

## Carrie Waters' Week of: February 17-21, 2025 - 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 4 Week 5 Lessons 22-23 Pronouns, Adjectives, & Adverbs Lessons 24-25 & Post Assessment Transfer/Shared Writing	<b>READING</b> Unit 7 Week 2 Days 1-5 Lessons 6-10 Pioneers In Flight Informational Text	<b>WRITING</b> Benchmark Unit 4 Poetry Lessons 11 -15 WriteScore Writing Strong Non-Text- Based Informational Paragraphs	<b>PHONICS</b> Unit 7 Week 2 Days 1-5 Inflectional Endings with Spelling Changes (-ing & -ed) Pioneers In Flight	<b>MATH</b> Module 4 Topics C & D Lessons 12-16 Simplifying Strategies for Subtracting Within 1,000 Strategies for Decomposing Tens and Hundreds Within 1,000	<b>SOCIAL STUDIES</b> Unit 5 Georgian's & Civil Rights Scarcity & Opportunity Cost Allocation of Goods & Services
<b>Monday - President's Day!</b>					
<p>Standard(s): <b>ELAGSE2L1e</b></p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can distinguish between an adjective and an adverb.</li> <li><input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.</li> </ul> <p>Lesson/Activity:  Week 5 Transfer Day 22  Explore: Shared Writing;  Rework A Fill-In-The Blank</p>	<p>Standard(s): <b>ELAGSE2RI10</b></p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read with appropriate pacing, intonation, accuracy, and expression.</li> <li><input type="checkbox"/> I can use a variety of strategies to gain meaning from grade-level texts.</li> </ul> <p>Lesson/Activity:  Unit 7, Lesson 6,  TE pages 78-81.  Mentor Text: "Young Pilot Jamail Larkins," pages 12-13</p>	<p>Standard(s): <b>ELAGSE2W5</b></p> <p>LT: 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 include interesting words and phrases that make my piece better.</li> <li><input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader.</li> <li><input type="checkbox"/> I can work with a partner and reread my writing to determine if there are additional changes I want to make.</li> </ul> <p>Lesson/Activity:  Volume 4, Session 11,  Editing to Polish</p>	<p>Standard(s): <b>ELAGSE2RF3</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.</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> <li><input type="checkbox"/> I can rearrange, add, or remove letters to make new words.</li> </ul> <p>Key Vocabulary:  word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word,</p>	<p>Standard(s): <b>2.NR.2.3</b></p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <li>-I can subtract two two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using subtraction strategies.</li> <li>-I can solve two-step word problems using subtraction strategies.</li> </ul> <p>Lesson/Activity:  Lesson 12-Take from a ten or a hundred to subtract.</p> <p>Fluency:  Number Line Hop: Use Compensation to Subtract Within 100-Students</p>	<p>Standard(s): <b>SS2E1</b></p> <p>LT: I am learning about scarcity and opportunity costs.</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 scarcity.</li> <li><input type="checkbox"/> I can define opportunity costs.</li> <li><input type="checkbox"/> I can give personal examples of opportunity costs.</li> </ul> <p>Lesson/Activity:  Read Aloud: <i>Clever Cat</i> by Peter Collington  UNIT 5 INSPIRE</p> <p>Students will use the theme of scarcity to discuss opportunity cost and choice-making within the context of Robinson</p>



		construct paragraphs.		<p>Students find the difference by using the take from a ten or a hundred strategy and check their work with addition.</p> <div> <div> Strategy A  <math display="block">\begin{array}{r} 536 - 487 = 49 \\ 36 \overline{) 500} \\ 500 - 487 = 13 \\ 13 + 36 = 49 \end{array}</math> </div> <div> Strategy B  <math display="block">\begin{array}{r} 536 - 487 = 49 \\ 46 \overline{) 490} \\ 490 - 487 = 3 \\ 3 + 46 = 49 \end{array}</math> </div> </div> <p>Gradual release to the Problem Set.</p> <p><b>Land:</b>  Debrief Objective: Take from a ten or a hundred to subtract.</p> <p>Students will complete and turn in ET 12 for a formative grade.</p>	<p><u>Key Vocabulary:</u>  choice  decision making  exchange  wants</p> <p><b>Optional:</b>  <a href="#">Resource Scarcity Game</a></p>
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## Tuesday - TBD: PBIS & Leadership Meeting!

<p><b>Standard(s):</b>  <b>ELAGSE2L1e</b></p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can distinguish between an adjective and an adverb.</li> <li><input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to</li> </ul>	<p><b>Standard(s):</b>  <b>ELAGSE2RI6</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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define the author's purpose.</li> <li><input type="checkbox"/> I can use the facts from the text to support what the author wanted to</li> </ul>	<p><b>Standard(s):</b>  <b>ELAGSE2W6</b></p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others.</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 paper, pencil, and digital media to produce a writing piece.</li> <li><input type="checkbox"/> I can collaborate with (peers, teachers, and adults) to proofread my</li> </ul>	<p><b>Standard(s):</b>  <b>ELAGSE2RF3</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.</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</li> </ul>	<p><b>Standard(s):</b>  <b>2.NR.2.3</b></p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <li>-I can subtract two two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using subtraction strategies.</li> <li>-I can solve two-step word problems using</li> </ul>	<p><b>Standard(s):</b>  <b>SS2E1</b></p> <p>LT: I am learning about scarcity and opportunity costs.</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 scarcity.</li> <li><input type="checkbox"/> I can define opportunity costs.</li> <li><input type="checkbox"/> I can give personal examples of opportunity costs.</li> </ul>
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be modified (noun or verb) when speaking or writing.

