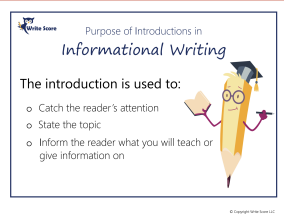


Carrie Waters' Week of: April 15-19, 2024 - Whole Group Lesson Plans

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

GRAMMAR Unit 5 Week 5 Lessons 21-24 Capitalization, Using Quotations, Commas, & Dialogue	READING Unit 9 Week 2 Lessons 6-10 Making, Buying, & Selling	WRITING Write Score Informational Writing	PHONICS Unit 9 Week 2 Schwa Spellings Making, Buying, & Selling	MATH Module 5 Topic B, Lessons 9-12	SCIENCE Unit 4 Week 6 Stability and Change in Plants and Animals Changes In Our Environment
Monday - PL Swiger Grade Level Classrooms (QPAs)					
Standard(s): ELAGSE2L2a LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. 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. <u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns Lesson/Activity: Unit 5 Week 5 Day 21 Transfer - Explore: Shared Writing: Capitalize This,	Standard(s): ELAGSE2RL3 LT: I am learning to describe how the characters in a story react to important (major) events or challenges in stories. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can describe characters using character traits/feelings. <input type="checkbox"/> I can identify the major events or challenges in a story. <input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges. <input type="checkbox"/> I can name the turning point of the story when the main character does something to solve the problem.	SStandard(s): ELAGSE2W2 LT: I am learning to introduce a topic when writing an informative/explanatory text. 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: Informational Introductions 	Standard(s): ELAGSE2RF3 ELAGSE2RF4d LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to recognize and read grade-appropriate irregularly spelled words. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify the short vowel sounds. <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <u>Key Vocabulary:</u> word analysis, decode,	Standard(s): 2.MDR.5.2 LT: We are learning to measure objects using appropriate units and tools. SC: <i>I will know I am successful when I can...</i> -use rulers to measure inches. -use rulers to measure feet. -use yardsticks to measure yards. -use measuring tapes to measure inches, feet, and yards. -estimate the length of an object. Lesson/Activity: Lesson 9-Use an Inch Ruler and a Yard Stick to Estimate and Measure the Length of Various Objects. Materials: Sticky notes,	Standard(s): S2E3a. LT: We are learning about changes to the environment in my community. SC: <i>I will know I am successful when I can...</i> <input type="checkbox"/> I can define "environment" and "change." <input type="checkbox"/> I can describe ways weather, plants, animals, and humans can cause changes to their environments. <input type="checkbox"/> I can ask questions about how weather, plants, animals, and humans have changed the environment in our community. Lesson/Activity: Living Things Change the Environment

Capitalize That!

Lesson 21, TE pgs.258-259

Explore Shared Writing:

Capitalize This, Capitalize That!

Write down a set of student-generated sentences that includes all that has been studied in this unit.

Capitals in Action

Independence Day is a holiday in July.
Aunt Jenna from New York is coming for Thanksgiving.

The Alamo in San Antonio is an awesome place to visit.

Can we play at Pike Place Park on Saturday?

Sample Shared Writing

Polity Writing

Shared writing is the opportunity for students to "speak" to one another. They will use what they have learned to write a sentence that they would like to share. As teachers, we listen in and discuss what they write with the shared purpose of the writing experience, which is to show us students are taking what they learn and using it to write. We will use what we learned to write a sentence to share with the class.

Copyright © 2014 by Pearson Education, Inc.

WPE 258-259

Lesson/Activity:

Unit 9 Lesson 6,
TE pages 78-81.
Describe Plot Elements.

Character Traits

Action
- what they do

Dialogue
- what they say

Common Character Traits in Fiction

Kind shy trusting loyal
cruel proud helpful smart funny

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

Write Score

LET'S LEARN ABOUT FOSSILS!

Directions: Fill in each box. Then write your introduction.

Topic	What did you learn about the topic?	Topic Sentence	Check the reader's attention

Introduction:

Copyright © 2014 by Pearson Education, Inc.

Write Score

Fossils

1 Fossils are rocks. They are found everywhere. Fossils can be under the water or on the land. Fossils are kind of like pictures. They help us see what animals used to look like.

