

# Carrie Waters' Week of: March 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](#)

<b>GRAMMAR</b> Unit 5 Week 1 Lessons 1-5 Pre-Assessment Capitalization & More Punctuation	<b>READING</b> Unit 8 Week 1 Lessons 1-5 Wind and Water Shape the Land	<b>WRITING</b> Volume 5 Week 2 Lessons 6-10 Modeling Opinion Pieces	<b>PHONICS</b> Unit 8 Week 1 Lessons 1-5 Irregular Plural Nouns Wind & Water Shape the Land	<b>MATH</b> Module 4 Topic D: Lessons 18-20 Topic E: Lessons 21-22	<b>SCIENCE</b> Unit 4 Week 2 Pollinators & Seed Dispersal Stability and Change in Plants
<b>Monday:</b>					
Standard(s): <b>ELAGSE2L2a, c</b>  LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature.	Standard(s): <b>ELAGSE2RI2 ELAGSE2RI8</b>  LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify the main idea and key details of informational texts. <input type="checkbox"/> I can summarize informational texts by telling the most important points. <input type="checkbox"/> I can synthesize information by combining text details with my own ideas.  Lesson/Activity: <b>Unit 8, Lesson 1</b> <b>Introduce the unit with</b>	Standard(s): <b>ELAGSE2W1</b>  LT: I am learning to introduce a topic or book when writing an opinion piece.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus.  Lesson/Activity: <b>Volume 5, Session 6,</b> <b>TE pages 32-35.</b>  <div> <b>Strategy: Thinking of What You Love</b>            1. Ask yourself: "What do I love and want others to love?"            2. Sketch what you love.            3. Ask yourself: "Why do I love this thing?"            4. Sketch across pages, making one sketch for each reason.         </div>	Standard(s): <b>ELAGSE2L1 ELAGSE2RF3</b>  LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read words with common prefixes and suffixes.  SC: <i>I know I am successful when:</i> <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 use frequently occurring irregular plural nouns. <input type="checkbox"/> I can recognize the spelling patterns that make vowels	Standard(s): <b>2.NR.2.4</b>  LT: We are learning to subtract within 100.  SC: <i>I will know I'm successful when...</i> -I can subtract numbers within 100 using place value strategies. -I can subtract numbers within 100 using properties of operations. -I can subtract numbers within 100 using the relationship between addition and subtraction.  Lesson/Activity: <b>Lesson 18-Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.</b>  Fluency: Choral Response-Tell Time:	Standard(s): <b>S2L1c. RI.2.1, RI.2.5, RI.2.6</b>  LT: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials.  SC: <i>I will know I am successful when I can...</i> <input type="checkbox"/> I can define pollination as how plants reproduce <input type="checkbox"/> I can research and describe how animals help in the pollination of plants. <input type="checkbox"/> I can research and describe how animals help in dispersing plant seeds. <input type="checkbox"/> I can construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. <input type="checkbox"/> I can use my structure to observe and record results to support a claim that my structure

- ☐ I can determine the purpose of a contraction.
- ☐ I can determine where an apostrophe is needed to form contractions.
- ☐ I can determine where an apostrophe is placed to form possessives.

#### Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives

#### Lesson/Activity:

Unit 5 Week 1 Day 1  
Explore: Pre-Assess - Capitalization, Apostrophes, and Punctuation of Dialogue  
Lesson 1, TE pgs. 218-219

#### Pre-Assessment

#### Pre-Assess: Capitalization, Apostrophes, and Punctuation of Dialogue

Give a list of sentences. Ask students to write what they notice about capitalization, apostrophes, and quotations in dialogue. Share goals.

Distribute the "Gathering What We Know About Capitalization, Apostrophes, and Punctuation of Dialogue" reproducible.

Students will look at the

the video and proceed to TE pages 62-65.

change sound in one syllable words.

#### Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, nouns, irregular plurals

#### Lesson/Activity:

Unit 8 Week 1 Day 1  
TE pages 108-111

Word Study Resource Book, p. 86  
My Word Study, Volume 2, p. 20

*Read HFWs: against, certain, door, early, field, heard, knew, listen, morning, several.*

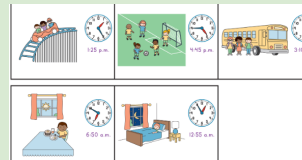
#### Irregular Plural Nouns

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

Students tell time on an analog clock to the nearest 5 minutes and use picture clues to distinguish between a.m. and p.m.



