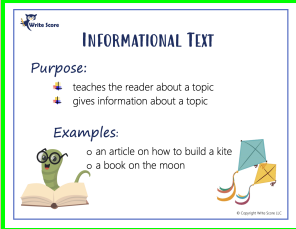


# Carrie Waters' Week of April 08-12, 2024 - Whole Group Lesson Plans

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

<b>GRAMMAR</b> Unit 5 Week 4 Lessons 16-20 Quotations, Commas Capitalization, & Dialogue	<b>READING</b> Unit 9 Benchmark Workshop Lessons 1-5 Making, Buying, & Selling	<b>WRITING</b> Learning to Write Step-by-Step Informational Writing	<b>PHONICS</b> Unit 9 Week 1 Lessons 1-5 Suffixes -Y, -LY Making, Buying, & Selling	<b>MATH</b> Module 5 Topic A, Lessons 4-7 Topic B, Lesson 8	<b>SCIENCE</b> Unit 4 Stability and Change in Plants and Animals Changes In Our Environment
<b>Monday - PL GMAS Training!</b>					
<p>Standard(s): <b>ELAGSE2L2</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> </ul> <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday,</p>	<p>Standard(s): <b>ELAGSE2RI1</b></p> <p>LT: I am learning to ask and answer questions to show understanding of key details in the text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can generate and write relevant questions about a video and photo.</li> <li><input type="checkbox"/> I can work with a partner to evaluate my questions.</li> <li><input type="checkbox"/> I can listen actively.</li> </ul> <p><b>Lesson/Activity:</b> Unit 9, Lesson 1 Introduce the unit with the video and proceed to TE pages 58-61.</p> <p>Students will generate questions based on Video &amp; Text Features (Photos).</p>	<p>Standard(s): <b>ELAGSE2W2</b></p> <p>LT: I am learning to introduce a topic when writing an informative/explanatory text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can brainstorm ideas for a topic.</li> <li><input type="checkbox"/> I can select one topic of focus.</li> </ul> <p><b>Lesson/Activity:</b> Write Score Step-by-Step Informational writing: Planning</p> 	<p>Standard(s): <b>ELAGSE2RF3</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify common prefixes and suffixes.</li> <li><input type="checkbox"/> I can use spelling patterns to recognize words.</li> </ul> <p><b>Lesson/Activity:</b> Unit 9 Week 1 Day 1 TE pages 160-163</p> <p>Word Study Resource Book, p. 98-99 My Word Study, Volume 2, p. 29-30</p>	<p>Standard(s): <b>2.MDR.6.2</b></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"> <li>-identify the value of pennies, nickels, dimes, and quarters using manipulatives.</li> <li>-find the value of a group of coins.</li> <li>-determine combinations of coins that equal a given amount.</li> <li>-solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign).</li> </ul> <p><b>Lesson/Activity:</b> Lesson 4- Solve one- and two-step word problems to find the total value of a</p>	<p>Standard(s): <b>S2E3a.</b></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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define "environment" and "change."</li> <li><input type="checkbox"/> I can describe ways weather, plants, animals, and humans can cause changes to their environments.</li> <li><input type="checkbox"/> I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.</li> </ul> <p><b>Lesson/Activity:</b> Review/Recap: How Weather Can Change</p>

product names, proper nouns, punctuation, commas, capitalization

**Lesson/Activity:**  
**Unit 5 Week 4 Day 16**  
**Explore - Look at the Mentor Texts: Go on a Quotation Hunt**  
**Lesson 16, TE pgs.248-249**

### Explore

#### Look at the Mentor Texts: Go on a Quotation Mark Hunt

Students reread the mentor texts and list observations about quotation marks and the punctuation used with them.

Mentor Text 1	Mentor Text 2
I see one sentence that has quotation marks.	I see one sentence that has quotation marks.
= a comma after the word <i>giddy</i>	= a comma after the word <i>giddy</i>
= a beginning quotation mark before the words that Jeff says	= a capital letter at the beginning of what is said
= with the words Jeff says inside the quotation marks	= a closing quotation mark after the period



Sample Targeted Questions Chart

Students will work in partnerships to evaluate their questions.



