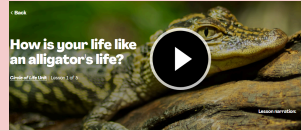


Carrie Waters' Week of: March 25-29, 2024 - Whole Group Lesson Plans

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

GRAMMAR Unit 5 Lessons 12-15 Apostrophes, Possessives, Quotations, & Commas	READING Unit 8 Lessons 11-15 Wind & Water Shape the Land	WRITING WriteScore Sentence Formation	PHONICS Unit 8 Week 3 Lessons 1-5 Suffixes -ER & -EST Endings Comparatives & Superlatives	MATH Begin Module 5 Lessons 1-3 Field Day Graphing	SCIENCE Unit 4 Week 4 Stability and Change in Animals Research Projects
Monday - Voluntary PL (Drury)					
<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. <input type="checkbox"/> I can determine where an apostrophe is placed to form possessives. <p>Lesson/Activity: Unit 5 Week 3 Day 12 Teach - Apostrophes: Possessives and Contractions Lesson 12, TE pgs. 240-241</p>	<p>Standard(s): ELAGSE2RI3</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> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain the connections between two or more scientific concepts and ideas in a text. <input type="checkbox"/> I can identify graphic and print features that connect information in informational texts. <input type="checkbox"/> I can describe how informational authors use print and graphic features to connect information. <p>Lesson/Activity: Unit 8, Lesson 11, TE Pages 98-101.</p>	<p>Standard(s): ELAGSE2SL6</p> <p>LT: I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can distinguish between complete and incomplete sentences. <input type="checkbox"/> I can compare formal and informal uses of English. <input type="checkbox"/> I can use correct grammar. <input type="checkbox"/> I can use complete sentences to make my message clear. <p>Lesson/Activity: WriteScore Complete & Incomplete Sentences</p>	<p>Standard(s): ELAGSE2RF3 ELAGSEL2d ELAGSE2L4</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. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</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. 	<p>Standard(s): 2.MDR.6.2</p> <p>LT: We are learning about money.</p> <p>SC: <i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> -identify the value of pennies, nickels, dimes, and quarters using manipulatives. -find the value of a group of coins. -determine combinations of coins that equal a given amount. -solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign). <p>Lesson/Activity: Lesson 1-Organize, count, and represent a collection of coins.</p>	<p>Standard(s): S2L1d.</p> <p>LT: We are learning to illustrate unique life cycles of organisms.</p> <p>SC: <i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and research organisms with unique or diverse life cycles. <input type="checkbox"/> I can create a model to illustrate how the organism's life cycle is unique or diverse. <p>Lesson/Activity: Mystery Science: How is your life like an alligator's life?</p>  <p>Students explore animal</p>

When to Use Apostrophes

- Possessives**
show that someone
or something has or
owns something
- Jeff's book
 - The team's ball
 - The boy's games
 - The children's toys
- Contractions**
make one word from
two words
- did not = didn't
 - I will = I'll
 - I am = I'm
 - you would = you'd

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

Complete vs. Incomplete Sentences

The school bus.
(This doesn't make sense, does it?)
Drive us to school.
(How about this one?)
The school bus drove us to school.
(Wow! Now it makes sense. We have a complete sentence!)

Incomplete Sentences	Complete Sentences
Sentence does not make sense.	Sentence makes sense.
Sentence does not have a complete subject or predicate.	Sentence has a complete subject and predicate.
Sentence needs to be corrected.	Sentence has correct punctuation and uppercase letters where needed.
Example: Grocery store with my mom.	Example: I went to the grocery store with my mom.

Write Score

Name: _____

Sentence Fix!

Directions: Each sentence below is incomplete. Correct it on the line.

the boy likes _____

we like to _____

August is my favorite _____

jumping on the couch _____

can you feel the _____

is having a party. _____

I can hear the _____

park today? _____

- 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 identify individual words within a compound word.

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, predict, definition, compound words, word meaning, individual words

Lesson/Activity:
Unit 8 Week 3 Day 1
TE pages 140-143
Word Study Resource Book, p. 94
My Word Study, Volume 2, p. 26

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

Materials: See TE pg. 19 for counting collections of coins to prepare.

