

Carrie Waters' Week of March 18-22, 2024 Whole Group Lesson Plans, Grade 2

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

GRAMMAR Unit 5 Lessons 6-11 (SKIP 10) Capitalization and More Punctuation	READING Unit 8 Lessons 6-10 Wind & Water Shape the Land	WRITING Volume 5 Sessions 11-15 Opinion & Persuasive Writing	PHONICS Unit 8 Week 2 Lessons 1-5 Suffixes -ER, -OR Endings Wind & Water Shape the Land	MATH Module 4 Lesson 23 Test Review & EOM Assessment Lesson 24	SCIENCE Unit 4 Stability and Change in Animals
Monday					
<p>Standard(s): ELAGSE2L2a</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <p>Lesson/Activity: Unit 5 Week 2 Day 6 Explore: Capitalization Sort Lesson 6, TE pgs. 228-229</p>	<p>Standard(s): ELAGSE2RL6</p> <p>LT: I am learning about the characters in a story by using different character voices when I read aloud to show what I know about the characters.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify who is telling the story at different (various) points. <input type="checkbox"/> I can speak in a different voice for each character. <input type="checkbox"/> I can recognize the structures and characteristics of a drama (play). <p>Lesson/Activity: Volume 8, Lesson 6, TE Pages 78-81.</p>	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can include interesting words and phrases that make my piece better. <input type="checkbox"/> I can use like and because to help me add more information to my sentences. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can reread my writing to determine if there are additional changes I want 	<p>Standard(s): ELAGSE2RF3 ELAGSEL2</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or 	<p>Standard(s): 2.NR.2.4</p> <p>LT: We are learning to add and subtract within 100.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> -I can add or subtract numbers within 100 using place value strategies. -I can add or subtract numbers within 100 using properties of operations. -I can add or subtract numbers within 100 using the relationship between addition and subtraction. <p>Lesson/Activity: Lesson 23- Solve two-step addition and subtraction word problems.</p> <p>Fluency: Whiteboard Exchange-Bar Graphs: Students answer questions about a</p>	<p>Standard(s): S2L1a.</p> <p>LT: We are learning the sequence of the life cycle for different animals.</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 describe what a life cycle means. <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird. <input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect. <input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity:  Mystery Science Are butterflies the only animals that start out as</p>

Explore

Capitalization Sort

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

WORD CARDS

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

Elements of Drama (Play, movie, TV show)

Characters

- Cast (list) at the beginning
- People act like each character

Setting

- When and where a drama/act/scene takes place
- Given in stage directions

Dialogue

- The words/lines the characters say
- Dialogue tags tell the reader who is speaking

Stage Directions

- Communicate the actions of the characters
- Usually in brackets or parentheses and italicized

to make.

Lesson/Activity:

Volume 5, Session 11,
pages 52-55.

Strategy: Asking Questions to Revise

1. Reread your opinion statement. Ask yourself: "Is this the best way to state my opinion?"
2. If the answer is no, fix up your opinion statement to make it stronger or clearer.
3. Reread your first reason. Ask yourself: "Does this reason clearly explain why I have the opinion?"
4. If the answer is no, fix up your reason to make it stronger or clearer.
5. Move on to the next reason.

remove letters to make new words.

Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:

Unit 8 Week 2 Day 1
TE pages 124-127

Word Study Resource

Book, p. 90

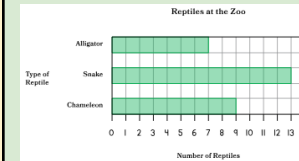
My Word Study, Volume 2,
p. 23

Read HFWs: area, ever, hours, measure, notice, order, piece, short, today, true.

Suffixes -er, -or

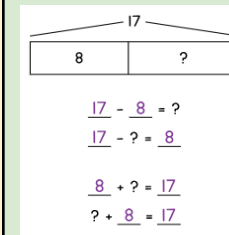
- Word Study
- Blend and Build Words
- Reading Big Words Strategy
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

horizontal bar graph.

