



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

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

GRAMMAR Unit 4 Week 5 Lessons 24-25 & Post Assessment Transfer/Shared Writing	READING Unit 7 Week 3 Lessons 11-15 Pioneers In Flight	WRITING Volume 5 Week 1 Lessons 2-5 Modeling Opinion Pieces	PHONICS Unit 7 Week 3 Lessons 11-15 Root Words & Suffixes	MATH Module 4 Topic C: Lessons 14-15 Topic D: Lessons 16-17	SCIENCE Unit 4 Stability and Change in Plants
Monday: Teacher Work Day/Professional Learning (No Students)					
Tuesday: Orton-Gillingham Refresher Course (Thompson, Gillmore, Smith, & Waters)					
<p>Standard(s): ELAGSE2L1c, e</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can distinguish between an adjective and an adverb. <input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.</p>	<p>Standard(s): ELAGSE2RI5</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 pictures and words on a page. <input type="checkbox"/> I can recognize that words in bold highlight key ideas and concepts. <input type="checkbox"/> I can use text features to preview text and to locate information</p>	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to write an opinion piece.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can read opinion texts. <input type="checkbox"/> I can find ideas for an opinion piece. <input type="checkbox"/> I can sketch and write across pages. <input type="checkbox"/> I can use convincing details.</p> <p>Lesson/Activity: Volume 5, Session 2, Parts 1 and 2, TE pages 12-17.</p> <div> <p><i>Strategy: Sketching an Idea</i></p> <ol style="list-style-type: none"> 1. Think about what you like or do not like. 2. Choose one thing you like or do not like. 3. Make a sketch that shows why you like or do not like that thing. </div>	<p>Standard(s): ELAGSERF3 ELAGSE2L4</p> <p>LT: I am learning to read words with common prefixes and suffixes. 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> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can identify root words in unknown words. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together.</p> <p>Key Vocabulary: Root word, meaning, word parts, unknown word, word</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I will know I'm successful when...</i> -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.</p> <p>Lesson/Activity: Lesson 14-Use compensation to keep a constant difference by adding the same amount to</p>	<p>Standard(s): S2L1b.</p> <p>LT: We are learning about the life cycle of a plant.</p> <p>SC: <i>I will know I am successful when I can ...</i> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant.</p> <p>Lesson/Activity:  Copy of Unit 4 ...</p> <p> Mystery Science: How</p>

- ☐ I can determine when to use a pronoun.
- ☐ I can determine when to use a reflexive pronoun.

Lesson/Activity:

Week 5 Transfer Day 24
Explore: Try, Try Again:
Revising Sentences
Lesson 24, TE pgs.
210-211

Have students review a piece of writing in their grammar notebooks, which may be in draft form or a finished piece.

Review any strategies or revision tools.

Invite students to revise their writing using their discoveries about adjectives, adverbs, and pronouns using the "Editing Tally Sheet."

Explore

Try, Try Again: Revising Sentences

Go back to a piece of writing and revise it to include adjectives, adverbs, pronouns, and prepositional phrases.

quickly.

Lesson/Activity:

Unit 7, Week 3,
Lesson 11, TE pages
98-101.

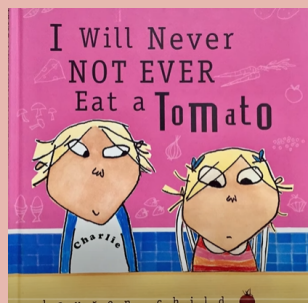
GRAPHICS AND TEXT FEATURES

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



Optional:

I Will Never Not Ever ...



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

Lesson/Activity:

Unit 7 Week 3 Day 1
TE pages 88-91

Word Study Resource Book, p. 82
 My Word Study, Volume 2, p. 17

Read HFWs: across, become, complete, during, happened, hundred, problem, toward, study, wind.