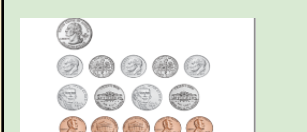
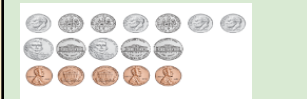
Fluency:
Choral Response-Coins:
Students identify the name and value of a penny, dime, nickel, and quarter then determine the value of a group of coins.



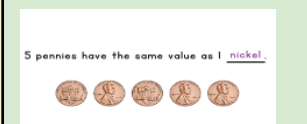
Repeat with the following:

10 pennies	10 pennies	10 pennies	3 dimes	5 dimes	8 dimes	10 dimes	3 nickels
5 nickels	8 nickels	10 nickels	1 quarter	2 quarters	1 quarter	3 quarters	

Counting with Coins:
Students count with quarters, dimes, nickels, and pennies.



Choral Response-Equal Value: Students determine if a group of coins has the same value as a nickel, dime, quarter or one-dollar bill.



Repeat with the following:

life cycles by thinking about their birthday buddies—all the animals that were born on the exact same day as they were born—and what happens to those birthday buddies over the course of their lives.

Birthday Buddies Animal Cards

Ostrich (land)

Gray Squirrel (insect)

Butterfly (insect)

Hercules Beetle (insect)

In the activity, Birthday Buddies Timeline, students develop a model to compare the life stories of different animals. Using this model, students discover that although the lives of animals can be very different, they all have in common birth, growth, reproduction, and death.

Birthday Buddies Timeline

Write Buddies #1 _____

Write Buddies #2 _____

Extended Reading:

Reading

After you complete the lesson and activity, try this extension. The following readings are free with registration at [Readworks](#). These readings about [frogs](#) and [bees](#), and [hummingbirds](#) will keep your third graders thinking about animal life cycles.

For students who are reading below grade level, here are readings about the life cycles of [languros](#) (grade 1), [moths](#) (grade 2), and [sea turtles](#) (Grade 2).

For students reading above grade level, check out these readings about the life cycles of [butterflies](#) (grade 5), [cicadas](#) (grade 5),

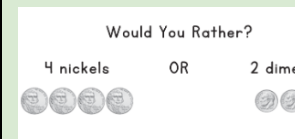
Suffixes -er, -est

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

10 pennies have the same value as 1 dime.	20 pennies have the same value as 2 dimes.	100 pennies have the same value as 1 dollar.	2 nickels have the same value as 1 dime.
10 dimes have the same value as 1 dollar.	5 nickels have the same value as 1 dime.	4 quarters have the same value as 1 dollar.	20 nickels have the same value as 1 dollar.

Launch:

Students reason about the value of coins and determine which set of coins they would rather have.



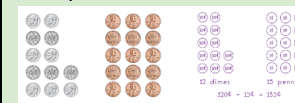
Learn:

Organize, Count, and Record: Students use self-selected strategies to organize and count objects and record their progress.

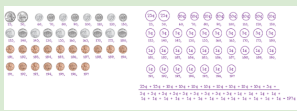
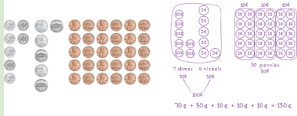


Share, Compare, and Connect: Students discuss strategies for organizing and comparing the efficiency of each.

Group Like Units:



Count On From the Greatest Value:

				 <p>Compose a Ten or a Hundred:</p>  <p>Land: Debrief Objective- Organize, count, and represent a collection of coins.</p> <p>There is no Exit Ticket for this lesson.</p>	
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Tuesday

