

Carrie Waters' Week of: April 22-26, 2024 - Whole Group Lesson Plans

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

<p>GRAMMAR Unit 5 Week 5 Lessons 24-25 Post Assessment/Review Capitalization, Using Quotations, Commas, & Dialogue Word Work Practice</p>	<p>READING Unit 9 Week 3 Lessons 11, 12, 13, 14 Unit 10 Lesson 2 Making, Buying, & Seeing Changes In Matter</p>	<p>WRITING Write Score Personal Narratives</p>	<p>PHONICS Unit 9 Week 3 Silent Letters /n/ gn, kn /r/ wr; /m/ mb Making, Buying, & Selling</p>	<p>MATH Topic C, Lessons 15-16 Review for Assessment Module 5 Assessment</p>	<p>SCIENCE Unit 4 Week 7 EARTH DAY & Changes In Our Environment</p>
<p>Monday-</p>					
<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed 	<p>Standard(s): ELAGSE2RI6</p> <p>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define the author's purpose. <input type="checkbox"/> I can identify the author's purpose based on what the author wants to answer, explain, or describe. <input type="checkbox"/> I can use the facts from the text to support what the author wanted to answer, explain, or describe. <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives telling what happened in order.</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 what kind of story I want to tell (real or made up). <input type="checkbox"/> I can develop characters and settings using sensory details (descriptive adjectives and strong verbs). <input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events). <input type="checkbox"/> I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events. 	<p>Standard(s): ELAGSE2RF3e</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <p><u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent</p>	<p>Standard(s): 2.MDR.5</p> <p>LT: We are learning to use measurement data to create a line plot.</p> <p>SC: <i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> -create a line plot to represent data. -use a line plot to ask and answer questions. <p>Lesson/Activity: Lesson 15- Use measurement data to create a line plot.</p> <p>Materials: ruler, unsharpened pencil, 1 inch grid paper</p> <p>Fluency: Choral Response-Subtract 10 or 100: Students say the difference to build fluency.</p>	<p>Standard(s): S2E3b.</p> <p>LT: We are learning to explain the causes and effects of changes to the environment in our community.</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 research to answer my questions about how weather, plants, animals, and humans have changed the environment in our community. <input type="checkbox"/> I can explain the cause(s) of a change to the environment in our community. <input type="checkbox"/> I can explain the effect(s) of a change to the environment in our community.

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:
 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.

Unit 9, Week 3, Lesson 11,
Pages 98-101.



Lesson/Activity:
 Generate ideas to write about

BACKPACK FOR SUPPORT ANCHOR CHART

Using a Backpack for Support

What writing idea does each item make you think about?

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Name _____

LESSON 29: Generating Personal Experience Ideas to Write About

GENERATING IDEAS TO WRITE ABOUT

Directions: List the objects from the backpack on the left side of the My Writing Ideas chart. Then list one or more things that have happened to you that the item reminds you of.

My Writing Ideas

Backpack Item	Reminds me of the time...
Example: sock	1. I lost a sock in the wash 2. My family and I roasted marshmallows 3. I went hiking and tripped my ankle
Stuffed Lion	
Baseball Glove	
Key	

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Start having students consider what they want to write about.

Create an anchor chart with ideas.

Lesson/Activity:
 Unit 9 Week 2 Day 1
 TE pages 192-195
 Word Study Resource Book, p. 106
 My Word Study, Volume 2, p. 35

Read HFWs:
among, building, circle, decided, finally, heavy, include, nothing, special, wheel.

Silent Letters

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

$170 - 10 = 160$

Repeat with the following:

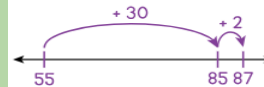
$270 - 10 = 260$ $275 - 10 = 265$ $375 - 10 = 365$ $40 - 10 = 30$ $90 - 10 = 80$ $60 - 10 = 50$

$70 - 10 = 60$ $800 - 10 = 790$ $900 - 10 = 890$ $100 - 10 = 90$ $80 - 10 = 70$

$200 - 100 = 100$ $400 - 100 = 300$ $600 - 100 = 500$ $800 - 100 = 700$ $70 - 100 = 30$ $99 - 100 = 1$

Number Line Hop-Use a Strategy to Add or Subtract:
 Students model an addition or subtraction strategy on an open number line.