Related Root Words

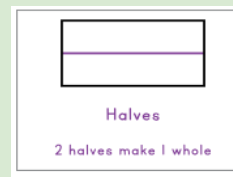
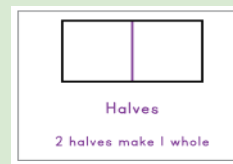
- Word Study
- Blend and Build Words
- Reading Big Word Strategies
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

both numbers.

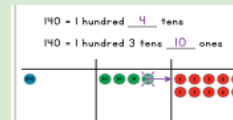
Materials: Unifix cubes, index cards, measuring tape

Fluency:

Whiteboard Exchange-Equal Shares: Students partition a rectangle into equal shares, describe those shares as halves, thirds, or fourths, and determine how many make 1 whole.



Choral Response: Rename Place Value Units-Students rename one place value unit in a three-digit number.



Repeat with the following:

140 = 1 hundred 4 tens 0 ones	140 = 1 hundred 3 tens 10 ones	140 = 1 hundred 2 tens 20 ones	140 = 1 hundred 1 ten 30 ones
240 = 2 hundred 4 tens 0 ones	240 = 2 hundred 3 tens 10 ones	240 = 2 hundred 2 tens 20 ones	240 = 2 hundred 1 ten 30 ones

Choral Response: True and False Equations-Students determine if an equation is true or false.

[did a tree travel halfway around the world?](#)

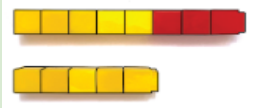

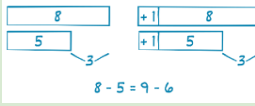
Students will explore how three different types of seeds will move through the air.

Students will make model seed structures using paper.

Role play acting like a tree and discover how a seed's structure affects how it travels through the air.

Weather permitting, students and teachers will prepare garden areas and planters with removal of dead plants, weeds, trash and other debris.

Grade level preparation & distribution of flowers, seeds, & resources for planting.

				   <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Use compensation to keep a constant difference by adding the same amount to both numbers.</p> <p>Students will complete and turn in ET 14 for a formative grade.</p>	
Wednesday: PLC During Planning					
<p>Standard(s): ELAGSE2L1c, e</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)</p>	<p>Standard(s): ELAGSE2L1</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can define an adjective and adverb. <input type="checkbox"/> I can identify an</p>	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to write an opinion piece.</p> <p>SC: I know I am successful when: <input type="checkbox"/> I can read opinion texts. <input type="checkbox"/> I can find ideas for an opinion piece. <input type="checkbox"/> I can write an opinion</p>	<p>Standard(s): ELAGSERF3 ELAGSE2L4</p> <p>LT: I am learning to read words with common prefixes and suffixes. 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</i></p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I will know I'm successful when...</i> -I can subtract two two-digit numbers using the part-whole strategy. -I can solve one-step word</p>	<p>Standard(s): S2L1b.</p> <p>LT: We are learning about the life cycle of a plant.</p> <p>SC: <i>I will know I am successful when I can . . .</i> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from</p>

SC: *I know I am successful when:*

- ☐ I can distinguish between an adjective and an adverb.
- ☐ I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.
- ☐ I can determine when to use a pronoun.
- ☐ I can determine when to use a reflexive pronoun.

Lesson/Activity:
Week 5 Transfer Day 25
Assess: What Students Know About Special Words
Lesson 25, TE pgs. 212-216

Students show what they have learned about adjectives, adverbs, pronouns, and prepositions during this unit.

Revisit the pre-assessment or Students may show what they have learned by responding to a prompt about a favorite place.

adjective and adverb.

- ☐ I can distinguish between the two.
- ☐ I can analyze descriptive language when reading.

Lesson/Activity:
Unit 7, Lesson 12,
TE pages 102-105.

Parts of Speech

Adjective:
 a word that describes a noun
 (person, place, thing, idea)

Adverb:
 a word that describes an adjective or a verb
 (action word)

statement.

- ☐ I can use convincing details.

Lesson/Activity:
Volume 5, Session 3, parts 1 and 2, TE pages 18-21.

Strategy: Choosing from Many Ideas

1. Look at all of your ideas.
2. Ask yourself: "Which idea do I like the most? Which opinion has the best reasons?"
3. Choose the idea you think will work best.
4. Write the opinion statement on the first page of your opinion piece.

Optional:
☐ **Monsters Don't Eat B...**

Monster's Don't Like Broccoli

☐ **Read-Aloud: "The Tal...**

The Talking Vegetables
 Students may choose the best vegetable.
 Or
☐ **Don't Feed the Bear ...**
"Don't Feed the Bear"
 Kathleen Doherty communicates the importance of respecting wildlife and following rules.

The story serves as a reminder about conservation and responsible behavior in natural environments.

when:

- ☐ I can identify common prefixes and suffixes.
- ☐ I can identify root words in unknown words.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.

Key Vocabulary:
 Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 7 Week 3 Day 2
TE pages 92-95
 Word Study Resource Book, p. 83
 My Word Study, Volume 2, p. 18

Read HFWs: across, become, complete, during, happened, hundred, problem, toward, study, wind.

Related Root Words

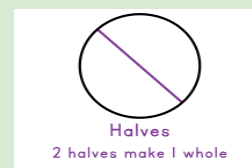
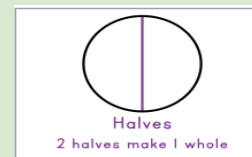
- Blend and Build Words
- Read Interactive Text "How to Make a Time Capsule"
- Spelling
- High-Frequency Words
- Share and Reflect

problems using subtraction strategies.

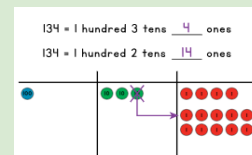
- I can solve two-step word problems using subtraction strategies.

Lesson/Activity:
Lesson 15-Use compensation to keep a constant difference by subtracting the same amount from both numbers.

Fluency:
 Whiteboard Exchange-Equal Shares: Students partition a circle into equal shares, describe those shares as halves, thirds, or fourths, and determine how many make 1 whole.



Choral Response-Rename Place Value Units: Students rename two place value units in a three-digit number.



Repeat with the following:

seed and record growth changes over time.

- ☐ I can use the data (information) from my investigation to describe the life cycle of a plant.

Lesson/Activity:
☐ **Copy of Unit 4 ...**

From Seed to Fruit
Everyday Learning | PBS LearningMedia

Flower/Garden Planting-
Rowell & Waters

Intro: [Roots, Stem, Leaves, Flower | Parts of a Plant Song | Parts of a Flower Song](#)

ROOTS, STEM, LEAVES FLOWER

CHORUS
 Roots, stem, leaves, flower
 Needs sun, air and little rain shower
 Roots, stem, leaves, flower
 Needs sun, air and little rain shower

VERSE 1
 We start with a tiny seed in the ground.
 Buried in the dirt, roots will be found.
 The roots get water and form a base.
 The roots will hold the plant in place.

VERSE 2
 The stem holds the plant up straight and tall.
 It helps make sure the plant doesn't fall.
 The stem carries water up from the dirt.
 The stem helps keep the plant alert.

VERSE 3
 The leaves are not just there for show.
 The leaves will work to help the plant grow.
 They take in sunlight and make it sweet.
 The leaves make food for the plant to eat.

VERSE 4
 The colorful flower is so very bright.
 Bees will stop and rest in their flight.
 They pollinate flowers and spread it around.
 Then the seeds fall to the ground.

Basic Needs of Plants-
Nearpod

Intro:
[The Seed Song - What Do Seeds Need?](#)

Name: _____ Date: _____

Show What You Know About Special Words

Write a description of a family place, one of your own, examples of adjectives, adverbs, and pronouns, include at least one preposition.

Here are the steps for the exercise:

- Write a description of a family place.
- Use at least two different adjectives, two different adverbs, two different pronouns, and one preposition.
- Underline the adjectives and adverbs, and circle the pronouns and prepositions.

Encourage students to use adjectives, adverbs, pronouns, and prepositions.

Then, share what they know about one example of each part of speech.

Name: _____ Date: _____

Timothy write a response to a writing prompt about describing a normal Saturday. Read Timothy's response and look for the revisions he needs to make. Then answer the questions that follow.

Timothy's Saturday

(1) A normal Saturday is sometimes busy for me. (2) I get up and eat breakfast. (3) Sometimes my mom or dad make porridge. (4) I put wrap on the stove of porridge. (5) I get dressed and play in my room. (6) I like to build things out of cardboard. (7) One time, I built a spaceship from a box box my mom and dad had. (8) That was a fun Saturday. (9) Sometimes I go and watch Zach's baseball game. (10) Zach is my brother. (11) Saturday is a good day of the week!

Answer the following questions.

- Which word is the subject in sentence 1?
 - normal
 - sometimes
 - busy
 - me
- Which revision adds a possessive pronoun correctly to sentence 2?
 - I get up and eat my breakfast.
 - I get up and eat breakfast myself.
 - He get up and eat breakfast.
 - I get up and eat breakfast of mine.

152 = 1 hundred 5 tens <u>2</u> ones	171 = 1 hundred 7 tens <u>1</u> one
152 = 1 hundred 4 tens <u>12</u> ones	171 = 1 hundred 6 tens <u>11</u> ones
152 = 0 hundreds <u>14</u> tens 12 ones	171 = 0 hundreds <u>16</u> tens 11 ones

Choral Response-True and False Equations: Students determine if an equation is true or false.

$9 - 1 = 10 - 2$

True

Repeat with the following:

$10 - 1 = 12 - 3$	$8 - 2 \times 10 - 3$	$13 - 5 \times 15 - 3$	$13 - 5 \times 12 - 4$
True	False	False	True
$15 - 6 \times 11 - 5$	$11 - 8 \times 12 - 6$	$16 - 8 \times 11 - 5$	$17 - 8 \times 13 - 4$
True	True	False	True

Launch:

Students reason about how two expressions are equal.

$200 - 126 = 199 - 125$

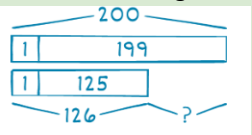
What do you notice?

What do you wonder?

Learn:

Use Compensation to Subtract by Subtracting

1-Students reason about how to use compensation to subtract from hundreds without renaming.



Use a Tape Diagram to Show Compensation-Students use a tape diagram to represent making a new subtraction problem by subtracting 1 from both numbers.

Or

[Roots, Stem, Leaves, Flower | Parts of a Plant Song | Parts of a Flower Song](#)

ROOTS, STEM, LEAVES FLOWER

CHORUS

Roots, stem, leaves, flower

Needs sun, air and little rain shower

Roots, stem, leaves, flower

Needs sun, air and little rain shower

VERSE 1

We start with a tiny seed in the ground

Buried in the dirt, roots will be found

The roots get water and form a base

The roots will hold the plant in place

VERSE 2

The stem holds the plant up straight and tall

It helps make sure the plant doesn't fall

The stem carries water up from the dirt

The stem helps keep the plant alert

VERSE 3

The leaves are not just there for show

The leaves will work to help the plant grow

They take in sunlight and make it sweet

The leaves make food for the plant to eat

VERSE 4

The colorful flower is so very bright

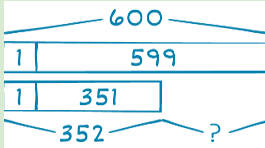
Bees will stop and nest in that sight

They pollinate flowers and spread it around

Then the seeds fall to the ground

[Plants Lesson 1- Quizizz](#)

[Quizizz- Plants](#)

				 <p>Error Analysis: Students identify and correct an error in the use of the compensation strategy.</p> $500 - 345 = \underline{154}$ $499 - 345 = 154$ <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective: Use compensation to keep a constant difference by subtracting the same amount from both numbers.</p> <p>Students will complete and turn in Topic Ticket C for a summative grade.</p>	
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Thursday: Ms. Shell/Ms. Woodruff & Erin's Law Lessons (10-15 minutes)