<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 will 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. <input type="checkbox"/> I can determine where an apostrophe is placed to form possessives. <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2L5</p> <p>LT: I am learning to figure out the difference between words that have similar meanings.</p> <p>SC: <i>I will know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize that some words have very similar meanings (ie. synonyms). <input type="checkbox"/> I can tell the difference between closely related adjectives (e.g., thin, slender, skinny, scrawny). <input type="checkbox"/> I can tell the difference between closely related verbs (run, jog, trot, race). 	<p>Standard(s): ELAGSE2SL6</p> <p>LT: I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p> <p>SC: <i>I will know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can distinguish between complete and incomplete sentences. <input type="checkbox"/> I can compare formal and informal uses of English. <input type="checkbox"/> I can use correct grammar. 	<p>Standard(s): ELAGSE2RF3 ELAGSEL2d</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 will 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. 	<p>Standard(s): 2.MDR.6.2</p> <p>LT: We are learning about money.</p> <p>SC: <i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> -identify the value of pennies, nickels, dimes, and quarters using manipulatives. -find the value of a group of coins. -determine combinations of coins that equal a given amount. -solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the 	<p>Standard(s): S2L1d.</p> <p>LT: We are learning to illustrate unique life cycles of organisms.</p> <p>SC: <i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and research organisms with unique or diverse life cycles. <input type="checkbox"/> I can create a model to illustrate how the organism's life cycle is unique or diverse. <p>Lesson/Activity: Teacher's Choice - Animal Research Projects</p>
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Unit 5 Week 3 Day 13
Explore - Apostrophes
Category Sort
Lesson 13, TE pgs.242-243

Name: _____ Date: _____

Let's Sort Out Apostrophes Together

One Owner	A Mash-Up of Two Words	Two or More Owners
mom's	didn't	students'
brother's	can't	country
teacher's	he's	
sister's		
principal's		
student's		
dad's		
Bill's		
Tea's		
Clay's		

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Lesson/Activity:
Unit 8, Lesson 12,
TE Pages 102-105.



- ☐ I can use complete sentences to make my message clear.

Lesson/Activity:
WriteScore Subject & Predicate

Subject and Predicate

Subject (who or what the sentence is about)	Predicate (what the subject is or what the subject is doing)
The Cat	is eating.

Subject Predicate

Subject and Predicate

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

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



- ☐ 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 3 Day 2
TE pages 144-147

Word Study Resource Book, p. 95
My Word Study, Volume 2, p. 27

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

- Suffixes -er, -est**
- Blend and Build Words
 - Read Interactive Text "The Contest"
 - Spelling
 - High-Frequency Words
 - Share and Reflect

symbols correctly (\$, cent sign).

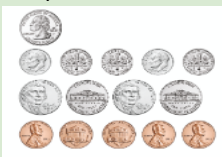
Lesson/Activity:

Lesson 2- Use the fewest number of coins to make a given value.

Materials: Each student should receive a baggy containing 2 quarters, 5 dimes, 10 nickels, and 10 pennies.

Fluency:

Counting with Coins: Students count with quarters, dimes, nickels, and pennies.



Choral Response-Equal Values: Students determine how many of a specific coin is equal to a different coin or a one-dollar bill.

1 nickel has the same value as 5 pennies.



Repeat with the following:

1 dime has the same value as <u>10</u> pennies.	1 quarter has the same value as <u>25</u> pennies.	1 dollar has the same value as <u>100</u> pennies.	1 dime has the same value as <u>10</u> nickels.
1 dollar has the same value as <u>10</u> dimes.	1 quarter has the same value as <u>25</u> nickels.	1 dollar has the same value as <u>10</u> quarters.	1 dollar has the same value as <u>20</u> nickels.

Sprint-Coins: Students determine the value of a coin or the total value of a group of coins.

ReadWorks
Grade 2: Sea Turtles

Traveling Turtles: A Trip Across the Atlantic

Key Vocabulary:

Disturb
Endangered
Pollution

Optional Passage:

TURTLES

Turtles are reptiles known for their special long shell which is developed from their ribs and acts as a shield against predators. Turtles date back around 220 million years making it one of the oldest reptiles, older than lizards, snakes or crocodiles. Some people believe that the turtles' shell is what has allowed them to survive so long.

FAST FACT: Did you know turtles can make sounds, even though they lack vocal cords? They can make sounds by swallowing or by forcing air out of their lungs.

Water turtles have flippers or webbed feet with long claws. There are many species of turtles. Several species of turtles can live to be over a hundred years of age including the American Box Turtle. The largest turtle is the leatherback sea turtle. It can weigh over 2,000 pounds.

