

Carrie Waters' Week of: February 10-14, 2025 - Whole Group Lesson Plans

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

GRAMMAR Unit 4 Week 4 Lessons 17-21 Adjectives, Adverbs, & Pronouns	READING Unit 7 Week 1 Days 3-5 Pioneers In Flight Informational Text Kindness Celebration	WRITING Unit 4: Lessons 34-36 Writing Strong Text-Based Informational Paragraphs Benchmark Unit 4 Poetry Lessons 9-11 (Revisit)	PHONICS Unit 7 Week 1 Days 3-5 Compound Words & Silent Letters Pioneers In Flight	MATH Module 4 Topic B Lessons 7-11 Strategies for Composing Tens & Hundreds	SOCIAL STUDIES Georgians and Civil Rights Jackie Robinson PBIS Expectations Teamwork & Sportsmanship
Monday -					
<p>Standard(s): ELAGSE2L1c</p> <p>LT: 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 when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a pronoun. <input type="checkbox"/> I can identify a pronoun. <input type="checkbox"/> I can determine when to use a pronoun. <input type="checkbox"/> I can define a reflexive pronoun. <input type="checkbox"/> I can identify a reflexive pronoun. <input type="checkbox"/> I can determine when to use a reflexive pronoun <p>Lesson/Activity: Week 4 Day 17 Teach: You Can Master Pronouns</p> <p>Purpose:</p>	<p>Standard(s): ELAGSE2RI8</p> <p>LT: I am learning to describe how the author supports the specific points made in a text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize the author's purpose. <input type="checkbox"/> I can identify the facts that support the point(s). <input type="checkbox"/> I can explain how facts/reasons support the author's point(s). <input type="checkbox"/> I can explain how the text structure supports the author's purpose. <p>Lesson/Activity: Unit 7, Lesson 3, TE pages 66-69. Mentor Text: "First Flight!," pages 6-7</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to add details to my writing that supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe how word choices can affect the meaning of a story. <input type="checkbox"/> I can describe things my speaker might taste, smell, hear, see, or feel (physically/ emotionally). <input type="checkbox"/> I can add <u>descriptive language</u> to my poem to make it longer, stronger, and more entertaining. <p>Lesson/ Activity: Volume 4, Lesson 9- Using Descriptive Language</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2L4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can identify individual words within a compound word. <p>Key Vocabulary: predict, definition, compound words, word meaning, individual words</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies. <p>Lesson/Activity: Lesson 7-Use concrete models to add and relate them to written</p>	<p>Standard(s): SS2H1c</p> <p>LT: I am learning about the life and contributions of Jackie Robinson.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe Jackie's childhood in Georgia during the time of segregation. <input type="checkbox"/> I can describe Jackie's contributions to civil rights as the first African American player in major league baseball. <input type="checkbox"/> I can describe Jackie's success as an athlete. <p>Lesson/Activity: Who Was Jackie Robinson? Intro: Star Spangled Adventures - Ep 15: Jackie Robinson Magic Treehouse Club #29 A Big Day for Baseball</p>

Teach

You Can Master Pronouns

Show how pronouns replace nouns in sentences and explain the function of different types of pronouns in similar sentences.

Teach:

Using Pronouns in Sentences

Find the nouns. Change the nouns to pronouns.

Kyle decided to fix the bike.
 He decided to fix it.
 Kyle decided to fix his bike by himself.

Strategy: Using Pronouns in Sentences

1. Write a sentence with a person's name and another noun in it.
2. Look at the pronoun types chart for choices.
3. Change the person's name and the other noun to pronouns, and rewrite the sentence.
4. Rewrite the sentence again using other types of pronouns.



Mentor Text: "First Flight," pages 6-7



SIGNAL WORDS: because, thus, consequently, as a result, for this reason, in order to, this leads to, so, since, this is why

Strategy: Adding Descriptive Language

1. Reread your draft and think about how things feel or seem to the speaker.
2. Close your eyes and see what you can imagine.
3. Repeat this and see if you can add more descriptive language.

Write Score Lesson/Activity:

Lesson 34: Text-Based Informational Paragraph MarkUp—Harbor Seals or Hyenas

Students will review the parts of a paragraph (opening/big idea sentence, detail sentences, explanation sentences, and closing sentence).

Students will review how to color-code paragraphs to identify the essential parts. Students will review the student-friendly rubric used to assess the completeness of each paragraph.

Students will practice color-coding paragraphs.

Lesson/Activity:

Unit 7 Week 1 Day 3
 TE pages 64-67

Word Study Resource Book, p. 76-77
 My Word Study, Volume 2, p. 13

Practice HFWs:
 air, along, begin, children, important, letter, open, own, sound, talk

Compound Words and Silent Letters

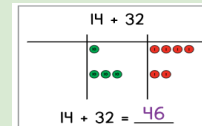
- Read Accountable Text "The Baseball"
- Spelling
- High-Frequency Words
- Share and Reflect

recordings.

Materials: Place Value Disks

Fluency:

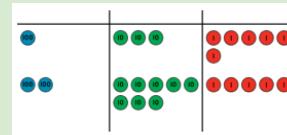
Choral Response-Students use place value disks to model addition expressions and say the total.



