pen Push (Pigs and Fences)**
Each Group will need one row of pigs and 3 rows of fences.

Materials:
• Pigs and fences
• Golf ball, ping pong ball, or marble
• Paper cup
• Paper towel roll
• Scissors
• Tape

1. Cut out the rows of cards on the next two pages.
2. Fold each line of the three pigs to make a triangle and tape closed. That would make 4 separate triangles of pigs for the rolling ball to move.
3. Tape each row of fences to make a three-sided fence open toward the ramp.
4. Cut a paper towel roll in half to make the ramp for the golf ball, ping pong ball, or marble.
5. Tape one side of the half of a paper towel roll ramp to the top of an upturned cup to give an angle to the ramp.

After assembly students should use a ping pong ball and a rubber ball to attempt to get the pig into the pen.

Variations of this activity can include changing the surface of the table by placing something that will provide friction.

Students can also explore how moving the pig and the fence changes the result.

* Would changing the height of the ramp make a difference?

**Pig Pen Push**

Name _____ Date _____

Directions: Assemble your pig and fence. Arrange your fence on your table and tape in place. Place your cardboard ramp on top of your paper cup and tape in place. The bottom of your ramp and the end of your gate should be 30 centimeters.
1. Roll your ping pong ball down the ramp starting at the middle of the ramp. Use a centimeter ruler to record your results. Fill in your chart.
2. Roll your ping pong ball down the ramp starting at the top of the ramp. Use a centimeter ruler to record your results. Fill in your chart.
3. Roll your rubber ball down the ramp starting at the middle of the ramp. Use a centimeter ruler to record your results. Fill in your chart.
4. Roll your rubber ball down the ramp starting at the top of the ramp. Use a centimeter ruler to record your results. Fill in your chart.

| Roll # | Position of ramp | Distance pig traveled | Did the pig make it in the pen? |
|---|---|---|---|
| 1-ping pong ball | Middle/Top | ___ cm | Yes/No |
| 2-ping pong ball | Middle/Top | ___ cm | Yes/No |
| 3-rubber ball | Middle/Top | ___ cm | Yes/No |
| 4-rubber ball | Middle/Top | ___ cm | Yes/No |

As students complete the challenge they will communicate with their table about their results.

*When were you able to successfully get the pig in the pen?

Teachers will circulate providing advice, reminders, and additional resources, as needed with understanding the functions of nouns and verbs.

Students will learn how to identify different suffixes and root words.

Students will use these skills to help them expand their understanding of words, and learn to spell words correctly.



Suffix Search



What is a Suffix?
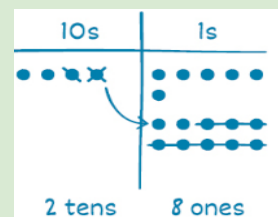
A suffix is added after a root word to make a new word.

| ROOT WORD | SUFFIX |
|-----------|--------|

Examples:
-less (without) : fearless, powerless
-ful (full of) : hopeful, colorful
-ly (in a certain way) : slowly, quickly
-y (full of) : fluffy, rainy



4 tens          6 ones



3 tens          16 ones



2 tens          8 ones

Gradual Release to the Problem Set.

Land/Debrief:
Use concrete models to decompose a ten with two-digit totals. *For 73 - 39, did you exchange, or rename, a unit of ten for 10 ones to subtract? Why? How did you rename the total with your place value disks? Does the total change when we exchange, or rename, units?*

Students will complete and turn in Exit Ticket 21 for a formative grade.

*How would moving the pig pen affect your results? *What caused the pig to move?
Students will discuss the distance (amount of cm) the pig traveled.

Turn & Talk:
The pig successfully entered the pen when we _____. The weight of the balls made a difference in the distance the pig traveled because _____. The force that was applied to the pig was _____.

Or
Read Aloud:
If I Built A Car
by Chris Van Dusen

Traveling Beth-
Students will receive the prompt (see Traveling Beth handout).



Students will write their

plan to get Beth to the finish line, describing the steps they will take.

Students will observe each team as they push or pull Beth to the finish line.

Students will write the force that each team applied and write the success or failure of each group.

**Sentence starter example:**
Team _____ used a _____ (push/pull) to move Beth. They were _____ (successful/unsuccessful) in moving Beth one meter without falling out.
Their plan to move Beth was to _____. Their vehicle looked like this: