



Carrie Waters' Week of: March 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 5 Week 3 Lessons 11-15 Apostrophes, Possessives, Quotations, & Commas	READING Unit 8 Week 2 Days 6-10 Lessons 6-10 Wind and Water Shape the Land	WRITING Volume 5 Week 3 Sessions 11-15 Opinion & Persuasive Writing Unit 2: Writing Strong Non Text- Based Opinion Paragraphs Lessons 18-22	PHONICS Unit 8 Week 2 Days 6-10 Lessons 6-10 Suffixes -ER, -OR Endings Wind & Water Shape the Land	MATH Module 5 Topic A Lessons 2-5 Problem Solving with Coins and Bills	SCIENCE Unit 4 Stability and Change in Plants Intro: Pollinators & Seed Dispersal
Monday -					
<p>Standard(s): ELAGSE2L2c</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"> <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. <input type="checkbox"/> I can determine where an apostrophe is placed to form possessives. <p>Lesson/Activity: Unit 5 Week 3 Day 11 Explore - Open Sort: What's Up, Apostrophe? Lesson 11, TE pgs. 238-239</p>	<p>Standard(s): ELAGSE2RL6</p> <p>LT: I am learning about the characters in a story by using different character voices when I read aloud to show what I know about the characters.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify who is telling the story at different (various) points. <input type="checkbox"/> I can speak in a different voice for each character. <input type="checkbox"/> I can recognize the structures and characteristics of a drama (play). <p>Lesson/Activity: Volume 8, Lesson 6, TE Pages 78-81.</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 use like and because to help me add more information to my sentences. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can reread my writing to determine if there are additional changes I want 	<p>Standard(s): ELAGSE2RF3 ELAGSEL2</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or 	<p>Standard(s): 2.MDR.6.2</p> <p>LT: We are learning about money.</p> <p>SC: <i>I will know I am successful when I can ...</i></p> <ul style="list-style-type: none"> -identify the value of pennies, nickels, dimes, and quarters using manipulatives. -find the value of a group of coins. -determine combinations of coins that equal a given amount. -solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign). <p>Lesson/Activity: Lesson 1-Organize, count, and represent a collection of coins.</p>	<p>Standard(s): S2L1b.</p> <p>LT: We are learning about the life cycle of a plant.</p> <p>SC: <i>I will know I am successful when I can ...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant. <p>Lesson/Activity:  Copy of Unit 4 ...</p> <p> Mystery Science: How did a tree travel halfway around the world? Students will explore how three different types of</p>

Explore

Open Sort: What's Up, Apostrophe?

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

WORD CARDS

More than a Floating Comma		
mom's	mouse's	students'
dog's	brother's	teacher's
didn't	cat's	can't
sister's	principal's	he's
student's	cousin's	dad's
Bill's	Ted's	Cindy's

Mentor Text: "The Earth Shapers" (Scene 1), pages 12–13



Elements of Drama (Play, movie, TV show)

Characters

- Cast (list) at the beginning
- People act like each character

Setting

- When and where a drama/act/scene takes place
- Given in stage directions

Dialogue

- The words/lines the characters say
- Dialogue tags tell the reader who is speaking

Stage Directions

- Communicate the actions of the characters
- Usually in brackets or parentheses and italicized

to make.

Lesson/Activity: Volume 5, Session 11, pages 52-55.

Strategy: Asking Questions to Revise

1. Reread your opinion statement. Ask yourself: "Is this the best way to state my opinion?"
2. If the answer is no, fix up your opinion statement to make it stronger or clearer.
3. Reread your first reason. Ask yourself: "Does this reason clearly explain why I have the opinion?"
4. If the answer is no, fix up your reason to make it stronger or clearer.
5. Move on to the next reason.

WriteScore: Lesson 18: Opinion Paragraph Mark Up with Two Details—Best Rainy-Day Game

Name: _____

LESSON 18: OPINION PARAGRAPH MARK UP
BEST RAINY-DAY GAME

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

Opinion/Big Idea Sentence = GREEN
Reason/Detail Sentence = BLUE
Explanation Sentence = RED
Closing Sentence = GREEN

Best Rainy-Day Game Paragraph

In my opinion, Candy Land is the best thing to do on a rainy day. My first reason is you can play Candy Land with one, two, three, or four people. Each player can pick their own color gingerbread man. My second reason is it is funny when someone gets stuck in the caramel pit. If you get stuck, it is only for one turn. That is why I think Candy Land is a fun thing to do on a rainy day.

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

Students review the parts of a paragraph. Then,

remove letters to make new words.

