

# Carrie Waters' Week of: March 03-07, 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 5 Week 2 Lessons 6-11 (Skip Lesson 10) Capitalization and More Punctuation	<b>READING</b> Unit 8 Week 1 Days 1-5 Wind and Water Shape the Land	<b>WRITING</b> Volume 5 Week 2 Lessons 6-10 Modeling Opinion Pieces WriteScore Unit 2: Writing Strong Non Text- Based Opinion Paragraphs Lessons 13-17	<b>PHONICS</b> Unit 8 Week 1 Days 1-5 Lessons 1-5 Irregular Plural Nouns Wind & Water Shape the Land	<b>MATH</b> Module 4 Topic E Lessons 22-23 Review & End of Module Assessment Lesson 24 - Collections Apply Efficient Addition and Subtraction Strategies	<b>SOCIAL STUDIES</b> <a href="#">Inspire - Economics</a> Economics Allocation of Goods & Services Connecting Literature
<b>Monday - READ Across America!</b>					
Standard(s): <b>ELAGSE2L2a</b>  LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names.  Lesson/Activity: <b>Unit 5 Week 2 Day 6</b> <b>Explore: Capitalization Sort</b> <b>Lesson 6, TE pgs. 228-229</b>	Standard(s): <b>ELAGSE2RI2</b> <b>ELAGSE2RI8</b>  LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify the main idea and key details of informational texts. <input type="checkbox"/> I can summarize informational texts by telling the most important points. <input type="checkbox"/> I can synthesize information by combining text details with my own ideas.  Lesson/Activity: <b>Unit 8, Lesson 1 Introduce the unit with the video</b>	Standard(s): <b>ELAGSE2W1</b>  LT: I am learning to introduce a topic or book when writing an opinion piece.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus.  Lesson/Activity: <b>Volume 5, Session 6,</b> <b>TE pages 32-35.</b>  <div data-bbox="751 1222 1024 1425"> <p><b>Strategy: Thinking of What You Love</b></p> <ol style="list-style-type: none"> <li>1. Ask yourself: "What do I love and want others to love?"</li> <li>2. Sketch what you love.</li> <li>3. Ask yourself: "Why do I love this thing?"</li> <li>4. Sketch across pages, making one sketch for each reason.</li> </ol> </div> <b>Unit 2: Writing Strong</b>	Standard(s): <b>ELAGSE2L1</b> <b>ELAGSE2RF3</b>  LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read words with common prefixes and suffixes.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can define an irregular plural noun. <input type="checkbox"/> I can identify an irregular plural noun. <input type="checkbox"/> I can use frequently occurring irregular plural nouns. <input type="checkbox"/> I can recognize the	Standard(s): <b>2.NR.2.4</b>  LT: We are learning to add and subtract within 1000.  SC: <i>I will know I'm successful when...</i> -I can add or subtract numbers within 1000 using place value strategies. -I can add or subtract numbers within 1000 using properties of operations. -I can add or subtract numbers within 1000 using the relationship between addition and subtraction.  Lesson/Activity: <b>Lesson 22-Solve compare with smaller unknown word problems.</b>  Fluency:	Standard(s): <b>SS2E2, RL 2.3, RL 2.1</b>  LT: I am learning about ways goods and services are allocated.  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 an example of majority rule to allocate goods and services. <input type="checkbox"/> I can explain and give an example of contests to allocate goods and services. <input type="checkbox"/> I can explain and give an example of force to allocate goods and services. <input type="checkbox"/> I can explain and give an example of sharing to allocate goods and

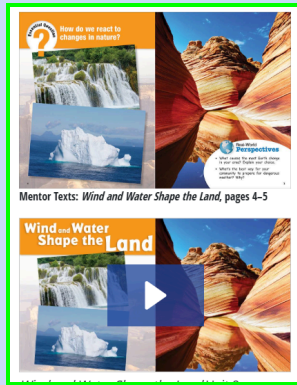
Partnerships review words that are capitalized, then sort them into categories they create.

NAME \_\_\_\_\_

Capital Ideas!

Thanksgiving	California	Marvelous Markers
New York City	July	San Antonio
Super Splasher Ball	Tasty Tofu Squares	Oscar
Monday	Rag Day	January
Pat	Thursday	Labor Day
September	Ana	Saturday

Mentor Texts: *Wind and Water Shape the Land*, pages 4–5



## Lesson 13: Your Writing Piece

### - Opinion Paragraph—Best Outdoor Game

[illegible]

Students write a paragraph in response to a non-text-based prompt. This is intended to be a preassessment of students' abilities to construct paragraphs.

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

Word Study Resource  
Book, p. 86  
My Word Study, Volume 2,  
p. 20








**Read HFWs: against, certain, door, early, field, heard, knew, listen, morning, several.**

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

			
penny 1¢	penny 1¢	dime 10¢	dime 10¢

	
nickel 5¢	nickel 5¢

						
10%	60%	80%	100%	5%	30%	20%
						
25%	15%	10%	20%	25%	30%	40%

Tina's Shells 12

Pete's Shells 9 ?

$12 - 9 = ?$

$12 - ? = 9$

$9 + ? = 12$

$? + 9 = 12$

**Example 1**

Tara Sheds: 

Peter Sheds: 

$13 - 8 = 5$

$13 - 5 = 8$

$\frac{8}{5} = 5 \text{ R } 3$

$5 \cdot 8 = 40$

**Example 2**

Tara Sheds: 

Peter Sheds: 

$15 - 6 = 9$

$15 - 9 = 6$

$\frac{6}{9} = 9 \text{ R } 6$

$9 \cdot 6 = 54$


Students analyze and represent a *compare with smaller unknown* word problem.

How many blueberries does Jill pick?

Solve a *Compare with Smaller Unknown* word Problem-Students solve a

- ❑ I can explain and give an example of personal characteristics to allocate goods and services.

Students will categorize all of the things that the mouse asks for as either a good or a service.



Name \_\_\_\_\_

## Goods vs. Services

Which good did you choose from your chart? \_\_\_\_\_  
Draw a picture of the good you chose.

How is the good obtained? \_\_\_\_\_

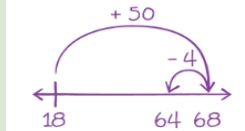
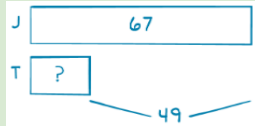
Which service did you choose? \_\_\_\_\_  
Draw a picture of the service you chose.

How is the service obtained? \_\_\_\_\_

How are the good and the service alike? \_\_\_\_\_

How are they different? \_\_\_\_\_

Each group will choose

			<p><b>feet</b> His <b>feet</b> are too big for the shoes.</p> <p><b>teeth</b> A dentist helps you care for your <b>teeth</b>.</p> <p><b>lives</b> Firefighters saved the <b>lives</b> of two workers.</p> <p><b>men</b> All the <b>men</b> wore suits to the wedding.</p> <p><b>women</b> My mother and two other <b>women</b> own the store.</p> <p><b>shelves</b> The <b>shelves</b> in his office are filled with books.</p> <p><b>children</b> Did the <b>children</b> have fun at the amusement park?</p> <p><b>people</b> Many <b>people</b> enjoy having dogs as pets.</p> <p><b>fish</b> We saw many <b>fish</b> swimming in the pond.</p> <p><b>sheep</b> The wool from <b>sheep</b> is used to make clothes.</p>	<p><i>compare with smaller unknown</i> word problem by using addition or subtraction strategies.</p>  <p>Does <i>More</i> Always Mean to Use Addition?</p> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Solve <i>compare with smaller unknown</i> word problems.</p>  <p>Students will complete and turn in Exit Ticket 22 for a formative grade.</p>	<p>one good and one service to write about.</p> <p>How is the good obtained? How is the service obtained?</p>
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## Tuesday -

<p>Standard(s): <b>ELAGSE2L2a</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.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify words as</p>	<p>Standard(s): <b>ELAGSE2RI2</b> <b>ELAGSE2RI8</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</i></p>	<p>Standard(s): <b>ELAGSE2W1</b></p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can brainstorm ideas for a topic.</p>	<p>Standard(s): <b>ELAGSE2L1</b> <b>ELAGSE2RF3</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning how to tell the difference between long and short vowels when reading regularly</p>	<p>Standard(s): <b>2.NR.2.4</b></p> <p>LT: We are learning to add and subtract within 1000.</p> <p>SC: <i>I will know I'm successful when...</i> -I can add or subtract numbers within 1000 using place value strategies.</p>	<p>Standard(s): <b>SS2E2, RL 2.3, RL 2.1</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</p>
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- holidays.
- I can identify words as product names.
  - I can identify words as geographic names

Lesson/Activity:  
Unit 5 Week 2 Day 7  
Teach: It's Time to Capitalize Letters  
Lesson 7, TE pgs. 230-231

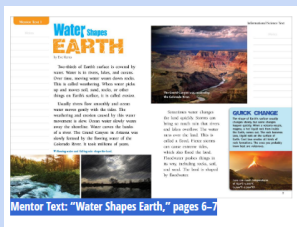
**Teach**  
**It's Time to Capitalize Letters**  
Share the different categories where writers use capital letters, with examples from each category.

Capitalize		
• the pronoun <b>I</b>	• greeting and closing of a letter Dear <b>Li</b> , Your friend, <b>Li</b>	• some shortened forms of words (abbreviations) Ms. Dr. St.
• specific months May June	• specific day of the week Monday Thursday	• name of a specific person Aiden Fatima
	• words in the name of a place New York César Chávez School	• words in the name of a holiday Thanksgiving Flag Day
	• words in the name of a product Fine Flashing Flashlight Super Seeds	

- when:
- I can identify the main idea and key details of informational texts.
  - I can summarize informational texts by telling the most important points.
  - I can synthesize information by combining text details with my own ideas.

Lesson/Activity:  
Unit 8, Lesson 2,  
TE pages 62-65.