As students are independent reading, they will examine photos and illustrations and generate targeted questions related to their reading.

As I read, I will ask questions to help me understand.

Some questions I asked:

Before:

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During:

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After:

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Write Score Name \_\_\_\_\_

Fact Chart

Author: \_\_\_\_\_ Title: \_\_\_\_\_

Fact #1	Fact #2

Fact #3	Fact #4

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Write Score

Planning My Informational Writing

1. Brainstorm non-fiction topic ideas.
2. Choose a topic.
3. List facts about your topic.

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**Read HFWs: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole**

### Suffixes -y, -ly

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

### group of bills.

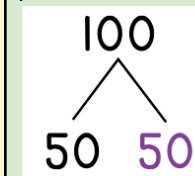
Materials: Model Signs (see TE 78-81), chart paper, marker, baggie or envelope, scissors, dollar bills.

### Fluency:

Whiteboard

Exchange-Make 100:

Students choose a strategy to determine the unknown part in a number bond.



Repeat with the following:



### Choral Response-Bills:

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



4 ten-dollar bills	6 ten-dollar bills	8 ten-dollar bills	10 ten-dollar bills	
2 five-dollar bills	4 five-dollar bills	6 five-dollar bills	8 five-dollar bills	10 five-dollar bills
1 ten-dollar bill	1 five-dollar bill	2 ten-dollar bills	2 five-dollar bills	3 ten-dollar bills

### Counting with Bills:

Students count with ten-, five-, and one-dollar bills.

### the Environment



### Mystery Science: What's Strong Enough to make a Canyon

Teachers & students will review how wind and water can change the land. Unit 8 BMK resources.

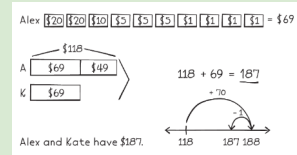
Students make hypotheses and investigate the causes of canyons.

### Activity:

Cornmeal Canyons

Students create a model landform using cornmeal. Then they drip water over this "land" to observe how water can change its shape and to understand how, over long periods of time, canyons can be formed through a similar process.



				<p>Debrief Objective- Solve one- and two- step word problems to find the total value of a group of bills.</p>  <p>Students will complete and turn in Exit Ticket 4 for a formative grade.</p>	
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## Tuesday

<p><b>Standard(s):</b> <b>ELAGSE2L2</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> <li><input type="checkbox"/> I can fix spelling, punctuation, and grammar</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RI6</b> <b>ELAGSE2RI8</b></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. I am learning to describe how the author supports the specific points made in a text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify and infer the main idea and supporting details.</li> <li><input type="checkbox"/> I can recognize the author's purpose.</li> <li><input type="checkbox"/> I can identify the point(s) the author is trying to make.</li> <li><input type="checkbox"/> I can identify the facts that support the point(s).</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to introduce a topic when writing an informative/ explanatory text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can brainstorm ideas for a topic.</li> <li><input type="checkbox"/> I can select one topic of focus.</li> </ul> <p><b>Lesson/Activity:</b> Write Score Step-by-Step Informational writing: Beginning</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify common prefixes and suffixes.</li> <li><input type="checkbox"/> I can use spelling patterns to recognize words.</li> </ul> <p><b>Lesson/Activity:</b> Unit 9 Week 1 Day 2 TE pages 164-167 Word Study Resource Book, p. 98-99</p>	<p><b>Standard(s):</b> <b>2.MDR.6.2</b></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"> <li>-identify the value of pennies, nickels, dimes, and quarters using manipulatives.</li> <li>-find the value of a group of coins.</li> <li>-determine combinations of coins that equal a given amount.</li> <li>-solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign).</li> </ul> <p><b>Lesson/Activity:</b> Lesson 5- Use different</p>	<p><b>Standard(s):</b> <b>S2E3a.</b></p> <p>LT: We are learning about 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"> <li><input type="checkbox"/> I can define "environment" and "change."</li> <li><input type="checkbox"/> I can describe ways weather, plants, animals, and humans can cause changes to their environments.</li> <li><input type="checkbox"/> I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.</li> </ul> <p><b>Lesson/Activity:</b></p>
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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 4 Day 17  
Teach: Commas in Dialogue  
Lesson 17, TE pgs.250-251

### Teach

#### Commas in Dialogue

Show how to use a comma when writing dialogue with quotation marks.