Lesson/Activity: Unit 8 Week 2 Day 1 TE pages 124-127

Word Study Resource

Book, p. 90

My Word Study, Volume 2,
p. 23

**Read HFWS: area, ever,
hours, measure, notice,
order, piece, short, today,
true.**

Suffixes -er, -or

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

farmer The **farmer** planted wheat in his field.

teacher Which **teacher** did you have in first grade?

baker The **baker** gets up early to make bread and rolls.

writer I want to be a children's book **writer**.

dancer The **dancer** moved across the stage to the music.

visitor The **visitor** brought flowers to the hospital.

actor Will the **actor** win an award for his performance?

sailor A **sailor** almost fell overboard during the storm.

doctor She visits her **doctor** for a checkup each year.

inventor Thomas Edison was a famous **inventor**.

Materials: See TE pg. 19 for counting collections of coins to prepare.

Fluency:

Choral Response-Coins:

Students identify the name and value of a penny, dime, nickel, and quarter then determine the value of a group of coins.

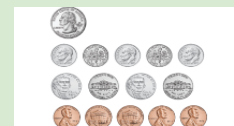
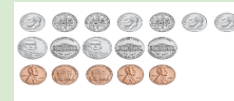


Repeat with the following:

10 pennies	10 pennies	10 pennies	3 dimes	3 dimes	8 dimes	10 dimes	3 nickels
5 nickels	8 nickels	10 nickels	1 quarter	2 quarters	1 quarter	1 quarter	

Counting with Coins:

Students count with quarters, dimes, nickels, and pennies.



Choral Response-Equal Value: Students determine if a group of coins has the same value as a nickel, dime, quarter or one-dollar bill.

5 pennies have the same value as 1 nickel.



seeds will move through the air.

Students will make model seed structures using paper.

Role play acting like a tree and discover how a seed's structure affects how it travels through the air.

Weather permitting, students and teachers will prepare garden areas and planters with removal of dead plants, weeds, trash and other debris.

Grade level preparation & distribution of flowers, seeds, & resources for planting.

students will review how to color-code paragraphs to identify the essential parts—this time with a paragraph that has two reasons/details and two example sentences.

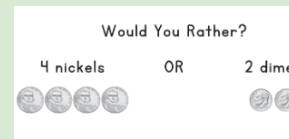
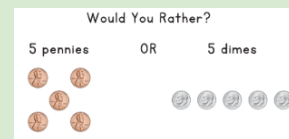
Students review the student-friendly rubric used to assess the completeness of each paragraph. Then, students practice color coding paragraphs.

Repeat with the following:

10 pennies have the same value as 1 dime.	20 pennies have the same value as 2 dimes.	50 pennies have the same value as 5 dimes.	2 nickels have the same value as 1 dime.
10 dimes have the same value as 1 dollar.	2 nickels have the same value as 1 dime.	4 quarters have the same value as 1 dollar.	20 nickels have the same value as 1 dollar.

Launch:

Students reason about the value of coins and determine which set of coins they would rather have.



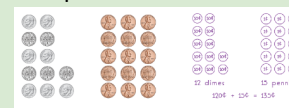
Learn:

Organize, Count, and Record: Students use self-selected strategies to organize and count objects and record their progress.

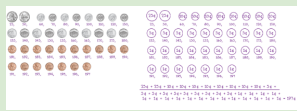
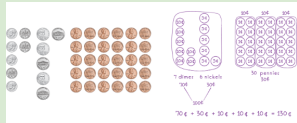


Share, Compare, and Connect: Students discuss strategies for organizing and comparing the efficiency of each.

Group Like Units:

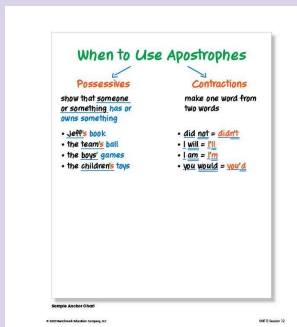


Count On From the Greatest Value:

				 <p>Compose a Ten or a Hundred:</p>  <p>Land: Debrief Objective- Organize, count, and represent a collection of coins.</p> <p>There is no Exit Ticket for this lesson.</p>	
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Tuesday -					
<p>Standard(s): ELAGSE2L2c</p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I will know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. <input type="checkbox"/> I can determine where an apostrophe is placed to form possessives. 	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I will know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers). <input type="checkbox"/> I can gather information about 	<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 will 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 add facts, quotes, personal stories, or examples to make my piece more convincing. <input type="checkbox"/> I can reread my writing to determine if there are additional changes I want 	<p>Standard(s): ELAGSE2RF3 ELAGSE2L2</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words.</p> <p>SC: <i>I will know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. 	<p>Standard(s): 2.MDR.6.2</p> <p>LT: We are learning about money.</p> <p>SC: <i>I will know I am successful when I can ...</i></p> <ul style="list-style-type: none"> -identify the value of pennies, nickels, dimes, and quarters using manipulatives. -find the value of a group of coins. -determine combinations of coins that equal a given amount. -solve problems involving money (dollars, quarters, dimes, nickels, and 	<p>Standard(s): S2L1b.</p> <p>LT: We are learning about the life cycle of a plant.</p> <p>SC: <i>I will know I am successful when I can ...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can research and describe the life cycle of a plant. <input type="checkbox"/> I can grow a plant from seed and record growth changes over time. <input type="checkbox"/> I can use the data (information) from my investigation to describe the life cycle of a plant. <p>Lesson/Activity:</p>

Lesson/Activity:
Unit 5 Week 3 Day 12
Teach - Apostrophes:
Possessives and
Contractions
Lesson 12, TE pgs. 240-241



characters, setting, or plot from words in the text (print or digital).
I can use the information gathered to understand characters, setting, and plot.
I can create mental images about characters, setting, and plot.