Repeat with the following:

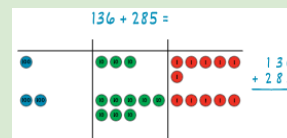
$43 + 25 = 68$	$53 + 26 = 79$	$63 + 26 = 89$	$64 + 21 = 85$	$31 + 107 = 138$
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Launch: Students make connections between concrete models and addition expressions.



Learn:

Represent addition with Place Value Disks and a Written Recording-Students use place value to represent addition.



Record Addition-Students

Jackie Robinson- Epic



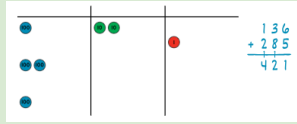
Exit Ticket- Write one fact about Jackie Robinson.

Lesson/Activity:

Who Was Jackie Robinson?

Intro: Jackie Robinson, (Do Your Thing) Song

Jackie Robinson- Google Slides

		<p>Name: _____</p> <p>LESSON 34: TEXT-BASED INFORMATIONAL PARAGRAPH MARK UP</p> <p>HARBOR SEALS</p> <p>Student Directions: Listen as your teacher reads the paragraph. Underline the parts of the paragraph. Then go back to the article and find the facts that match the reason and explanation.</p> <p>Prompt: You just read an article about harbor seals. How do harbor seals use their bodies? Write to tell how they use their bodies. Use facts from the article in your response.</p> <p>Big Idea Sentence → GREEN Detail Sentence → BLUE Explanation Sentence → RED Closing Sentence → GREEN</p>  <p>Paragraph 1</p> <p>Harbor seals use their bodies to swim. The harbor seal has front and back flippers. Its flippers help it swim in the water and jump out of the water when it is not safe. That is how the harbor seal uses its body to swim.</p> <p>Strong Writer Series Paragraphs, Grade 2</p> <p>© Copyright Write-Now LLC</p> <hr/> <p>LESSON 34: HARBOR SEALS—continued</p> <p>Big Idea Sentence → GREEN Detail Sentence → BLUE Explanation Sentence → RED Closing Sentence → GREEN</p>  <p>Paragraph 2</p> <p>Harbor seals use their bodies to move on land. For example, harbor seals have small flippers that work well in the water but not on land. Their flippers aren't good for moving on land because they are small and weak. To move on land, the harbor seal moves its body up and down like a caterpillar. This moves the harbor seal forward. The harbor seal uses its body to move on land.</p> <p>Strong Writer Series Paragraphs, Grade 2</p> <p>© Copyright Write-Now LLC</p>		<p>relate a place value model to vertical form.</p>  <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Use concrete materials to add and relate them to written recordings.</p> <p>Students will complete and turn in ET 7 for a formative grade.</p>	
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Tuesday -

<p>Standard(s): ELAGSE2L1c</p> <p>LT: 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 when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a pronoun. <input type="checkbox"/> I can identify a pronoun. <input type="checkbox"/> I can determine when 	<p>Standard(s): ELAGSE2L1</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"> <input type="checkbox"/> I can define an adjective. <input type="checkbox"/> I can define an adverb. <input type="checkbox"/> I can distinguish between an adjective and 	<p>Standard(s): ELAGSE2W5</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"> <input type="checkbox"/> I can work with a partner and share ideas. <input type="checkbox"/> I can include interesting words and phrases that 	<p>Standard(s): ELAGSE2RF3 ELAGSE2L2 ELAGSE2L4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to use the spelling patterns I know to write words.</p> <p>I am learning to recognize and read grade-</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. 	<p>Standard(s): SS2G2a</p> <p>LT: I can locate on a map the places that were important in the life of Jackie Robinson.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can locate Cairo, Georgia, the birthplace of Jackie Robinson on a map of Georgia. <input type="checkbox"/> I can locate Los Angeles, CA, Montreal CA,
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to use a pronoun.

- ☐ I can define a reflexive pronoun.
- ☐ I can identify a reflexive pronoun.
- ☐ I can determine when to use a reflexive pronoun.

Lesson/Activity:

Week 4 Day 18
Explore: From One
Sentence to Another

Explore

From One Sentence to Another

Partnerships are given three sentences. Then they write a follow-up sentence to include one or more of the pronouns from the list introduced in Session 16.

Name: _____ Date: _____

Start with this...

1. Melody won a new coat for spring.
2. Carmen and Larry played at their park for two hours.
3. A man at the fair was giving balloons to the kids.

*Talk about the sentences and what else they can say.

*Share possibilities to follow up the sentences with their own sentences that use one or more

an adverb.

- ☐ I can identify adjectives and adverbs in informational texts.

Lesson/Activity:

Unit 7, Lesson 4,
TE pages 70-73.

Mentor Text: "Amelia Earhart: Lost at Sea,"
pages 8-9



Mentor Text: "Amelia Earhart: Lost at Sea," pages 8-9

Parts of Speech

Adjective:

a word that describes a noun
(person, place, thing, idea)

Adverb:

a word that describes an
adjective or a verb
(action word)

make my piece better.

- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.
- ☐ I can reread my writing to determine if there are additional changes I want to make.