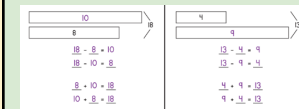


Whiteboard

Exchange-Interpret Tape Diagrams: Students write and complete four equations to represent a tape diagram.



Repeat with the following:



Launch:

Students notice and wonder about a piece of artwork to generate context for word problems.



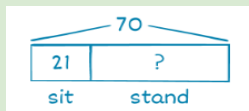
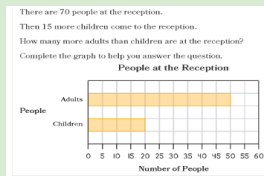
Learn:

Solve Two-Step Word Problems Involving Art: Students solve a two-step word problem with

caterpillars?

Unit 4 Week 3 Stabi...

Students will examine how caterpillars grow and change throughout their lives.

				<p>contexts from a piece of art.</p>  <p>Solve Two-Step Word Problems Involving Data: Students solve a two-step word problem by using contexts from a piece of art.</p>  <p>Gradual release to the problems set.</p> <p>Land: Debrief Objective-Solve two-step addition and subtraction word problems.</p> <p>Students will complete and turn in Topic Ticket E for a summative grade.</p>	
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Tuesday - Leadership Meeting (Waters)

<p>Standard(s): ELAGSE2L2a</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.</p> <p>SC: <i>I know I am successful</i></p>	<p>Standard(s): 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>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2L2</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words.</p>	<p>Standard(s): 2.NR.2.4</p> <p>LT: We are learning to add and subtract within 100.</p> <p>SC: <i>I will know I'm successful when...</i> -I can add or subtract numbers within 100 using</p>	<p>Standard(s): S2L1a.</p> <p>LT: We are learning the sequence of the life cycle for different animals.</p> <p>SC: <i>I will know I'm successful when I can...</i> <input type="checkbox"/> I can describe what a</p>
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when:

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

Lesson/Activity:

Unit 5 Week 2 Day 7


Teach: It's Time to Capitalize Letters

Lesson 7, TE pgs. 230-231

Teach

It's Time to Capitalize Letters

Share the different categories where writers use capital letters, with examples from each category.

Capitalize		
• the pronoun 	• greeting and closing of a letter 	• some shortened forms of words (abbreviations) 
• specific month 	• name of a specific person 	• words in the name of a holiday 
• specific day of the week 	• words in the name of a place 	• words in the name of a product 

SC: I know I am successful when:

- ☐ I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers).
- ☐ I can gather information about characters, setting, or plot from words in the text (print or digital).
- ☐ I can use the information gathered to understand characters, setting, and plot.
- ☐ I can create mental images about characters, setting, and plot.

Lesson/Activity:

Unit 8, Lesson 7, TE Pages 82-85.

Create Mental Images

Imagine	Look For
Setting	• Place names • Words that tell where and when • Words that describe physical surroundings (things visible)
Characters	• Physical descriptions • What others say about characters • Words that describe how people act and talk
Plot	• Characters' interactions • Words that explain why things happen • Characters' reactions to events

- ☐ I can include interesting words and phrases that make my piece better.
- ☐ I can add facts, quotes, personal stories, or examples to make my piece more convincing.
- ☐ I can reread my writing to determine if there are additional changes I want to make.

Lesson/Activity:

Volume 5, Session 12, pages 56-59.

Strategy: Adding an Expert's Quote

1. Read your reason. Think about how to add a quote to support your reason.
2. Read books by experts on your topic or talk to an expert on your topic. Jot down a few quotes that support your reason.
3. Decide which quote you like best.
4. Add the quote to your page.
5. Make sure to write who the expert is. Use a phrase like "According to . . ."

SC: I know I am successful when:

- ☐ I can identify common prefixes and suffixes.
- ☐ I can recognize when a word has a prefix or suffix.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can determine the meaning of a word based on the prefix or suffix.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.

Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:

Unit 8 Week 2 Day 2 TE pages 128-131

Word Study Resource Book, p. 91

My Word Study, Volume 2, p. 24

Read HFWs: area, ever, hours, measure, notice, order, piece, short, today,

place value strategies.