Mentor Text: "Water Shapes Earth," pages 6-7



**Summarize**  
Briefly retell the central idea and important details of a text.  
Use your own words.

For informational text, include:  
- The central idea.  
- The most important details.

For fiction, include:  
- Characters  
- Theme  
- Setting  
- Problem  
- Resolution

**Synthesize**  
Combine information from the text with ideas from other texts or something you already know.  
Use this strategy to come up with new ideas and understanding.

"Another text I've read about this topic is \_\_\_\_\_.  
Using both texts, I've learned \_\_\_\_\_."

"A new idea I have is \_\_\_\_\_."

"I used to think \_\_\_\_\_, but now I think \_\_\_\_\_."

- I can select one topic of focus.

Lesson/Activity:  
Volume 5, Session 7  
Generating More Ideas,  
TE pages 36-43.

**Strategy: Generate Ideas from Problems**

1. Think of something that you would like to change, such as a problem at school or in the community.
2. Think of a solution to the problem.
3. Sketch the problem. Write an opinion statement that states your solution under your sketch.
4. Ask yourself: "Why would this solution work?"
5. Sketch across pages, making one sketch for each reason.

Unit 2: Writing Strong Non Text- Based Opinion Paragraphs

Lesson 14 - Introduction to Opinion Paragraph Writing—Best Outdoor Game

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

LESSON 14: INTRODUCTION TO OPINION PARAGRAPH WRITING

**BEST OUTDOOR GAME**

Student Directions: Follow along as your teacher reads the prompt and then underlines the parts of the paragraphs below.

Paragraph Prompt: Today at recess, you can choose to play football or jump rope. Think about playing football. Think about jumping rope. Which do you like better? Why do you like it better? Now write to tell which you would choose and why.

Paragraph 1  
In my opinion, jump rope is the best choice. One reason is you can jump rope with your friends. You can take turns jumping or turning the rope. That is why jump rope is the best choice.

Paragraph 2  
I think the best choice is to play football. My first reason is all of your friends can play together. You can divide into two teams to play. That is why football is the best game to play.

spelled one-syllable words.  
I am learning to read words with common prefixes and suffixes.

SC: I know I am successful when:

- I can define an irregular plural noun.
- I can identify an irregular plural noun.
- I can use frequently occurring irregular plural nouns.
- I can recognize the spelling patterns that make vowels change sound in one syllable words.

**Key Vocabulary:**

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

Lesson/Activity:  
Unit 8 Week 1 Day 2  
TE pages 112-115

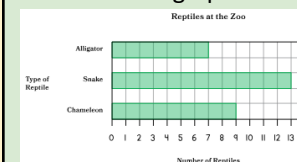
Word Study Resource Book, p. 87  
My Word Study, Volume 2, p. 21

Read HFWS: against,

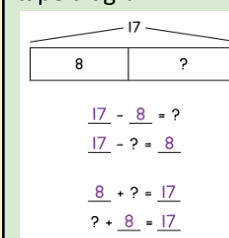
-I can add or subtract numbers within 1000 using properties of operations.  
-I can add or subtract numbers within 1000 using the relationship between addition and subtraction.

Lesson/Activity:  
Lesson 23- Solve two-step addition and subtraction word problems.

Fluency:  
Whiteboard Exchange-Bar Graphs: Students answer questions about a horizontal bar graph.



Whiteboard Exchange-Interpret Tape Diagrams: Students write and complete four equations to represent a tape diagram.



Repeat with the following:

- services.
- I can explain and give 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:  
Week 2 Allocation of Goods & Services

Teachers will introduce the different ways goods and services are allocated using children's literature.



### Opinion 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. This big idea tells your opinion.

The **reason/detail sentences** tell why you believe what you do.

The example sentence tells more about the reason/detail.

Paragraphs end with a **closing sentence** that wraps things up. This sentence restates your opinion.

Strong Writer Series: Paragraphs, Grade 2 © Copyright © The McGraw-Hill Companies, Inc.

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

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.

*certain, door, early, field, heard, knew, listen, morning, several.*

**Irregular Plural Nouns**

- Blend Build Words
- Read Interactive Text "Dust Storm!"
- Spelling
- High-Frequency Words
- Share and Reflect

- feet** His **feet** are too big for the shoes.
- teeth** A dentist helps you care for your **teeth**.
- lives** Firefighters saved the **lives** of two workers.
- men** All the **men** wore suits to the wedding.
- women** My mother and two other **women** own the store.
- shelves** The **shelves** in his office are filled with books.
- children** Did the **children** have fun at the amusement park?
- people** Many **people** enjoy having dogs as pets.
- fish** We saw many **fish** swimming in the pond.
- sheep** The wool from **sheep** is used to make clothes.

10	9
8	9
10 - 8 = 2	10 - 9 = 1
10 - 10 = 0	10 - 9 = 1
8 + 2 = 10	9 + 1 = 10
10 + 0 = 10	9 + 1 = 10

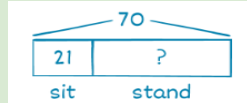
**Launch:**

Students notice and wonder about a piece of artwork to generate context for word problems.