### Teach:

#### Strategy: Using Commas in Dialogue

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



I can summarize informational texts by telling the most important points.

### Lesson/Activity:

Unit 9, Lesson 2,  
TE pages 62-65

Students will identify and use the author's purpose to evaluate the relative importance of ideas and details to comprehend informational texts.

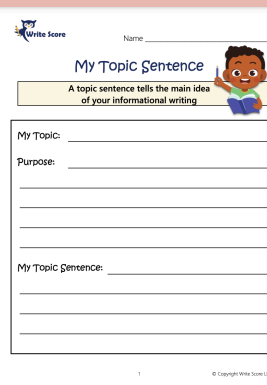
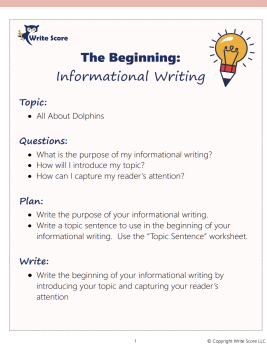
### TEXT IMPORTANCE

- Why did the author write it?
  - What am I learning about?
  - What text answers those questions?
  - What is most important?
  - How does the author present different information?
- BEWARE:** Enjoy interesting or fun details, but don't let them distract you!

#### Sample Determine Text Importance Anchor Chart



Students will work to explain what ideas/details help them to understand the topic.



My Word Study, Volume 2,  
p. 29-30

Read HFWs: *able, behind, carefully, common, easy, fact, remember, sure, vowel, whole*

### Suffixes -y, -ly

- Phonological Awareness: Substitute medial vowel sounds
- Blend and Build Words
- Read Interactive Text "Allowance: For and Against"
- Spelling
- High-Frequency Words
- Share and Reflect

strategies to make 1 dollar or to make change from 1 dollar.

Materials: See TE pg. 83 for coins to place in baggies for students,

### Fluency:

Whiteboard

Exchange-Shapes and

Attributes: Students

sketch a shape with a

given attribute and find

other shapes with the

same attributes.

Attribute: 5 sides



Repeat with the following:



Counting with Bills:

Students count with ten-, five-, and one-dollar bills.



Repeat with the following:

Mystery Science:  
Where Do Plants Grow Best?

Students are encouraged to think about what plants need and how habitats change over time.

Students investigate how different plants grow under very different conditions.

### Activity:

Dandelion Hunt

#### Activity

After you complete the lesson and activity, try this extension.

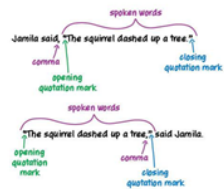
#### Dandelion Hunt

If you have a grassy lawn near you, you can go on a dandelion hunt! Find four areas on the lawn that are about the same size. Ideally you want:

- a sunny spot with plenty of water
- a shady spot with plenty of water
- a sunny spot with not much water
- a shady spot with not much water

Assign a team to count the dandelion plants in each spot. Then analyze your results. Which area had the most dandelions? Which had the least? Discuss what might affect the success of dandelions in a particular area. For a math extension, make a bar graph displaying your data.

### Commas in Dialogue



As I read today, I will think about which information is important and which is not important.

Some important information I found:

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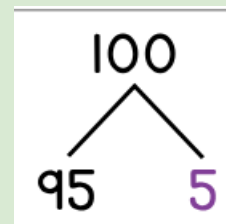
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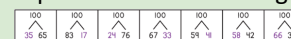
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Whiteboard  
Exchange-Make 100:  
Students choose a strategy and determine the unknown part in a number bond.



Repeat with the following:

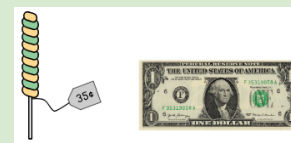


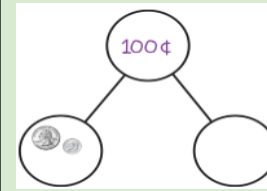
Launch:

Students decompose 1 dollar by using a variety of coin combinations.