Repeat with the following:



Whiteboard

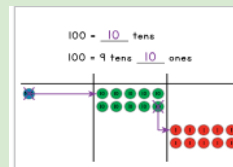
Exchange-Compare Numbers: Students compare numbers within 1,000 in different forms by using symbols.

$$154 < 278$$

Repeat with the following:

$100 = 100$	$102 = 107$	$100 = 1 \text{ hundred } 0 \text{ tens } 0 \text{ ones}$
$100 = 10 \times 10 = 100$	$\text{one hundred seventy-two} = 107$	$100 = 10 \times 2 = \text{one hundred forty-two}$
$10 \text{ tens } 4 \text{ ones} = 104$		

Choral Response-Rename Place Value Units-Students rename two place value units in a hundred.



Repeat with the following:

increased/decreased the sun's warming effects on a material.

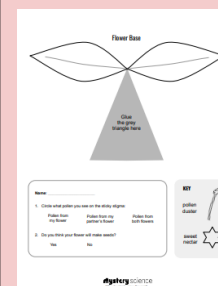
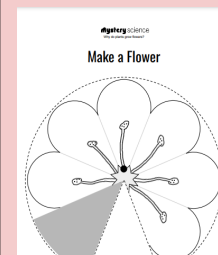
#### Lesson/Activity:

Mystery Science: Why do plants grow flowers? And Why do plants give us fruit?

Students learn how and why flowers are pollinated.

Students will make flower models out of paper and bee models out of pipe cleaners.

Students fly their bees from flower to flower and observe what happens to the flower's pollen during this process.



sentences and write down everything they already know about the capital words, apostrophes, and dialogue.

Encourage a variety of responses, including those that might not include grammar terms.

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

Gathering What We Know About Capitalization, Apostrophes, and Punctuation of Dialogue

Sentence #1: Anya said, "We will work together to create a map of Chicago."

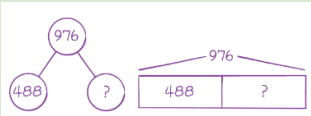
Sentence #2: My class will visit Carter Elementary School on Wednesday, May 6, 2020.

Sentence #3: We'll work on the school's Independence Day project together.

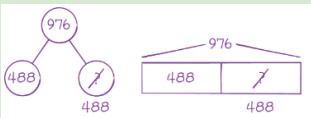
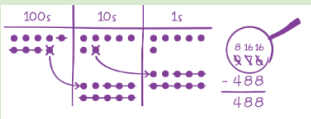
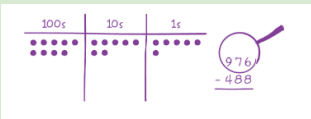
Sentence #4: Mr. Jones and I both have friends in New York who like Friday's football.

$200 = 1 \text{ hundred } \boxed{2} \text{ tens}$	$200 = 1 \text{ hundred } \boxed{1} \text{ tens } \boxed{0} \text{ ones}$	$400 = 3 \text{ hundreds } \boxed{4} \text{ tens } \boxed{0} \text{ ones}$
$500 = 4 \text{ hundreds } \boxed{5} \text{ tens } \boxed{0} \text{ ones}$	$700 = 6 \text{ hundreds } \boxed{7} \text{ tens } \boxed{0} \text{ ones}$	$800 = 7 \text{ hundreds } \boxed{8} \text{ tens } \boxed{0} \text{ ones}$

Launch:  
Students watch a video and reason about a word problem context.



Learn:  
Represent Subtraction and Check with Addition-Students use place value drawings and vertical form to subtract and then use an addition strategy to check their work.



Gradual release to the Problem Set.

Land:  
Debrief Objective- Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.

Reading Connection:

Flowers Go Bats!

by Phil Murphy

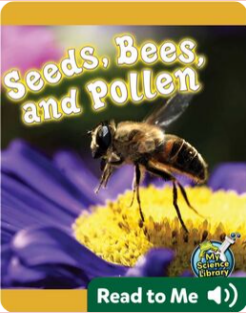
Visit a flower garden on a bright summer day. You will see bees and butterflies flying from flower to flower. These insects carry pollen from one flower to another. Flowers need this pollen to make seeds. The flowers attract insects with sweet smells and sweet sugar water called nectar.