Lesson/Activity:
Unit 8, Lesson 7,
TE Pages 82-85.

Mentor Text:
"The Earth Shapers
(Scene 1), pages
12-13



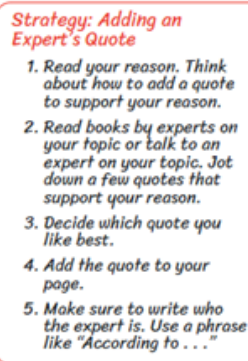
Mentor Text: "The Earth Shapers (Scene 1), pages 12-13

Create Mental Images

Imagine	Look For
Setting	Place names Words that tell where and when Words that describe physical surroundings (things, weather)
Characters	Physical descriptions What others say about characters Words that describe how people act and talk
Plot	Characters' interactions Words that explain why things happen Characters' reactions to events

to make.

Lesson/Activity:
Volume 5, Session 12,
pages 56-59.



WriteScore:
Lesson 19: Building
Opinion Paragraphs with
two Details

Name: _____

LESSON 19: 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 Write Score LLC

Students review the parts of a paragraph and how to color-code paragraphs.

- I can determine the meaning of a word based on the prefix or suffix.
- I can use spelling patterns to recognize words.
- I can rearrange, add, or remove letters to make new words.

Key Vocabulary:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:
Unit 8 Week 2 Day 2
TE pages 128-131

Word Study Resource
Book, p. 91
My Word Study, Volume 2,
p. 24

Read HFWs: area, ever, hours, measure, notice, order, piece, short, today, true.

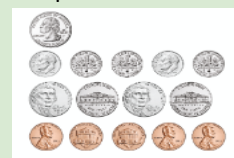
- Suffixes -er, -or
- Blend and Build Words
 - Read Interactive Text "Our Sandcastles"
 - Spelling
 - High-Frequency Words
 - Homographs
 - Share and Reflect

pennies) and use the symbols correctly (\$, cent sign).

Lesson/Activity:
Lesson 2- Use the fewest
number of coins to make a
given value.

Materials: Each student should receive a baggy containing 2 quarters, 5 dimes, 10 nickels, and 10 pennies.

Fluency:
Counting with Coins:
Students count with quarters, dimes, nickels, and pennies.



Choral Response-Equal Values: Students determine how many of a specific coin is equal to a different coin or a one-dollar bill.

I nickel has the same value as 5 pennies.

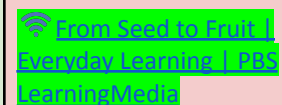


Repeat with the following:

I dime has the same value as 10 pennies.	I quarter has the same value as 25 pennies.	I dollar has the same value as 100 pennies.	I dime has the same value as 10 pennies.
I dollar has the same value as 10 dimes.	I quarter has the same value as 25 cents.	I dollar has the same value as 4 quarters.	I dollar has the same value as 20 nickels.

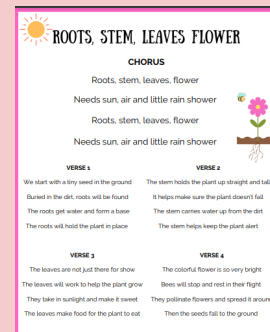
Sprint-Coins: Students determine the value of a coin or the total value of a

Copy of Unit 4 ...



Flower/Garden Planting-Shytle & Waters

Intro: [Roots, Stem, Leaves, Flower](#) | [Parts of a Plant Song](#) | [Parts of a Flower Song](#)




Basic Needs of Plants-
[Nearpod](#)

Intro:
[The Seed Song - What Do Seeds Need?](#)
Or
[Roots, Stem, Leaves, Flower](#) | [Parts of a Plant Song](#) | [Parts of a Flower Song](#)

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

LESSON 19: BUILDING OPINION PARAGRAPHS
Paragraph Samples 1 & 2
(two reasons/explanations)

 I don't think kids should have to do chores at home.


One reason is because kids work hard at school.

They have to read and write and do math all day.

Another reason is kids don't have time to do chores after school.

Many kids have sports practice or homework every night.

That's why I don't think kids should have chores.

 I think every kid should have chores at home.

One reason is if you do chores, it helps you learn to be responsible.

You can be responsible by keeping your room clean.

Another reason is if you do chores, you might earn an allowance.

You could use the money you earn to buy things you want.