Learn:

Make Change From 1 Dollar-Students count on to make change from 1 dollar.





**Compose and Decompose 1 Dollar:** Students use more abstract place value strategies to solve a *put together/take apart* word problem that requires them to find the unknown part to make 1 dollar.

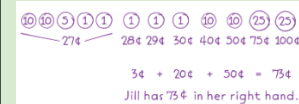
Jill has 100¢ in her hands. She has 2 dimes, 1 nickel, and 2 pennies in her left hand. How much money is in her right hand?



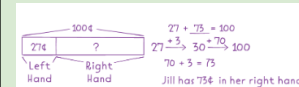
Count On: Represent by Drawing Coins	Count On: Represent by Using a Tape Diagram	Compensation
<p>2¢ + 2¢ + 2¢ + 2¢ + 2¢ = 10¢ 10¢ + 10¢ = 20¢ 20¢ + 10¢ = 30¢ 30¢ + 10¢ = 40¢ 40¢ + 10¢ = 50¢ 50¢ + 10¢ = 60¢ 60¢ + 10¢ = 70¢ 70¢ + 10¢ = 80¢ 80¢ + 10¢ = 90¢ 90¢ + 10¢ = 100¢</p>	<p>20¢ + 80¢ = 100¢</p>	<p>20¢ + 80¢ = 100¢</p>

**Share, Compare, and Connect:** Students compare and connect place value strategies used to solve a word problem.

**Count On: Represent by Drawing Coins**

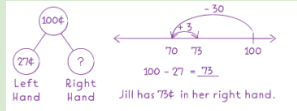


**Count On: Represent by Using a Tape Diagram**



**Compensation:**



				 <p>Gradual release to the Problem Set.</p> <p>Land:</p> <p>Debrief Objective-Use different strategies to make 1 dollar or to make change from 1 dollar. Students will complete and turn in Exit Ticket 5 for a formative grade.</p>	
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### Wednesday - Field Day Preparations/No Specials or PLC during Planning!

<p>Standard(s): <b>ELAGSE2L2</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause</li> </ul>	<p>Standard(s): <b>ELAGSE2RI7</b></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> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use illustrations, diagrams, charts, and graphic organizers to help explain the text.</li> <li><input type="checkbox"/> I can interpret information from illustrations, diagrams, charts, and graphic organizers.</li> <li><input type="checkbox"/> I can explain how the images/illustrations and the text work together in helping to understand a</li> </ul>	<p>Standard(s): <b>ELAGSE2W2</b></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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify facts and details that give information about my topic.</li> <li><input type="checkbox"/> I can identify important words I have learned that I will define for my reader.</li> <li><input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic.</li> </ul>	<p>Standard(s): <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use words in a sentence to help me understand or self-correct words I do not know. I am learning to figure out the meaning of a word by knowing the root word.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify common prefixes and suffixes.</li> <li><input type="checkbox"/> I can apply letter-sound knowledge to decode words.</li> </ul>	<p>Standard(s): <b>2.MDR.6.2</b></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"> <li>-identify the value of pennies, nickels, dimes, and quarters using manipulatives.</li> <li>-find the value of a group of coins.</li> <li>-determine combinations of coins that equal a given amount.</li> <li>-solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign).</li> </ul>	<p>Standard(s): <b>S2E3a.</b></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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define "environment" and "change."</li> <li><input type="checkbox"/> I can describe ways weather, plants, animals, and humans can cause changes to their environments.</li> <li><input type="checkbox"/> I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.</li> </ul>
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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 4 Day 18

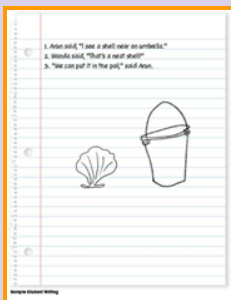
Explore: Say It with Dialogue

Lesson 18, TE pgs.252-253

### Explore

#### Say It with Dialogue

Partnerships respond to a sentence prompt with a set of oral or written sentences that include dialogue.



text.

### Lesson/Activity:

Unit 9, Lesson 3,

TE Pages 66-69.