Visit the Arizona desert on a warm spring night, and you will see something very different. The giant Saguaro cactus grows in the Sonoran Desert. In springtime, the white flowers of this cactus open for a single night.

At night, bees and butterflies are sleeping. But bats are awake—and they like sweet nectar, too. To get nectar, bats push their heads deep into the cactus flowers. Pollen falls on the bat's hairy head. When the bat flies to another flower, it carries the pollen with it. All night long, bats fly from cactus flower to cactus flower.

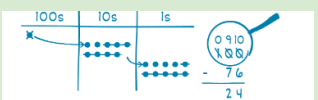
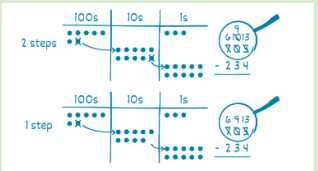
By moving pollen from flower to flower, bats help the Saguaro cactus make seeds. And that's good for all the animals in the desert. Hawks perch and nest on Saguaro cactus plants. Smaller birds nest in holes in the giant cactuses' stem. Bats and birds also eat the fruit of this cactus.

The flowers of the Saguaro cactus aren't the only ones that bats visit. If you like bananas, you should thank the bats. Bananas—and more than 500 other kinds of fruit plants—count on bats to move pollen from flower to flower.



				Students will complete and turn in Exit Ticket 18 for a formative grade.	
<b>Tuesday:</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L2a</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> </ul> <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns</p> <p><b>Lesson/Activity:</b> Unit 5 Week 1 Day 2 Explore: Look at Mentor Texts - Search for Capitals Lesson 2, TE pgs. 220-221</p>	<p><b>Standard(s):</b> <b>ELAGSE2RI2</b> <b>ELAGSE2RI8</b></p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the main idea and key details of informational texts.</li> <li><input type="checkbox"/> I can summarize informational texts by telling the most important points.</li> <li><input type="checkbox"/> I can synthesize information by combining text details with my own ideas.</li> </ul> <p><b>Lesson/Activity:</b> Unit 8, Lesson 2, TE pages 62-65.</p>	<p><b>Standard(s):</b> <b>ELAGSE2W1</b></p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can brainstorm ideas for a topic.</li> <li><input type="checkbox"/> I can select one topic of focus.</li> </ul> <p><b>Lesson/Activity:</b> Volume 5, Session 7 Generating More Ideas, TE pages 36-43.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Strategy: Generate Ideas from Problems</b></p> <ol style="list-style-type: none"> <li>1. Think of something that you would like to change, such as a problem at school or in the community.</li> <li>2. Think of a solution to the problem.</li> <li>3. Sketch the problem. Write an opinion statement that states your solution under your sketch.</li> <li>4. Ask yourself: "Why would this solution work?"</li> <li>5. Sketch across pages, making one sketch for each reason.</li> </ol> </div>	<p><b>Standard(s):</b> <b>ELAGSE2L1</b> <b>ELAGSE2RF3</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.</p> <p>I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define an irregular plural noun.</li> <li><input type="checkbox"/> I can identify an irregular plural noun.</li> <li><input type="checkbox"/> I can use frequently occurring irregular plural nouns.</li> <li><input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words.</li> </ul> <p><u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base</p>	<p><b>Standard(s):</b> <b>2.NR.2.4</b></p> <p>LT: We are learning to subtract within 100.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <li>-I can subtract numbers within 100 using place value strategies.</li> <li>-I can subtract numbers within 100 using properties of operations.</li> <li>-I can subtract numbers within 100 using the relationship between addition and subtraction.</li> </ul> <p><b>Lesson/Activity:</b> Lesson 19- Use place value drawings to represent subtraction from numbers with 0 in the tens and/or ones place and relate to a written recording.</p> <p><b>Fluency:</b> Whiteboard Exchange-Compare Numbers: Students compare numbers within 1,000 in different forms by using symbols.</p>	<p><b>Standard(s):</b> <b>S2L1c.</b> <b>RI.2.7</b></p> <p>LT: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define pollination as how plants reproduce</li> <li><input type="checkbox"/> I can research and describe how animals help in the pollination of plants.</li> <li><input type="checkbox"/> I can research and describe how animals help in dispersing plant seeds.</li> <li><input type="checkbox"/> I can construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.</li> <li><input type="checkbox"/> I can use my structure to observe and record results to support a claim that my structure increased/decreased the sun's warming effects on a material.</li> </ul> <p><b>Lesson/Activity:</b>  Mystery Science: <a href="#">Why do plants grow flowers?</a></p>