Lesson/Activity:  
Week 5 Transfer Day 23  
Explore: Shared Writing:  
Create a Tool for Revising  
Adjectives & Adverbs

Explore  
Shared Writing:  
Create a Tool for  
Revising Adjectives  
and Adverbs

Create a chart,  
checklist, mnemonic  
device, or other tool  
that helps with  
revising writing with  
adjectives and  
adverbs.

#### A.R.E. You Using the Best Word?

- Add adjectives and adverbs to describe
- Replace adjectives and adverbs that are incorrect or unclear
- Erase adjectives and adverbs that are not needed.

A Closer Look at R: in Replace.

- Does the adjective or adverb tell EXACTLY what you mean?
- Is the adjective or adverb unclear or confusing?
- Does the adjective or adverb give enough information?
- Do you use the adjective or adverb all the time? Can you think of a different word?

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answer, explain, or describe.  
□ I can identify first and third person points of view.

Lesson/Activity:  
Unit 7, Lesson 7  
TE pages 82-85.  
Mentor Text: "Young Pilot Jamail Larkins," pages 12-13



#### POINT of VIEW

##### FIRST-PERSON NARRATOR

- is a character in the story or narrative
- shares thoughts, feelings, and opinions
- doesn't know what other characters think and feel
- key words: I, me, my, we, us, our

##### THIRD-PERSON NARRATOR

- is not involved in events or is not a character in the story
- may share thoughts, feelings, and opinions
- can sometimes know what other characters think and feel
- key words: he, she, they, them, [names of characters]

writing.  
□ I can publish and present my writing to an audience.

Lesson/Activity:  
Volume 4, Session 12,  
Publishing Your Poem

#### Strategy: Getting Your Poem Ready to Publish

1. Look at your poem and decide if you need to retype or recopy anything.
2. Give your poem a title.
3. Add any artwork you want.

WriteScore  
Writing Strong  
Paragraphs  
Lesson 2: Introduction to  
Paragraph Writing—My  
Favorite Dessert

#### Informational Writing Anchor Chart

##### Writing Paragraphs

- A paragraph is a group of sentences about the same topic.
- Good writers organize their writing into paragraphs.
- Most paragraphs have a sentence that includes the topic, detail sentences, and a closing sentence.

##### S'more Paragraph

- Paragraphs begin with an opening big idea sentence on the topic you will be writing about.
- The detail sentences tell facts about the big idea.
- The example sentence tells more about the detail.
- Paragraphs end with a closing sentence that wraps things up.

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Students are introduced to the parts of a paragraph (opening sentence, detail sentence, example/explanation sentence, and closing sentence).

patterns to recognize words.  
□ I can rearrange, add, or remove letters to make new words.

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

Lesson/Activity:  
Unit 7 Week 2 Day 2  
TE pages 76-79  
Word Study Resource Book, p. 79  
My Word Study, Volume 2, p. 15

Read & Write HFWs:  
almost, animal, around, body, color, eye, form, high, light, story

#### Inflectional Endings with Spelling Changes

- Blend and Build Words
- Read Interactive Text "A Letter to the City"
- Spelling
- High-Frequency Words
- Contractions: 'll, 've, 'm
- Share and Reflect

subtraction strategies.

Lesson/Activity:  
Lesson 13-Use  
compensation to subtract  
within 1,000.

Fluency:  
Whiteboard  
Exchange-Take from a Hundred to Subtract  
Within 200-Students use a number bond to take from a hundred.

$$\begin{array}{r} 160 - 99 = \underline{61} \\ \begin{array}{r} 60 \ 100 \\ 100 - 99 = 1 \\ 1 + 60 = 61 \end{array} \end{array}$$

Repeat with the following:

$$17 - 11 = 6 \quad 20 - 10 = 10 \quad 32 - 10 = 22 \quad 40 - 10 = 30 \quad 50 - 10 = 40 \quad 60 - 10 = 50 \quad 70 - 10 = 60 \quad 80 - 10 = 70 \quad 90 - 10 = 80 \quad 100 - 10 = 90$$

Number Line Hop-Use Compensation to Subtract  
Within 200: Students subtract a multiple of 10 from a three-digit number, then hop forward 1 or 2.

$$\begin{array}{r} 145 - 19 = \underline{126} \\ \sim 20 \end{array}$$

Repeat with the following:

$$\begin{array}{r} 125 - 21 = \underline{104} \\ 125 - 20 = 105 \\ 105 - 1 = 104 \end{array}$$

Launch:  
Students reason about connections between problems to extend compensation understanding to numbers within 1,000.

Lesson/Activity:

Read Aloud:  
Alexander, Who Used to  
be Rich Last Sunday by  
Judith Viorst

The student will understand that because people cannot have everything they want, they have to make choices.

Why do you make economic choices?

- a. How do you decide how to spend your money?
- b. What is scarcity and when does it occur?
- c. How does scarcity affect our lives?
- d. What opportunity costs are there to economic choices?

Students will complete the attached scarcity activity independently or with a partner.