Lesson/ Activity:

Volume 4, Lesson 10-
Using Feedback to Revise

Strategy: Using Feedback to Revise

1. Let your partner know if there's anything you want to focus on.
2. Read your work slowly and clearly.
3. Give your partner a chance to say what they like about your work.
4. Give your partner a chance to ask you any questions, and use what your partner notices to make any changes you wish.
5. Switch roles and listen carefully to your partner.

Write Score

Lesson/Activity:

Mentor Text: Harbor Seals
or Hyenas

Lesson 35: Building
Text-Based Informational
Paragraphs

appropriate irregularly
spelled words.

I am learning to figure out
the meaning of a
compound word by using
the two smaller words to
make a prediction of what
the words means.

SC: *I know I am successful
when:*

- ☐ I can identify individual words within a compound word.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 7 Week 1 Day 4
TE pages 68-69

Word Study Resource
Book, p. 76-77

My Word Study, Volume 2,
p. 13

**Read HFWs: air, along,
begin, children,
important, letter, open,
own, sound, talk**

-I can add four two-digit
numbers using the
part-whole strategy.

-I can solve one-step word
problems using addition
strategies.

-I can solve two-step word
problems using addition
strategies.

Lesson/Activity:

Lesson 8-Use place value
drawings to represent
addition and relate them
to written recordings, part
1.

Fluency:

Choral Response-Add in
Unit and Standard
Form-Students add ones,
tens, or hundreds in unit
form and say the equation
in standard form.

$$\begin{array}{l} 3 \text{ ones} + 1 \text{ one} = \underline{4 \text{ ones}} \\ 3 + 1 = 4 \\ \\ 3 \text{ tens} + 1 \text{ ten} = \underline{4 \text{ tens}} \\ 30 + 10 = 40 \\ \\ 3 \text{ hundreds} + 1 \text{ hundred} = \underline{4 \text{ hundreds}} \\ 300 + 100 = 400 \end{array}$$

Repeat with the following:

3 ones + 2 ones	3 ones + 6 ones	2 ones + 8 ones	4 ones + 3 ones
3 tens + 2 tens	3 tens + 6 tens	2 tens + 8 tens	4 tens + 3 tens
3 hundreds + 2 hundreds	3 hundreds + 6 hundreds	2 hundreds + 8 hundreds	4 hundreds + 3 hundreds

Whiteboard Exchange:

Add with Place Value
Drawings-Students model
addition expressions and
say the total.

$$\begin{array}{c|c|c} 100\text{s} & 10\text{s} & 1\text{s} \\ \hline & & \\ \hline 15 & + & 33 \\ \hline & & \\ \hline 15 & + & 33 = \underline{48} \end{array}$$

Kansas City, KA and New
York, NY on maps of the
United States and Canada.

- ☐ I can explain why Cairo, GA, Los Angeles, CA, Montreal CA, Kansas City, KA and New York, NY were important in the life of Jackie Robinson.

Lesson/Activity:

Who Was Jackie
Robinson?

Intro: [Who Was Jackie Robinson - Black American World Changers](#)

[Magic Treehouse Club #29 A Big Day for Baseball](#)

[Jackie Robinson- Google Slides](#)

- Jackie Robinson-
MAP/Timeline

pronouns.

Name: _____

LESSON 35: BUILDING TEXT-BASED INFORMATIONAL PARAGRAPHS

Paragraph Frame

Opening Sentence
Detail Sentence
Explanation Sentence
Detail Sentence
Explanation Sentence
Closing Sentence

Strong Writer Series: Paragraphs, Grade 2 © Copyright White House LLC

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

LESSON 35: BUILDING TEXT-BASED INFORMATIONAL PARAGRAPHS

Paragraph Samples 1
(two reasons/explanations)

✂

Harbor seals are beautiful animals.
They have fur all over their bodies.
Their fur can be many different colors such as gray, black, brown, or white.
Harbor seals also have beautiful black eyes.
Their eyes are big and round and make the seal look so very sad.
That's why the harbor seals are beautiful animals.

Strong Writer Series: Paragraphs, Grade 2 © Copyright White House LLC

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

If time permits, students will rotate through paragraph stations,

Compound Words and Silent Letters

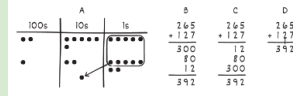
- Read Multisyllabic Words
- Review Closed Syllables
- Read Accountable Text "The Baseball" and/or "My Freedom Diary"
- Share and Reflect

Repeat with the following:

42 + 27 = 69	52 + 25 = 77	82 + 25 = 107	74 + 121 = 195	91 + 108 = 199
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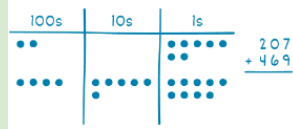
Launch:

Students reason about similarities and differences between different representations of addition.

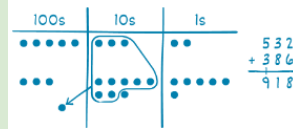


Learn:

Add with Place Value Drawings and Relate to New Groups Below-



Add with Place Value Drawing and Record with New Groups Below-



Gradual release to the Problem Set.

Land:

Debrief Objective-Use place value drawings to represent addition and relate them to written recordings.