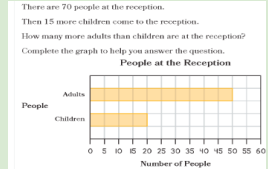


**Learn:**

Solve Two-Step Word Problems Involving Art: Students solve a two-step word problem with contexts from a piece of art.



Solve Two-Step Word Problems Involving Data: Students solve a two-step word problem by using contexts from a piece of art.



Gradual release to the problems set.

Students will decide how the goods and/or services are allocated and provide an example of each.

**Character Traits**

Character traits are words that describe the character's thoughts, words and actions.

adventurous	gracious	shy	grumpy	helpful	misery	snarky
generous	grumpy	snarky	helpful	misery	snarky	snarky
friendly	grumpy	snarky	helpful	misery	snarky	snarky
friendly	grumpy	snarky	helpful	misery	snarky	snarky
friendly	grumpy	snarky	helpful	misery	snarky	snarky
friendly	grumpy	snarky	helpful	misery	snarky	snarky
friendly	grumpy	snarky	helpful	misery	snarky	snarky
friendly	grumpy	snarky	helpful	misery	snarky	snarky
friendly	grumpy	snarky	helpful	misery	snarky	snarky
friendly	grumpy	snarky	helpful	misery	snarky	snarky

Explain that a character's feelings, actions, and personality can affect the plot of the story.

Students will identify the problem and solution.

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				<p><b>Land:</b> Debrief Objective-Solve two-step addition and subtraction word problems.</p> <p>Students will complete and turn in Topic Ticket E for a summative grade.</p>	
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### Wednesday - PLC with Admin!

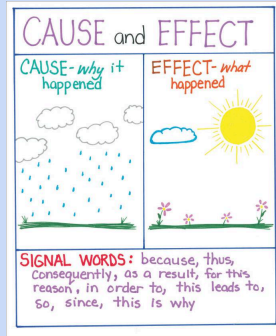
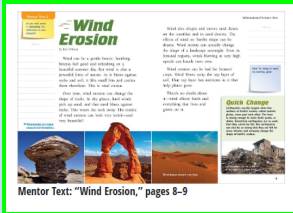
<p><b>Standard(s):</b> <b>ELAGSE2L2a</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words 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> </ul> <p><b>Lesson/Activity:</b> Unit 5 Week 2 Day 8 Explore: Capitalization Category Sort Lesson 8, TE pgs. 232-233</p>	<p><b>Standard(s):</b> <b>ELAGSE2RI3</b></p> <p>LT: I am learning to describe the connection between ideas in a science text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain the connections between two or more scientific concepts and ideas in a text.</li> <li><input type="checkbox"/> I can recognize how the use of cause-and-effect text structure supports the author's purpose.</li> </ul> <p><b>Lesson/Activity:</b> Unit 8, Lesson 3, TE pages 66-69.</p> <p><b>Mentor Text:</b> "Wind Erosion," pages 8-9</p>	<p><b>Standard(s):</b> <b>ELAGSE2W1</b></p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece.</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> Volume 5, Session 8 Generating More ideas, pages 36-43.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Strategy: Generating Ideas from Changes You Want to Make</b></p> <ol style="list-style-type: none"> <li>1. Ask yourself: "What is a place that is important to me? What is a change that would make this place better?"</li> <li>2. Sketch the change. Write an opinion statement that explains your sketch.</li> <li>3. Ask yourself: "Why is this change a good change?"</li> <li>4. Sketch across pages, making one sketch for each reason.</li> </ol> </div>	<p><b>Standard(s):</b> <b>ELAGSE2L1</b> <b>ELAGSE2RF3</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read words with common prefixes and suffixes.</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 an irregular plural noun.</li> <li><input type="checkbox"/> I can identify an irregular plural noun.</li> <li><input type="checkbox"/> I can use frequently occurring irregular plural nouns.</li> <li><input type="checkbox"/> I can recognize the spelling patterns that</li> </ul>	<p><b>Standard(s):</b> <b>2.NR.2.4</b></p> <p>LT: We are learning to add and subtract within 1000.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add or subtract numbers within 1000 using place value strategies.</li> <li>-I can add or subtract numbers within 1000 using properties of operations.</li> <li>-I can add or subtract numbers within 1000 using the relationship between addition and subtraction.</li> </ul> <p><b>Lesson/Activity:</b> Test Review (Day 1) Teacher's choice to prepare for the Module 4 Assessment.</p> <p><b>Apply Efficient Addition and</b></p>	<p><b>Standard(s):</b> <b>SS2E2, RL 2.3, RL 2.1</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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain and give an example of price to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of majority rule to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of contests to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of force to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of sharing to allocate goods and services.</li> </ul>
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## Explore Capitalization Category Sort

Partnerships revisit the word cards from Session 6 and sort them into specific categories.

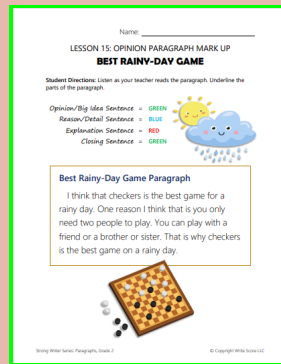
Capitlization Exploration!