That's why I want to have chores at home!

Writing Writer Series: Paragraphs, Grade 2 | 1 | © Copyright Write Now Ltd.

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

farmer The **farmer** planted wheat in his field.

teacher Which **teacher** did you have in first grade?

baker The **baker** gets up early to make bread and rolls.

writer I want to be a children's book **writer**.

dancer The **dancer** moved across the stage to the music.

visitor The **visitor** brought flowers to the hospital.

actor Will the **actor** win an award for his performance?

sailor A **sailor** almost fell overboard during the storm.

doctor She visits her **doctor** for a checkup each year.

inventor Thomas Edison was a famous **inventor**.


group of coins.

1.		12¢
2.		35¢
3.		45¢


Launch:
Students find many ways to make 100 cents and discuss which combination is most efficient.

Jill has 100 cents in her pocket.
What coins might Jill have in her pocket?

Learn:
Find the Most Efficient Coin Combinations:
Students find multiple coin combinations to make a given value and determine which combination uses the fewest coins.

 **ROOTS, STEM, LEAVES FLOWER**

CHORUS
Roots, stem, leaves, flower
Needs sun, air and little rain shower
Roots, stem, leaves, flower
Needs sun, air and little rain shower



VERSE 1
We start with a tiny seed in the ground
Buried in the dirt, roots will be found
The roots get water and form a base
The roots will hold the plant in place

VERSE 2
The stem holds the plant up straight and tall
It helps make sure the plant doesn't fall
The stem carries water up from the dirt
The stem helps keep the plant alert

VERSE 3
The leaves are not just there for show
The leaves will work to help the plant grow
They take in sunlight and make it sweet
The leaves make food for the plant to eat

VERSE 4
The colorful flower is so very bright
Bees will stop and rest in their flight
They pollinate flowers and spread it around
Then the seeds fall to the ground

[Plants Lesson 1- Quizizz](#)

[Quizizz- Plants](#)

Ways to Make 50¢

10 10 10 10 10

25 25 *Most efficient

5 5 5 5 5
5 5 5 5 5

25 5 5 5 5 5

25 10 10 5

10 10 10 10
1 1 1 1 1
1 1 1 1 1

Exchange to Larger Value Coins: Students exchange coins to make an amount by using the fewest number of coins possible.



Gradual release to the Problem Set.

Land:

Debrief Objective-Use the fewest number of coins to make a given value.



Students will complete and turn in Exit Ticket 2 for

a formative grade.

Wednesday -

Standard(s):
ELAGSE2L2c

LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.

SC: *I know I am successful when:*

- ☐ I can determine the purpose of a contraction.
- ☐ I can determine where an apostrophe is needed to form contractions.
- ☐ I can determine where an apostrophe is placed to form possessives.

Lesson/Activity:

Unit 5 Week 3 Day 13
Explore - Apostrophes
Category Sort
Lesson 13, TE pgs.242-243

Name: _____ Date: _____

Let's Sort Out Apostrophes Together

One Owner	A Mashup of Two Words	Two or More Owners
mom's	didn't	student's
brother's	can't	country
teacher's	he's	
sister's		
principal's		
student's		
class's		
Bill's		
ted's		
Cindy's		

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Standard(s):
ELAGSE2L4

LT: I am learning to figure out the meaning of a word by knowing the root word.

SC: *I know I am successful when:*

- ☐ I can identify root words in unknown words.
- ☐ I can define root words in unknown words.
- ☐ I can identify common suffixes (-ly, -er) and their meanings.

Lesson/Activity:

Unit 8, Lesson 8,
TE Pages 86-89.

Mentor Text:

"The Earth Shapers"
(Scene 2), pages
14-15



Standard(s):
ELAGSE2W2

LT: I am learning to explain my reasons for my opinion by using facts to support it.

SC: *I know I am successful when:*

- ☐ I can identify facts and reasons that give more convincing information about my topic.
- ☐ I can use transitions to make clear points about my topic.

Lesson/Activity:

Volume 5, Session 13,
pages 60-63.

Strategy: Using Transitions to Add Facts

1. Read your writing, sentence by sentence. Look for a reason or an idea you can support by adding a fact.
2. Brainstorm or research one or two facts that will help explain your idea, support your reasons, and help convince your reader.
3. Choose a transition word or phrase and add the fact(s) to your draft.

WriteScore:

Lesson 20: Writing Opinion
Paragraphs -
Best Place to Swim

Standard(s):
ELAGSE2RF3
ELAGSE2L2

LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words.

SC: *I know I am successful when:*

- ☐ I can identify common prefixes and suffixes.
- ☐ I can recognize when a word has a prefix or suffix.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can determine the meaning of a word based on the prefix or suffix.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.

Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix,

Standard(s):
2.MDR.6.2

LT: We are learning about money.

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

- identify the value of pennies, nickels, dimes, and quarters using manipulatives.
- find the value of a group of coins.
- determine combinations of coins that equal a given amount.
- solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign).