Students will complete

		working together to assemble the paragraphs.		and turn in ET 8 for a formative grade.	
Wednesday - Second Grade PLC Data Dig!					
<p>Standard(s): ELAGSE2L1c</p> <p>LT: 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 when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a pronoun. <input type="checkbox"/> I can identify a pronoun. <input type="checkbox"/> I can determine when to use a pronoun. <input type="checkbox"/> I can define a reflexive pronoun. <input type="checkbox"/> I can identify a reflexive pronoun. <input type="checkbox"/> I can determine when to use a reflexive pronoun <p>Lesson/Activity: Week 4 Day 19 Explore: You Write I Write</p>	<p>Standard(s): ELAGSE2RI5</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"> <input type="checkbox"/> I can identify text features and their purposes. <input type="checkbox"/> I can use captions to help me understand pictures and words on a page. <input type="checkbox"/> I can recognize words in bold highlight vocabulary. <input type="checkbox"/> I can use text features to preview text and to locate information quickly. <p>Lesson/Activity: Unit 7, Lesson 5, TE pages 74-77. Unit 7 Week 1 Assessment. Mentor Text: "Amelia Earhart: Lost at Sea," pages 8-9</p>	<p>Standard(s): ELAGSE2W5</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"> <input type="checkbox"/> I can include interesting words and phrases that make my piece better. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can work with a partner and reread my writing to determine if there are additional changes I want to make. <p>Lesson/Activity: Volume 4, Session 11, Editing to Polish</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2L2 ELAGSE2L4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to use the spelling patterns I know to write words. I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify individual words within a compound word. <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make 	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies. <p>Lesson/Activity: Lesson 9- Use place value drawings to represent addition and relate them to written recordings, part 2.</p> <p>Fluency: Whiteboard Exchange-Word Form:</p>	<p>Standard(s): SS2H1c</p> <p>LT: I am learning about the life and contributions of Jackie Robinson.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe Jackie's childhood in Georgia during the time of segregation. <input type="checkbox"/> I can describe Jackie's contributions to civil rights as the first African American player in major league baseball. <input type="checkbox"/> I can describe Jackie's success as an athlete. <p>Lesson/Activity: Who Was Jackie Robinson? Intro: Facts About Jackie Robinson for Kids Magic Treehouse Club #29 A Big Day for Baseball Jackie Robinson- Google Slides Jackie Robinson- Fact/Opinion Activity</p>

Explore

You Write, I Write

Partnerships start off with two new sentences, then write follow-up sentences that include one or more pronouns.

Name: _____ Date: _____

Start with this . . . Take Two

1. My and I went for a walk in the woods and enjoyed our time in nature.

2. The two kittens finished their toy mouse with excitement.



Mentor Text: "Amelia Earhart: Lost at Sea," 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: Using Feedback to Edit

1. Put your poem on the table where your partner can see it and read it aloud.
2. Listen to what your partner notices.
3. Think about any questions your partner asks and make any changes you want.
4. Switch roles and listen carefully to your partner.

Write Score

Lesson/Activity:

Mentor Text: Harbor Seals or Hyenas

Lesson 36: Writing Text-Based Informational Paragraphs—Harbor Seals

Teachers and students will review the overall structure of informational paragraphs.

Paragraph Template

Name: _____

Opening Sentence

Detail

Explanation

Detail

Explanation

Strong Writer Series: Paragraphs, Grade 2

Students are introduced to a Paragraph Template that will help them organize a paragraph into an Opening/Big Idea Sentence, Detail

new words.

- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 7 Week 1 Day 5 TE pages 70-72

Word Study Resource

Book, p. 76-77

My Word Study, Volume 2, p. 13

Read HFWs: air, along, begin, children, important, letter, open, own, sound, talk

Review and Assess Compound Words and Silent Letters

- Read Accountable Text "The Baseball" and/or "My Freedom Diary"
- Blend and Build Words
- Review Silent Letters
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

Students write a number given in word form in standard form.

twenty-seven

27

Repeat with the following:

fifty-one	seventy	eighty	nine hundred eighty-five	three hundred eighty-nine
51	70	80	162	389
Four hundred thirty	seven hundred forty	two hundred five	nine hundred nine	
430	740	205	909	

Counting on the Number Line by Tens Within 210—Students count by tens in unit and standard form.



Choral Response—Add in Unit and Standard Form: Students add tens in unit form and say the equation in standard form.

$$9 \text{ tens} + 1 \text{ ten} = 10 \text{ tens}$$

$$90 + 10 = 100$$

Repeat with the following:

4 tens + 2 tens = $\frac{6 \text{ tens}}{60}$	4 tens + 4 tens = $\frac{8 \text{ tens}}{80}$	8 tens + 3 tens = $\frac{11 \text{ tens}}{110}$	8 tens + 5 tens = $\frac{13 \text{ tens}}{130}$
40 + 20 = 60	40 + 40 = 80	80 + 30 = 110	80 + 50 = 130
7 tens + 4 tens = $\frac{11 \text{ tens}}{110}$	$\frac{13 \text{ tens}}{130}$ + 4 tens = 7 tens	$\frac{5 \text{ tens}}{50}$ + 6 tens = 8 tens	$\frac{15 \text{ tens}}{150}$ + 4 tens = 8 tens
70 + 40 = 110	130 + 40 = 170	50 + 60 = 110	150 + 40 = 190

Launch: Students reason about the need to record new units accurately.