				 <p>Rename Across Zero-Students use place value drawings and vertical form to show renaming across a zero in the tens place.</p>  <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Use place value drawings to represent subtraction from umbers with zero in the tens and/or ones place and relate to a written recording.</p> <p>Students complete and turn in Exit Ticket 19 for a formative grade.</p>	look at slices of the produce and search for seeds.
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### Wednesday: PLC During Planning

<p>Standard(s): <b>ELAGSE2L2c</b></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</i></p>	<p>Standard(s): <b>ELAGSE2RI3</b></p> <p>LT: I am learning to describe the connection between ideas in a science text.</p> <p>SC: <i>I know I am successful when:</i></p>	<p>Standard(s): <b>ELAGSE2W1</b></p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece.</p> <p>SC: <i>I know I am successful when:</i></p>	<p>Standard(s): <b>ELAGSE2L1 ELAGSE2RF3</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning how to tell the difference between long and</p>	<p>Standard(s): <b>2.NR.2.4</b></p> <p>LT: We are learning to subtract within 100.</p> <p>SC: <i>I will know I'm successful when...</i> -I can subtract numbers within 100 using place value</p>	<p>Standard(s): <b>S2L1c.</b></p> <p>LT: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials.</p> <p>SC: <i>I will know I am</i></p>
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successful when:

- ☐ I can identify how apostrophes are used in contractions and possessives through literature.
- ☐ I can determine the purpose of a contraction.
- ☐ I can determine where an apostrophe is needed to form contractions.
- ☐ I can determine where an apostrophe is placed to form possessives.

Key Vocabulary:

apostrophe, contractions, possessives

Lesson/Activity:

Unit 5 Week 1 Day 3  
Explore: Look at Mentor  
Texts - Search for  
Apostrophes  
Lesson 3, TE pgs. 222-223

**Explore**

**Look at Mentor  
Texts: Search for  
Apostrophes**

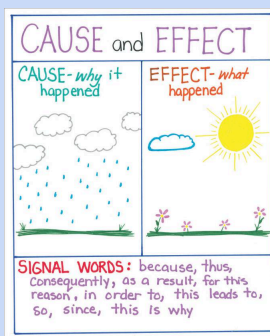
List out any  
observations about  
apostrophes in  
Mentor Text 1 and  
Mentor Text 2.

With partners, students  
may reread the mentor  
texts and share their new  
discoveries with small

- ☐ I can explain the connections between two or more scientific concepts and ideas in a text.
- ☐ I can recognize how the use of cause-and-effect text structure supports the author's purpose.

Lesson/Activity:

Unit 8, Lesson 3,  
TE pages 66-69.



- ☐ I can brainstorm ideas for a topic.
- ☐ I can select one topic of focus.

Lesson/Activity:

Volume 5, Session 8  
Generating More ideas,  
pages 36-43.

**Strategy: Generating Ideas  
from Changes You Want to  
Make**

1. Ask yourself: "What is a place that is important to me? What is a change that would make this place better?"
2. Sketch the change. Write an opinion statement that explains your sketch.
3. Ask yourself: "Why is this change a good change?"
4. Sketch across pages, making one sketch for each reason.

short vowels when reading regularly spelled one-syllable words.  
I am learning to read words with common prefixes and suffixes.

SC: *I know I am successful when:*

- ☐ I can define an irregular plural noun.
- ☐ I can identify an irregular plural noun.
- ☐ I can use frequently occurring irregular plural nouns.
- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable words.

Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, nouns, irregular plurals

Lesson/Activity:

Unit 8 Week 1 Day 3  
TE pages 116-119

Word Study Resource Book, p. 88-89  
My Word Study, Volume 2, p. 22

**Practice HFWs: against, certain, door, early, field,**

strategies.