Economic Choices		Name: _____
Read the story and complete the chart. For the opportunity cost of the choices you make, write the opportunity cost.		
1. I had been saving for money for two months and had \$40. When the game was over, I had a choice to make. I could use the money to buy a video game, or I could use it to buy a new book. I decided to buy the video game.	2. I had been saving for money for two months and had \$40. When the game was over, I had a choice to make. I could use the money to buy a video game, or I could use it to buy a new book. I decided to buy the video game.	3. I had been saving for money for two months and had \$40. When the game was over, I had a choice to make. I could use the money to buy a video game, or I could use it to buy a new book. I decided to buy the video game.
4. I had been saving for money for two months and had \$40. When the game was over, I had a choice to make. I could use the money to buy a video game, or I could use it to buy a new book. I decided to buy the video game.	5. I had been saving for money for two months and had \$40. When the game was over, I had a choice to make. I could use the money to buy a video game, or I could use it to buy a new book. I decided to buy the video game.	6. I had been saving for money for two months and had \$40. When the game was over, I had a choice to make. I could use the money to buy a video game, or I could use it to buy a new book. I decided to buy the video game.

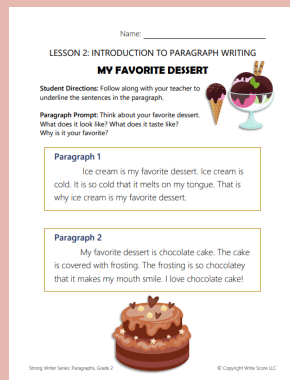
Students will read each statement and determine if it is an example of scarcity.

Students will explain how they know and explain the

Students will learn how to color-code paragraphs to identify the essential parts.



Students will learn how to use the student-friendly rubric to assess the completeness of each paragraph.



**running** We are **running** in the big race on Friday.

**sitting** I don't like **sitting** at home when it's sunny outside.

**swimming** We went **swimming** at the beach last July.

**hopped** The kangaroo **hopped** with a little joey in her pouch.

**making** We are **making** a robot in class today.

**using** Maria is **using** her best handwriting.

**taking** Is your mom **taking** you to the movie on Saturday?

**liked** The dog really **liked** the food we gave him.

**raked** My sister and I **raked** all the leaves in our backyard.

**smiled** Mom **smiled** when she saw my report card.

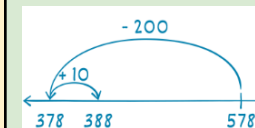
$$\begin{array}{r} 320 - 100 \\ 320 - 90 \\ 320 - 200 \\ 320 - 190 \end{array}$$

Learn:

Predict the Next Step-Students reason about compensation by predicting the next step in the solution process.

$$713 \xrightarrow{-400} 313 \xrightarrow{+20} 333$$

Use Compensation to Subtract-Students use hundreds as benchmark numbers to subtract within 1,000.



$$578 \xrightarrow{-200} 378 \xrightarrow{+10} 388$$

Gradual release to the Problem Set.

Land:

Debrief Objective-Use compensation to subtract within 1,000

Students will complete and turn in ET 13 for a formative grade.

opportunity cost.

As an extension, students could write their own scarcity situations and the opportunity costs.



LT: I am learning to use adjectives and adverbs correctly when speaking or writing.  
I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves).  
(element c)

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

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

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

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

Review any strategies or

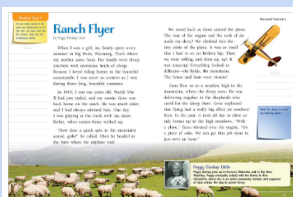
**Standard(s):**  
**ELAGSE2RI6**

**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.

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

- ☐ I can define the author's purpose.
- ☐ I can recognize how the author supports points with reasons.
- ☐ I can distinguish between fact and opinion.

Lesson/Activity:  
Unit 7, Lesson 8  
TE pages 86-89.  
Mentor Text: "Ranch  
Flyer," pages 14-15



**Standard(s):**  
**ELAGSE2W6**

**LT:** I am learning to use a variety of tools to produce and publish writing with guidance and support from others.

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

- ☐ I can use paper, pencil, and digital media to produce a writing piece.
- ☐ I can collaborate with (peers, teachers, and adults) to proofread my writing.
- ☐ I can use tools to find and organize information.
- ☐ I can publish and present my writing to an audience.

Lesson/Activity:  
Volume 4, Session 13,  
Creating a Poetry Podcast



**Standard(s):**  
**ELAGSE2RF3**  
**ELAGSE2L2**

**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.

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

- ☐ I can identify common prefixes and suffixes.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.

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

**Lesson/Activity:**  
Unit 7 Week 2 Day 3  
TE pages 80-83  
Word Study Resource  
Book, p. 80-81  
My Word Study, Volume 2,  
p. 16

**Practice HFWs:**

Standard(s):  
**2.NR.2.3**

LT: We are learning to subtract numbers using different strategies.

**SC:** *I will know I'm successful when...*

- I can subtract two two-digit numbers using the part-whole strategy.
- I can solve one-step word problems using subtraction strategies.
- I can solve two-step word problems using subtraction strategies.

**Lesson/Activity:**  
Lesson 14-Use compensation to keep a constant difference by adding the same amount to both numbers.  
Materials: Unifix cubes, index cards, measuring tape

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

Standard(s):  
**SS2E1**

LT: I am learning about scarcity and opportunity costs.

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

- ☐ I can define scarcity.
- ☐ I can define opportunity costs.
- ☐ I can give personal examples of opportunity costs.

Lesson/Activity:  
Read Aloud: The Doorbell Rang  
by Pat Hutchins

Students will learn the meaning of division by sharing chocolate cookies evenly among children.