Sentences, Explanation
Sentences, and a
Closing Sentence.

Name: _____

LESSON 36: HARBOR SEALS PARAGRAPH

Student Directions: Follow along as your teacher reads the prompt below. Then, write to answer the prompt.

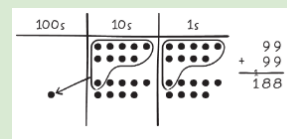
Paragraph Prompt: You have just read an article about harbor seals. What are harbor seals? Write to tell about harbor seals. Use facts and information from the article in your response.



Opening Sentence		
Detail	Explanation	
Detail	Explanation	

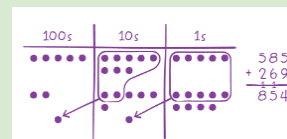
Strong Writer Series: Paragraphs, Grade 2 © Copyright Write-Sure LLC

Teachers and students will
work together to complete
the paragraph template.

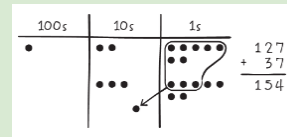


Learn:

Add with Place Value
Drawings and New Groups
Below-Students add with
place value drawings and
relate to new groups
below.



Error Analysis-Students
identify and correct an
error in an addition
recording.



Gradual release to the
Problem Set.

Land:

Debrief Objective-Use
place value drawings to
represent addition and
relate them to written
drawings.

Students will complete
and turn in ET 9 for a
formative grade.

Thursday - **Bingo for Books! at 5:30 PM**

Standard(s):

Standard(s):

Standard(s):

Standard(s):

Standard(s):

Standard(s):

<p>ELAGSE2L1c, e</p> <p>LT: I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c) 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"> <input type="checkbox"/> I can define a pronoun. <input type="checkbox"/> I can determine when to use a pronoun. <input type="checkbox"/> I can define a reflexive pronoun. <input type="checkbox"/> I can determine when to use a reflexive pronoun. <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. <p>Lesson/Activity: Week 4 Day 20 Reflect: Revisit Goals - Plan On Adding Pronouns</p> <p>*Encourage students to reread or scan parts of their notes.</p> <p>*Coach students to “make it their own” by thinking about themselves and what will help them with their plans.</p>	<p>ELAGSE2RL1/RI1 ELAGSE2L5</p> <p>LT: I am learning to ask and answer questions to show that I understand the key details in a text. I am learning to figure out how words are related. 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"> <input type="checkbox"/> I can ask questions about a text (who, what, where, when, why, and how). <input type="checkbox"/> I can read a text with a partner and ask and answer questions about the story to help identify key details. <input type="checkbox"/> I can recognize that some words have very similar meanings (ie. synonyms). <input type="checkbox"/> I can tell the difference between closely related verbs (e.g., toss, throw, hurl). <input type="checkbox"/> I can tell the difference between closely related adjectives (e.g., thin, slender, skinny, scrawny). <input type="checkbox"/> I can use new words to relate to my life and experiences. <p>Lesson/Activity:</p>	<p>ELAGSE2L5 ELAGSE2L6</p> <p>LT: I am learning to figure out how words are related. I am learning to use new words and phrases to show what I know.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use prior knowledge to make connections to words and their meaning. <input type="checkbox"/> I can describe real-life experiences using adjectives and adverbs. <input type="checkbox"/> I can use new words to relate to my life and experiences. <input type="checkbox"/> I can listen and recognize when I hear new words (either when reading, being read to, responding to literature, or in conversation). <input type="checkbox"/> I can use adjectives to describe people, places, and things. <input type="checkbox"/> I can use adverbs to describe actions. <input type="checkbox"/> I can consider how to use new words in my own speaking and writing. <input type="checkbox"/> I can experiment with and practice using new words in conversation and writing. <p>Lesson/Activity:</p>	<p>ELAGSE2RF3 ELAGSE2L4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can identify individual words within a compound word. <p><u>Key Vocabulary:</u> predict, definition, compound words, word meaning, individual words</p> <p>Lesson/Activity: Valentine’s Day Compound Words or Broken Hearts Matching Game</p> <p>Choose the words depending on the level of your students.</p> <p>sweetheart boyfriend girlfriend</p>	<p>2.NR.2.3</p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies. <p>Lesson/Activity: Lesson 10- Choose and defend efficient solution strategies for addition.</p> <p>Fluency: Whiteboard Exchange-Expanded Form: Students write a number given in standard form in expanded form.</p> <div style="border: 1px solid black; padding: 10px; text-align: center; width: fit-content; margin: 10px auto;"> <p>12</p> <p>10 + 2</p> </div> <p>Repeat with the following:</p>	<p>SS2H1c. SS2G2 SS2CG3</p> <p>LT: I am learning about the life and contributions of Jackie Robinson. I am learning about the positive citizenship traits of Jackie Robinson. I am learning about the way Jackie Robinson adapted to and was influenced by his environment.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe Jackie’s childhood in Georgia during the time of segregation. <input type="checkbox"/> I can describe Jackie’s contributions to civil rights as the first African American player in major league baseball. <input type="checkbox"/> I can describe Jackie’s success as an athlete. <input type="checkbox"/> I can give examples of how Jackie Robinson demonstrated positive citizenship traits. <input type="checkbox"/> I can name ways Jackie Robinson has been honored for his contributions. <input type="checkbox"/> I can explain how Jackie Robinson did not allow segregation to keep him from making major
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Reflect

Revisit Goals: Plan on Adding Pronouns

Pause and share what we have learned so far about adjectives and adverbs then make a plan on how to use pronouns in writing.