Names	Days	Months	Places	Holidays	Products
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## Unit 2: Writing Strong Non Text- Based Opinion Paragraphs

### Lesson 15: Opinion Paragraph MarkUp—Best Outdoor Game



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

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.

make vowels change sound in one syllable words.

### Lesson/Activity: Unit 8 Week 1 Day 3 TE pages 116-119

Word Study Resource Book, p. 88-89

My Word Study, Volume 2, p. 22

**Practice HFWs: against, certain, door, early, field, heard, knew, listen, morning, several.**

#### Irregular Plural Nouns

- Read Accountable Text "Sam Kent's Journal"
- Spelling
- High-Frequency Words
- Share and Reflect

**feet** His **feet** are too big for the shoes.

**teeth** A dentist helps you care for your **teeth**.

**lives** Firefighters saved the **lives** of two workers.

**men** All the **men** wore suits to the wedding.

**women** My mother and two other **women** own the store.

**shelves** The **shelves** in his office are filled with books.

**children** Did the **children** have fun at the amusement park?

**people** Many **people** enjoy having dogs as pets.

**fish** We saw many **fish** swimming in the pond.

**sheep** The wool from **sheep** is used to make clothes.

#### Subtraction Strategies

- ☐ 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:

#### Allocation of Goods & Services

Teachers will introduce the different ways goods and services are allocated using children's literature.

Students will decide how the goods and/or services are allocated and provide an example of each.

[Read Aloud:](#)  
[How Much Is That Doggie In the Window?](#)

					 <p><b>Character Traits</b> Character traits are words that describe the character's <b>thoughts, words and actions.</b></p> <table border="1"> <tr> <td>adventurous</td><td>ambitious</td><td>brave</td><td>careful</td><td>cheerful</td><td>compassionate</td> </tr> <tr> <td>generous</td><td>happy</td><td>kind</td><td>loving</td><td>polite</td><td>smart</td> </tr> <tr> <td>strong</td><td>friendly</td><td>honest</td><td>patient</td><td>responsible</td><td>shy</td> </tr> <tr> <td>brave</td><td>kind</td><td>loving</td><td>polite</td><td>responsible</td><td>shy</td> </tr> <tr> <td>brave</td><td>kind</td><td>loving</td><td>polite</td><td>responsible</td><td>shy</td> </tr> <tr> <td>brave</td><td>kind</td><td>loving</td><td>polite</td><td>responsible</td><td>shy</td> </tr> <tr> <td>brave</td><td>kind</td><td>loving</td><td>polite</td><td>responsible</td><td>shy</td> </tr> <tr> <td>brave</td><td>kind</td><td>loving</td><td>polite</td><td>responsible</td><td>shy</td> </tr> <tr> <td>brave</td><td>kind</td><td>loving</td><td>polite</td><td>responsible</td><td>shy</td> </tr> <tr> <td>brave</td><td>kind</td><td>loving</td><td>polite</td><td>responsible</td><td>shy</td> </tr> <tr> <td>brave</td><td>kind</td><td>loving</td><td>polite</td><td>responsible</td><td>shy</td> </tr> </table> <p>Explain that a character's feelings, actions, and personality can affect the plot of the story.</p> <p>Students will identify the problem and solution.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	adventurous	ambitious	brave	careful	cheerful	compassionate	generous	happy	kind	loving	polite	smart	strong	friendly	honest	patient	responsible	shy	brave	kind	loving	polite	responsible	shy	brave	kind	loving	polite	responsible	shy	brave	kind	loving	polite	responsible	shy	brave	kind	loving	polite	responsible	shy	brave	kind	loving	polite	responsible	shy	brave	kind	loving	polite	responsible	shy	brave	kind	loving	polite	responsible	shy	brave	kind	loving	polite	responsible	shy
adventurous	ambitious	brave	careful	cheerful	compassionate																																																																		
generous	happy	kind	loving	polite	smart																																																																		
strong	friendly	honest	patient	responsible	shy																																																																		
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## Thursday - Spring Pictures!

<p><b>Standard(s):</b> <b>ELAGSE2L2a</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.</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</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2L5</b></p> <p>LT: I am learning to figure out the difference between words that have similar meanings.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize that some words have very similar meanings (ie. synonyms).</li> <li><input type="checkbox"/> I can tell the difference between closely related adjectives (e.g., thin,</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2W1</b></p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece.</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>Lesson/Activity:</p>	<p><b>Standard(s):</b> <b>ELAGSE2L1</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.</p> <p>I am learning to read words with common</p>	<p><b>Standard(s):</b> <b>2.NR.2.4</b></p> <p>LT: We are learning to add and subtract within 1000.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add or subtract numbers within 1000 using place value strategies.</li> <li>-I can add or subtract numbers within 1000 using properties of operations.</li> <li>-I can add or subtract</li> </ul>	<p><b>Standard(s):</b> <b>SS2E2, RL 2.3, RL 2.1</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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain and give an example of price to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of majority rule to allocate goods and</li> </ul>
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geographic names.