Instruction:

1. Model the skill: After discussing the book students will watch as teacher demonstrates the use of manipulative on the board to create a picture and a math sentence to match.
2. Check for understanding: Ask a few students for their ideas and allow time for questions from those who may have them.

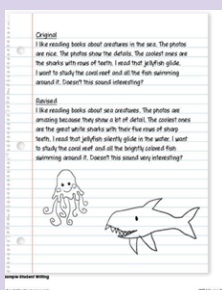
revision tools.

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

### Explore

#### Try, Try Again: Revising Sentences

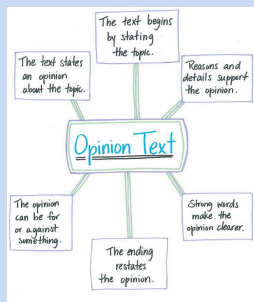
Go back to a piece of writing and revise it to include adjectives, adverbs, pronouns, and prepositional phrases.



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

Editing Tally Sheet	
Strategy	Tally
Include adjectives: • size • number • color	
Include adverbs: • telling when • telling where • telling how • telling how often	
Use pronouns (look to chart for ideas).	
Use prepositions (look to chart for ideas).	
Include end punctuation.	

Hint: Did I use too few? Too many? Just right?



#### Strategy: Preparing for a Poetry Podcast

1. Choose your favorite poem to share.
2. Give your poem to a partner.
3. Look at your partner's poem and write a few questions. Then exchange poems.
4. Use your partner's questions to say something about your work.

### WriteScore Writing Strong Paragraphs Lesson 3: Informational Paragraph Mark Up—My Favorite Dessert

Students review the parts of a paragraph (opening sentence, detail sentences, closing sentence).

Students will review how to color-code paragraphs to identify the essential parts.

**almost, animal, around,  
body, color, eye, form,  
high, light, story**

#### Inflectional Endings with Spelling Changes

- Read Accountable Text "Sacagawea"
- Spelling
- High-Frequency Words
- Share and Reflect

**running** We are **running** in the big race on Friday.

**sitting** I don't like **sitting** at home when it's sunny outside.

**swimming** We went **swimming** at the beach last July.

**hopped** The kangaroo **hopped** with a little joey in her pouch.

**making** We are **making** a robot in class today.

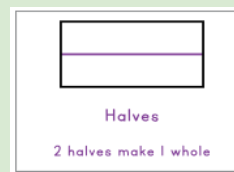
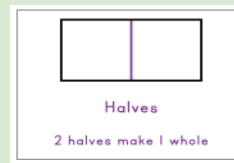
**using** Maria is **using** her best handwriting.

**taking** Is your mom **taking** you to the movie on Saturday?

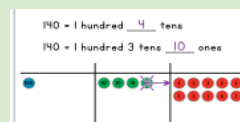
**liked** The dog really **liked** the food we gave him.

**raked** My sister and I **raked** all the leaves in our backyard.

**smiled** Mom **smiled** when she saw my report card.



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



Repeat with the following:

140 = 1 hundred 4 tens	140 = 1 hundred 3 tens 10 ones	140 = 1 hundred 2 tens 20 ones	140 = 1 hundred 1 ten 30 ones
140 = 1 hundred 3 tens 10 ones	140 = 1 hundred 2 tens 20 ones	140 = 1 hundred 1 ten 30 ones	140 = 1 hundred 0 tens 40 ones

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

$$3 + 2 = 2 + 3$$

True

Repeat with the following:

4 + 5 = 5 + 4	5 + 3 = 4 + 4	4 + 3 = 5 + 2	5 - 1 = 3 - 2
False	True	True	False
5 - 1 = 6 - 2	7 - 2 = 8 - 3	9 - 3 = 10 - 4	6 - 3 = 8 - 5
True	True	True	True

Launch:

Students view a measurement context to see how the compensation

Students will record what's happening each time using a related equation.

THE DOORBELL RANG

Show what happens each time the doorbell rang!

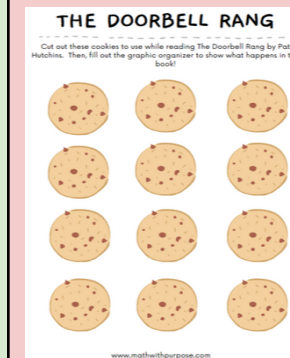
Mom made some cookies for Sam and Victoria. Draw a picture to show how many cookies each child gets. Then write a number sentence that matches your picture.

The doorbell rang! Tom and Hannah came in. Draw a picture to show how many cookies each child gets. Then write a number sentence that matches your picture.

The doorbell rang! Peter and his little brother came in. Draw a picture to show how many cookies each child gets. Then write a number sentence that matches your picture.

www.mathwithpurpose.com

Ask students to compare their equations and how they are changing each time by describing what each number represents.



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

LESSON 3: INFORMATIONAL PARAGRAPH MARK UP

**MY FAVORITE DESSERT**

Student Directions: Listen as your teacher reads the paragraph. Underline the parts of the paragraph.

Big Idea Sentence = GREEN  
 Detail Sentence = BLUE  
 Explanation Sentence = RED  
 Closing Sentence = GREEN

**My Favorite Dessert Paragraph**

Apple pie is my favorite dessert. Apple pie is tasty. The crust tastes buttery. That is why apple pie is my favorite dessert.