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

Lesson/Activity:

Lesson 20- Subtract by using multiple strategies and defend an efficient strategy.

Materials: chart paper, equation chart, markers

Fluency:

Sprint-Compare  
Numbers-Students compare numbers within 1,000 in different forms by using symbols.

1.	$157 < 257$
2.	$284 > 248$
3.	$321 = 300 + 20 + 1$

**Launch:** Students analyze two situations and then select and defend their preference.



Learn:

Use Multiple Strategies to Subtract-Students subtract by using multiple strategies

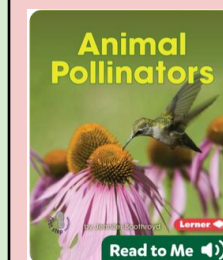
successful when . . .

- ☐ I can define pollination as how plants reproduce
- ☐ I can research and describe how animals help in the pollination of plants.
- ☐ I can research and describe how animals help in dispersing plant seeds.
- ☐ I can construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.
- ☐ I can use my structure to observe and record results to support a claim that my structure increased/decreased the sun's warming effects on a material.

Lesson/Activity:

[Celebrating Pollinators  
Interactive](#)

**Picture Perfect Lessons  
Chapter 18  
TE pages 269-270**



groups.			<p><i>heard, knew, listen, morning, several.</i></p> <p><b>Irregular Plural Nouns</b></p> <ul style="list-style-type: none"> <li>• Read Accountable Text "Sam Kent's Journal"</li> <li>• Spelling</li> <li>• High-Frequency Words</li> <li>• Share and Reflect</li> </ul>	<p>and reason about efficiency.</p> <p>Organize students into 4 groups. Assign to the following problems-</p> <ul style="list-style-type: none"> <li>• Group A: <math>989 - 149 = \underline{\hspace{2cm}}</math></li> <li>• Group B: <math>545 - 396 = \underline{\hspace{2cm}}</math></li> <li>• Group C: <math>875 - 287 = \underline{\hspace{2cm}}</math></li> <li>• Group D: <math>700 - 472 = \underline{\hspace{2cm}}</math></li> </ul> <p>Choose and Defend Efficient Strategies-Students defend an efficient strategy.</p> <p>Gradual release to the Problem Set.</p> <p><b>Land:</b> Debrief Objective-Subtract by using multiple strategies and defend an efficient strategy.</p> <p>Students will complete and turn in Topic Ticket D for a summative grade.</p>	
<b>Thursday:</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L2a, c</b> <b>ELAGSE2RL6</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and</p>	<p><b>Standard(s):</b> <b>ELAGSE2L5</b></p> <p>LT: I am learning to figure out the difference between words that have similar meanings.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can recognize that some words have very</p>	<p><b>Standard(s):</b> <b>ELAGSE2W1</b></p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can brainstorm ideas for a topic.</p>	<p><b>Standard(s):</b> <b>ELAGSE2L1</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning how to tell the difference between long and short vowels when reading regularly</p>	<p><b>Standard(s):</b> <b>2.NR.2.4</b></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 place value strategies. -I can add or subtract</p>	<p><b>Standard(s):</b> <b>S2L1c.</b> <b>RI.2.5</b></p> <p>LT: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials.</p> <p>SC: <i>I will know I am successful when . . .</i></p>



frequently occurring possessives.  
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.

SC: *I know I am successful when:*

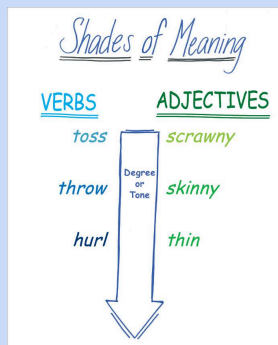
- ☐ I can identify how apostrophes are used in contractions and possessives through literature.
- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ I can participate in Reader's Theater to practice speaking from the point of view of different characters.

Key Vocabulary:  
geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives

Lesson/Activity:  
Unit 5 Week 1 Day 4  
Explore: Look at Mentor Texts - Search for Dialogue  
Lesson 4, TE pgs. 224-225

similar meanings (ie. synonyms).  
☐ I can tell the difference between closely related adjectives (e.g., thin, slender, skinny, scrawny).  
☐ I can tell the difference between closely related verbs (run, jog, trot, race).