Lesson/Activity:

Lesson 3-Solve one- and two-step word problems to find the total value of a group of coins.

Fluency:

Whiteboard
Exchange-Shapes and Attributes: Students sketch a shape with a given attribute and find

Standard(s):
S2L1b.

LT: We are learning about the life cycle of a plant.

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

- ☐ I can research and describe the life cycle of a plant.
- ☐ I can grow a plant from seed and record growth changes over time.
- ☐ I can use the data (information) from my investigation to describe the life cycle of a plant.

Lesson/Activity:

Copy of Unit 4 ...

From Seed to Fruit |
Interactive | Everyday
Learning | PBS
LearningMedia

Intro:

[The Seed Song - What Do Seeds Need?](#)

Or

[Roots, Stem, Leaves, Flower | Parts of a Plant Song | Parts of a Flower Song](#)

BUILD VOCABULARY: USE ROOTS AND AFFIXES

Root Word <i>the most basic form of a word</i>	
Affix <i>"word part added to the beginning or end of a root word"</i> <i>"creates a new word with a new meaning"</i>	
Prefix <i>comes before the word</i>	Suffix <i>comes after the word</i>
re- : "again" un- : "not" dis- : "not"	-est : "most" -er : "more than" -ly : turns an adjective into an adverb -ful : "full of" -less : "without" -ize : "to make" -ize : "to make" -ize : "to make"

Students are introduced to a Paragraph Template that will help them organize a paragraph into an Opening/Opinion Sentence, Reason/Detail Sentence, Explanation/ Example Sentence, and a Closing Sentence.

Students will complete one paragraph in this lesson (together with the teacher) using the paragraph template.

Name: _____

LESSON 20: BEST PLACE TO SWIM PARAGRAPH
WRITING OPINION PARAGRAPHS

Student Directions:
Write and draw in the spaces below. Then review your writing using the smiley faces.

Paragraph Prompt: Today, you can choose to go to the pool or go to the beach. Think about going to the pool. Think about going to the beach. Which do you like better? Why do you like it better? Have write to tell which you would choose and why.

Opinion Sentence	_____
Reason/Detail	_____
Explanation/Example	_____

Name: _____

LESSON 20: A FUN OUTDOOR ACTIVITY PARAGRAPH — continued

The Closing

My opening sentence tells my opinion.	I gave a reason/detail that connects to the opinion.	I explained why the reason is important or gave an example.
My closing sentence wraps things up.	I have capital letters.	I have punctuation.
I have capital letters.	I have punctuation.	I have used my best spelling.

suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:

Unit 8 Week 2 Day 3
TE pages 132-135

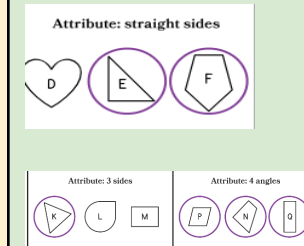
Word Study Resource Book, p. 92-93
My Word Study, Volume 2, p. 25

Read HFWs: area, ever, hours, measure, notice, order, piece, short, today, true.

Suffixes -er, -or
• Read Accountable Text "Mudslide"
• Spelling
• High-Frequency Words
• Share and Reflect

farmer The **farmer** planted wheat in his field.
teacher Which **teacher** did you have in first grade?
baker The **baker** gets up early to make bread and rolls.
writer I want to be a children's book **writer**.
dancer The **dancer** moved across the stage to the music.
visitor The **visitor** brought flowers to the hospital.
actor Will the **actor** win an award for his performance?
sailor A **sailor** almost fell overboard during the storm.
doctor She visits her **doctor** for a checkup each year.
inventor Thomas Edison was a famous **inventor**.

other shapes with the same attributes.

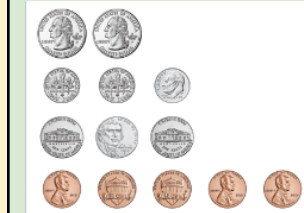


Choral Response-Bills: Students identify one- and ten-dollar bills and determine the value of a group of bills.

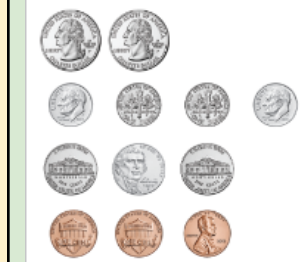


5 one-dollar bills	7 one-dollar bills	9 one-dollar bills	10 one-dollar bills
3 two-dollar bills	5 two-dollar bills	7 two-dollar bills	9 two-dollar bills
1 two-dollar bill 1 one-dollar bill	1 two-dollar bill 4 one-dollar bills	1 two-dollar bill 6 one-dollar bills	2 two-dollar bills 3 one-dollar bills

Counting with Coins: Students count with quarters, dimes, nickels, and pennies.