- I can add or subtract numbers within 100 using properties of operations.
- I can add or subtract numbers within 100 using the relationship between addition and subtraction.

Lesson/Activity:

Test Review (Day 1)

Teacher's choice to prepare for the Module 4 Assessment.

life cycle means.

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

Lesson/Activity:

GaDOE Learning Plan: Life Cycles

Unit 4 Week 3 Stabi...


Students will begin to develop a model or diagram to describe the changes during the life cycle of butterflies.


Students will provide photos or drawings to their models, sequencing the events, and using transition words to later assist them with their writing.

			<p>true.</p> <div> <p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Blend and Build Words • Read Interactive Text "Our Sandcastles" • Spelling • High-Frequency Words • Homographs • Share and Reflect </div>		
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Wednesday - PLC Planning

<p>Standard(s): ELAGSE2L2a</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can identify words as holidays.<input type="checkbox"/> I can identify words as product names.<input type="checkbox"/> I can identify words as geographic names. <p>Lesson/Activity: Unit 5 Week 2 Day 8 Explore: Capitalization Category Sort Lesson 8, TE pgs. 232-233</p>	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to figure out the meaning of a word by knowing the root word.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can identify root words in unknown words.<input type="checkbox"/> I can define root words in unknown words.<input type="checkbox"/> I can identify common suffixes (-ly, -er) and their meanings. <p>Lesson/Activity: Unit 8, Lesson 8, TE Pages 86-89.</p> <div><p><i>BUILD VOCABULARY: USE ROOTS AND AFFIXES</i></p><table><tr><td><p>Root Word the most basic form of a word</p><p>Affix word part added to the beginning or end of a root word creates a new word with a new meaning</p></td><td><p>Prefix comes before the word</p><p>Suffix comes after the word</p></td></tr><tr><td><p>re-: "again"</p><p>un-: "not"</p><p>dis-: "not"</p></td><td><p>-est: "most"</p><p>-er: "more than"</p><p>-ly: turns an adjective into an adverb</p><p>-inf/-fun/-son: turns a verb into a noun</p><p>-f/-est: makes a noun plural</p><p>-ing: turns a verb into a noun</p><p>-ing: turns a verb into a noun</p></td></tr></table></div>	<p>Root Word the most basic form of a word</p> <p>Affix word part added to the beginning or end of a root word creates a new word with a new meaning</p>	<p>Prefix comes before the word</p> <p>Suffix comes after the word</p>	<p>re-: "again"</p> <p>un-: "not"</p> <p>dis-: "not"</p>	<p>-est: "most"</p> <p>-er: "more than"</p> <p>-ly: turns an adjective into an adverb</p> <p>-inf/-fun/-son: turns a verb into a noun</p> <p>-f/-est: makes a noun plural</p> <p>-ing: turns a verb into a noun</p> <p>-ing: turns a verb into a noun</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to explain my reasons for my opinion by using facts to support it.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can identify facts and reasons that give more convincing information about my topic.<input type="checkbox"/> I can use transitions to make clear points about my topic. <p>Lesson/Activity: Volume 5, Session 13, pages 60-63.</p> <div><p>Strategy: Using Transitions to Add Facts</p><ol style="list-style-type: none">1. Read your writing, sentence by sentence. Look for a reason or an idea you can support by adding a fact.2. Brainstorm or research one or two facts that will help explain your idea, support your reasons, and help convince your reader.3. Choose a transition word or phrase and add the fact(s) to your draft.</div>	<p>Standard(s): ELAGSE2RF3 ELAGSE2L2</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can identify common prefixes and suffixes.<input type="checkbox"/> I can recognize when a word has a prefix or suffix.<input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together.<input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix.<input type="checkbox"/> I can use spelling patterns to recognize words.<input type="checkbox"/> I can rearrange, add, or remove letters to make	<p>Standard(s): 2.NR.2.4</p> <p>LT: We are learning to add and subtract within 100.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none">-I can add or subtract numbers within 100 using place value strategies.-I can add or subtract numbers within 100 using properties of operations.-I can add or subtract numbers within 100 using the relationship between addition and subtraction. <p>Lesson/Activity: Test Review (Day 2) Teacher's choice to prepare for the Module 4 Assessment.</p>	<p>Standard(s): S2L1a.</p> <p>LT: We are learning the sequence of the life cycle for different animals.</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 describe what a life cycle means.<input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird.<input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect.<input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity: GPB Let's Learn Video/Activity: Pollinators & Life Cycle of a Butterfly</p>
<p>Root Word the most basic form of a word</p> <p>Affix word part added to the beginning or end of a root word creates a new word with a new meaning</p>	<p>Prefix comes before the word</p> <p>Suffix comes after the word</p>								
<p>re-: "again"</p> <p>un-: "not"</p> <p>dis-: "not"</p>	<p>-est: "most"</p> <p>-er: "more than"</p> <p>-ly: turns an adjective into an adverb</p> <p>-inf/-fun/-son: turns a verb into a noun</p> <p>-f/-est: makes a noun plural</p> <p>-ing: turns a verb into a noun</p> <p>-ing: turns a verb into a noun</p>								