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Name _____

NON-FICTION notes on TURTLES

Important Words	1 Question...
2 New Facts	

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Name _____

PROVE it!

Highlight each question in one color.

Highlight the evidence to prove your answer from the article with the same color as your question.

- Why do people think turtles have survived so long?
- How can turtles make sounds?
- What type of turtle is the largest?

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1.		12¢
2.		35¢
3.		45¢

Launch:

Students find many ways to make 100 cents and discuss which combination is most efficient.

Jill has 100 cents in her pocket.
What coins might Jill have in her pocket?

Learn:

Find the Most Efficient Coin Combinations:
Students find multiple coin combinations to make a given value and determine which combination uses the fewest coins.

Ways to Make 50¢	
10 10 10 10 10	
25 25	*Most efficient
5 5 5 5 5	
5 5 5 5 5	
25 5 5 5 5 5	
25 10 10 5	
10 10 10 10	
1 1 1 1 1	
1 1 1 1 1	


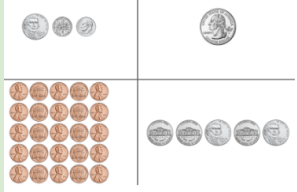
Tab-Its Reptiles:

Students will choose and research a specific reptile of interest.

Students will read nonfiction books and the internet to learn more about reptiles.

Students will provide details and illustrate the reptile's life cycle.

Students will complete the research project with a written summary of their findings.

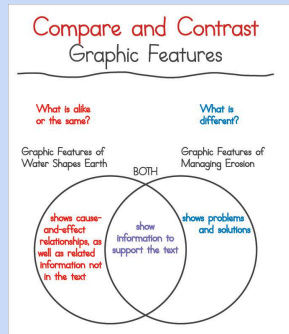
				<p>Exchange to Larger Value Coins: Students exchange coins to make an amount by using the fewest number of coins possible.</p>  <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Use the fewest number of coins to make a given value.</p>  <p>Students will complete and turn in Exit Ticket 2 for a formative grade.</p>	
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Wednesday - K-2 Field Day!

Field Day, Use this time to complete reading and writing	<p>Standard(s): ELAGSE2RI7</p> <p>LT: I am learning to explain how specific images help me understand informational text.</p> <p>SC: <i>I know I am successful when:</i></p>	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece. I am learning to state an opinion and give reasons that support my opinion in my writing.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSEL2d</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. I am learning to figure out</p>	<p>Standard(s): 2.MDR.5.4</p> <p>LT: We are learning to solve problems based on data that has been collected.</p> <p>SC: <i>I will know I am successful when I can...</i> -gather information based</p>	<p>Standard(s): S2L1d.</p> <p>LT: We are learning to illustrate unique life cycles of organisms.</p> <p>SC: <i>I will know I am successful when I can...</i> <input type="checkbox"/> I can identify and research organisms with</p>
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- ☐ I can use illustrations, diagrams, charts, and graphic organizers to help explain the text.
- ☐ I can interpret information from illustrations, diagrams, charts, and graphic organizers.
- ☐ I can explain how the images/illustrations and the text work together in helping to understand a text.

Lesson/Activity:
Unit 8, Lesson 13,
TE Pages 106-109.



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

- ☐ I can brainstorm ideas for a topic.
- ☐ I can select one topic of focus.
- ☐ I can use reasons and add details to support my position.
- ☐ I can use linking words to connect my opinion and reasons.
- ☐ I can write an ending to show closure.

Lesson/Activity:
Field Day Writing
(Carpenter will share these two activities)

Before going outside for Field Day, brainstorm and write as a class what it means to be a Good Sport.

After Field Day is complete, students will write about "My Favorite Part of Field Day."

the meaning of a compound word by using the two smaller words to make a prediction of what the words means.

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 identify individual words within a compound word.

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 3 Day 3

on observations.
-choose the appropriate way to display information gathered.
-ask and answer questions based on the information gathered.

Lesson/Activity:

Bar Graphs & Pi...

Review types of graphs.
(Carpenter will share these two activities)
Students will complete Field Day themed Bar Graphs and Picture Graphs tasks.

unique or diverse life cycles.
☐ I can create a model to illustrate how the organism's life cycle is unique or diverse.