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

### Lesson/Activity:

Write Score Step-by-Step

Informational writing:

Middle (Facts)

**Write Score**

**The Middle:**  
Informational Writing

Topic:

- All About Dolphins

Plan:

- Refer to your facts from your "Fact Chart".
- Think of any additional facts about dolphins.
- Organize your facts using the "Just the Facts".

Write:

- Write the middle of your informational writing by using information about your topic, including facts.
- Include at least five facts.

**Write Score**

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

**Just the Facts**

Organize your facts by listing your facts below.


I can define root words in unknown words.

I can identify common prefixes and suffixes and their meanings.

I can break a word apart to find the meaning of an unknown word with the same root.

### Lesson/Activity:

Unit 9 Week 1 Day 3

TE pages 168-171

Word Study Resource

Book, p. 100-101

My Word Study, Volume 2, p. 31

**Practice HFWs:** *able, behind, carefully, common, easy, fact, remember, sure, vowel, whole*

**Suffixes -y, -ly**

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Trading This for That" and/or "A Baker's Dozen"
- Share and Reflect

### Lesson/Activity:

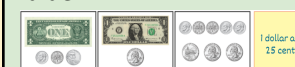
Lesson 6- Solve word problems by using different ways to make change from 1 dollar.

Materials: See TE pg. 97.

### Fluency:

Sort-Bills & Coins:

Students sort groups of bills and coins by total value.



Choral Response-Compare Units: Students determine which value or measure is greater, longer, taller, or worth more.

Which is greater?

8 ones or 8 tens

Repeat with the following:

Which is greater? 4 tens or 4 hundredths 4 tens or 4 hundredths 4 tens or 4 hundredths	Which is larger? 1 meter or 1 centimeter 1 meter or 1 centimeter 1 meter or 1 centimeter	Which is taller? 2 centimeters or 2 meters 2 centimeters or 2 meters 2 centimeters or 2 meters	Which is longer? 1 hour or 1 minute 1 hour or 1 minute 1 hour or 1 minute
Which is larger? 7 seconds or 7 minutes 7 seconds or 7 minutes 7 seconds or 7 minutes	Which is worth more? 3 cents or 3 dimes 3 cents or 3 dimes 3 cents or 3 dimes	Which is worth more? 1 dime or 1 penny 1 dime or 1 penny 1 dime or 1 penny	

### Launch:

Students collect information from a video and solve a making change word problem.

### Learn:

Use Models to Find Multiple Solution Strategies-Students

### Lesson/Activity:

Mystery Science: Plants Needs & Habitats

Students investigate how different plants grow best under very different conditions, ranging from deserts to tropical rainforests.

### Activity -

Grass Heads

Students will learn the importance of sunlight to plants, which is collected by their leaves.

Students make predictions about the direction that the grass will grow based on the orientation (standing up or lying down) that they place the Grass Head.

**Grass Head**

My name: \_\_\_\_\_  
My grass head's name: \_\_\_\_\_

**Setup**

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

This is my set up:

This is what I predicted will happen:

**Results**

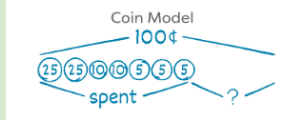
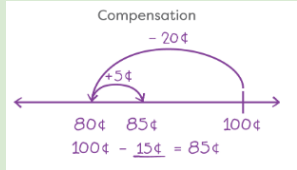
Now: \_\_\_\_\_ (do this after grass grows)

This is what happened:

Here's something that turned out as I predicted:

Here's something that surprised me:

MyScience1000000

				<p>compare models and strategies and recognize that a model helps them find multiple solution strategies.</p>  <p>Compare Models and Strategies-Students compare models and strategies they use to solve problems. They name how they are similar and different.</p>  <p>Gradual release to the Problem Set.</p> <p><b>Land:</b> Debrief Objective-Solve word problems by using different ways to make change from 1 dollar.</p> <p>Students will complete and turn in Topic Ticket A for a summative grade.</p>	
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**Thursday - PK-2nd Field Day!**

<p>Standard(s): <b>ELAGSE2L2a</b></p> <p>LT: I am learning to use capital letters at the</p>	<p>Standard(s): <b>ELAGSE2L2</b></p> <p>LT: I am learning to use reference materials (like a dictionary) to determine</p>	<p>Standard(s): <b>ELAGSE2W1</b></p> <p>LT: I am learning to introduce a topic or book</p>	<p>Standard(s): <b>ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L2</b></p>	<p>Standard(s): <b>2.MDR.6.2</b></p> <p>LT: We are learning about money.</p>	<p>Standard(s): <b>S2E3a.</b></p> <p>LT: We are learning about changes to the environment in my</p>
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beginning of holidays, product names, and places on a map when writing.