<p>Explore</p> <p>Capitalization Category Sort</p> <p>Partnerships revisit the word cards from Session 6 and sort them into specific categories.</p> 			<p>new words.</p> <p><u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules</p> <p><u>Lesson/Activity:</u> Unit 8 Week 2 Day 3 TE pages 132-135 Word Study Resource Book, p. 92-93 My Word Study, Volume 2, p. 25</p> <p><i>Read HFWs: area, ever, hours, measure, notice, order, piece, short, today, true.</i></p> <div data-bbox="1066 976 1318 1214"> <p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Read Accountable Text "Mudslide" • Spelling • High-Frequency Words • Share and Reflect </div>		<p>Unit 4 Week 3 Stabi...</p> <p>Students will visit the Jimmy Carter National Historical Park in Plains, Georgia, to learn about the life of President Jimmy Carter and his family.</p> <p>Students will learn about First Lady Rosalyn Carter's love of butterflies and the importance of these pollinators.</p>
<p>Thursday - PBIS Meeting (Scott)</p>					
<p>Standard(s): ELAGSE2L2a</p> <p>LT: I am learning to use capital letters at the</p>	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from the</p>	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to state an opinion and give</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2L2 ELAGSE2RF4</p>	<p>Standard(s): 2.NR.2.4</p> <p>LT: We are learning to add and subtract within 100.</p>	<p>Standard(s): S2L1a.</p> <p>LT: We are learning the sequence of the life cycle</p>