Any Plan	
Adjectives	
• describe nouns: color, shape, size, number	
• are in front of nouns	
Look for places to describe most!	
Pronouns	
• replace nouns	
• Am I using the same words?	
• Is something unclear?	
Check if using pronouns will fix it!	
Adverbs	
• come end in "ly"	
• answer these questions: when, where, how, or how often.	
Ask the questions and decide if answers should be added!	

Valentine's Day Surprise Review Comprehension Strategies for Fiction & Nonfiction Texts

Valentine's Day Surprise

Once upon a time, in a cozy little town, there lived a cat named Max and a dog named Ben. Max was a sleek black cat with shiny fur, and Ben was a fluffy brown dog with floppy ears. They were the best of friends and did everything together.

One sunny day, as Valentine's Day approached, Max and Ben decided to make special cards for their friends. Max liked to draw, so he used his sharp claws to create heart shapes on colorful paper. Ben, with his wagging tail, helped gather pretty ribbons to decorate the cards. Max wrote "Happy Valentine's Day" on each card with his neat handwriting. Ben added stickers of hearts and flowers, making each card look extra special.

As they worked, they heard a knock on the door. It was their friend Sam the rabbit, holding a basket of treats. "Happy Valentine's Day, Max and Ben!" Sam cheered.

Max and Ben were delighted they shared their homemade cards with Sam and gave him big hugs. Then, they ate together, munching on heart-shaped cookies and giggling about their day. The sun began to set, casting a warm glow over the town. Max, Ben, and Sam looked up at the sky, feeling grateful for their friendship and the love they shared.

With smiles on their faces, they knew that every day was like Valentine's Day when they were together. And as they waved goodbye to the sun, they knew their bond would last forever.

HISTORY OF Valentine's Day

Once upon a time, long ago, there was a special day called Valentine's Day. But do you know where it came from? Let's find out!

Many years ago, in ancient Rome, there was an emperor named Claudius. He didn't like when people got married, because he thought married men made bad soldiers. But there was a kind priest named Valentine. He believed in love and secretly married couples. When Claudius found out, he threw Valentine in jail.

Even in jail, Valentine showed love. He became friends with the jailer's daughter and wrote her sweet letters signed "from your Valentine." On February 14th, the day he was executed, he sent her one last letter, starting the tradition of giving valentines.

Over time, people started celebrating Valentine's Day by giving cards, chocolates, and flowers to show love. Today, we still celebrate love on Valentine's Day just like Valentine did long ago.

So remember, Valentine's Day is about showing love to everyone, just like the kind priest Valentine did so many years ago.

ANTONYMS and SYNONYMS	
are opposite	are similar
naughty, polite	yell, shout
take, give	nasty, horrible
opposite, same	old, ancient
neat, messy	nice, friendly
young, old	yelp, bark
Means the opposite!	Means the same!

Sample Antonyms and Synonyms Anchor Chart

Showing Kindness In Our Community



Optional:



heartbreak
heartbeat
heartthrob
rosebud
cupcake
sunshine
moonlight
honeymoon
weekend



Have fun brainstorming compound words related to Valentine's Day.

Have students use the given compound words or ask kids to create even more compound words.



37	41	83	28	144
$30 + 7$	$60 + 1$	$100 + 50 + 3$	$200 + 10 + 8$	$100 + 40 + 4$
320	670	506	808	
$300 + 20$	$600 + 70$	$500 + 6$	$800 + 8$	

Counting on the Number Line by Tens Within 310-Students count by tens in unit and standard form.



Choral Response-Add in Unit and Standard Form: Students add tens in unit form and say the equation in standard form.

$$9 \text{ tens} + 3 \text{ tens} = 12 \text{ tens}$$
$$90 + 30 = 120$$

Repeat with the following:

5 tens + 4 tens = 9 tens	50 + 40 = 90	8 tens + 2 tens = 10 tens	80 + 20 = 100	7 tens + 8 tens = 15 tens	70 + 80 = 150
6 tens + 4 tens = 10 tens	60 + 40 = 100	8 tens + 4 tens = 12 tens	80 + 40 = 120	10 tens + 7 tens = 17 tens	100 + 70 = 170

Launch:

Students analyze addition problems to determine when using adding like units in vertical form is an efficient strategy.

Problem 1	
Break Apart and Add Like Units	Add Like Units in Vertical Form
$\begin{array}{r} 687 \\ + 312 \\ \hline 900 + 90 + 9 = 999 \end{array}$	$\begin{array}{r} 687 \\ + 312 \\ \hline 999 \end{array}$

Problem 2	
Make a Hundred	Compensation
$\begin{array}{r} 526 \\ + 290 \\ \hline 526 + 300 = 826 \end{array}$	$526 + 300 \rightarrow 826 \rightarrow 826$

Problem 3	
Make a Hundred	Use a Benchmark Number to Count On
$\begin{array}{r} 199 \\ + 491 \\ \hline 199 + 100 = 299 \end{array}$	$199 + 300 = 499 \rightarrow 499 + 100 = 599$

accomplishments as an athlete and civil rights worker.