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.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns

Lesson/Activity:

Unit 5 Week 4 Day 19

Explore: Matching

Abbreviations

Lesson 19, TE pgs.254-255

**Explore**

**Matching Abbreviations**

Partnerships match sets of words to their abbreviations.

the precise meaning of unfamiliar words.

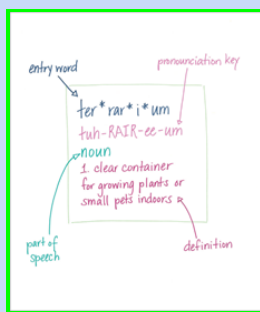
SC: *I know I am successful when:*

- ☐ I can look up words in a dictionary alphabetically.
- ☐ I can use a dictionary to check and confirm the meaning of unknown words.
- ☐ I can use print or digital resources.

Lesson/Activity:

Unit 9, Lesson 4,

TE Pages 70-73.



when writing an opinion piece.

I am learning to state an opinion and give reasons that support my opinion in my writing.

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."

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. I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*

- ☐ I can identify common prefixes and suffixes.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can read at the appropriate speed (not too fast or slow).
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 9 Week 1 Day 4

TE pages 172-175

Word Study Resource Book, p. 100-101  
My Word Study, Volume 2, p. 31

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 7- (optional)- Solve word problems by using bills and coins.

OR, Field Day Math activities shared by Carpenter in March.

Materials: See TE pg. 109.

Fluency:

Sort-Bills and Coins: Students sort groups of bills and coins by total value.



Choral Response-Compare Units: Students determine which value or measure is greater, longer, taller, or worth more.

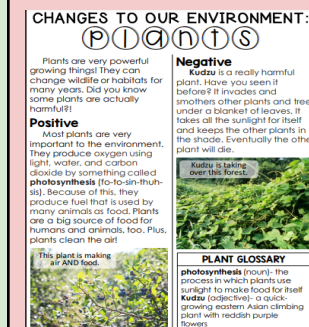
community.

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:

How Plants Change the Environment



Students will explore how plants cause changes to the environment and the positive and negative consequences of those modifications.

Key Vocabulary:

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

Abbreviation Match-Up

Word	Abbreviation
Avenue	Apr.
Road	Ave.
Doctor	Sun.
Sunday	Dr.
Thursday	NY
April	Mr.
New York	Bd.
Meter	a.m.
morning	Thus.

**Read HFWs: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole**

- Suffixes -y, -ly**
- Read Multisyllabic Words
  - Decode by Analogy
  - Read Accountable Text "Trading This for That" and/or "A Baker's Dozen"
  - Share and Reflect

Which is greater?

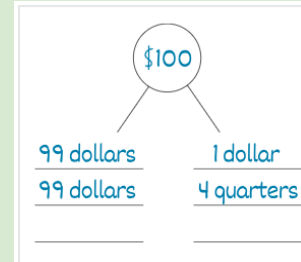
4 tens or 4 ones

Repeat with the following:

Which is greater? 6 hundred or 8 tens	Which is worth more? 1 dollar or 1 cent	Which is worth more? 2 quarters or 3 nickels	Which is longer? 6 inches or 6 feet
Which is taller? 6 feet or 5 inches	Which is wider? 7 inches or 7 meters	Which is more? 1 half or 1 fourth	Which is more? 2 halves or 2 fourths

**Launch:**

Students decompose 100 dollars.



**Learn:**

Count Dollars and Cents-Students count dollar bills and coins to find the total value.

Solve Word Problems Involving Dollars and Cents-Students apply bill and coin counting to word problem contexts.

Gradual release to the Problem Set.