Repeat with the following:



ROOTS, STEM, LEAVES FLOWER

CHORUS
Roots, stem, leaves, flower
Needs sun, air and little rain shower
Roots, stem, leaves, flower
Needs sun, air and little rain shower

VERSE 1
We start with a tiny seed in the ground
Buried in the dirt, roots will be found
The roots get water and form a stem
The roots will hold the plant in place

VERSE 2
The stem holds the plant up straight and tall
It helps make sure the plant doesn't fall
The stem carries water up from the dirt
The stem helps keep the plant alert

VERSE 3
The leaves are not just there for show
The leaves will work to help the plant grow
They take in sunlight and make it sweet
The leaves make food for the plant to eat









VERSE 4
The colorful flower is so very bright
Bees will stop and rest in their flight
They pollinate flowers and spread it around
Then the seeds fall to the ground

Plants Lesson 1- Quizizz

Quizizz- Plants

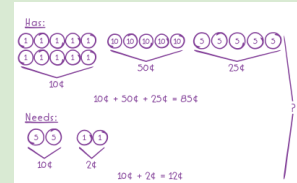
Flowers/Garden Planting Scott & O'Neal

Students find the total value of a group of coins and decide what items can be purchased.

7¢ 10¢ 25¢ 4¢ 15¢ 72¢ 53¢ 36¢

Represent Problems Pictorially- Students reason about and compare word problem representations.



Debrief Objective-Solve one- and two-step word problems to find the total value of a group of coins.

<p>Model A</p>	<p>Model C</p>
<p>Model B</p>	<p>Model D</p>

Standard(s):
ELAGSE2L2c

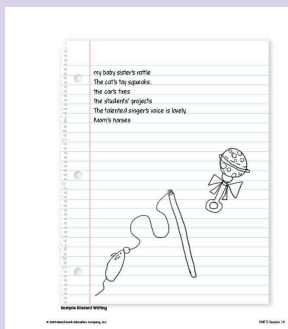
LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.

SC: *I know I am successful when:*

☐ I can determine where an apostrophe is placed to form possessives.

Lesson/Activity:

Unit 5 Week 3 Day 14
Explore - Using Possessives
Lesson 14, TE pgs.244-245



Standard(s):
ELAGSE2RL7

LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story.

SC: *I know I am successful when:*

☐ I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers).
☐ I can gather information about characters, setting, or plot from words in the text (print or digital).
☐ I can use the information gathered to understand characters, setting, and plot.
☐ I can describe how authors (specifically writers of drama) use print and graphic features to convey information.

Lesson/Activity:

Unit 8, Lesson 9,
TE Pages 90-93.

Mentor Text:

"The Earth Shapers"
(Scene 2), pages
14-15

Standard(s):
ELAGSE2W1

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

SC: *I know I am successful when:*

☐ I can state a clear position about a topic.
☐ I can use reasons and add details to support my position.
☐ I can use counter-claims to be more convincing.

Lesson/Activity:

Volume 5, Session 14,
pages 64-67.

Strategy: Adding Solutions to Address Problems

1. Reread your writing, sentence by sentence.
2. Ask yourself: "Did I bring up any problems? Are there problems others might have with my opinion?"
3. Discuss solutions to the problems with a partner. Jot down your ideas.
4. Add the solutions to your opinion piece.

WriteScore:

Lesson 21: Writing Opinion Paragraphs—
Best Movie Snack

This lesson follows the same sequence as Lesson 20. Students review the

Standard(s):
ELAGSE2RF3
ELAGSE2L2
ELAGSE2RF4

LT: I am learning to read words with common prefixes and suffixes.
I am learning to use the spelling patterns I know to write words.
I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*

☐ I can identify common prefixes and suffixes.
☐ I can recognize when a word has a prefix or suffix.
☐ I can cover parts of a word to determine the sounds and then blend them together.
☐ I can determine the meaning of a word based on the prefix or suffix.
☐ I can use spelling patterns to recognize words.
☐ I can rearrange, add, or remove letters to make new words.
☐ I can reread to improve my reading.

Key Vocabulary:

word analysis, decode, long vowel, short vowel,

Standard(s):
2.MDR.6.2

LT: We are learning about money.

SC: *I will know I am successful when I can ...*
☐ -identify the value of pennies, nickels, dimes, and quarters using manipulatives.
☐ -find the value of a group of coins.
☐ -determine combinations of coins that equal a given amount.
☐ -solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign).

Lesson/Activity:

Lesson 4- Solve one- and two-step word problems to find the total value of a group of bills.

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

Fluency:

Whiteboard
Exchange-Make 100:
Students choose a strategy to determine the unknown

Standard(s):
S2L1b.

LT: We are learning about the life cycle of a plant.

SC: *I will know I am successful when I can ...*
☐ I can research and describe the life cycle of a plant.
☐ I can grow a plant from seed and record growth changes over time.
☐ I can use the data (information) from my investigation to describe the life cycle of a plant.