Lesson/Activity:

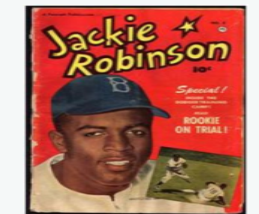
Who Was Jackie Robinson?

[Intro: Jackie Robinson History For Kids](#)

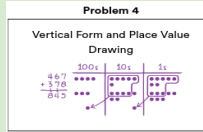
[Magic Treehouse Club #29 A Big Day for Baseball](#)

[Who was Jackie Robinson - Black American World Changers](#)

ReadWorks:



[Social Studies: U.S. History Social & Emotional Learning: Perseverance, Appreciating Diversity Grades: 3 & 1 Words: 189 & 162 Lexile: 460L-630L Nonfiction](#)

	<p><u>Parts of Speech</u></p> <p>Adjective: a word that describes a noun (person, place, thing, idea)</p> <p>Adverb: a word that describes an adjective or a verb (action word)</p>			<p>Problem 4</p> <p>Vertical Form and Place Value Drawing</p>  <p>Learn: Choose Efficient Strategies to Add-Students use place value understanding to choose efficient addition strategies.</p> <p>Share and Defend Strategy Choices-Students use place value understanding to defend the efficiency of their solution strategies (Add Like Units, Compensation, Make a Hundred, Use a Benchmark Number to Count On, Vertical Form and Place Value Drawing)</p> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Choose and defend efficient solution strategies for addition.</p> <p>Students will complete and turn in ET 10 for a formative grade.</p>	<p><u>Vocabulary</u> trial, baseball courage, hero, victory, player</p>
Friday - Kindness Celebration & Valentine's Day!					
Standard(s): ELAGSE2L1c, e	Standard(s): ELAGSE2RL1	Standard(s): ELAGSE2L5	Standard(s): ELAGSE2RF3	Standard(s): 2.NR.2.3	Standard(s): SS2H1c.

<p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>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 when:</i></p> <ul style="list-style-type: none"><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.<input type="checkbox"/> I can determine when to use a reflexive pronoun. <p>Lesson/Activity:</p> <p>Week 5 Transfer Day 21</p> <p>Explore: Shared Writing: Make A Fill-In-The Blank</p>	<p>ELAGSE2RL3</p> <p>ELAGSE2L5</p> <p>LT: I am learning to ask and answer questions to show that I understand the key details in a text. I am learning to describe how the characters in a story react to important (major) events or challenges in stories. I am learning to figure out how words are related.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can ask questions about a text (who, what, where, when, why, and how).<input type="checkbox"/> I can read a text with a partner and ask and answer questions about the story to help identify key details.<input type="checkbox"/> I can describe characters using character traits/feelings.<input type="checkbox"/> I can identify the major events or challenges in a story.<input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges.<input type="checkbox"/> I can name the turning point of the story when the main character does something to solve the problem.<input type="checkbox"/> I can use new words to	<p>ELAGSE2L6</p> <p>LT: I am learning to figure out how words are related.</p> <p>I am learning to use new words and phrases to show what I know.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can use prior knowledge to make connections to words and their meaning.<input type="checkbox"/> I can describe real-life experiences using adjectives and adverbs.<input type="checkbox"/> I can use new words to relate to my life and experiences.<input type="checkbox"/> I can listen and recognize when I hear new words (either when reading, being read to, responding to literature, or in conversation).<input type="checkbox"/> I can use adjectives to describe people, places, and things.<input type="checkbox"/> I can use adverbs to describe actions.<input type="checkbox"/> I can consider how to use new words in my own speaking and writing.<input type="checkbox"/> I can experiment with and practice using new words in conversation and writing. <p>Lesson/Activity:</p> <p>Kindness Celebration and</p>	<p>ELAGSE2L2</p> <p>ELAGSE2L4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to use the spelling patterns I know to write words.</p> <p>I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can identify individual words within a compound word.<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.<input type="checkbox"/> I can read words containing irregular vowel patterns.<input type="checkbox"/> I can spell words containing irregular vowel patterns. <p>Lesson/Activity:</p>	<p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none">-I can add two two-digit numbers using the part-whole strategy.-I can add three two-digit numbers using the part-whole strategy.-I can add four two-digit numbers using the part-whole strategy.-I can solve one-step word problems using addition strategies.-I can solve two-step word problems using addition strategies. <p>Lesson/Activity:</p> <p>Lesson 11-Choose and defend efficient strategies to add up to four two-digit numbers.</p> <p>Fluency:</p> <p>Sprint-Add in Unit and Standard Form</p> <table><tr><td>1.</td><td>3 tens + 2 tens</td><td>5 tens</td></tr><tr><td>2.</td><td>30 + 20</td><td>50</td></tr><tr><td>3.</td><td>8 tens + 5 tens</td><td>13 tens</td></tr><tr><td>4.</td><td>80 + 50</td><td>130</td></tr></table> <p>Launch:</p> <p>Students reason about data organized in a table.</p>	1.	3 tens + 2 tens	5 tens	2.	30 + 20	50	3.	8 tens + 5 tens	13 tens	4.	80 + 50	130	<p>SS2G2</p> <p>SS2CG3</p> <p>ELAGSE2SL1</p> <p>LT: I am learning about the life and contributions of Jackie Robinson.</p> <p>I am learning about the positive citizenship traits of Jackie Robinson.</p> <p>I am learning about the way Jackie Robinson adapted to and was influenced by his environment.</p> <p>I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can describe Jackie's success as an athlete.<input type="checkbox"/> I can give examples of how Jackie Robinson demonstrated positive citizenship traits.<input type="checkbox"/> I can name ways Jackie Robinson has been honored for his contributions.<input type="checkbox"/> I can explain how Jackie Robinson did not allow segregation to keep him from making major accomplishments as an athlete and civil rights worker.
1.	3 tens + 2 tens	5 tens															
2.	30 + 20	50															
3.	8 tens + 5 tens	13 tens															
4.	80 + 50	130															