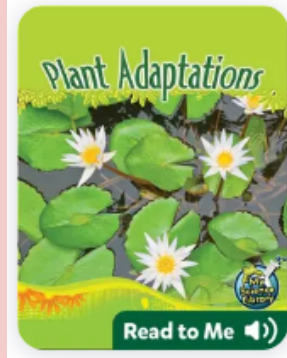
**Land:**

Debrief Objective-Solve word problems by using

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

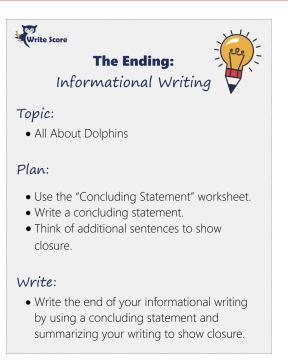
**Plants:**

Students investigate how different plants grow under very different conditions, ranging from deserts to tropical rainforests.



				bills and coins.  Students will complete and turn in Exit Ticket 7 for a formative grade.	
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**Friday - 3rd-5th Field Day! Due - GMAS Online Training & Certificate**

<p><b>Standard(s):</b> <b>ELAGSE2L2</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify words as holidays.  <input type="checkbox"/> I can identify words as product names.  <input type="checkbox"/> I can identify words as geographic names.  <input type="checkbox"/> I can recognize that a comma indicates a pause in text.  <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader.</p> <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper</p>	<p><b>Standard(s):</b> <b>ELAGSE2RI2</b></p> <p>LT: I am learning to identify the main topic (main idea) and the focus of each paragraph in a text.</p> <p>SC: I know I am successful when:  <input type="checkbox"/> I can identify important facts in a multi-paragraph text.  <input type="checkbox"/> I can gather important facts to identify the main topic and focus of a paragraph.  <input type="checkbox"/> I can gather important facts (ideas, details, and events) from many (multiple) paragraphs to identify the main topic.</p> <p><b>Lesson/Activity:</b> Unit 9, Lesson 5, TE Pages 74-77, Unit 9 Week 1 Assessment</p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to provide a concluding statement in my informative /explanatory text.</p> <p>SC: <i>I know I am successful when I can...</i>  <input type="checkbox"/> I can determine what I want to say as a final point or ending.  <input type="checkbox"/> I can write an ending to show closure.</p> <p><b>Lesson/Activity:</b> Write Score Step-by-Step Informational writing: Ending</p> 	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b> <b>ELAGSE2L2</b></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 read on-level text orally with accuracy, appropriate speed, and expression. I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify common prefixes and suffixes.  <input type="checkbox"/> I can rearrange, add, or remove letters to make new words.  <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.  <input type="checkbox"/> I can read at the appropriate speed (not too fast or slow).  <input type="checkbox"/> I can read words</p>	<p><b>Standard(s):</b> <b>2.MDR.5.1</b></p> <p>LT: We are learning to build and compare measurement units (1 inch units).</p> <p>SC: <i>I will know I am successful when I can...</i>  -identify a unit model (1 inch model)  -construct a measuring instrument using unit models.  -compare unit models to a ruler.  -discuss how measuring with a unit model compares with measuring with a standard instrument (ruler).</p> <p><b>Lesson/Activity:</b> Lesson 8- Iterate an inch tile to create a unit ruler and measure to the nearest inch.</p> <p><b>Materials:</b> See TE pg. 125.</p> <p><b>Fluency:</b></p>	<p><b>Standard(s):</b> <b>S2E3a.</b></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 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.</p> <p><b>Lesson/Activity:</b> Invasive Species Students will explore how invasive species of plants and animals cause changes to the environment and the positive and negative consequences of those</p>
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nouns, punctuation, commas, capitalization, revising, editing, topic, prewriting

### Lesson/Activity:

Unit 5 Week 4 Day 20  
Reflect: Revisit the Goals  
Lesson 20, TE pgs.256-257

### Reflect

#### Revisit the Goals

Pause and share what we have learned so far and what we still want to know about dialogue and abbreviations.

### Dialogue and Abbreviations

#### Discoveries

- Quotation marks are used for dialogue.
- An abbreviation is a shortened form of a word.
- Put a comma before the opening quotation mark if the speaker comes before the dialogue.
- Put a comma before the ending quotation mark if the speaker comes after the dialogue.