<p>Standard(s): ELAGSE2L1c, e</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves).</p>	<p>Standard(s): ELAGSE2RI9</p> <p>LT: I am learning to compare (same) and contrast (different) the major points in two texts on the same topic.</p> <p>SC: <i>I know I am successful when:</i></p>	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to write an opinion piece.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can read opinion texts. <input type="checkbox"/> I can write an opinion statement.</p>	<p>Standard(s): ELAGSERF3 ELAGSE2L4</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word.</p>	<p>Standard(s): 2.NR.2.4</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 strategies.</p>	<p>Standard(s): S2L1b.</p> <p>LT: We are learning about the life cycle of a plant.</p> <p>SC: <i>I will know I am successful when I can . . .</i> <input type="checkbox"/> I can research and describe the life cycle of a plant.</p>
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(element c)

SC: *I know I am successful when:*

- ☐ I can distinguish between an adjective and an adverb.
- ☐ I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.
- ☐ I can determine when to use a pronoun.
- ☐ I can determine when to use a reflexive pronoun.

Lesson/Activity:

Week 5 Transfer Review & Post Assessment Assess: What Students Know About Special Words

Post-Assessment Assess What Students Know About Special Words

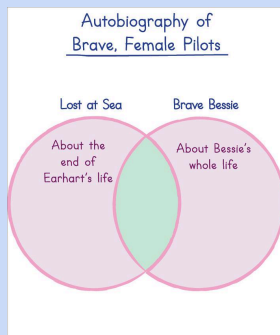
Choice 1: Revisit pre-assessment and add their new learning.

Choice 2: Write a selection with adverbs, adjectives, pronouns, and prepositions.

- ☐ I can make connections between two texts on the same topic.
- ☐ I can identify the important points in two texts on the same topic.
- ☐ I can identify similarities and differences between the important points presented in two texts.

Lesson/Activity:

Unit 7, Lesson 13, TE pages 106-109.



- ☐ I can come up with reasons to support my opinion.
- ☐ I can use convincing details.

Lesson/Activity:

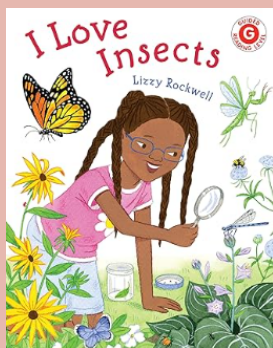
Volume 5, Session 4, parts 1 and 2, TE pages 22-25.

Strategy: Adding Reasons and Details

1. Read your opinion statement.
2. Ask yourself, "Why do I have this opinion? What are my reasons?"
3. Sketch your reasons across pages. Each page can have one reason.
4. Add words to each page to state the reason.
5. Add convincing details to explain each reason.

Optional:

I Love Insects (Read ...



The girl in this story loves insects--how they look, how they sound, and how they move. Her friend does not like insects--especially when they sting. Like them or not,

SC: *I know I am successful when:*

- ☐ I can identify common prefixes and suffixes.
- ☐ I can identify root words in unknown words.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.

Key Vocabulary:

Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:

Unit 7 Week 3 Day 3 TE pages 96-99

Word Study Resource Book, p. 84-85
My Word Study, Volume 2, p. 19

Read HFWs: across, become, complete, during, happened, hundred, problem, toward, study, wind.

Related Root Words

- Read Accountable Text "The History Lady"
- Spelling
- High-Frequency Words
- Share and Reflect

-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 16-Use concrete models to subtract and relate them to written recordings.

Materials: Place Value Disks, chart paper, sticky notes, markers

Fluency:

Choral Response-Subtract with Place Value Disks-Students use place value disks to subtract within 200.

$$137 - 24 = \underline{\quad}$$

A place value chart with columns for hundreds, tens, and ones. The hundreds column has one blue disk. The tens column has three green disks. The ones column has seven red disks. Two green disks are being moved from the tens column to the ones column, leaving one green disk in the tens column and nine red disks in the ones column.