Lesson/Activity:

Teacher's Choice - Animal Research Projects

[ReadWorks](#)

[Grade 2: Sea Turtles](#)

Traveling Turtles: A Trip Across the Atlantic

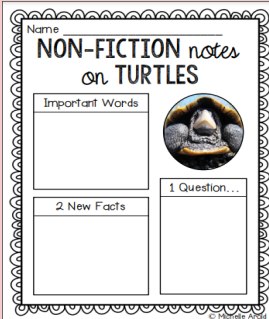
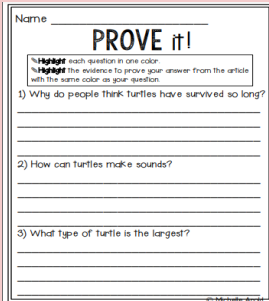
Key Vocabulary:

Disturb
Endangered
Pollution

Optional Template:

Tab-Its Reptiles:

Students will choose and research a specific reptile of interest.

			<p>TE pages 148-151</p> <p>Word Study Resource Book, p. 96-97</p> <p>My Word Study, Volume 2, p. 28</p> <p><i>Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.</i></p> <div> <p>Suffixes -er, -est</p> <ul style="list-style-type: none"> • Read Accountable Text "Earth's Changing Mountains" • Spelling • High-Frequency Words • Share and Reflect </div>		<div>   </div> <p>Students will read nonfiction books and the internet to learn more about reptiles.</p> <p>Students will provide details and illustrate the reptile's life cycle.</p> <p>Students will complete the research project with a written summary of their findings.</p>
Thursday - 3-5 Field Day/2nd Grade County Park!					
<p>Standard(s): ELAGSE2L2c</p> <p>LT: I am learning to use an apostrophe to form</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and</p>	<p>Standard(s): ELAGSE2SL6</p> <p>LT: I am learning to produce complete</p>	<p>Standard(s): ELAGSE2RF3 ELAGSEL2d ELAGSE2RF4</p>	<p>Standard(s): 2.MDR.6.2</p> <p>LT: We are learning about money.</p>	<p>Standard(s): S2L1d.</p> <p>LT: We are learning to illustrate unique life cycles</p>

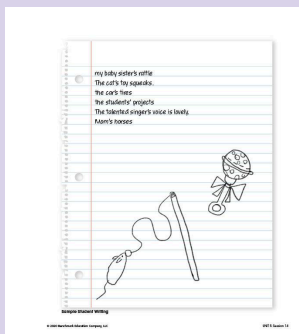
contractions and frequently occurring possessives.

SC: *I know I am successful when:*

☐ I can determine where an apostrophe is placed to form possessives.

Lesson/Activity:

Unit 5 Week 3 Day 14
Explore - Using Possessives
Lesson 14, TE pgs.244-245



phrases in poems, stories, or songs can supply rhythm and meaning.

SC: *I know I am successful when:*

☐ I can identify words or phrases that repeat or rhyme.
☐ I can describe how word choices can affect the meaning of a story.
☐ I can recognize characteristics of digital and audio texts.

Lesson/Activity:

Unit 8, Lesson 14,
TE Pages 110-113.

FEATURES OF POETRY
LINE: a group of words appearing together in a row
STANZA: a group of lines of poetry that form a unit together; poems are structured by stanzas
RHyme: words that have the same ending sound
RHYTHM: beat that is expressed through stressed and unstressed syllables
ALLITERATION: words close together that have the same starting sound
REPETITION: repeated words, phrases, or lines
FIGURATIVE LANGUAGE: language that shows something other than what the words literally mean

sentences to provide detail or clarification when someone asks me a question.

SC: *I know I am successful when:*

☐ I can distinguish between complete and incomplete sentences.
☐ I can compare formal and informal uses of English.
☐ I can use correct grammar.
☐ I can use complete sentences to make my message clear.

Lesson/Activity:

WriteScore Subject/Verb Agreement

Subject/Verb Agreement

Analyzing the Student Essay

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

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

Begin Writing Task:

Kid Chef Writing Prompt

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

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

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

-identify the value of pennies, nickels, dimes, and quarters using manipulatives.
-find the value of a group of coins.
-determine combinations of coins that equal a given amount.
-solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign).