2 Fossils are a print of an animal or plant. Most fossils are of leaves or flowers. Trees from long ago would fall down. Leaves would get buried in dirt. More and more dirt would fall on the leaves. The dirt got so heavy and old it would turn to rocks. The rocks kept the leaves trapped inside. We can open the rocks. We see what the leaves looked like. We can see leaves from millions of years ago.

3 Fossils can also be fish or small animals. A lot of fossils are of fish. They are made the same way. Fossils of fish can be found everywhere. The Earth used to be all covered in water. Even in places there is no water anymore people can find fossils of fish. There are even fish fossils in the desert!

4 Fossils can also be of animal footprints. Some fossils show footprints of dinosaurs. Fossils help us learn more about the types of animals and plants that were around a long time ago. Some of the animals or plants in fossils are still around today.

5 Some fossils aren't rocks. Bugs and insects can be fossils too. These fossils are found in tree sap. Amber sap is what most bugs are found in. Amber is clear. The bug can be seen without having to break the amber open.

6 People study fossils every day. It helps them learn more about animals, plants, and bugs. They use special tools to see how old the rocks are. They can know how long ago the animals were alive.

Leaf Fossil

Fish Fossil

Fly Fossil in Amber

Copyright © 2014 by Pearson Education, Inc.

long vowel, short vowel,
one syllable, spelling,
sound, phonics, common,
spelling-sound
correspondences,
irregular, spelling patterns,
inconsistent

Lesson/Activity:

Unit 9 Week 2 Day 1
TE pages 176-179

Word Study Resource

Book, p. 102

My Word Study, Volume 2,
p. 32

Read HFWs:

ago, government, half,
machine, pair, quickly,
scientist, thousand,
understood, wait.

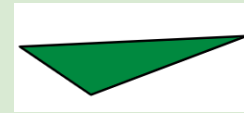
Schwa

- Phonological Awareness: Add initial, final sounds
- Spelling-Sound Correspondences
- Blend and Build Words
- Reading Big Words Strategy
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

create 4 center stations
(TE pg. 141), meter sticks,
student-created rulers

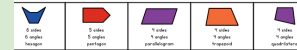
Fluency:

Choral Response-Shapes
and Attributes: Students
identify a polygon and
answer questions about
the polygon's attributes.



How many sides? Angles?
Name of the shape?

Repeat with the following:



Choral Response-Add 10
or 100: Students say the
total to build fluency.

$$130 + 10 = 140$$

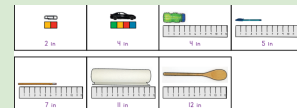
Repeat with the following:

220 + 10 = 230	300 + 10 = 310	400 + 10 = 410	500 + 10 = 510	600 + 10 = 610	700 + 10 = 710	800 + 10 = 810	900 + 10 = 910
400 + 10 = 410	600 + 10 = 610	700 + 10 = 710	800 + 10 = 810	900 + 10 = 910			

Choral Response-Find the
Length: Students find the
length of an object
measured in inches.

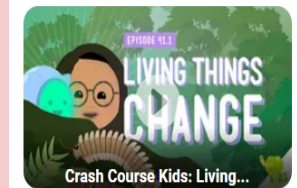


Repeat with the following:



Key Vocabulary:

- Environment
- Change
- Habitat
- Animal
- Plant
- Weather
- Drought
- Erosion
- Flood
- Lightning



In this informative video,
the narrator explores how
animals, just like plants,
are capable of altering
their surroundings.

The video starts by
highlighting the fact that
animals interact with their
environment by consuming
plants in their vicinity.

The video further
elaborates on animals

Launch:
Students generate benchmarks for 1 inch, 1 foot, and 1 yard to support estimation.

Objects that are about ...

1 inch	1 foot	1 yard
<ul style="list-style-type: none"> a small paper clip a marker cap half of a pink eraser 	<ul style="list-style-type: none"> a math book a whiteboard a crate 	<ul style="list-style-type: none"> a table a small bookshelf the teacher's desk

Learn:
Estimate and Measure-Students use benchmarks to estimate and measure by using an appropriate tool.

Object	Unit	Estimate	Measurement
Bulletin Board (long side)	inch foot yard	3 yards	3 yards
Easel (short side)	inch foot yard	3 feet	about 2 feet
Marker	inch foot yard	9 inches	7 inches

Student-created yardsticks:



Measure Length in Different Units-Students measure lengths to the nearest inch, foot, and yard.