Repeat with the following:

$137 - 54 = \underline{83}$	$105 - 62 = \underline{43}$	$171 - 45 = \underline{126}$
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Launch: Students work collaboratively to rename a three-digit number.

Learn:

Represent Subtraction with Place Value Disks and Relate them to Written Recordings-Students use place value disks to

- ☐ I can grow a plant from seed and record growth changes over time.
- ☐ I can use the data (information) from my investigation to describe the life cycle of a plant.

Lesson/Activity:

Copy of Unit 4 ...

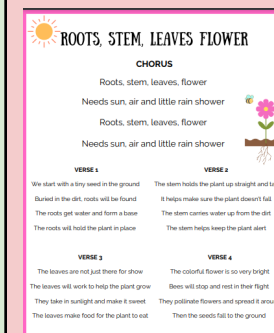
From Seed to Fruit | Interactive | Everyday Learning | PBS LearningMedia

Intro:

[The Seed Song - What Do Seeds Need?](#)

Or

[Roots, Stem, Leaves, Flower | Parts of a Plant Song | Parts of a Flower Song](#)



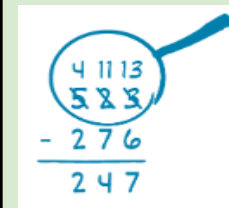
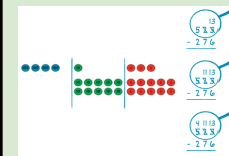
[Plants Lesson 1- Quizizz](#)

[Quizizz- Plants](#)

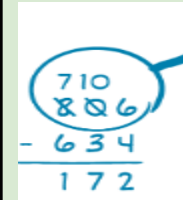
[Flowers/Garden Planting- Scott & Graham](#)

students will learn why insects are essential to human survival!

represent subtraction.



Record Subtraction in Vertical Form-Students relate a place value model to written vertical form and record vertically.

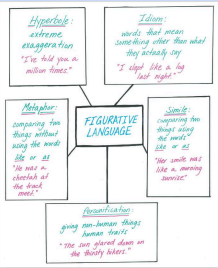



Gradual release to the Problem Set.

Land:

Debrief Objective: Use concrete models to subtract and relate them to written recordings.

Students will complete and turn in Exit Ticket 16 for a

				formative grade.	
Friday - 2nd Grade PBIS Celebration!					
<p>Standard(s): ELAGSE2L1c, e</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can distinguish between an adjective and an adverb. <input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing. <input type="checkbox"/> I can determine when to use a pronoun. <input type="checkbox"/> I can determine when to use a reflexive pronoun.</p> <p>Lesson/Activity: Week 5 Transfer Post Assessment Assess: What Students Know About Special Words</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases in texts can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way. <input type="checkbox"/> I can describe how word choices can affect the meaning of a story. <input type="checkbox"/> I can discuss how words create images in our minds (imagery).</p> <p>Lesson/Activity: Unit 7, Lesson 14, TE pages 110-113. Unit 7 Unit Assessment</p> 	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to write an opinion piece.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can read opinion texts. <input type="checkbox"/> I can write an opinion statement. <input type="checkbox"/> I can come up with reasons to support my opinion. <input type="checkbox"/> I can use convincing details. <input type="checkbox"/> I can write a concluding statement.</p> <p>Lesson/Activity: Volume 5, Session 5, parts 1 and 2, TE pages 26-29.</p> <div data-bbox="724 1057 976 1323"> <p>Strategy: Restating an Opinion</p> <ol style="list-style-type: none"> 1. Read your opinion statement. 2. Ask yourself: "What is another way I could say this?" 3. Jot down a few ways to restate your opinion. 4. Choose the best one to end your opinion piece. </div> <p>Optional: A Bug's Life PBIS Celebration! <input type="checkbox"/> Hey, Little Ant</p>	<p>Standard(s): ELAGSERF3 ELAGSE2L4</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a word by knowing the root word. 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> <input type="checkbox"/> I can identify root words in unknown words. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can break a word apart to find the meaning of an unknown word with the same root. <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</p> <p>Key Vocabulary: Root word, meaning, word</p>	<p>Standard(s): 2.NR.2.4</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 strategies. -I can subtract numbers within 100 using properties of operations. -I can subtract numbers within 100 using the relationship between addition and subtraction.</p> <p>Lesson/Activity: Lesson 17-Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.</p> <p>Fluency: Choral Response-Tell Time: Students tell time on an analog clock to the nearest 5 minutes and use picture clues to distinguish between a.m. and p.m.</p> 	<p>Standard(s): S2L1b.</p> <p>LT: We are learning about the life cycle of a plant.</p> <p>SC: <i>I will know I am successful when I can . . .</i> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant.</p> <p>Lesson/Activity: 2nd Grade PBIS Celebration "A Bug's Life" <input type="checkbox"/> Copy of Unit 4 ...</p> <p>Flower/Garden Planting-Carpenter & Thomas</p> <p>Intro: The Seed Song - What Do Seeds Need? Or Roots, Stem, Leaves, Flower Parts of a Plant Song Parts of a Flower Song</p>