Lesson/Activity:

2nd Grade
PBIS Celebration
"A Bug's Life"

☐ Copy of Unit 4 ...

Flower/Garden Planting-
Graham & Flowers

Intro:

[The Seed Song - What Do Seeds Need?](#)

Or

[Roots, Stem, Leaves, Flower | Parts of a Plant Song | Parts of a Flower Song](#)

The Earth Shapers

Mentor Text: "The Earth Shapers" (Scene 2), pages 14-15

Elements of Drama
(Play, movie, TV show)

Characters

- Cast (list) at the beginning
- People act like each character

Setting

- When and where a drama/act/scene takes place
- Given in stage directions

Dialogue

- The words/lines the characters say
- Dialogue tags tell the reader who is speaking

Stage Directions

- Communicate the actions of the characters
- Usually in brackets or parentheses and italicized

Paragraph Template that will help them organize their paragraphs into an Opinion/Big Idea Sentence, Reason/Detail Sentence, Explanation/Example Sentence, and a Closing Sentence.

Students will complete one paragraph in this lesson (together with the teacher) using the paragraph template.

LESSON 21: BEST MOVIE SNACK PARAGRAPH

Name: _____

Student Directions:
Write and draw in the spaces below, then review your writing using the smiley faces.

Paragraph Prompt: Today, you are going to the movies. Think about what you will have for a snack. Which snack is the best? Why do you like it the most? Now write to tell which you would choose and why.

Opinion Sentence	
Reason/Detail	Explanation/Example

Using Student Success Paragraphs, Grade 2

LESSON 21: BEST MOVIE SNACK PARAGRAPH—continued

Name: _____

The Closing

My opening sentence tells my opinion.	I gave a reason/detail that connects to the opinion.	I explained why the reasons are important or gave an example.
My closing sentence wraps things up.		
I have capital letters.	I have punctuation.	I have used my best spelling.

Using Student Success Paragraphs, Grade 2

one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:
Unit 8 Week 2 Days 4
TE pages 136-137
Word Study Resource Book, p. 92-93
My Word Study, Volume 2, p. 25

Read HFWs: area, ever, hours, measure, notice, order, piece, short, today, true.

Suffixes -er, -or

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Mudslide" and/or "My Beach"
- Share and Reflect

farmer The **farmer** planted wheat in his field.

teacher Which **teacher** did you have in first grade?

baker The **baker** gets up early to make bread and rolls.

writer I want to be a children's book **writer**.

dancer The **dancer** moved across the stage to the music.

visitor The **visitor** brought flowers to the hospital.

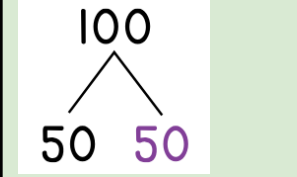
actor Will the **actor** win an award for his performance?

sailor A **sailor** almost fell overboard during the storm.

doctor She visits her **doctor** for a checkup each year.

inventor Thomas Edison was a famous **inventor**.

part in a number bond.



Repeat with the following:

100 20 80	100 85 15	100 25 75	100 88 12	100 72 28	100 36 64	100 39 61
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Choral Response-Bills:
Students identify ten- and five- dollar bills then determine the value of a group of bills.



1 two-dollar bill	5 two-dollar bills	8 two-dollar bills	10 two-dollar bills	
2 five-dollar bills	4 five-dollar bills	5 five-dollar bills	3 five-dollar bills	6 five-dollar bills
1 two-dollar bill 1 five-dollar bill	1 two-dollar bill 2 five-dollar bills	2 two-dollar bills 1 five-dollar bill	2 two-dollar bills 2 five-dollar bills	3 two-dollar bills 3 five-dollar bills

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



Repeat with the following:



Launch:
Students organize and count bills to find the total value.

ROOTS, STEM, LEAVES, FLOWER

CHORUS

Roots, stem, leaves, flower
Needs sun, air and little rain shower
Roots, stem, leaves, flower
Needs sun, air and little rain shower

VERSE 1

We start with a tiny seed in the ground
Buried in the dirt, roots will be found
The roots get water and form a stem
The roots will hold the plant in place

VERSE 2

The stem holds the plant up straight and tall
It helps make sure the plant doesn't fall
The stem carries water up from the dirt
The stem helps keep the plant alert

VERSE 3


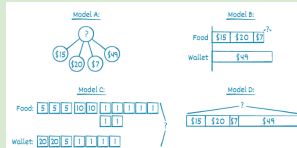
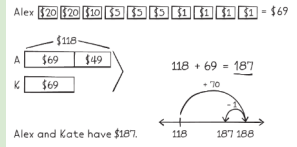
The leaves are not just there for show
The leaves will work to help the plant grow
They take in sunlight and make it sweet
The leaves make food for the plant to eat

VERSE 4

The colorful flower is so very bright
Bees will stop and rest in their flight
They pollinate flowers and spread it around
Then the seeds fall to the ground