Name _____

Center 1 Sample:

Object	Unit	Estimate	Measure
	inch foot yard	2 inches	3 inches
	inch foot yard	9 inches	8 inches
	inch foot yard	5 inches	6 inches

1. All the objects are:
less than 1 foot more than 1 foot about the same as 1 foot

2. What object is the longest? _____ pencil _____

3. What object is the shortest? _____ crayon _____

4. Find the difference between the longest and shortest object. _____ 5 inches _____

shaping their environment through home-building activities. This behavior underscores how animals actively participate in shaping their habitats.

Activity:
Favorite Places In Nature or Explore A Nature Walk



Students share observations of their favorite places in nature, from a pond in the park to the clouds seen from a fire escape.

Students will model science process skills, such as observing and recording data, and also show that you don't need to look very far to find nature!

Potential positive and negative consequences of animals altering their surroundings:

PositiveConsequences -

- Positive Consequences:
- Ecosystem Diversity:** By modifying their environment, animals contribute to the diversity of ecosystems. This diversity can support a wide range of species and enhance overall ecosystem resilience.
 - Habitat Creation:** Animals like beavers create habitats that can benefit other species by providing shelter and resources.
 - Seed Dispersal:** Some animals play a crucial role in seed dispersal, which helps in the regeneration of plant species and promotes biodiversity.

Negative Consequences -

				<p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Use an inch ruler and a yard stick to estimate and measure the length of various objects.</p> <p>Students will complete and turn in ET 9 for a formative grade.</p>	<p>Negative Consequences: 1. Habitat Destruction: Excessive alteration by animals can lead to habitat destruction, potentially threatening the survival of certain plant and animal species. 2. Erosion: Activities like digging and tree-cutting by animals can contribute to soil erosion, impacting the stability of ecosystems. 3. Competition and Predation: Certain alterations made by animals can lead to increased competition for resources or changes in predator-prey dynamics, affecting the balance of ecosystems.</p> <p>Examples: Animals Ants, Termites, Birds, Worms, & Beavers are just a few.</p> <ul style="list-style-type: none"> Habitat Creation, Deforestation, Pollution, Urbanization, Climate Change, Water Flow, Overfishing, Seed Dispersal, Soil Composition & Decomposition, & Plant Interactions.
Tuesday - 2nd Grade Field Trip to Strike Zone & North Glynn Park					
Wednesday - PLC During Planning/Debrief Swiger Grade Level (QPAs)					
<p>Standard(s): ELAGSE2L2 ELAGSE2W5</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 others' help to strengthen my writing through revising and editing.</p>	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can gather information about</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify facts and details that give information about my topic.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: 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 on-level text orally with accuracy, appropriate speed, and expression. I am learning to recognize</p>	<p>Standard(s): 2.MDR.5.3</p> <p>LT: We are learning to compare the length of two objects.</p> <p>SC: <i>I will know I am successful when I can ...</i> -measure the length of objects using a ruler, yardstick, or measuring tape. -record the length of</p>	<p>Standard(s): S2E3a.</p> <p>LT: We are learning about changes to the environment in my community.</p> <p>SC: <i>I will know I am successful when I can ...</i> <input type="checkbox"/> I can define "environment" and "change." <input type="checkbox"/> I can describe ways</p>

SC: *I know I am successful when:*

- I can identify words as holidays.
- I can identify words as product names.
- I can identify words as geographic names.
- I can recognize that a comma indicates a pause in text.
- I can fix spelling, punctuation, and grammar so that the information is clear to my reader.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, punctuation, commas, capitalization, revising, editing, topic, prewriting

Lesson/Activity:

Unit 5 Week 5 Day 22
Transfer - Explore: Revise Writing -Adding Dialogue
Lesson 22, TE pgs.260-261

Explore

Revise Writing: Add Dialogue
Partnerships revisit the sentences created in the previous session and add oral sentences that include dialogue.

characters, setting, or plot from illustrations and words.

I can use the information gathered to understand characters, setting, and plot.

I can synthesize prior knowledge and what is happening in the text to make an inference or prediction.