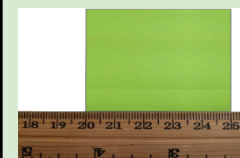
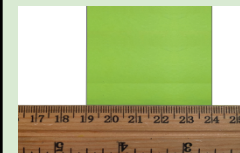
Sherry Miller Series Paragraphs, Grade 2 © Copyright Miller Series LLC

Students review the student-friendly rubric used to assess the completeness of each paragraph. Then, students practice color-coding paragraphs.

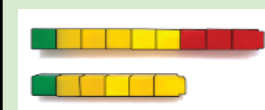
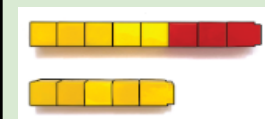
strategy works.  
 (Show context video in 3 parts)

Learn:

Show Compensation on a Number Line-Students show compensation on a number line to see why the same amount is added to both numbers.



Show Compensation with a Tape Diagram-Students use a tape diagram to represent making a new subtraction problem by adding the same amount to each number.



8	+ 1	8
5	+ 1	5

$8 - 5 = 9 - 6$

Gradual release to the



				Problem Set.  Land: Debrief Objective-Use compensation to keep a constant difference by adding the same amount to both numbers.  Students will complete and turn in ET 14 for a formative grade.	
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### Thursday - Cookies For Rookies!

<b>Standard(s):</b> <b>ELAGSE2L1c, e</b>  <b>LT:</b> I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)  <b>SC:</b> <i>I know I am successful when:</i> <input type="checkbox"/> I can distinguish between an adjective and an adverb. <input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing. <input type="checkbox"/> I can determine when to use a pronoun.	<b>Standard(s):</b> <b>ELAGSE2L4</b>  <b>LT:</b> I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of words.  <b>SC:</b> <i>I know I am successful when:</i> <input type="checkbox"/> I can use prior knowledge to make connections to words and their meaning. <input type="checkbox"/> I can define a homograph/ homophone. <input type="checkbox"/> I can identify homographs and homophones.  <b>Lesson/Activity:</b> Unit 7, Lesson 9, TE pages 90-93. Mentor Text: "Ranch	<b>Standard(s):</b> <b>ELAGSE2W5</b>  <b>LT:</b> I am learning to focus on a topic in my writing.  <b>SC:</b> <i>I know I am successful when:</i> <input type="checkbox"/> I will write a new poem in response to another poem. <input type="checkbox"/> I will identify a clear topic (not too broad or too narrow). <input type="checkbox"/> I will write poems from different points of view.  <b>Lesson/Activity:</b> Volume 4, Session 14: Writing a New Poem	<b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2L2</b>  <b>LT:</b> I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words.  <b>SC:</b> <i>I know I am successful when:</i> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words.  <b>Key Vocabulary:</b> word analysis, decode, long vowel, short vowel,	<b>Standard(s):</b> <b>2.NR.2.3</b>  <b>LT:</b> We are learning to subtract numbers using different strategies.  <b>SC:</b> <i>I will know I'm successful when...</i> -I can subtract two two-digit numbers using the part-whole strategy. -I can solve one-step word problems using subtraction strategies. -I can solve two-step word problems using subtraction strategies.  <b>Lesson/Activity:</b> Lesson 15-Use compensation to keep a constant difference by subtracting the same amount from both numbers.	<b>Standard(s):</b> <b>SS2E1</b>  <b>LT:</b> I am learning about scarcity and opportunity costs.  <b>SC:</b> <i>I will know I am successful when I can...</i> <input type="checkbox"/> I can define scarcity. <input type="checkbox"/> I can define opportunity costs. <input type="checkbox"/> I can give personal examples of opportunity costs.  <b>Lesson/Activity:</b> Read Aloud: The Great Kapok Tree The Tale of the Amazon Rain Forest by Lynn Cherry  The student will understand that some things will change over
---	---	---	---	---	---

I can determine when to use a reflexive pronoun.

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

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

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

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

Show What You Know About Special Words

Write a description of a favorite place. Use at least two examples of adjectives, adverbs, and pronouns. Include at least one preposition.

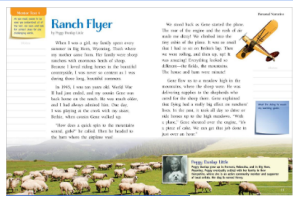
Here are the steps for the exercise:

1. Write a description of a favorite place.
2. Use at least two different adjectives, two different adverbs, two different pronouns, and one preposition.
3. Underline the adjectives and adverbs, and circle the pronouns and prepositions.

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

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

Flyer," pages 14–15



Strategy: Writing a Poem in Response to Another

1. Choose a poem to respond to.
2. Figure out who the new speaker will be.
3. Imagine what the new speaker's point of view might be.
4. Start writing in the new speaker's voice.



WriteScore  
Writing Strong Paragraphs  
Lesson 4: Building Informational Paragraphs—My Favorite Dessert

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

LESSON 4: BUILDING INFORMATIONAL PARAGRAPHS

Paragraph Frames

Opening Sentence
Detail Sentence
Explanation Sentence
Closing Sentence

Opening Sentence
Detail Sentence
Explanation Sentence
Closing Sentence

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Students review the parts of a paragraph (opening sentence, detail sentence, example/explanation sentence, and closing sentence) and how to color-code paragraphs.