### Lesson/Activity:

Unit 5 Week 2 Day 9

Explore: Remember to Capitalize

Lesson 9, TE pgs. 234-235

#### Explore

#### Remember to Capitalize

Partnerships create a mnemonic device, song, or other way to remember the categories of words that need capital letters.

slender, skinny, scrawny).

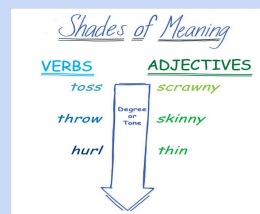
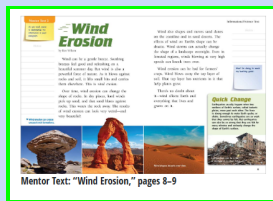
❑ I can tell the difference between closely related verbs (run, jog, trot, race).

### Lesson/Activity:

Unit 8, Lesson 4,

TE pages 70-73.

Mentor Text: "Wind Erosion," pages 8-9



Volume 5, Session 9,

TE pages 44-47.

Generating NEW ideas.

#### Strategy: Thinking of Things I Have Done

1. Ask yourself: "What have I done lately that I enjoyed and think others would enjoy?"
2. Ask yourself: "What can I tell others to convince them to try this activity?"
3. Sketch the activity on the first page. Sketch your reasons on new pages.
4. Add words to the pages to state your opinion and reasons.

### Unit 2: Writing Strong Non Text- Based Opinion Paragraphs

#### Lesson 16 - Building Opinion Paragraphs

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

LESSON 16: BUILDING OPINION PARAGRAPHS  
Paragraph Frame

Opening Opinion Sentence
Reason/Detail Sentence
Explanation Sentence
Reason/Detail Sentence
Explanation Sentence
Closing Sentence

Strong Writer Series: Paragraphs, Grade 2 © Copyright 2016, Scholastic Teaching Resources

LESSON 16: BUILDING OPINION PARAGRAPHS  
Paragraph Samples 1 & 2  
(one reason/explanation)

✂ In my opinion, all kids should get an allowance.

One reason is kids can use their allowance to buy things they want.

They can save up to buy a video game.

That's why kids should get an allowance.

✂ I think our class should have a fish as a pet.

The fish could live in a big tank of water.

We could take turns shaking the fish food into the water.

Now you know why our class should have a fish for a pet!

LESSON 16: BUILDING OPINION PARAGRAPHS

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Students review the parts

prefixes and suffixes.

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

SC: I know I am successful when:

- ❑ I can use frequently occurring irregular plural nouns.
- ❑ I can recognize the spelling patterns that make vowels change sound in one syllable words.
- ❑ I can reread to improve my reading.

### Lesson/Activity:

Unit 8 Week 1 Day 4

TE pages 120-121

Word Study Resource

Book, p. 88-89

My Word Study, Volume 2, p. 22

**Read HFWs: against, certain, door, early, field, heard, knew, listen, morning, several.**

#### Irregular Plural Nouns

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Sam Kent's Journal" and/or "The Big Blizzard"
- Share and Reflect

numbers within 1000 using the relationship between addition and subtraction.

### Lesson/Activity:

Test Review (Day 2)

Teacher's choice to prepare for the Module 4 Assessment.

#### Apply Efficient Addition and Subtraction Strategies

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:

Allocation of Goods & Services

Teachers will introduce the different ways goods and services are allocated using children's literature.

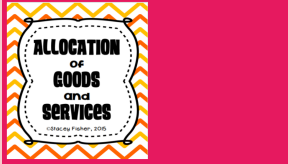
Students will decide how the goods and/or services are allocated and provide an example of each.

of a paragraph (opening/ opinion sentence, reason/ detail sentence, example/ explanation sentence, and closing sentence) and how to color-code paragraphs.

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

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

**feet** His **feet** are too big for the shoes.  
**teeth** A dentist helps you care for your **teeth**.  
**lives** Firefighters saved the **lives** of two workers.  
**men** All the **men** wore suits to the wedding.  
**women** My mother and two other **women** own the store.  
**shelves** The **shelves** in his office are filled with books.  
**children** Did the **children** have fun at the amusement park?  
**people** Many **people** enjoy having dogs as pets.  
**fish** We saw many **fish** swimming in the pond.  
**sheep** The wool from **sheep** is used to make clothes.



Making Real Life Connections:

Read each statement and check the box that shows whether you agree or disagree. Some statements will have more than one box to check.

**THE ECONO POST**

ALBUQUERQUE, N.M., November 12, 2005

Long lines form for Black Friday deal on limited edition vacuum cleaner. Normally \$350, today only \$150!