Lesson/Activity:

Unit 9 Lesson 7,
TE pages 82-85.
Draw Inferences.

To draw an **INFERENCE**, use the information the author gives you to figure out details, or ideas that the author does not directly tell you about.

KEY DETAILS
+
ILLUSTRATIONS
+
GENRE CLUES
=
INFERENCE

Make inferences *before* you read and *while* you read.
Use the inferences to **PREDICT** what will happen.
After you read, confirm or correct predictions.

I can identify important words I have learned that I will define for my reader.

I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:

Butterfly Life Cycle Progression

Butterfly Life Cycle		
Fact #1	Fact #2	Fact #3
Supporting Detail	Supporting Detail	Supporting Detail

White Score

Butterfly Life Cycle

By Kate George

Butterflies don't always have wings. They have to grow their wings. Butterflies are born as caterpillars. Caterpillars look kind of like worms. They live in trees or flowers. Most caterpillars are green, brown, or black. Some have bright colors or stripes. Caterpillars also have tiny hairs on their bodies.

Caterpillars start as tiny eggs. Mothers lay eggs on leaves or stems. The eggs stick to the leaves. This helps make sure they don't fall off. The eggs are very small and round. They look like green jellybeans. After five days, the eggs will hatch. A small caterpillar comes from the egg. The caterpillar is also called the larva.

Most caterpillars are very hungry. They eat the leaf they hatched on. Caterpillars are very small. They grow fast. Some caterpillars eat all day long. This helps them grow big. They also shed their skin when they grow.

Once the caterpillar is big enough, it will form a cocoon. This is called a chrysalis. Some cocoons are brown, and some are green. Cocoons are the same color as the caterpillar. The caterpillar will stay in the cocoon for a few days or weeks. This is how they turn into a butterfly. They will grow wings and legs. They will also grow antennae.

The butterfly will break out of the cocoon. It will be very tired and weak. It will stay on the leaf for a few days to let its wings get stronger. It will start to move its wings. Then, it will fly away. The butterfly looks for food and also other butterflies.

The way a butterfly is formed is called a life cycle. Every butterfly goes through the life cycle.

Caterpillar and Chrysalis

White Score

INFORMATIONAL WRITING

The Middle

Facts:

- The most important part of informational writing
- The part that gives the information to the reader

Supporting Details:

- Explain the facts
- Written to support the facts

and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*

- I can identify the short vowel sounds.
- I can apply letter-sound knowledge to read grade-level text.
- I can read words containing irregular vowel patterns.
- I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 9 Week 2 Day 2
TE pages 180-183
Word Study Resource Book, p. 103
My Word Study, Volume 2, p. 33

Read & Write HFWs:
ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait.

Schwa

- Phonological Awareness: Blend and segment multisyllabic words by syllable
- Blend and Build Words
- Read Interactive Text "Alissa's Tag Sale"
- Spelling
- High-Frequency Words
- Irregular Plural Nouns
- Share and Reflect

objects I have measured. -compare the measurement and express the length difference in terms of a standard unit.

Lesson/Activity:

Lesson 10- Measure an object twice by using different length units, and compare and relate measurement to unit size.

Materials: cm. cube, 1 inch tile, ruler, student-created ruler and yardstick, index card, marker, glue stick, box of crayons, unsharpened pencil

Fluency:

Whiteboard
Exchange-Interpret Tape Diagrams: Students write a subtraction and an addition equation to represent a tape diagram, then find the value of the unknown.

561	?
783	
$561 + ? = 783$	
$783 - 561 = ?$	

561	222
783	
$561 + 222 = 783$	
$783 - 561 = 222$	

Repeat with the following:

245	?
594	
$245 + ? = 594$	
$594 - 245 = ?$	

245	349
594	
$245 + 349 = 594$	
$594 - 245 = 349$	

Choral Response-Measurement Tools and Estimates: Students determine which

weather, plants, animals, and humans can cause changes to their environments.

I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.

Lesson/Activity:

How Animals Change the Environment

Key Vocabulary:

- Environment
- Change
- Habitat
- Animal
- Plant
- Weather
- Drought
- Erosion
- Flood
- Lightning

[Crash Course: Big Changes in the Big Forest](#)

CHANGES TO OUR ENVIRONMENT: ANIMALS

Animals are very powerful things! They can change wildlife or habitats for many years. Do you already know some ways?