$55 + 32 = 87$



Repeat with the following:



Beep Counting by Fives or Tens: Students complete a number sequence.

30, 40, 50, 60

Repeat with the following:

80, 90, 100, 110 75, 80, 85, 90 90, 95, 100, 105 100, 110, 120, 130

120, 130, 140, 150 105, 110, 115, 120 130, 135, 140, 145

Launch:

Students reason about which length pencil they prefer to write with.



Learn:

Collect, Organize, and Plot Data-Students measure the

Lesson/Activity:
 Introduce -
 Mystery Science:
 How Old is The Earth?

Mini-Lesson
 K-5 • How old is the Earth?

⌚ 5 min lesson Ⓞ Plus Top 5 bonus

Activity:

Unit 4 Week 7 Earth...
 Earth Day Lapbook

EARTH DAY
 A COLLECTION OF EARTH-FRIENDLY LEARNING
LAPBOOK
 CREATED BY: _____

SUPER SIMPLE
EARTH DAY
 ACTIVITIES
 FUN AND EASY HOLIDAY PROJECTS FOR KIDS

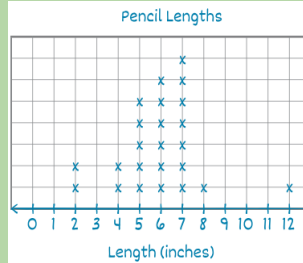
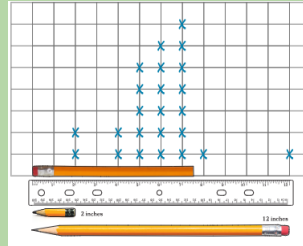
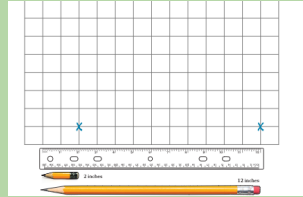
Super Simple Earth Day Activities: Fu...

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 quotations and commas <input type="checkbox"/> Adding apostrophes <input type="checkbox"/> Combining capital letters <input type="checkbox"/> Expanding sentences <input type="checkbox"/> _____ <input type="checkbox"/> Other ideas		
Middle	Work on: <input type="checkbox"/> Using quotations and commas <input type="checkbox"/> Adding apostrophes <input type="checkbox"/> Combining capital letters <input type="checkbox"/> Expanding sentences <input type="checkbox"/> _____ <input type="checkbox"/> Other ideas		
End	Work on: <input type="checkbox"/> Using quotations and commas <input type="checkbox"/> Adding apostrophes <input type="checkbox"/> Combining capital letters <input type="checkbox"/> Expanding sentences <input type="checkbox"/> _____ <input type="checkbox"/> Other ideas		

length of their pencil and create a line plot.



Gradual release to the Problem Set.

Land:
Debrief Objective-Use measurement data to create a line plot.

Students will complete and turn in ET 15 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 25
Transfer - Post Assessment

Standard(s):
ELAGSE2L4

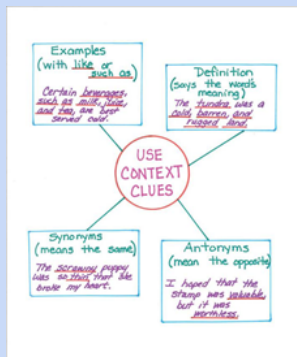
LT: am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase

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, Week 3, Lesson 12,
Pages 102-105.



Standard(s):
ELAGSE2W3

LT: I am learning to write narratives telling what happened in order.

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

- I can determine what kind of story I want to tell (real or made up).
- I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).
- I can use organizational structures (beginning, middle, end, and sequence of events).
- I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.

Lesson/Activity:
Writing a narrative beginning and end.

Standard(s):
ELAGSE2RF3e

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 identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.

SC: I know I am successful when:

- I can identify the short vowel sounds.
- I can identify the long vowel sounds.
- I can use spelling patterns to recognize words.