By [Name] and [Name]

Price	Sharing	Contest	Majority Rule	Competition
Random / Lottery	Arbitrary Characteristics	Force	First-Come, First-Served	

U.S. 5010-11-12

**Allocation of goods and services**

Write the room

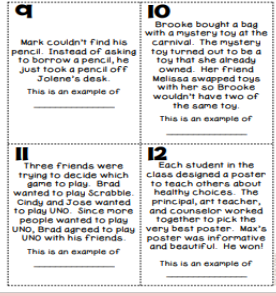
Walk around the classroom and find each card. Read the scenario. Decide how goods or services are being allocated in each scenario. Write the vocabulary term from the word bank by the corresponding number. Each vocabulary word can be used 0 or 1 times.

**Word Bank**

Price	Majority Rule	First-Come, First Served	Lottery
Contest	Sharing	Arbitrary Rule	Force
Personal Characteristics			

<p><b>1</b></p> <p>There were 4 servings of pizza left for lunch. There were 15 students in line. The first 4 students in line chose the pizza so the other students in line had to make another choice.</p> <p>This is an example of _____</p>	<p><b>2</b></p> <p>Some of the class wanted to have indoor recess. Other students wanted to go outside for recess. The class took a vote. Most students voted to go outside, so the class had outdoor recess.</p> <p>This is an example of _____</p>
<p><b>3</b></p> <p>When Andrew was at a baseball game, he bought 4 raffle tickets. The baseball team was going to pick one person to win a baseball bat signed by the star pitcher. Andrew wanted his ticket to be pulled, but it wasn't his lucky day.</p> <p>This is an example of _____</p>	<p><b>4</b></p> <p>Madison's favorite band was going to perform in a small theater. Only 100 people could fit in the theater. Madison went to the box office really early to try to get a ticket. She was the 12th person in line so she was able to buy a ticket.</p> <p>This is an example of _____</p>

<p><b>5</b></p> <p>Emily and Sarah were coloring together. Sarah couldn't find her blue crayon so she asked if she could borrow Emily's blue crayon. Emily let Sarah borrow it.</p> <p>This is an example of _____</p>	<p><b>6</b></p> <p>Jake mowed lawns to pay for the new video game he wanted. His mom drove him to the store to get the game. In the checkout line, he handed the cashier enough money to pay for the game.</p> <p>This is an example of _____</p>
<p><b>7</b></p> <p>Laure was listening to the radio, and she heard about a competition to find the best singer in town. People would take turns singing, and the radio station would pick the best singer to win a very special prize.</p> <p>This is an example of _____</p>	<p><b>8</b></p> <p>Jason was so excited about the new roller coaster! When he got to the front of the line, he was told that he was not tall enough to ride the roller coaster. You had to be 52 inches tall. He was only 48 inches.</p> <p>This is an example of _____</p>

					
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## Friday -

<p><b>Standard(s):</b> <b>ELAGSE2L2c</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can determine the purpose of a contraction.</li> <li><input type="checkbox"/> I can determine where an apostrophe is needed to form contractions.</li> <li><input type="checkbox"/> I can determine where an apostrophe is placed to form possessives.</li> </ul> <p>Lesson/Activity: Unit 5 Week 3 Day 11 Explore - Open Sort: What's Up, Apostrophe? Lesson 11, TE pgs. 238-239</p>	<p><b>Standard(s):</b> <b>ELAGSE2RI5</b></p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) 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 text features and their purposes.</li> <li><input type="checkbox"/> I can use captions to help me understand pictures and words on a page.</li> <li><input type="checkbox"/> I can recognize that words in bold highlight key ideas and concepts.</li> <li><input type="checkbox"/> I can use text features to preview text and to locate information quickly.</li> </ul> <p>Lesson/Activity: Unit 8, Lesson 5,</p>	<p><b>Standard(s):</b> <b>ELAGSE2W1</b></p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my 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 state a clear position about a topic.</li> <li><input type="checkbox"/> I can use reasons and add details to support my position.</li> <li><input type="checkbox"/> I can use linking words to connect my opinion and reasons.</li> </ul> <p>Lesson/Activity: Volume 5, Session 10, TE pages 48-51.</p>	<p><b>Standard(s):</b> <b>ELAGSE2L1</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read words with common prefixes and suffixes. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</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 frequently occurring irregular plural nouns.</li> </ul>	<p><b>Standard(s):</b> <b>2.NR.2.4</b></p> <p>LT: We are learning to add and subtract within 1000.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add or subtract numbers within 1000 using place value strategies.</li> <li>-I can add or subtract numbers within 1000 using properties of operations.</li> <li>-I can add or subtract numbers within 1000 using the relationship between addition and subtraction.</li> </ul> <p>Lesson/Activity: Module 4 Assessment (Day 2, if needed) Lesson 24-Organize, count, and represent a collection</p>	<p><b>Standard(s):</b> <b>SS2E2, RL 2.3, RL 2.1</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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain and give an example of price to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of majority rule to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of contests to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of force to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of sharing to allocate goods and services.</li> </ul>
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## Explore

### Open Sort: What's Up, Apostrophe?

Partnerships review words with apostrophes, then sort them into categories they create.