Positive

Animals can really help our environment! Earthworms **aerate** (or-ate) the soil so that the roots of plants can get better oxygen. Bees, birds, and other animals help with pollination. Bees make honey for food. Bees help us with bug and pest control by eating them up. Also, animal droppings help soil to be better and healthier for plants. Goats, yak, beetles, rats, and locusts are known for hurting the environment.

Negative

Some animals are very harmful. Locusts are always on the move and can quickly strip whole fields of growing plants. Goats can have huge effects on habitats if left alone. They eat and eat! They love little plants and trees, turning whole woodlands into nothing but grass. Many kinds of bark beetles are known to attack and kill live trees! Whole forests can be destroyed if bark beetle numbers get out of control. The bugs can also bring disease, like the American elm bark beetle. Rust also bring disease, and high rat **population** can cause food losses because they eat and ruin the small amount of food countries have.

ANIMALS GLOSSARY

aerate (air-ate): to bring air into
population (pop-u-lay-shun): the total number of something in a town, area, or country.

Activity:

What Did They Say?

Independence Day is a holiday in July.
"I love Independence Day. It is my favorite holiday," said Juan.

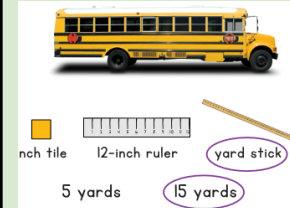
Aunt Jenna from New York is coming for Thanksgiving.
Nick said, "I can't wait to see Aunt Jenna for Thanksgiving."

The Alamo in San Antonio is an awesome place to visit.
"The Alamo in San Antonio is an awesome place to visit," the teacher said to the class.

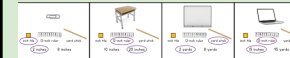
Can we play at Pike Place Park on Saturday?
I asked my dad, "Can we play at Pike Place Park on Saturday?"
He replied, "Yes, and I will bring a football."

Copyright © 2010 Writing

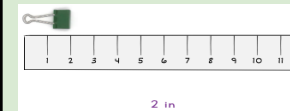
tool is best to measure the length of an object, then estimate the length.



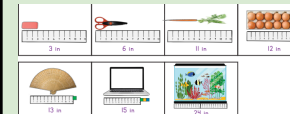
Repeat with the following:



Choral Response-Find the Length: Students find the length of an object measured in inches.



Repeat with the following:

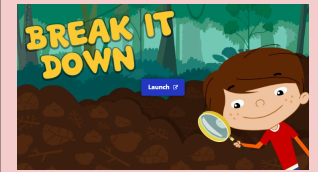


Launch:

Students articulate the importance of specifying unit lengths.

Learn:

Measure and Compare-Students measure objects twice by using centimeters and inches and compare the measurements.



Encourage students to look for fun facts. Ask them to note at least three facts to share with the class about how leafcutter ants and mushrooms break down leaf litter.

Ask students to explain how leafcutter ants and mushrooms work together to break down leaf litter on the forest floor.

Turn & Talk?

What might happen to the ecosystem if either species disappeared?

Activity:

Make A Worm Composter
Or
Disappearing Banana Peel

Ask students if they can explain why forests aren't piled high with dead leaves and other organisms.

Turn & Talk:

Where does it all go?

				 <p>Units of Measure Race-Students measure by using four different units and relate unit size to the number of iterations needed.</p> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Measure an object twice by using different length units, and compare and relate the measurement to unit size.</p> <p>Students will complete and turn in ET 10 for a formative grade.</p>	
--	--	--	--	---	--

Thursday

<p>Standard(s): ELAGSE2L2c</p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful</i></p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled</p>	<p>Standard(s): 2.MDR.5.3</p> <p>LT: We are learning to compare the length of two objects.</p> <p>SC: <i>I will know I am successful when I can...</i></p>	<p>Standard(s): S2E3a.</p> <p>LT: We are learning about changes to the environment in my community.</p> <p>SC: <i>I will know I am</i></p>
---	---	---	---	--	--

SC: *I know I am successful when:*

- 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 5 Day 23
Transfer - Insert
Contractions & Possessives
Lesson 23, TE pgs.262-263

Now, Apostrophes!