Lesson/Activity:
Unit 9 Week 3 Day 2
TE pages 196-199

Word Study 107
My Word Study, Volume 2,
p. 36

Read & Write HFWs:
among, building, circle, decided, finally, heavy, include, nothing, special, wheel.

Standard(s):
2.MDR.5

LT: We are learning to use measurement data to create a line plot.

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

- create a line plot to represent data.
- use a line plot to ask and answer questions.

Lesson/Activity:

Lesson 16-Create a line plot to represent data and ask and answer questions.

Materials:

student-created yardsticks, chart paper

Fluency:

Whiteboard Exchange-Four Addends: Students add four numbers by using place value strategies.

$$32 + 13 + 17 + 18 = 80$$

Repeat with the following:

$14 + 36 + 31 + 14 = 100$	$12 + 15 + 28 + 30 = 85$	$31 + 37 + 24 + 23 = 120$
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Choral Response-Subtract 10 or 100: Students say the difference to build fluency.

$$270 - 10 = 260$$

Repeat with the following:

$475 - 0 = 475$	$60 - 0 = 60$	$70 - 0 = 70$	$84 - 0 = 84$	$91 - 0 = 91$	$100 - 0 = 100$
$600 - 0 = 600$	$60 - 0 = 36$	$30 - 0 = 24$	$60 - 0 = 31$	$60 - 0 = 30$	

Standard(s):
S2E3b.

LT: We are learning to explain the causes and effects of changes to the environment in our community.

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

- I can research to answer my questions about how weather, plants, animals, and humans have changed the environment in our community.
- I can explain the cause(s) of a change to the environment in our community.
- I can explain the effect(s) of a change to the environment in our community.

Lesson/Activity:

Mystery Science:
Why Are Coral Reefs So Colorful?

Mini-Lesson
K-5 • Why are coral reefs so colorful?
⌚ 5 min lesson ⌚ Plus Top 5 bonus

Assess What Students Know About Capitalization & Punctuation
Lesson 25, TE pgs. 266-267

Post-Assessment
Assess What Students Know About Capitalization and Punctuation

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

Choice 2: Write a selection with capital letters, apostrophes, and dialogue.

Show What You Know About Capitalization and Punctuation

- Write a fact about one of these ideas:
 - A coach from another city is coming to visit.
 - A student comes up with an idea for a new safety helmet.
 - A teacher asks students to choose a place on a map for a group project.
- Make sure to include each of these:
 - at least three kinds of capitalized words
 - at least one sentence with dialogue
 - at least one noun that shows ownership
 - at least two contractions

My mom's favorite cousin, Vinny, is coming to visit for Christmas. He's driving all the way from Brooklyn, New York. I talked to him on the telephone. He said, "Get ready! We're going to have lots of fun!"

Revisit the pre-assessment.

Students show what they know now about capitalization and punctuation of dialogue that they did not know at the beginning of the unit.

Name: _____ Date: _____

Show What You Know About Capitalization and Punctuation

- Write a fact about one of these ideas:
 - A coach from another city is coming to visit.
 - A student comes up with an idea for a new safety helmet.
 - A teacher asks students to choose a place on a map for a group project.
- Make sure to include each of these:
 - at least three kinds of capitalized words
 - at least one sentence with dialogue
 - at least one noun that shows ownership
 - at least two contractions

Narrative Beginnings & Endings Anchor Chart

Narrative

Beginnings	Endings
<p>Description Describe a person, place, or thing that is connected to your story. Create a picture for readers.</p> <p>The air was brisk. I just dressed warmer in a parka, snow gloves, and snow boots. I headed for the park to see a raccoon like all my friends!</p>	<p>Circle Back These endings use some of the same words or ideas from the beginning. It shows how things have changed by the story's end.</p> <p>In the end I made it back home, the park air had warmed right up. I was ready for a warm meal and my cozy bed.</p>

Narrative Beginnings & Endings Anchor Chart


Narrative

Beginnings	Endings
<p>Dialogue Begin with the words somebody said or could have said in the story. Remember to use "quotation marks" around the speaker's words.</p> <p>"Are you all set?" I called as I rattled out the door. Dressed warmer in my parka, snow gloves, and snow boots, I headed out to have a winter hike all by myself!</p>	<p>Lesson Learned Let readers know something you learned from the experience you just wrote about.</p> <p>I will always remember how important it is to have someone who you when you go out hiking in winter. You just never know what might happen!</p>

Name: _____

LESSON 30: Writing a Narrative Beginning and Ending
NARRATIVE BEGINNINGS & ENDINGS

Directions: Think of a story someone in the picture might write. Write a beginning and ending for that story. Use the *Narrative Beginnings and Endings Anchor Chart* to help you as you write. Remember to write it using the words I, me, and my.