Students will work

spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:  
Unit 7 Week 2 Day 4  
TE pages 84-85

Word Study Resource Book, p. 80-81  
My Word Study, Volume 2, p. 16

Read HFWs:  
almost, animal, around, body, color, eye, form, high, light, story

Inflectional Endings with Spelling Changes

- Read Multisyllabic Words
- Review Inflectional Endings
- Read Accountable Text "Sacagawea" and/or "Family Album"
- Share and Reflect

**running** We are **running** in the big race on Friday.

**sitting** I don't like **sitting** at home when it's sunny outside.

**swimming** We went **swimming** at the beach last July.

**hopped** The kangaroo **hopped** with a little joey in her pouch.

**making** We are **making** a robot in class today.

**using** Maria is **using** her best handwriting.

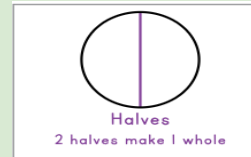
**taking** Is your mom **taking** you to the movie on Saturday?

**liked** The dog really **liked** the food we gave him.

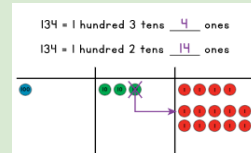
**raked** My sister and I **raked** all the leaves in our backyard.

**smiled** Mom **smiled** when she saw my report card.

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



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



Repeat with the following:

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

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

time, while other things will stay the same.

The student will understand that some things will change over time, while other things will stay the same.

How has Martin Luther King, Jr. and Jackie Robinson's work influenced civil rights for all Americans?

- a. In what ways have schools, sports, and public places changed since the days of Dr. King and Jackie Robinson?
- b. What kinds of struggles did African-Americans have in the days of Dr. King that they may not have today?
- c. What are some rights and freedoms that you have today that your parents and grandparents may not have had?

Biography Mobile Project

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

Performance Indicators	Met	Not Met	Not Yet
Knows or understands the topic			
Knows or understands the person			
Knows or understands the event			
Knows or understands the place			
Knows or understands the time			
Knows or understands the people			
Knows or understands the objects			
Knows or understands the actions			
Knows or understands the feelings			
Knows or understands the results			
Knows or understands the lessons			
Knows or understands the values			

Biography Mobile Project

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

To create a mobile biography, you will need the following supplies:

- An empty clothesline (string, etc.)
- Clothespins or paper
- Ribbon or string
- Hole punch

Follow these steps:

1. Decide to create a mobile for either Martin Luther King Jr. or Jackie Robinson.
2. Use the rubric to guide you.
3. Write the information on cards.
4. Attach your information together using string and tie in your hanging.
5. Turn in your mobile on \_\_\_\_\_

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

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

#### Timothy's Saturday

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

#### Answer the following questions.

1. Which words in the subject in sentence 1?

- A. normal
- B. sometimes
- C. busy
- D. me

2. Which reason adds a persuasive purpose correctly to sentence 2?

- A. I get up and eat my breakfast.
- B. I get up and eat breakfast myself.
- C. He gets up and eats breakfast.
- D. I get up and eat breakfast of fruits.

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W18-12-10-17

together to organize strips of paper into a paragraph that follows the organizational pattern.

#### LESSON 4: BUILDING INFORMATIONAL PARAGRAPHS

##### Paragraph Samples 1 & 2

(one detail/explanation)



The person I love the most is my mom.

My mom sings me songs when I go to bed.

She sings softly and rubs my back so I can go to sleep.

That's why I love my mom the most.



A cat is one of the best pets a kid can have.

Cats have soft fur and love to be petted.

You can pet the cat when it snuggles in your lap.

A cat is the best pet!

Writing Writer Series: Paragraphs, Grade 2

1

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Students will rotate through paragraph stations, working together to assemble the paragraphs.

#### LESSON 4: BUILDING INFORMATIONAL PARAGRAPHS

##### Paragraph Samples 3 & 4

(one detail/explanation)



Planting a garden can be lots of fun.

You can dig holes in the dirt and plant seeds.

You can water the seeds and watch them grow.

Planting a garden is fun!



I love Fridays because we have pizza for lunch.

You can choose cheese pizza or pepperoni pizza.

I love the pepperoni pizza because it tastes spicy!

Pizza makes Friday the best day!

Writing Writer Series: Paragraphs, Grade 2

2

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$$9 - 1 = 10 - 2$$

True

Repeat with the following:

$10 - 1 = 12 - 3$	$8 - 2 \times 10 - 3$	$13 - 5 \times 15 - 3$	$13 - 5 = 12 - 4$
True	False	False	True
$15 - 6 = 11 - 5$	$14 - 8 = 12 - 6$	$16 - 8 \times 11 - 5$	$17 - 8 = 13 - 4$
True	True	False	True

Launch:

Students reason about how two expressions are equal.

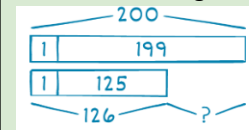
$$200 - 126 = 199 - 125$$

What do you notice?

What do you wonder?

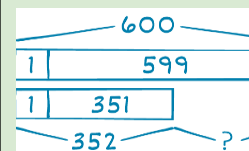
Learn:

Use Compensation to Subtract by Subtracting 1-Students reason about how to use compensation to subtract from hundreds without renaming.



Use a Tape Diagram to Show Compensation-Students

use a tape diagram to represent making a new subtraction problem by subtracting 1 from both numbers.



Students may create a biography mobile about Martin Luther King, Jr. or Jackie Robinson.

Students should include at least five major events in King or Robinson's life.

The mobile should also include how people were treated and how schools, sports, and public places were different in Georgia during the Civil Rights Movement.