"I love Independence Day. *It's* my favorite holiday!" said Juan.

Nick said, "I can't wait to see Aunt Jenna for Thanksgiving. *She's* bringing pumpkin pie. Aunt Jenna's pie is the best."

"The Alamo is our students' favorite place to go for a school trip," the teacher said.

Dad said, "I'll bring a football to Pike Place Park on Saturday."

Sample Student Writing

Name: _____ Date: _____

Editing Tally Sheet

Strategies	Tally
Capital letters	
Apostrophes	
Commas	
Question Marks	
Exclamation Points	

Note: Did I use too many? Too many? Just right?

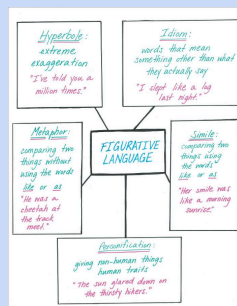
Copyright © 2003 by Linda Ward Beech, Scholastic Teaching Resources

SC: *I know I am successful when:*

- I can recognize grade-appropriate words and their meaning.
- I can use prior knowledge to help determine the meaning of a word or phrase.
- I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

Lesson/Activity:

Unit 9 Lesson 8,
TE pages 86-89.
Use Context Clues to Understand Idioms.



when:

- I can identify facts and details that give information about my topic.
- I can identify important words I have learned that I will define for my reader.
- I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:

Identify Reasons in Informational text

YOU CAN BE A READING DETECTIVE

Reading Detectives: — — — —

- Look closely at the text
- Identify the author's specific points
- Identify reasons to support the author's specific points in the text
- Describe how those reasons support the specific points made by the author

When you identify the reasons an author provides in a text, you will gain a deeper understanding of the text and be able to describe how the reasons support specific points made by the author.

Article Options:

- Butterflies
- Hermit Crabs
- Not Just for Wagging

one-syllable words.

I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*

- I can identify the short vowel sounds.
- I can apply letter-sound knowledge to read grade-level text.
- I can read words containing irregular vowel patterns.
- I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 9 Week 2 Day 3
TE pages 184-187

Word Study Resource

Book, p. 104-105

My Word Study, Volume 2, p. 34

Practice HFWs:

ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait.

-measure the length of objects using a ruler, yardstick, or measuring tape.

-record the length of objects I have measured.
-compare the measurement and express the length difference in terms of a standard unit.

Lesson/Activity:

Lesson 11-Measure to compare differences in lengths.

Materials: scissors, string, ruler, chart paper, markers, student-created rulers and yardsticks

Fluency:

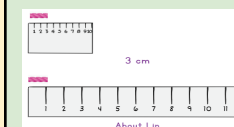
Choral Response-Add 10 or 100: Students say the total to build fluency.

$$340 + 10 = 350$$

Repeat with the following:

500 + 10 = 510	638 + 10 = 648	858 + 10 = 868	98 + 10 = 108	68 + 10 = 78	752 + 10 = 762
802 + 10 = 812	910 + 10 = 920	990 + 10 = 1000	18 + 10 = 28	28 + 10 = 38	

Choral Response-Find the Length: Students find the length of an object to the nearest centimeter and inch.



Repeat with the following:

successful when I can . . .

- I can define "environment" and "change."
- I can describe ways weather, plants, animals, and humans can cause changes to their environments.
- I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.

Lesson/Activity:

Humans Change the Environment

Crash Course: Big Changes in the Big Apple

CHANGES TO OUR ENVIRONMENT: HUMANS

Humans are a very powerful thing! They can change wildlife or habitats for many years. Are you making positive or negative changes to the environment?

Positive One way humans help the environment is by protecting animals who are becoming endangered (en-dan-jer-ed). They also control wildfires that wipe out animals and their habitats. Humans clean water ways and even have jobs to pick up trash (like garbage men). Humans can also recycle trash instead of throwing it away.

Negative One big way humans harm the environment is by pollution (puh-loo-shun). Air pollution coming from factories hurts the air, making it hard to breathe, and it destroys our ozone layer which is made to protect us from the powerful sun rays. Littering in oceans put sea animals in danger and can kill them. Littering in fresh water causes animals to die because the water is undrinkable and disease can break out. Humans can also hunt animals too much which can harm the food chain. Also, when humans build they can destroy animal habitats.