#### Questions

- Do all abbreviations end with a period?
- Can I use something other than a comma at the end of spoken words?
- Is there another way to write a conversation so readers can follow along?

Sample Instruction Sheet

### Identify the Central Idea

- LOOK at the title, headings, and graphic features.
- READ the text and identify important evidence, details, and ideas.
- FOCUS on the topic of each section or paragraph.
- ASK: "What is this text mostly about?"
- STATE the central idea in your own words.

My Writing Score \_\_\_\_\_ Name: \_\_\_\_\_

### Concluding Statement

What is a concluding statement?

A concluding statement summarizes the main idea of your writing and ties everything together. The concluding statement may restate the topic sentence.

My concluding statement:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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containing irregular vowel patterns.

□ I can spell words containing irregular vowel patterns.

### Lesson/Activity:

Unit 9 Week 1 Day 5  
TE pages 172-175

Word Study Resource Book, p. 100-101  
My Word Study, Volume 2, p. 31

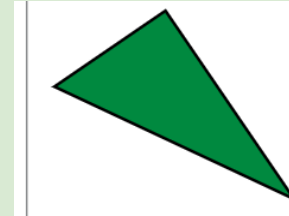
*Read HFWS: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole*

### Review and Assess Suffixes -y, -ly

- Read Accountable Text "Trading This for That" and/or "A Baker's Dozen"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

- Cumulative Assessment

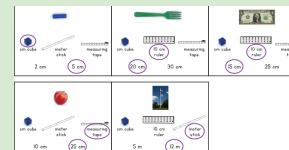
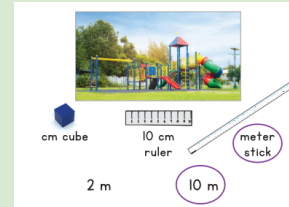
Choral Response-Shapes and Attributes: Students identify a polygon and answer questions about the polygon's attributes.



Repeat with the following:



Choral Response-Measurement Tools and Estimates: Students determine which tool is best to measure the length of an object, then estimate the length.



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

modifications.

### Plants:

Students investigate how different plants grow under very different conditions, ranging from deserts to tropical rainforests.



### Activity -

Invasive Species "Wanted"

### Invasive Plants:

Students do research on an invasive species of their choice and create a wanted poster that includes facts about the species and what they would be "wanted" for.

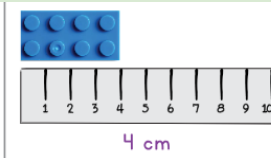


Students will research an invasive species of their choice and create a wanted poster that includes facts about the species and what they would be "wanted" for.

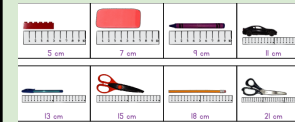
### Key Vocabulary:

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



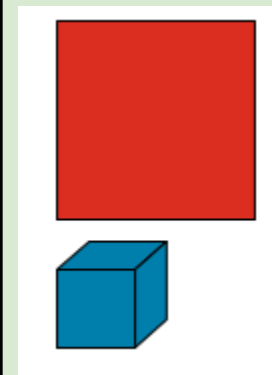


Repeat with the following:



Launch:

Students compare a centimeter to an inch.

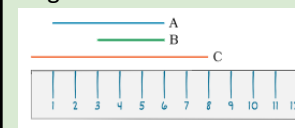


Learn:

Create an Inch

Ruler-Students iterate an inch tile to create a 12-inch ruler.

Measure to the Nearest Inch- Students use their rulers to measure objects and draw lines of specified lengths.



Gradual release to the Problem Set.

				<div><div><div>When You Measure ...</div><div><ul style="list-style-type: none"><li>• Keep the ruler still.</li><li>• Line up the endpoints of the object with the edge of the ruler, or 0.</li><li>• Measure the whole object.</li><li>• Determine the length of the object between the two endpoints.</li></ul></div></div></div> <div><p>Land:</p><p>Debrief Objective- Iterate an inch tile to create a unit ruler and measure to the nearest inch.</p><p>Students will complete and turn in Exit Ticket 8 for a formative grade.</p></div>	
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