Beginning _____

Ending _____

Name: _____

LESSON 30: Writing a Narrative Beginning and Ending
NARRATIVE BEGINNINGS & ENDINGS - *Continued*



Beginning _____

Ending _____

Silent Letters

- Phonological Awareness: Substitute medial vowel sound
- Blend and Build Words
- Read Interactive Text "Start a Business"
- Spelling
- High-Frequency Words
- Share and Reflect

Repeat with the following:

300 - 100 = 200	330 - 100 = 230	400 - 100 = 300	440 - 100 = 340	500 - 100 = 400	540 - 100 = 440	600 - 100 = 500
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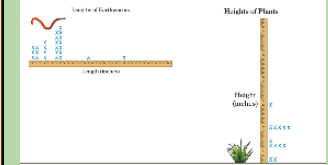
Beep Counting by Fives or Tens: Students complete a number sequence to build fluency.

130, 140, 150, 160

Repeat with the following:

180, 190, 200, 210	175, 180, 185, 190	190, 195, 200, 205	200, 210, 220, 230
250, 260, 270, 280	205, 210, 215, 220	230, 235, 240, 245	

Launch:
Students discuss the similarities and differences between two line plots.



Learn:
Measure Student Height and Plot Data- Students plot their height on a line plot. Ask and Answer Questions About Line Plot Data-Students ask and answer questions about line plot data.

Activity:
Earth Day Lapbook
Unit 4 Week 7 Earth Day! & Changes In Our Environment

EARTH DAY

LAPBOOK

A COLLECTION OF EARTH-FRIENDLY LEARNING

CREATED BY: _____

GreenSTEAM

EARTH DAY CRAFTS



Earth-Friendly Earth Day Crafts

Students show what they know about capitalization and punctuation of dialogue, possessive nouns, and contractions by composing a text that includes all of these.

Name: _____ Date: _____

Use under the text about a visit from a special friend. Read Sue's text. Watch for changes she needs to make. Then answer the questions.

Coming Home

(1) My friend Tina moved to a nearby city last month. (2) We talk on the phone every time we have the chance. (3) I have really missed her. (4) She and I talked on the phone last week about her new Super Duper Helmet. (5) She said, "The helmet keeps me safe when I ride my bike". (6) She had a big surprise for me. (7) She's coming to visit. (8) She'll be here in May. (9) My family has been taking care of Tina's cat since she left. (10) Her dog is staying on the trip, so she can take the cat back to her new home. (11) Her cat's new toys will be in the car. (12) She said, "I'll be there before you know it". (13) I can hardly wait. (14) I'll be counting the days until she gets here.

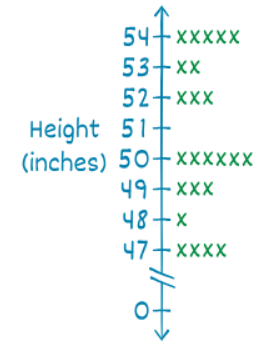
Answer the following questions.

1. Which of these sentences from Sue's text has a contraction?

A. My friend Tina moved to a nearby city last month.
 B. I have really missed her.
 C. She's coming to visit.
 D. My family has been taking care of Tina's cat since she left.

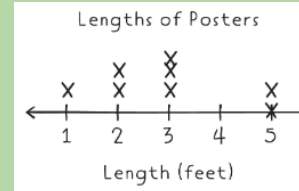
State Assessment Practice

Heights of Students



Gradual release to the Problem Set.

Land:
 Debrief Objective-Create a line plot to represent data and ask and answer questions.



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

Wednesday- Superintendent Advisory Board Meeting!