Post-Assessment

Assess What Students Know About Special Words

Choice 1: Revisit pre-assessment and add their new learning.

Choice 2: Write a selection with adverbs, adjectives, pronouns, and prepositions.

"Hey, Little Ant" by Phillip and Hannah Hoose.

Students will ponder how we handle bugs.

The conversation between the kid and the ant is a way to get you thinking about being fair to all critters.

parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:

Unit 7 Week 3 Day 4

TE pages 100-101

Word Study Resource Book, p. 84-85

My Word Study, Volume 2, p. 19

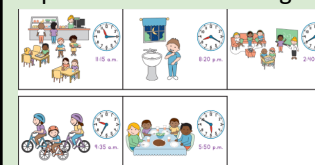
Unit 7 Week 3 Spelling Assessment

Read HFWs: *across, become, complete, during, happened, hundred, problem, toward, study, wind.*

Related Root Words

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text
- "The History Lady" and/or "A A Desert Discovery"
- Share and Reflect

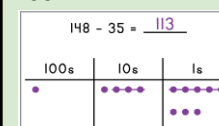
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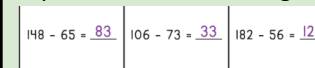
Counting on the Number Line by Tens Within 410-Students count by tens in unit form and standard form.



Whiteboard
Exchange-Subtract with Place Value Drawings:
Students use place value drawings to subtract within 200.

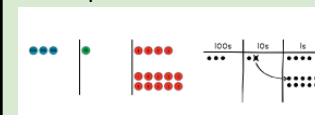


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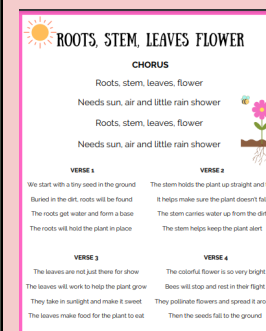


Launch:

Students relate a place value model to a place value drawing and reason about similarities in how a concrete model and a pictorial model represent decomposition.



Learn:
Represent Subtraction with

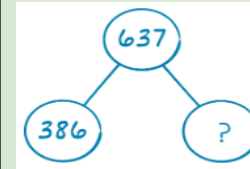


Read Aloud : [How Do Plants Help Us- Epic](#)

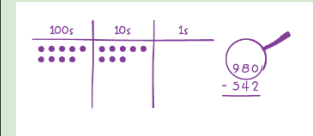
[Plants Lesson 2- Quizizz](#)

Place Value

Drawings-Students use place value drawings to represent subtraction.



Use Vertical Form to Record Subtraction-Students relate a place value drawing to vertical form, record in vertical form, and check their answer with an addition strategy.



Gradual release to the Problem Set.

Land:

Debrief Objective-Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.

Students will complete and turn in Exit Ticket 17 for a formative grade.