### More than a Floating Comma

mom's	mouse's	student's
dog's	brother's	teacher's
didn't	can't	can't
sister's	principal's	he's
student's	cousin's	dad's
Bill's	Ted's	Cindy's

## TE pages 74-77.

### Mentor Text: "Wind Erosion," pages 8-9



### 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

### Strategy: Organizing an Opinion Piece

1. Pick a favorite idea from your notes. Write an opinion statement on the first page. Use your sketches as a guide.
2. Think about how you want to organize your reasons. Write your reasons across the pages. Use your sketches as a guide.
3. Restate your opinion on the final page. Include a sketch that helps convince your reader.
4. Add details to the pages to make your opinion writing convincing.

## Unit 2: Writing Strong Non Text- Based Opinion Paragraphs

### Lesson 17: Opinion Paragraph Writing with Two Details—Best Outdoor Game

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

LESSON 17: OPINION PARAGRAPH WRITING  
**BEST OUTDOOR GAME**

Student Directions: Follow along as your teacher reads the prompt and then underlines the parts of the paragraphs below.

Paragraph Prompt: Today at recess, you can choose to play kickball or jump rope. Think about playing kickball. Think about jumping rope. Which do you like better? Why do you like it better? Now write to tell which you would choose and why.

Paragraph 1

In my opinion, jump rope is the best choice. The first reason is you can jump rope with your friends. You can take turns jumping or turning the rope. The second reason is it is fun to sing songs while you jump. You can sing Teddy Bear. That is why jump rope is the best choice.

Paragraph 2

I think the best choice is to play kickball. My first reason is all of your friends can play together. You can divide up into two teams to play. Also, you can take turns kicking the ball. You can kick it hard and far. That is why kickball is the best game to play.

Strong Writer Series: Paragraphs, Grade 2 © Copyright Writer's Work LLC

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

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

- I can recognize the spelling patterns that make vowels change sound in one syllable words.
- I can reread to improve my reading.

### Key Vocabulary:

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

### Lesson/Activity:

Unit 8 Week 1 Day 5  
TE pages 122-123

Word Study Resource Book, p. 88-89

My Word Study, Volume 2, p. 22

**Read HFWS: against, certain, door, early, field, heard, knew, listen, morning, several.**

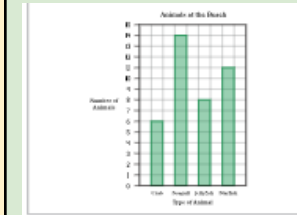
### Review and Assess Irregular Plural Nouns

- Read Accountable Text "Sam Kent's Journal" and/or "The Big Blizzard"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

## of objects.

### Fluency:

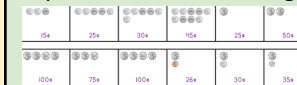
Whiteboard Exchange-Bar Graphs: Students answer questions about a vertical bar graph with four categories.



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



Repeat with the following:



### Launch:

Students discuss different ways to find the total of a small collection.

### Learn:

Organize, Count, and Record- Partners organize and count a collection and record their process.

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:

**Allocation of Goods & Services**

Teachers will review the different ways goods and services are allocated using children's literature.

Students will decide how the goods and/or services are allocated and provide an example of each.



Making Real Life Connections:

[Economic UnderstandingsBuzzerGame-1.pptx](#)

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

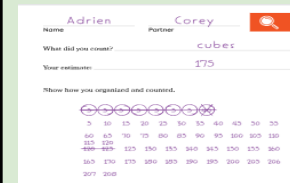
**feet** His **feet** are too big for the shoes.  
**teeth** A dentist helps you care for your **teeth**.  
**lives** Firefighters saved the **lives** of two workers.  
**men** All the **men** wore suits to the wedding.  
**women** My mother and two other **women** own the store.  
**shelves** The **shelves** in his office are filled with books.  
**children** Did the **children** have fun at the amusement park?  
**people** Many **people** enjoy having dogs as pets.  
**fish** We saw many **fish** swimming in the pond.  
**sheep** The wool from **sheep** is used to make clothes.

Make Groups of 5	Make Groups of 20	Count Subgroups and Add to Find the Total
		

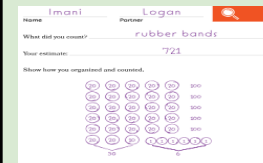
Add and Subtract Within 1,000-Students use their collection total to practice addition and subtraction within 1,000.

Share, Compare, and Connect-Students reason about and compare the efficiency of strategies for organizing and counting.

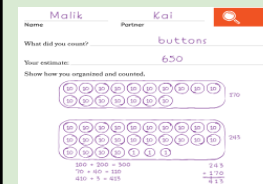
Make Groups of 5:

Adrien	Corey
Name	Partner
What did you count?	cubes
Your estimate:	175
Show how you organized and counted.	
	

Make Groups of 20:

Imani	Logan
Name	Partner
What did you count?	rubber bands
Your estimate:	721
Show how you organized and counted.	
	

Count Subgroups and Add to Find the Total:

Malik	Kai
Name	Partner
What did you count?	buttons
Your estimate:	650
Show how you organized and counted.	
	

Land:  
Debrief Objective-Organize, count, and represent a collection of coins.

Economic Understandings



Be the first to "ask" if you can answer the economic understanding question. Good Luck Make good choices!