Students could work independently or with a partner on this activity.

				<p>Error Analysis: Students identify and correct an error in the use of the compensation strategy.</p> <div> <math display="block">500 - 345 = \underline{154}</math> <math display="block">499 - 345 = 154</math> </div> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective: Use compensation to keep a constant difference by subtracting the same amount from both numbers.</p> <p>Students will complete and turn in Topic Ticket C for a summative grade.</p>	
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## Friday -

<p>Standard(s): <b>ELAGSE2L1c, e</b></p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)</p> <p>SC: <i>I know I am successful</i></p>	<p>Standard(s): <b>ELAGSE2RI6</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.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can define the author's purpose.</p>	<p>Standard(s): <b>ELAGSE2W8</b></p> <p>LT: I can show what I know about writing poetry.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can write a poem that has a clear speaker and point of view. <input type="checkbox"/> I can write a poem that uses repetition, rhyming</p>	<p>Standard(s): <b>ELAGSE2RF3 ELAGSE2L2 ELAGSE2RF4</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</p>	<p>Standard(s): <b>2.NR.2.4</b></p> <p>LT: We are learning to subtract within 100.</p> <p>SC: <i>I will know I'm successful when...</i> -I can subtract numbers within 100 using place value strategies. -I can subtract numbers within 100 using properties of operations.</p>	<p>Standard(s): <b>SS2E2</b></p> <p>LT: I am learning about ways goods and services are allocated.</p> <p>SC: <i>I will know I'm successful when...</i> <input type="checkbox"/> I can explain and give an example of price to allocate goods and services. <input type="checkbox"/> I can explain and give</p>
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when:

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

### Lesson/Activity:

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

#### Post-Assessment

#### Assess What Students Know About Special Words

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

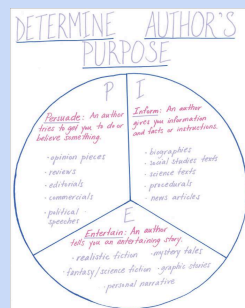
Choice 2: Write a selection with adverbs, adjectives, pronouns, and prepositions.

- ☐ I can identify the author's purpose based on what the author wants to answer.
- ☐ I can identify the author's purpose based on what the author wants to explain.
- ☐ I can identify the author's purpose based on what the author wants to describe.
- ☐ I can use the facts from the text to support what the author wanted to answer, explain, or describe.

### Lesson/Activity:

Unit 7, Lesson 10, TE pages 94-97.

Mentor Text: "Ranch Flyer," pages 14-15



words, or alliteration.

- ☐ I can write a poem that has a clear feeling.
- ☐ I can revise and edit my poem to make it clear.

### Lesson/Activity:

Volume 4, Session 15, Writing New Poems

Parts 1 and 2

(New poems, Revise, Write on the Spot- Post Writing Assessment)

Look-Fors Checklist			
By watching students write and looking at their Writing on the Spot papers, use this chart to gather information to help you make future instructional choices throughout this unit.			
Goal Goal	Observations	Groupings	Other Notes
Students write poems that have a clear feeling.			
Students write poems that have a clear feeling.			
Students write poems that have a clear feeling.			
Students write poems that have a clear feeling.			
Students write poems that have a clear feeling.			

WriteScore Writing Strong Paragraphs Lesson 5: Informational Paragraph Writing with Two Details—My Favorite Dessert

Students review the parts of a paragraph (opening sentence, detail sentence, example/explanation sentence, and closing sentence).

speed, and expression.

SC: I know I am successful when:

- ☐ I can identify common prefixes and suffixes.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can reread to improve my reading.

### Key Vocabulary:

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

### Lesson/Activity:

Unit 7 Week 2 Day 5 TE pages 86-87

Word Study Resource Book, p. 80-81

My Word Study, Volume 2, p. 16

### Read HFWs:

almost, animal, around, body, color, eye, form, high, light, story

-I can subtract numbers within 100 using the relationship between addition and subtraction.

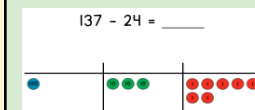
### Lesson/Activity:

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

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

### Fluency:

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



Repeat with the following:

137 - 54 = <u>83</u>	105 - 62 = <u>43</u>	171 - 45 = <u>126</u>
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Launch: Students work collaboratively to rename a three-digit number.

### Learn:

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

an example of majority rule to allocate goods and services.

- ☐ I can explain and give an example of contests to allocate goods and services.
- ☐ I can explain and give an example of force to allocate goods and services.
- ☐ I can explain and give an example of sharing to allocate goods and services.
- ☐ I can explain and give an example of a lottery to allocate goods and services.
- ☐ I can explain and give an example of authority to allocate goods and services.
- ☐ I can explain and give an example of first-come first-served to allocate goods and services.
- ☐ I can explain and give an example of personal characteristics to allocate goods and services.

### Lesson/Activity:

Interactive Read Aloud On Market Street by Arnold Lobel

Discuss the different examples of how goods and services are allocated.



Students will analyze paragraphs with two details and two example sentences by color-coding paragraphs to identify the essential parts.

Students will use the student-friendly rubric to assess the completeness of each paragraph.

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

LESSON 5: INFORMATIONAL PARAGRAPH WRITING

**MY FAVORITE DESSERT**

**Student Directions:** Follow along with your teacher to underline the sentences in the paragraph.

**Paragraph Prompt:** Think about your favorite dessert. What does it look like? What does it taste like? Why is it your favorite?