Standard(s):
ELAGSE2L1-6
ELAGSE2W1-8

LT: I am learning to show what I know and review

Standard(s):
ELAGSE2RI5

LT: I am learning to identify and use text features to locate helpful

Standard(s):
ELAGSE2W3

LT: I am learning to write narratives telling what happened in order.

Standard(s):
ELAGSE2RF3
ELAGSE2RF4

LT: I am learning to identify words that do not

Standard(s):
2.MDR.6.2
2.MDR.5.1
2.MDR.5.2
2.MDR.5.3
2.MDR.5.5

Standard(s):
S2E3b.

LT: We are learning to explain the causes and effects of changes to the

for my upcoming EOY MAP test.

SC: I know I am successful when...

- I can focus, try hard, and persist.

Lesson/Activity:

**Review Units 1-5
Teacher Selected Skills
based on students' needs.**

Reader's Theatre:

**A Trip to Washington D.C.:
A Capital Idea**

[Optional: Word Work 4 -
Shared Reading](#)

parts (key facts or information) in a text.

SC: I know I am successful when:

- I can identify text features and their purposes.
- I can use captions to help me understand pictures and words on a page.
- I can recognize that words in bold highlight key ideas and concepts.
- I can use text features to preview text and to locate information quickly

Lesson/Activity:

**Unit 9, Week 3, Lesson 13,
Pages 106-109.**

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
sidebars	give extra information that supports the text

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

- I can determine what kind of story I want to tell (real or made up).
- I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).
- I can use organizational structures (beginning, middle, end, and sequence of events).
- I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.

Lesson/Activity:

Making a plan for our stories.

Story Planning Anchor Chart (with Student)

Story Planning
My story plan helps me remember how my story will go!

1. Plan your Beginning: Write your beginning paragraph.

It was a bright, sunny spring morning. The air smelled fresh and clean. It was a perfect day to play outside and that is exactly what my brother and I decided to do.

2. Plan your Middle: Tell what happened in each part. The middle box is about your Main Event!

First	Next	Finally
We flew kites in the field at the side of our house.	We played on the swings in the backyard until my brother fell etc.	Dad took Doug to the hospital.

3. Plan your Ending: Write your ending paragraph

Next time my brother dares me to do anything CHAD I will definitely tell him, "No, thank you!" Then I'll go off and jump rope all by myself!

follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: I know I am successful when:

- I can use spelling patterns to recognize words.
- I can apply letter-sound knowledge to read grade-level text.
- I can reread to improve my reading.

Lesson/Activity:

**Unit 9 Week 3 Day 3
TE pages 200-203
Word Study 108-109
My Word Study, Volume 2,
p. 37**

Practice HFWs:

**among, building, circle,
decided, finally, heavy,
include, nothing, special,
wheel.**

LT: We are learning about money, data, and customary measurement.

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

- identify and find the value of a collection of coins and bills.
- show values of money using the fewest coins and bills.
- add values of coins to find a total.
- estimate and choose the appropriate units of measure.
- find the interval on a number line.
- find the difference between numbers on a number line.
- measure objects using inches.
- collect measurement data on a table.
- compare measurements and find the difference.
- create a line plot from measurement data.
- answer questions from line plot data collected.

Lesson/Activity:

**Study guide review for
Module 5 Assessment on
Friday. (Day 1 of 2)**

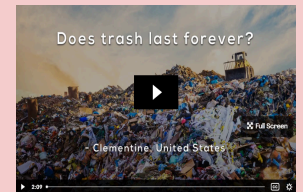
environment in our community.

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

- I can research to answer my questions about how weather, plants, animals, and humans have changed the environment in our community.
- I can explain the cause(s) of a change to the environment in our community.
- I can explain the effect(s) of a change to the environment in our community.

Lesson/Activity:

**Mystery Science:
Does Our Trash Last
Forever?**



Activity:

Unit 4 Week 7 Cha...

Earth Day Lapbook

My Story Plan Student Sheet

Story Planning Name: _____

My story plan helps me remember how my story will go!