Lesson/Activity:  
Unit 8, Lesson 4,  
TE pages 70-73.



- ☐ I can select one topic of focus.

Lesson/Activity:  
Volume 5, Session 9,  
TE pages 44-47.  
Generating NEW ideas.

*Strategy: Thinking of Things I Have Done*

1. Ask yourself: "What have I done lately that I enjoyed and think others would enjoy?"
2. Ask yourself: "What can I tell others to convince them to try this activity?"
3. Sketch the activity on the first page. Sketch your reasons on new pages.
4. Add words to the pages to state your opinion and reasons.

spelled one-syllable words.  
I am learning to read words with common prefixes and suffixes.  
I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*

- ☐ I can use frequently occurring irregular plural nouns.
- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable 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, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, nouns, irregular plurals

Lesson/Activity:  
Unit 8 Week 1 Day 4  
TE pages 120-121  
Word Study Resource Book, p. 88-89  
My Word Study, Volume 2, p. 22

*Read HFWs: against, certain, door, early, field, heard,*

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

Lesson/Activity:  
Lesson 21-Apply strategies to find sums and differences and relate addition to subtraction.

Materials: Prepare 6 copies of the Sums and Differences cards in the TE.

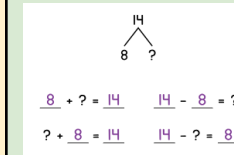
Fluency:  
Choral Response-Coins:  
Students identify the name and value of a penny and a dime and then determine the value of a group of coins.



Repeat with the following:



Whiteboard  
Exchange-Interpret Number Bonds: Students write and complete four equations to represent a number bond.



Repeat with the following:

- ☐ I can define pollination as how plants reproduce
- ☐ I can research and describe how animals help in the pollination of plants.
- ☐ I can research and describe how animals help in dispersing plant seeds.
- ☐ I can construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.
- ☐ I can use my structure to observe and record results to support a claim that my structure increased/decreased the sun's warming effects on a material.

Lesson/Activity:

Picture Perfect Texts:  
Even More Picture Perfect Science Lessons K-5; Seeds On the Move

Intro: [Seeds on the Move](#)



Picture Perfect STEM Lessons K-2; Lessons: Fight of the Pollinators (S2L1c)

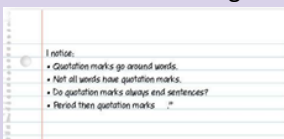
## Explore

### Look at Mentor Texts: Search for Dialogue

List out any observations about quotation marks and punctuation specific to those in Mentor Text 1 and Mentor Text 2.

Students will reread the mentor texts and list their observations about use of dialogue, capitalization, quotation marks, and additional punctuation related to dialogue.

Students share findings.



*knew, listen, morning, several.*

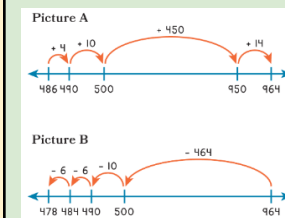
### Irregular Plural Nouns

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Sam Kent's Journal" and/or "The Big Blizzard"
- Share and Reflect

$\frac{16}{7 \ 9}$	$\frac{16}{6 \ 5}$
$\frac{9}{7} + \frac{7}{9} = \frac{16}{16}$	$\frac{16}{6} - \frac{9}{9} = 7$
$\frac{16}{7} + \frac{9}{9} = \frac{16}{16}$	$\frac{16}{6} - 7 = \frac{9}{9}$
$\frac{11}{6} + \frac{6}{5} = \frac{5}{5}$	$\frac{11}{6} - \frac{6}{5} = \frac{5}{5}$
$\frac{11}{6} + \frac{5}{6} = \frac{6}{6}$	$\frac{11}{6} - \frac{5}{6} = \frac{6}{6}$

## Launch:

Students analyze two pictures and look for similarities and differences.



## Learn:

Apply Addition and Subtraction

Strategies-Students apply various solution strategies to find sums and differences.

Set 1	Set 2
1. $472 + 389 =$	1. $881 - 525 =$
2. $679 + 382 =$	2. $674 + 116 =$
3. $792 - 182 =$	3. $431 - 710 =$

## Sums and Differences

Matching Game-Students match related addition and subtraction problems and compare solution strategies.