**Paragraph 1**

Ice cream is my favorite dessert. Ice cream is cold. It is so cold that it melts on my tongue. I can eat ice cream in a bowl with a spoon. I can put sprinkles on the ice cream. That is why ice cream is my favorite dessert.

**Paragraph 2**

My favorite dessert is chocolate cake. The cake is covered with frosting. The frosting is so chocolatey that it makes my mouth smile. Chocolate cake is soft. I can eat it even when a tooth is loose. I love chocolate cake!



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

LESSON 5: INFORMATIONAL PARAGRAPH WRITING

**MY FAVORITE DESSERT**

**Student Directions:** Follow along with your teacher to underline the sentences in the paragraph.


**Paragraph Prompt:** Think about your favorite dessert. What does it look like? What does it taste like? Why is it your favorite?

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**running** We are **running** in the big race on Friday.

**sitting** I don't like **sitting** at home when it's sunny outside.

**swimming** We went **swimming** at the beach last July.

**hopped** The kangaroo **hopped** with a little joy in her pouch.

**making** We are **making** a robot in class today.

**using** Maria is **using** her best handwriting.

**taking** Is your mom **taking** you to the movie on Saturday?

**liked** The dog really **liked** the food we gave him.

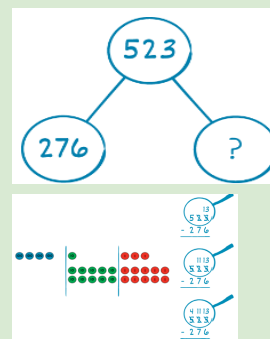
**raked** My sister and I **raked** all the leaves in our backyard.

**smiled** Mom **smiled** when she saw my report card.

## Review and Assess Inflectional Endings with Spelling Changes

- Read Accountable Text "Sacagawea" and/or "Family Album"
- Blend and Build Words
- Review Vowel Teams /o/
- Spelling and Dictation
- High-Frequency Words

- Cumulative Assessment



$$\begin{array}{r} 4113 \\ - 276 \\ \hline 247 \end{array}$$

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

$$\begin{array}{r} 710 \\ 806 \\ - 634 \\ \hline 172 \end{array}$$

Gradual release to the Problem Set.

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

Students will complete and turn in Exit Ticket 16 for a formative grade.

**Overview:**  
As second grade students are already familiar with goods and services, this standard asks them to think about ways in which we use a society and economy determine who will get our limited resources. There are many ways that we can allocate or distribute our goods, services, and resources. The chart below, courtesy of the Georgia Council on Economic Education, provides an overview of each allocation strategy.

Strategy	Description	Advantage	Disadvantage	Example for Students
Price	Good services or resources go to someone able to pay for it at an agreed upon price, often used in conjunction with other strategies, like first-come first-served.	Good for those who have money or a job and income.	Not good for those who don't have income or are not entrepreneurs.	If you have a point of view, discussion, and skills, you can "buy" things with your points. They know that the one with the most points can get the most things of the best things.
Majority Rule	When people vote to decide who gets a good, service, or resource, majority rule means the someone has to get 50% plus one of the votes in order to win the vote.	Good for those who are popular and have a high number of supporters.	Not good for those who don't have the skills to win attention.	When you decide something by voting on it, how many want to play basketball, how many want to play soccer, etc.
Contest	A type of activity where the winner receives the goods and services.	Good for those who are talented and skilled.	Not good for those who aren't competitive or skilled.	Talent contests, art contests, sports competitions, science fairs, etc. are all contests with winners and losers.

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<b>Force</b>	Resource goes to the one who is strongest, physically, mentally, politically.	Good for those who are strong and powerful.	Not good for those who are weaker or lack the skill.	Ask all know trading examples for trading force is used to get what you want - an older sibling using their age is a common example.
<b>Sharing</b>	When a good, service, or resource is distributed equally with and shared equally among people who need it.	Good for those who are good at sharing.	Not good for those who are greedy or don't share.	Examples include sharing toys, sharing a birthday treat or snack, or setting a timer to determine how long someone can use a preferred object.
<b>Lottery</b>	When a good, service, or resource goes to a person who is randomly selected.	Good for those who are lucky.	Not good for those who are unlucky.	Drawing names to see who gets a specific prize, drawing names to see who wins a prize or participating in a school-wide activity.
<b>Authority (or command)</b>	Someone makes a good, service, or resource go to a person who is in power says they will receive it.	Good for those who are in power or have authority.	Not good for those who are not in power or don't have authority.	Teachers determining the next book to read, school council deciding which games to play in P.E., school managers setting menus.

Georgia Department of Education  
Last Update: 2020-08-01  
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<b>First-come, first-served</b>	When a good, service, or resource goes to the first person who wants it and meets the requirements, often combined with other methods like price.	Good for those who are quick, willing to get ahead of the crowd.	Not good for those who are slow in planning/preparing.	Students will probably think of many examples. They may be familiar with people waiting in line when a new video game or website is released.
<b>Personal characteristics</b>	When people are selected to receive (or excluded from receiving) goods, services, or resources based on certain traits, such as gender or age.	Good for those who are selected to receive the resource.	Not good for those who are excluded from the resource.	This is an opportunity to discuss the unfair treatment of African Americans during segregation - public places had better seating for white customers than for those who were African American. (Tie to Jackie Robinson and Dr. Martin Luther King, Jr.)