1. Plan your Beginning: Write your beginning paragraph.

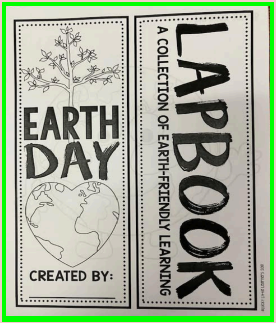
2. Plan your Middle: Tell what happened in each part. The middle box is about your Main Event!

First	Next	Finally
_____	_____	_____
_____	_____	_____

3. Plan your Ending: Write your ending paragraph.

Silent Letters

- Read Accountable Text "Our Class Knows!"
- Spelling
- High-Frequency Words
- Share and Reflect



Thursday - Earth Day Event 5:30-7:30!

Standard(s):
ELAGSE2L1-6
ELAGSE2W1-8

LT: I am learning to show what I know and do my best on MAP tests.

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

- I can focus, try hard, and persist.

Lesson/Activity:

Review - Teacher Selected Skill based on students' needs.

Reader's Theatre:

What's At The End?: A Tale of Three Sentences

[Optional: Word Work 4 - Shared Reading](#)

Standard(s):
ELAGSE2RL10
ELAGSE2RL4

LT: I am learning to read stories and poems (on and above grade level) with help from the teacher if needed.

I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.

SC: *I will know I am successful when*

- I can choose books to read on my own.
- I can use all that I know to read a poem on my own.
- I can participate in group reading activities (e.g., Read-alouds, Reader's Theater).
- I can show what I know about reading a text by helping my reading partner.
- I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.

Lesson/Activity:

Unit 9, Week 3, Lesson 14, Pages 110-113.

Standard(s):
ELAGSE2W3

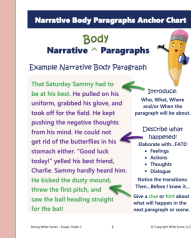
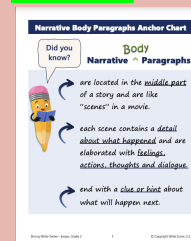
LT: I am learning to include details to describe actions, thoughts, and feelings in my narrative writing.

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

- I can develop characters through thoughts and feelings.
- I can add details that describe people's actions or the setting.

Lesson/Activity:

Writing and elaborating our stories.



Standard(s):
ELAGSE2RF3
ELAGSE2RF4

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*

- I can use spelling patterns to recognize words.
- I can apply letter-sound knowledge to read grade-level text.
- I can reread to improve my reading.

Lesson/Activity:

Unit 9 Week 3 Day 4 TE pages 204-205

Word Study 108-109
My Word Study, Volume 2, p. 37

Read *HFWS*:

among, building, circle, decided, finally, heavy, include, nothing, special, wheel.

Standard(s):
2.MDR.6.2
2.MDR.5.1
2.MDR.5.2
2.MDR.5.3
2.MDR.5.5

LT: We are learning about money, data, and customary measurement.

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

- identify and find the value of a collection of coins and bills.
- show values of money using the fewest coins and bills.
- add values of coins to find a total.
- estimate and choose the appropriate units of measure.
- find the interval on a number line.
- find the difference between numbers on a number line.
- measure objects using inches.
- collect measurement data on a table.
- compare measurements and find the difference.
- create a line plot from measurement data.
- answer questions from line plot data collected.

Lesson/Activity:

Study guide review for

Standard(s):
S2E3b.

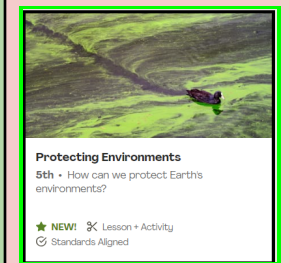
LT: We are learning to explain the causes and effects of changes to the environment in our community.

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

- I can research to answer my questions about how weather, plants, animals, and humans have changed the environment in our community.
- I can explain the cause(s) of a change to the environment in our community.
- I can explain the effect(s) of a change to the environment in our community.

Lesson/Activity:

Earth Day Event & Mystery Science: How Can We Protect Earth's Environments?



Unit 4 Week 7 Eart...

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

Name: _____

LESSON 32: Writing and Elaborating Our Stories

NARRATIVE WRITING PAPER

My Story Title: _____

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LESSON 32: Writing and Elaborating Our Stories

SAMPLE ESSAY

Grade 2 Teacher Sample Personal Narrative

Beginning and Body Paragraph 1

It was a bright, sunny spring morning. The air smelled fresh and clean. It was a perfect day to play outside. That is exactly what my brother and I decided to do!