## [Wings of Life by Louis Schwartzberg](#)

Have students look for the different types of pollinators.

## [Flowers Are Calling by Rita Gray](#)



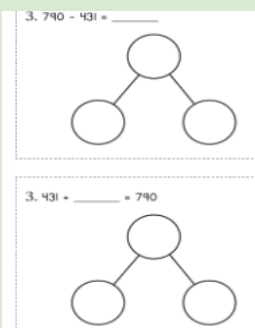
What animals were the flowers "calling" in the book? (bumble bee, butterfly, hummingbird, honeybee, beetle, bee fly, pollen wasp, moth, and bat)

What do these animals have in common? (attracted to flowers, eating nectar, and etc.)

Have you seen any of these animals in the wild?

Why do animals visit flowers?

Why would flowers need to attract animals?

				 <p>Gradual release to the Problem Set.</p> <p><b>Land:</b> Debrief Objective-Apply strategies to find sums and differences and relate addition and subtraction.</p> <p>Students will complete and turn in Exit Ticket 21 for a formative grade.</p>	
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**Friday: GCSS Literacy Event Saturday (10:00-12:00)**

<p><b>Standard(s):</b> <b>ELAGSE2L2a, c</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am</i></p>	<p><b>Standard(s):</b> <b>ELAGSE2RI5</b></p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify text features and their purposes.  <input type="checkbox"/> I can use captions to help me understand</p>	<p><b>Standard(s):</b> <b>ELAGSE2W1</b></p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when:</i>  <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 linking words to</p>	<p><b>Standard(s):</b> <b>ELAGSE2L1</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read words with common prefixes and suffixes.</p>	<p><b>Standard(s):</b> <b>2.NR.2.4</b></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 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>	<p><b>Standard(s):</b> <b>S2L1c.</b> <b>RI.2.1, 2.4, 2.5, &amp; RI.2.6</b></p> <p>LT: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials.</p> <p>SC: <i>I will know I am successful when...</i>  <input type="checkbox"/> I can define pollination as how plants reproduce  <input type="checkbox"/> I can research and describe how animals help</p>
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successful when:

- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ I can determine where an apostrophe is needed to form contractions.
- ☐ I can determine where an apostrophe is placed to form possessives.

#### Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives

#### Lesson/Activity:

Unit 5 Week 1 Day 5  
Reflect - Ask Questions  
About Capitalization and Punctuation  
Lesson 5, TE pgs. 226-227

#### Questions and Reflections

1. When writing dialogue, is there always a comma before the beginning quotation mark?
2. Is there always a period before the ending quotation mark?
3. What is a good way for me to remember when people, places, or things are CAPITALIZED?
4. Does an apostrophe always stand in the place of a missing letter or letters?
5. I sometimes get confused and use an apostrophe with an "s" when I only want to show more than one.

Revisit the unit goals. Students notice what they have learned so far and what they still want to learn within the goals.

pictures and words on a page.

- ☐ I can recognize that words in bold highlight key ideas and concepts.
- ☐ I can use text features to preview text and to locate information quickly.

#### Lesson/Activity:

Unit 8, Lesson 5,  
TE pages 74-77.

#### GRAPHICS AND TEXT FEATURES

FEATURE	PURPOSE
titles/headings	tell what a text or a section of a text is about
photographs/illustrations	provide visual information
captions	explain photograph
maps	show location
diagrams	show steps in a process or how something works
time line	a diagram that shows events in time order
bold and italic type	highlight important words and ideas

connect my opinion and reasons.

#### Lesson/Activity:

Volume 5, Session 10,  
TE pages 48-51.

#### Strategy: Organizing an Opinion Piece

1. Pick a favorite idea from your notes. Write an opinion statement on the first page. Use your sketches as a guide.
2. Think about how you want to organize your reasons. Write your reasons across the pages. Use your sketches as a guide.
3. Restate your opinion on the final page. Include a sketch that helps convince your reader.
4. Add details to the pages to make your opinion writing convincing.