Explore

Shared Writing: Make a Fill-in-the

As a class, fill in adjectives, adverbs, and pronouns in a Fill-in-the ___ about emperor penguins.



relate to my life and experiences.

Lesson/Activity: Valentine Descriptions & Character Traits

Read Aloud:
Teacher's Choice
Amelia Bedelia's First Valentine Or another of your choice.

Students will create Valentines using clues to describe their classmates' character traits.

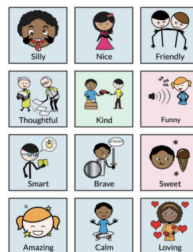
Character Traits



Common Character Traits in Fiction
kind shy trusting loyal brave
cruel proud helpful smart funny

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

Valentine Descriptions



Valentines' Exchange



Valentine's Day Scramble or Silent Letters Activity

▶ Silent Letters for Ki...

▶ Level 4 - Video 12.1 ...

▶ Level 4 - Video 12.3 ...

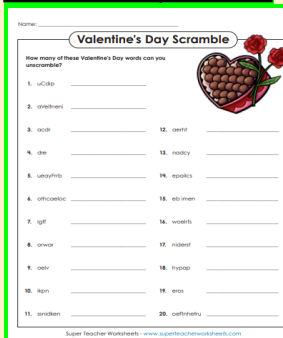
Model an activity identifying, decoding, & rearranging letters to make new words.

Examples:

Valentine Letter Mix

Cut out the letters in the word VALENTINE and rearrange them to make new words.

Valentine's Day Scramble



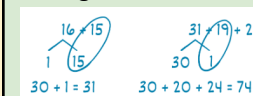
Silent Letters:



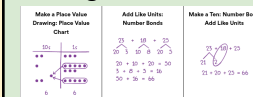
Type of Book	Number of Students
Realistic Fiction	16
Nonfiction	15
Fairy Tale	24
Poetry	19

Learn:

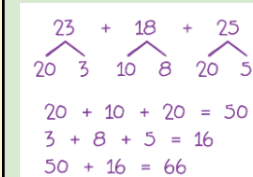
Add Four Two-Digit Numbers-Students analyze four two-digit addends and consider efficient strategies for addition.



Add Three Two-Digit Numbers-Students choose an efficient addition strategy to add three two-digit numbers.



Share, Compare, and Connect-Students compare and connect strategies to add three two-digit numbers and defend efficient solutions.



Gradual release to the Problem Set.

Land:

Debrief Objective: Choose

□ I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.).
□ I can build on others' ideas by linking their comments to others or my own ideas.
□ I can ask for clarification and further explanation if I'm confused.

Lesson/Activity:

PBIS Expectations
Making Connections
Positive Character Traits
Teamwork & Sportsmanship

Valentine's Day Minute to Win Games!

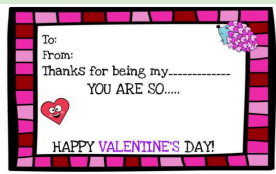
Examples:

Eat Your Heart Out

Give the player one of the cupcakes with the heart inside on a paper plate.

Players must eat their way to the cupcake with no hands trying to find the conversation heart.

Once they find it, they must put it in the plastic cup to finish the game.



Parts of Speech

Adjective:

a word that describes a noun
(person, place, thing, idea)

Adverb:

a word that describes an
adjective or a verb
(action word)

and defend efficient
strategies to add up to
four two-digit numbers.

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

Heart to Heart:

Players must stack five
conversation hearts end to
end (not laying down) up
and have them stand for
three seconds to win.

Extension: Make it more
challenging for students by
increasing the number of
conversation hearts they
have to stack.

Differentiation: let them
make a pyramid or stack
the hearts on their flat
side.

How To Play These Minute To Win It Valentine Games

You can play all of these games or just pick a few. Play them minute to win it style or don't. If you're going to play these minute to win it style, you'll want to choose one of the three options for play.

1. **Individual vs clock** - player has to try and finish the game in under a minute (i.e., competing against the clock)
2. **Head to Head** - two players play the game at the same time trying to be the first one to finish (i.e., competing head to head)
3. **Teams** - one player per team competes in each challenge and earns points for their team