HUMAN GLOSSARY

endangered (adjective): seriously at risk of extinction

pollution (noun): something in our environment that has harmful or poisonous effects

food chain (noun): series of organisms each dependent on the next as a source of food

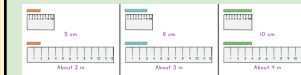
Is this making a positive or negative change?

Examples: Humans

- Habitat Creation, Deforestation, Pollution, Urbanization, Climate Change, Water Flow, Overfishing, Seed Dispersal, Soil Composition

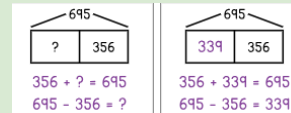
Schwa

- Read Accountable Text "A New Kind of Pop!"
- Spelling
- High-Frequency Words
- Share and Reflect

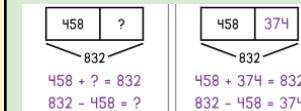


Whiteboard

Exchange-Interpret Tape Diagrams: Students write a subtraction and an addition equation to represent a tape diagram, then find the value of the unknown to build fluency.

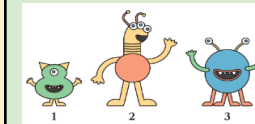


Repeat with the following:



Launch:

Students reason about the measurement of space creatures to make comparisons.



Learn:

Measure to Create a Creature-Students use given measurements to draw a creature.

& Recycling, & Plant Interactions.

Mystery Science:

[Does Trash Last Forever?](#)

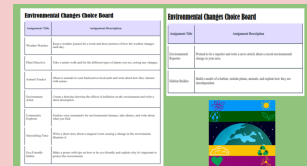


Does trash last forever?

5 min lesson

Activity:

Changes In Environment
Choice Board or
Differentiated Tasks



Compare Lengths-Students describe and compare the lengths of their creatures' body parts.

Gradual release to the Problem Set.

Land:
Debrief
Objective-Measure to
compare differences in
length.

Students will complete and turn in ET 11 for a formative grade.

Standard(s):
ELAGSE2L2a
ELAGSE2L2c

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 know I am 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 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 5 Day 24
Explore - Shared Writing;

Standard(s):
ELAGSE2RL5

LT: I am learning to describe how a story is written including the beginning, middle, and ending.

SC: *I know I am successful when:*

- ☐ I can describe how the beginning introduces the story.
- ☐ I can describe how the middle provides major events and challenges.
- ☐ I can describe how the ending concludes the story.
- ☐ I can describe the importance of setting on the plot of a story.

Lesson/Activity:
Unit 9 Week 2
Lesson 9 & 10, if time permits
TE pages 90-93 & TE pages 94-97.
Use character and Plot to determine the theme.
Understand how setting affects plot.

Standard(s):
ELAGSE2W2

LT: I am learning to explain a topic using facts and definitions to develop points.

SC: *I know I am successful when:*

- ☐ I can identify facts and details that give information about my topic.
- ☐ I can identify important words I have learned that I will define for my reader.
- ☐ I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:
Detail Detective

Book: [From Seed to Plant](#),
by Gail Gibbons

Standard(s):
ELAGSE2RF3
ELAGSE2RF4

LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*

- ☐ I can identify the short vowel sounds.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can reread to improve my reading.

Lesson/Activity:
Unit 9 Week 2 Day 4 and 5
TE pages 188-189

Word Study Resource Book, p. 104-105
My Word Study, Volume 2, p. 34
TE pages 190-191
Word Study Resource Book, p. 104-105
My Word Study, Volume 2, p. 34

Standard(s):
2.MDR.5.5

LT: We are learning how to represent differences in measurements.

SC: *I will know I am successful when I can ...*
-subtract two two-digit measurement numbers.
-represent differences of measurement subtraction on a number line.

Lesson/Activity:
Lesson 12-Identify unknown numbers on a number line by using the interval as a reference point.

Materials:
student-created yardstick

Fluency:
Sprint-Add 10 or 100:
Students write the total to build fluency.

1.	250 + 10	260
2.	600 + 10	610
3.	700 + 100	800
4.	350 + 100	450

Launch:
Students represent the distance a rocket travels on a football field after watching a rocket launch.

Standard(s):
S2E3a.