We wandered down to the small creek on the side of our house. "Let's see who can throw a stone the farthest," said Doug. I thought that sounded like fun. I threw the first stone as far as I could. I heard the kerplunk as it hit the water. Doug threw his next. It whistled through the air. "Bingo!" he yelled. "I went way past your stone." I felt disappointed that I couldn't throw like he could. I promised myself I'd do better next time.


Silent Letters


- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Our Class Knows!" and/or "Picture III"
- Share and Reflect

Module 5 Assessment on Friday. (Day 2 of 2)

Complete Activity:
Earth Day Lapbook

Introduce:

 [Georgia Power in-classroom field trip \(free\): Book via this website link.](#)

 [Impact of Sola...](#)

Friday-

Standard(s):
ELAGSE2L1-6
ELAGSE2W1-8

LT: I am learning to show what I know and do my best on MAP tests.

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

- I can focus, try hard, and persist.

Lesson/Activity:
Review - Teacher Selected Skill based on students'

Standard(s):
ELAGSE2RI1

LT: I am learning to ask and answer questions to show understanding of key details in the text.

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

- I can list (generate) questions before, during, and after reading.
- I can ask and answer questions to understand key details.

Standard(s):
ELAGSE2W3

LT: I am learning to write an ending.

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

- I can determine an ending to my narrative writing.
- I can provide a closing statement.

Lesson/Activity:

Standard(s):
ELAGSE2RF4

LT: 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 read words containing irregular vowel

Standard(s):
2.MDR.6.2
2.MDR.5.1
2.MDR.5.2
2.MDR.5.3
2.MDR.5.5

LT: We are learning about money, data, and customary measurement.

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

- identify and find the value of a collection of coins and bills.

Standard(s):
S2E3b.
ELAGSE2RL1.
ELAGSE2RI6.

LT: We are learning to explain the causes and effects of changes to the environment in our community.

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

- I can research to answer my questions about how weather,

needs.

Reader's Theatre:
At the Comma Store

Optional: Word Work 4 -
Shared Reading

I can ask and answer questions to understand the main ideas.

Lesson/Activity:
Unit 10, Week 1,
Lesson 1 - Pgs. 58-61
Lesson 2 - Pgs. 62-65



ASK QUESTIONS	
WHEN?	WHY?
BEFORE READING	- To set a purpose for my reading - To make inferences about what I will read - To activate my prior knowledge
DURING READING	- To clarify my understanding - To think more deeply about the topic
AFTER READING	- To review what I have learned - To identify other questions I might have on the topic

Completing and evaluating our stories

Time and Place Anchor Chart
Transitions help to keep a story running smoothly from one part or idea to another!

Time Transitions

These are words or phrases that let readers know **WHEN** things happened!

- Goon, After
- First
- Next
- Finally
- Later that day
- Meanwhile
- In the meantime
- Not long after
- The following day, week, month, year

Time and Place Anchor Chart
Transitions help to keep a story running smoothly from one part or idea to another!

Place Transitions

These are words or phrases that let readers know **WHERE** things happened!

- Above
- Below
- Under
- Over
- Beside, Inside, Outside
- Near the fence
- Outside the barn
- Over the garage
- In the center of, on top of, beyond, next to
- In back of

GRADE 2 NARRATIVE RUBRIC/CHECKLIST

Elements of Narrative Writing	Self	Teacher
Beginning My beginning sets the scene for readers. It may include who is in the story and where it takes place. It may hint at what might happen.		
Ending My ending ties up my story. It might circle back to the beginning or share a lesson learned.		
Transitions I have used transitions to connect ideas or move from one part of my story to another.		
Supporting Paragraphs I have included at least three body paragraphs with a logical series of events. My middle paragraph is about the Main Event.		