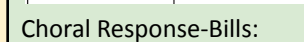
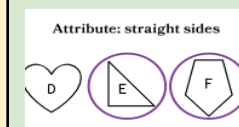
Lesson/Activity:

Lesson 3-Solve one- and two-step word problems to find the total value of a group of coins.

Fluency:

Whiteboard

Exchange-Shapes and Attributes: Students sketch a shape with a given attribute and find other shapes with the same attributes.



Choral Response-Bills:

of organisms.

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

☐ I can identify and research organisms with unique or diverse life cycles.
☐ I can create a model to illustrate how the organism's life cycle is unique or diverse.

Lesson/Activity:

Teacher's Choice - Animal Research Projects

Directions
The articles "Kids Cooking" and "Chef for a Day" are about kids doing some of the things that chefs do.

Writing Task

Based on the articles "Kids Cooking" and "Chef for a Day," write an essay that explains how kids can be a chef. Your essay should be based on the ideas and concepts found in the "Kid Chef" passage set. Be sure to use information from both sources in your essay.

- Manage your time carefully so that you can:
 - read the sources;
 - plan your response;
 - write your response; and
 - revise and edit your response.
- Remember, good informational writing:
 - introduces the topic;
 - uses facts to develop points; and
 - has an ending.

Your writing should be in the form of a well-organized, multi-paragraph essay. Write your response in the space provided.

rules

Lesson/Activity:
Unit 8 Week 3 Day 4
TE pages 152-153

Word Study Resource Book, p. 96-97
My Word Study, Volume 2, p. 28

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

Suffixes -er, -est

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Earth's Changing Mountains" and/or "Let's Debate"
- Share and Reflect

Students identify one- and ten-dollar bills and determine the value of a group of bills.

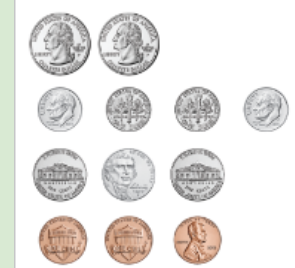


5 one-dollar bills	7 one-dollar bills	9 one-dollar bills	10 one-dollar bills	
3 ten-dollar bills	5 ten-dollar bills	7 ten-dollar bills	9 ten-dollar bills	10 ten-dollar bills
1 ten-dollar bill 1 one-dollar bill	1 ten-dollar bill 4 one-dollar bills	1 ten-dollar bill 6 one-dollar bills	2 ten-dollar bills 3 one-dollar bills	2 ten-dollar bills 8 one-dollar bills

Counting with Coins:
Students count with quarters, dimes, nickels, and pennies.



Repeat with the following:



Launch:
Students find the total value of a group of coins and decide what items can be purchased.

Note has 2 nickels, 2 quarters, 3 dimes, and 7 pennies.
Which items can Nate buy?



Learn:

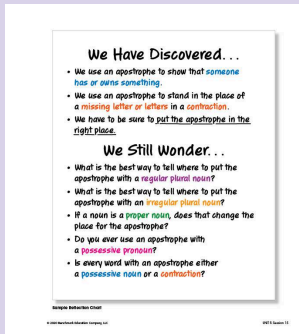
				<p>Represent Problems Pictorially- Students reason about and compare word problem representations.</p>  <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Solve one- and two-step word problems to find the total value of a group of coins.</p> <p>Sal has 2 quarters, 2 dimes, and 6 nickels. He buys a ball for 76 cents. How much money does Sal have left?</p>  <p>Students will complete and turn in Exit Ticket 3 for a formative grade.</p>	
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Friday - Spring Break Next Week!

<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>	<p>Standard(s): ELAGSE2SL1</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p>	<p>Standard(s): ELAGSE2SL6</p> <p>LT: I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2d ELAGSE2RF4</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.MDR.6.2</p> <p>LT: We are learning about money.</p> <p>SC: <i>I will know I am successful when I can...</i> -identify the value of pennies, nickels, dimes,</p>	<p>Standard(s): S2L1d.</p> <p>LT: We are learning to illustrate unique life cycles of organisms.</p> <p>SC: <i>I will know I am successful when I can...</i> <input type="checkbox"/> I can identify and</p>
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- ☐ 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.