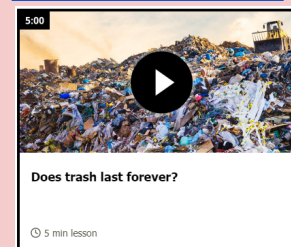
LT: We are learning about changes to the environment in my community.

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

- ☐ I can define "environment" and "change."
- ☐ I can describe ways weather, plants, animals, and humans can cause changes to their environments.
- ☐ I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.

Lesson/Activity:
Changes In Our Environment

Mystery Science:
[Does Trash Last Forever?](#)



Choice Board
Presentations:

Revision Checklist Lesson 24, TE pgs.264-265

Explore Shared Writing: Revision Checklist

As a class, review the Revision Checklist used in previous units and add to it based on this unit's focus.

Professional Development

Revision Checklist

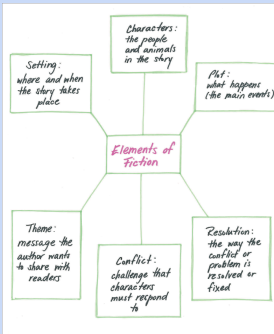
This is used to help make plans for revising each part of the writing. Share this strategy for using it.

- 1. Read one section of your writing piece.
- 2. Check off only the items you want to go back and revise.
- 3. Repeat this process for all parts of your piece.
- 4. Revise the parts you checked off.

Name: _____ Date: _____

Revision Checklist

Area of Revision	What I Would Like to Do with It	Reminders for Myself	Status
Beginning	Work on: <input type="checkbox"/> using quotation and comma <input type="checkbox"/> Adding apostrophes <input type="checkbox"/> Confirming capital letters <input type="checkbox"/> Expanding sentences <input type="checkbox"/> _____ <input type="checkbox"/> Other ideas		
Middle	Work on: <input type="checkbox"/> using quotation and comma <input type="checkbox"/> Adding apostrophes <input type="checkbox"/> Confirming capital letters <input type="checkbox"/> Expanding sentences <input type="checkbox"/> _____ <input type="checkbox"/> Other ideas		
End	Work on: <input type="checkbox"/> using quotation and comma <input type="checkbox"/> Adding apostrophes <input type="checkbox"/> Confirming capital letters <input type="checkbox"/> Expanding sentences <input type="checkbox"/> _____ <input type="checkbox"/> Other ideas		



Determine the THEME

The **theme** of a story is the central **message, lesson, or moral**.

Use **important details** to help you find the **theme**.

ASK:

- How do characters **grow**?
- What ideas stay with me?
- What do the characters **learn**?

Common Themes:

- Crime doesn't pay.
- If at first you don't succeed, try again.
- Treat others the way you want to be treated.
- Kindness is its own reward.
- Pride goes before a fall.

Read HFWs:
ago, government, half,
machine, pair, quickly,
scientist, thousand,
understood, wait.

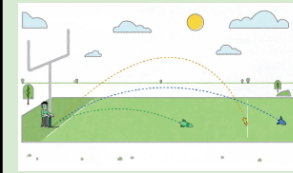
Schwa

- Read Accountable Text "A New Kind of Pop!" and/or "Peanut Butter"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

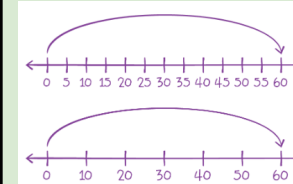
- Cumulative Assessment

Schwa

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "A New Kind of Pop!" and/or "Peanut Butter"
- Share and Reflect



(Rocket Launch Video)



Learn:

Represent Distances on a Number Line-Students reason about intervals and represent differences on a number line.

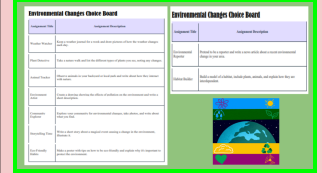
Use Intervals to Find Unknown Numbers on a Number Line-Students determine the interval for a number line and label the unknown numbers.

Gradual release to the Problem Set.

Land:

Debrief Objective-Identify unknown numbers on a number line by using the interval as a reference point.

Students will complete and turn in Topic Ticket B for a summative grade.



Activity:

Let's Review - Optional
Changes In Habitats Quiz,
Activity Cards, and/or
Jeopardy