Evidence	I wrote about the events in my story by using facts and details.		
Elaboration	I have used F.A.T.D. feelings, actions, thoughts, and dialogue to elaborate the facts and details.		
Sentence Formation	My sentences start with a capital letter. They end with a punctuation mark.		
Spelling	I have checked my spelling.		
Capitalization	I have corrected misspelled words.		
Punctuation	I have checked to be sure I capitalized words correctly.		
How My Essay Looks	I have checked to be sure I used correct punctuation.		

patterns.
I can spell words containing irregular vowel patterns.
I can reread to improve my reading.

Lesson/Activity:
Unit 9 Week 3 Day 5
TE pages 206-207
Word Study 108-109
My Word Study, Volume 2,
p. 37

Read HFWS:
among, building, circle, decided, finally, heavy, include, nothing, special, wheel.

- Review and Assess Silent Letters**
- Read Accountable Text "Our Class Knows!" and/or "Picture III!"
 - Blend and Build Words
 - Review Multisyllabic Words
 - Spelling and Dictation
 - High-Frequency Words
- Cumulative Assessment

-show values of money using the fewest coins and bills.
-add values of coins to find a total.
-estimate and choose the appropriate units of measure.
-find the interval on a number line.
-find the difference between numbers on a number line.
-measure objects using inches.
-collect measurement data on a table.
-compare measurements and find the difference.
-create a line plot from measurement data.
-answer questions from line plot data collected.

Lesson/Activity:
Students will complete and turn in the Module 5 Assessment for a summative grade.

plants, animals, and humans have changed the environment in our community.
I can explain the cause(s) of a change to the environment in our community.
I can explain the effect(s) of a change to the environment in our community.

Lesson/Activity:
Savvy and Squander
Learn About Solar Power



Georgia Power
in-classroom field trip (free): Book via this website link.

Key Vocabulary:
Renewable,
Solar Energy,
Energy Efficiency

Practice reading comprehension (purpose of a text) and learn about the sun as an energy source.

Students will be able to explain how solar energy is produced and identify the benefits of using this renewable

SAMPLE ESSAY



Feelings Actions Thoughts Dialogue
 Time transition Place transition

Grade 2: Teacher Sample Personal Essay

Swing Disaster

It was a bright, sunny spring morning. The air smelled fresh and clean. It was a perfect day to play outside. That is exactly what my brother and I decided to do!

We wandered down to the small creek on the side of our house. "Let's see who can throw a stone the farthest," said Doug. I thought that sounded like fun. I threw the first stone as far as I could. I heard the splash as it hit the water. Doug threw his next. It whizzed through the air. "Singo!" he yelled. "I went way past your stone." I felt disappointed that I couldn't throw like he could. I promised myself I'd do better next time.

Soon after, we ran to play on the swings in our back yard. Doug pushed me for a while. Then I had to push him. He dared me to push him really high. I shouldn't have listened. I pushed him higher and higher, and higher! Before I knew it, he looked like a jet soaring in the sky. All of a sudden, he screamed, "Help!" as he lost his grip. He went crashing flat on the ground. I felt my eyes tear up. "I'm so sorry," I said.

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"I'm ok," Doug whispered. I tried to help him up, but he screamed in pain. "My leg!" he yelled. I knew it was bad. That's when I ran as fast as I could to get help.

I tore through the kitchen door yelling, "Mom, Dad, where are you?" Mom and Dad hurried into the kitchen with a concerned look on their faces. "What's wrong?" they asked. I quickly told them. Dad put Doug in the back seat of our car. Then he took off for the hospital. Meanwhile, Mom and I waited and worried. Later that day, Dad called to tell us Doug was fine except that he had a broken leg.

Next time my brother dares me to do anything crazy I will politely tell him, "No, thank you!" Then I'll go off and jump rope all by myself!

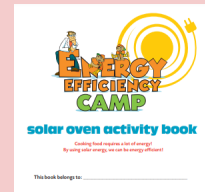
resource.

- Students will explain uses of solar energy.
- Define renewable energy.
- Explain the importance of energy efficiency.
- Tell ways to save energy.

Show students examples of different objects powered by solar energy. Ask students to name different ways solar energy can be used.

Activity:

[Solar Oven](#)



Provide materials for creating a mini solar oven using a pizza box, aluminum foil, and plastic wrap.

Monitor students by circulating the room and asking individual students questions about the key points.