I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: I know I am successful when:

- ☐ I can use frequently occurring irregular plural nouns.
- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable 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, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, nouns, irregular plurals

#### Lesson/Activity:

Unit 8 Week 1 Day 5  
TE pages 122-123

Word Study Resource Book, p. 88-89

My Word Study, Volume 2, p. 22

Read HFWs: against, certain, door, early, field, heard, knew, listen, morning, several.

the relationship between addition and subtraction.

#### Lesson/Activity:

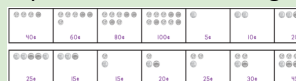
Lesson 22-Solve compare with smaller unknown word problems.

#### Fluency:

Choral Response-Coins:  
Students identify the name and value of a penny, dime, nickel and then determine the value of a group of coins.

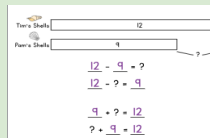


Repeat with the following:

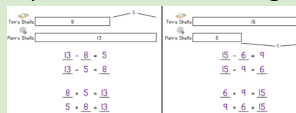


#### Whiteboard

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



Repeat with the following:



#### Launch:

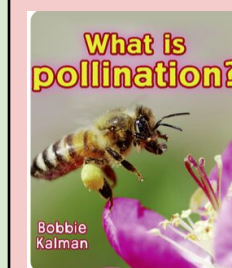
Students analyze and represent a compare with

in the pollination of plants.

- ☐ I can research and describe how animals help in dispersing plant seeds.
- ☐ I can construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.
- ☐ I can use my structure to observe and record results to support a claim that my structure increased/decreased the sun's warming effects on a material.

#### Lesson/Activity:

Picture Perfect Texts:  
Even More Picture Perfect Science Lessons K-5;  
Lessons: Seeds on the Move and Title: Picture Perfect STEM Lessons K-2;  
Lessons: Fight of the Pollinators (S2L1c)



TE pages 271-272

Pollinator Model Design Challenge & 4-3-2-1 Rubric

Have students choose a pollinator to model and

Students may review the questions they jotted down and write new questions that come to mind.

**Strategy: Using Capital Letters**

1. Point to a word in your sentence.
2. See if it falls into any of the categories to be capitalized by looking at the chart.
3. If it does, capitalize the first letter.
4. Repeat the strategy for each word.

**Strategy: Using Commas in a Dialogue**

1. Identify the words that are spoken and put quotes around those words.
2. Look for a name or the words that tell who is speaking.
3. If the speaker comes before the dialogue, add a comma after the word placed before the opening quotation mark, such as said.
4. If the speaker comes after the dialogue, add a comma after the last spoken word but before the closing quotation mark.

**Strategy: Using Commas in a Dialogue**

1. Write the sentence with the quotes around someone's words.
2. Check the chart and compare your sentence against the sample sentences.
3. Add commas and other punctuation in the same places.

**Strategy: Choosing Punctuation**

1. Read your sentence aloud.
2. Ask yourself, "Does this sound the way I want it to sound?"
3. Try out different types of punctuation.
4. Pick the punctuation that works best for your sentence(s).

- Lowercase letters that begin sentences.
- Missing apostrophes
- Misuse of commas in quotes.
- Lowercase proper nouns.

**Review and Assess Irregular Plural Nouns**

- Read Accountable Text "Sam Kent's Journal" and/or "The Big Blizzard"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

*smaller unknown word* problem.

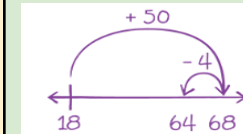
Lan picks 18 more blueberries than Jill.

Lan picks 64 blueberries.

How many blueberries does Jill pick?

**Learn:**

Solve a *Compare with Smaller Unknown* word Problem-Students solve a *compare with smaller unknown* word problem by using addition or subtraction strategies.

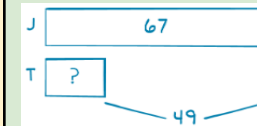


Does *More* Always Mean to Use Addition?

Gradual release to the Problem Set.

**Land:**

Debrief Objective-Solve *compare with smaller unknown* word problems.



Students will complete and turn in Exit Ticket 22 for a formative grade.

record it. (bee, wasp, hummingbird, butterfly, moth, fly, beetle, or bat)

Describe how a real pollinator gets its food from the flower and how the model pollinator will show this.

Student presentations.