<p>beginning of holidays, product names, and places on a map when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <p>Lesson/Activity: Unit 5 Week 2 Day 9 Explore: Remember to Capitalize Lesson 9, TE pgs. 234-235</p> <div data-bbox="113 756 371 1070"> <p>Explore</p> <p>Remember to Capitalize</p> <p>Partnerships create a mnemonic device, song, or other way to remember the categories of words that need capital letters.</p> </div>	<p>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. <input type="checkbox"/> I can describe how authors (specifically writers of drama) use print and graphic features to convey information. <p>Lesson/Activity: Unit 8, Lesson 9, TE Pages 90-93.</p>	<p>reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. <input type="checkbox"/> I can use counter-claims to be more convincing. <p>Lesson/Activity: Volume 5, Session 14, pages 64-67.</p> <div data-bbox="747 685 1037 1011"> <p>Strategy: Adding Solutions to Address Problems</p> <ol style="list-style-type: none"> 1. Reread your writing, sentence by sentence. 2. Ask yourself: "Did I bring up any problems? Are there problems others might have with my opinion?" 3. Discuss solutions to the problems with a partner. Jot down your ideas. 4. Add the solutions to your opinion piece. </div>	<p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words.</p> <p>I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. <input type="checkbox"/> I can reread to improve my reading. <p><u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling</p>	<p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> -I can add or subtract numbers within 100 using place value strategies. -I can add or subtract numbers within 100 using properties of operations. -I can add or subtract numbers within 100 using the relationship between addition and subtraction. <p>Lesson/Activity: Module 4 Assessment (Day 1)</p>	<p>for different animals.</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 describe what a life cycle means. <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird. <input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect. <input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity:  Life Cycles of Frogs, Dragonflies, and Butterflies PBS LearningMedia</p> <p> Unit 4 Week 3 Stabi...</p> <p>Students explore similarities and differences in the life cycle of organisms and are introduced to the process of metamorphosis.</p> <p>Students use a video to study the developmental stages of frogs, dragonflies, and butterflies.</p> <p>Students will compare insect and frog life cycles</p>
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	<p>Elements of Drama (Play, movie, TV show)</p> <p>Characters</p> <ul style="list-style-type: none"> - Cast (list) at the beginning - People act like each character <p>Setting</p> <ul style="list-style-type: none"> - When and where a drama/act/scene takes place - Given in stage directions <p>Dialogue</p> <ul style="list-style-type: none"> - The words/lines the characters say - Dialogue tags tell the reader who is speaking <p>Stage Directions</p> <ul style="list-style-type: none"> - Communicate the actions of the characters - Usually in brackets or parentheses and italicized 		<p>rules</p> <p>Lesson/Activity: Unit 8 Week 2 Days 4 TE pages 136-137</p> <p>Word Study Resource Book, p. 92-93</p> <p>My Word Study, Volume 2, p. 25</p> <p>Read HFWS: area, ever, hours, measure, notice, order, piece, short, today, true.</p> <p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Read Multisyllabic Words • Decode by Analogy • Read Accountable Text "Mudslide" and/or "My Beach" • Share and Reflect 		<p>to each other and to the stages of human development.</p> <p>Have students observe and record the development of chicks, butterflies, ladybugs, praying mantis and/or frogs in the classroom.</p>
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Friday

<p>Standard(s): ELAGSE2L2c</p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. 	<p>Standard(s): ELAGSE2RL6 ELAGSE2RL3 ELAGSE2SL6</p> <p>LT: I am learning about the characters in a story by using different character voices when I read aloud to show what I know about the characters.</p> <p>I am learning to describe how the characters in a story react to important (major) events or</p>	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to provide a concluding statement in my opinion piece.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write an ending to show closure. <input type="checkbox"/> I can write an ending that restates my opinion. <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2L2 ELAGSE2RF4</p> <p>LT: I am learning to read words with common prefixes and suffixes.</p> <p>I am learning to use the spelling patterns I know to write words.</p> <p>I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p>	<p>Standard(s): 2.NR.2.4</p> <p>LT: We are learning to add and subtract within 100.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> -I can add or subtract numbers within 100 using place value strategies. -I can add or subtract numbers within 100 using properties of operations. -I can add or subtract numbers within 100 using 	<p>Standard(s): S2L1a.</p> <p>LT: We are learning the sequence of the life cycle for different animals.</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 describe what a life cycle means. <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird. <input type="checkbox"/> I can research and describe the life cycle for
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☐ I can determine where an apostrophe is placed to form possessives.

Lesson/Activity:

Unit 5 Week 3 Day 11

Explore - Open Sort:
What's Up, Apostrophe?

Lesson 11, TE pgs. 238-239

Explore

Open Sort: What's Up, Apostrophe?

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

More than a Floating Comma

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

challenges in stories.
I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.

SC: *I know I am successful when:*

☐ I can participate in Reader's Theater to practice speaking from the point of view of different characters.

☐ I can recognize what characters are thinking and/or feeling at different parts of the story.

☐ I can use text evidence to describe how characters respond to major events/challenges.

☐ I can compare formal and informal uses of English.

Lesson/Activity:

Unit 8, Lesson 10,
TE pages 94-97.