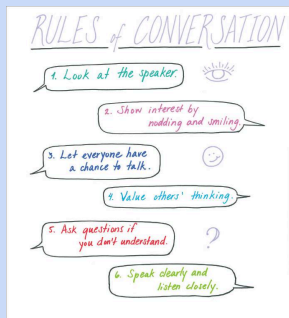
Lesson/Activity:
Unit 5 Week 3 Day 15
Reflect Revisit Goals
Lesson 15, TE pgs.246-247



SC: *I know I am successful when:*

- ☐ I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.).
- ☐ I can build on others' ideas by linking their comments to others or my own ideas.
- ☐ I can ask for clarification and further explanation if I'm confused.
- ☐ I can maintain a focus on a particular topic or text.

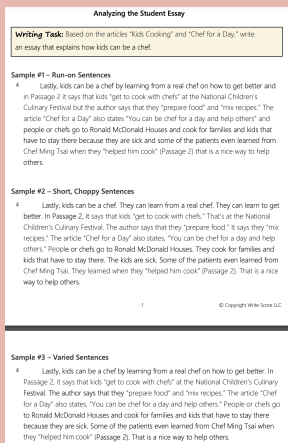
Lesson/Activity:
Unit 8 Wrap-Up Real-World Perspectives, Lesson 15, TE Pages 114-117.



SC: *I know I am successful when:*

- ☐ I can distinguish between complete and incomplete sentences.
- ☐ I can compare formal and informal uses of English.
- ☐ I can use correct grammar.
- ☐ I can use complete sentences to make my message clear.

Lesson/Activity:
WriteScore Sentence Formation



Finish Writing Task: Kid Chef Writing Prompt

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

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 3 Day 5
TE pages 154-155
Word Study Resource

and quarters using manipulatives.
-find the value of a group of coins.
-determine combinations of coins that equal a given amount.
-solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign).

Lesson/Activity:
Teacher's choice to review content in lessons 1, 2, and 3 to strengthen knowledge before Spring Break.

research organisms with unique or diverse life cycles.
☐ I can create a model to illustrate how the organism's life cycle is unique or diverse.

Lesson/Activity:
Teacher's Choice - Animal Research Projects

Wind and Water Shape the Land
Constructive Conversation Modeling Script

Speaker 1: Hi. "Water shapes land": we learned that water erosion happens when water picks up and moves soil. It is very busy even in the springtime. I think water erosion causes a lot of Earth change in our town.

Speaker 2: Yes. There is slow erosion that happens over many years, and fast erosion which happens quickly. Which do you think has affected our town more?

Speaker 1: I think storms have caused a lot of changes, and damage, in our town. The water moves quickly during a flood.

Speaker 2: I disagree. Our town is built along a river. The medieval wall covered our main roads, many years of water erosion.

Speaker 1: Let's not forget wind erosion. Winds can very powerful during storms and can cause a lot of damage.

Speaker 2: Erosion is a powerful force whether it happens over time or in an extreme weather event. The important thing is to stay safe during storms and floods.

ABE

Directions
The articles "Kids Cooking" and "Chef for a Day" are about kids doing some of the things that chefs do.

Writing Task

Based on the articles "Kids Cooking" and "Chef for a Day," write an essay that explains how kids can be a chef. Your essay should be based on the ideas and concepts found in the "Kid Chef" passage set. Be sure to use information from both sources in your essay.

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 - has an ending.

Your writing should be in the form of a well-organized, multi-paragraph essay. Write your response in the space provided.

Book, p. 96-97
My Word Study, Volume 2,
p. 28

*Read HFWs: covered,
cried, figure, horse,
money, products,
questions, since, usually,
voice.*

**Review and Assess
Suffixes -er, -est**

- Read Accountable Text
"Earth's Changing
Mountains" and/or "Let's
Debate"
- Blend and Build Words
- Review Irregular Plural
Nouns
- Spelling and Dictation
- High-Frequency Words

- Cumulative Assessment