Dialogue	
Characters reveal themselves through the things that they say, their dialogues.	
Characters Communicate in the Following Ways	
Words	the simplest and most direct way to learn about characters Ask: What does the character say? how the characters feel about other characters, the setting, or their wants and needs Ask: What is the character trying to accomplish in the scene?
Point of View	the attitude of the character that reveals point of view Ask: How does the character speak? What is the character feeling?
Tone	the way that the character speaks to other characters makes dialogue sound more realistic Ask: Does the character use informal or formal English? What does that reveal about the character in the scene?
Informal or Formal English	

Volume 5, Session 15,
TE pages 68-71.

Strategy: Adding Action Steps

1. Reread at your last page.
2. Ask yourself: "What do I want my reader to do or think?"
3. Add those steps to the end of your opinion piece.

SC: *I know I am successful when:*

☐ I can identify common prefixes and suffixes.

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

☐ I can cover parts of a word to determine the sounds and then blend them together.

☐ I can determine the meaning of a word based on the prefix or suffix.

☐ I can use spelling patterns to recognize words.

☐ I can rearrange, add, or remove letters to make new words.

☐ I can reread to improve my reading.

Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:

Unit 8 Week 2 Days 5
TE pages 138-139

Word Study Resource Book, p. 92-93

My Word Study, Volume 2, p. 25

Read HFWs: *area, ever,*

the relationship between addition and subtraction.

Lesson/Activity:

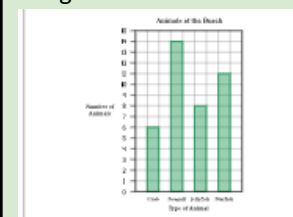
Module 4 Assessment
(Day 2, if needed)

OR

Lesson 24-Organize, count, and represent a collection of objects.

Fluency:

Whiteboard Exchange-Bar Graphs: Students answer questions about a vertical bar graph with four categories.



Choral Response-Coins:

Students identify the name and value of a penny, nickel, dime, and quarter and then determine the value of a group of coins.



Repeat with the following:



Launch:

Students discuss different

an amphibian and an insect.

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

Lesson/Activity:

Butterfly Life Cycle |
PBS LearningMedia and
Raising Monarch
Butterflies





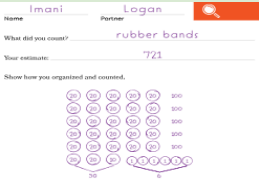
Unit 4 Week 3 Stabi...

Students will review how butterflies change and grow throughout their life cycle in this interactive lesson from NATURE.

Students will continue to record changes as our butterflies grow.

Students will complete their diagram to demonstrate how an organism changes and grows.

Students should be able to explain the process of metamorphosis and write about their experience in raising butterflies.

	<p>Revisit Scene 2 of “The Earth Shapers” and think about the tone and point of view of the different characters.</p> <p>When we look at tone and point of view, we deepen our understanding of the characters. We learn why they act a certain way and say certain things. We also get to see some of ourselves in the characters.</p> <p>What are some examples of informal and formal English in the play?</p> <p>How can a character’s tone show his or her point of view?</p>		<p><i>hours, measure, notice, order, piece, short, today, true.</i></p> <div><p>Review and Assess Suffixes -er, -or</p><ul style="list-style-type: none">• Read Accountable Text “Mudslide” and/or “My Beach”• Blend and Build Words• Review Possessives• Spelling and Dictation• High-Frequency Words• Cumulative Assessment</div>	<p>ways to find the total of a small collection.</p> <p>Learn: Organize, Count, and Record- Partners organize and count a collection and record their process.</p> <div><div><p>Make Groups of 5</p></div><div><p>Make Groups of 20</p></div><div><p>Count Subgroups and Add to Find the Total</p></div></div> <p>Add and Subtract Within 1,000-Students use their collection total to practice addition and subtraction within 1,000.</p> <p>Share, Compare, and Connect-Students reason about and compare the efficiency of strategies for organizing and counting.</p> <p>Make Groups of 5:</p> <div></div> <p>Make Groups of 20:</p> <div></div> <p>Count Subgroups and Add to Find the Total:</p>	
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Land:
Debrief Objective-
Organize, count, and
represent a collection of
coins.