Read Aloud : How Do Plants Help Us- Epic

Plants Lesson 2- Quizizz

				<p>Learn: Use Models to Reason About Solution Strategies-Students use models to determine a solution strategy.</p>  <p>Match Models with Word Problems: Students determine which models correctly represent a word problem.</p>  <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective- Solve one- and two- step word problems to find the total value of a group of bills.</p>  <p>Students will complete and turn in Exit Ticket 4 for a formative grade.</p>	
Friday -					
Standard(s): ELAGSE2L2c	Standard(s): ELAGSE2RL6 ELAGSE2RL3	Standard(s): ELAGSE2W1	Standard(s): ELAGSE2RF3 ELAGSE2L2	Standard(s): 2.MDR.6.2	Standard(s): S2L1c. RI.2.1, RI.2.5, RI.2.6

LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.

SC: *I know I am successful when:*

- ☐ I can determine the purpose of a contraction.
- ☐ I can determine where an apostrophe is needed to form contractions.
- ☐ I can determine where an apostrophe is placed to form possessives.

Lesson/Activity:

Unit 5 Week 3 Day 15
Reflect Revisit Goals
Lesson 15, TE pgs.246-247

We Have Discovered...

- We use an apostrophe to show that someone has or owns something.
- We use an apostrophe to stand in the place of a missing letter or letters in a contraction.
- We have to be sure to put the apostrophe in the right place.

We Still Wonder...

- What is the best way to tell where to put the apostrophe with a regular plural noun?
- What is the best way to tell where to put the apostrophe with an irregular plural noun?
- If a noun is a proper noun, does that change the place for the apostrophe?
- Do you ever use an apostrophe with a possessive pronoun?
- Is every word with an apostrophe either a possessive noun or a contraction?

ELAGSE2SL6

LT: I am learning about the characters in a story by using different character voices when I read aloud to show what I know about the characters.

I am learning to describe how the characters in a story react to important (major) events or challenges in stories. I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.

SC: *I know I am successful when:*

- ☐ I can participate in Reader's Theater to practice speaking from the point of view of different characters.
- ☐ I can recognize what characters are thinking and/or feeling at different parts of the story.
- ☐ I can use text evidence to describe how characters respond to major events/challenges.
- ☐ I can compare formal and informal uses of English.

LT: I am learning to provide a concluding statement in my opinion piece.

SC: *I know I am successful when:*

- ☐ I can write an ending to show closure.
- ☐ I can write an ending that restates my opinion.

Lesson/Activity:

Volume 5, Session 15,
TE pages 68-71.

Strategy: Adding Action Steps

1. Reread at your last page.
2. Ask yourself: "What do I want my reader to do or think?"
3. Add those steps to the end of your opinion piece.

WriteScore:
Lesson 22: Writing Opinion Paragraphs—
Nightlight

This lesson follows the same sequence as Lesson 20 & 21. Students review the Paragraph Template that will help them organize their paragraphs into an Opinion/Big Idea Sentence, Reason/Detail Sentence, Explanation/Example Sentence, and a Closing Sentence.

ELAGSE2RF4

LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*

- ☐ I can identify common prefixes and suffixes.
- ☐ I can recognize when a word has a prefix or suffix.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can determine the meaning of a word based on the prefix or suffix.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can reread to improve my reading.

Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word

LT: We are learning about money.

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

- identify the value of pennies, nickels, dimes, and quarters using manipulatives.
- find the value of a group of coins.
- determine combinations of coins that equal a given amount.
- solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign).

Lesson/Activity:

Lesson 5- Use different strategies to make 1 dollar or to make change from 1 dollar.

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

Fluency:

Whiteboard
Exchange-Shapes and Attributes: Students sketch a shape with a given attribute and find other shapes with the same attributes.

LT: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials.

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

- ☐ I can define pollination as how plants reproduce
- ☐ I can research and describe how animals help in the pollination of plants.
- ☐ I can research and describe how animals help in dispersing plant seeds.
- ☐ I can construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.
- ☐ I can use my structure to observe and record results to support a claim that my structure increased/decreased the sun's warming effects on a material.

Lesson/Activity:

Mystery Science: Why do plants grow flowers? And Why do plants give us fruit?

Unit 4 Week 2 Polli...

Students learn how and why flowers are pollinated.

Lesson/Activity:

Unit 8, Lesson 10,
TE pages 94-97.
Mentor Text: "The Earth Shapers" (Scene 2), pages 14-15

Mentor Text:
"The Earth Shapers"
(Scene 2), pages
14-15



Dialogue	
Characters reveal themselves through the things that they say, their dialogues.	
Characters Communicate in the Following Ways	
Words	the simplest and most direct way to learn about characters. Ask: What does the character say?
Point of View	From the character's point of view, other characters, the setting, or their wants and needs. Ask: What is the character trying to accomplish in the scene?
Tone	the attitude of the character that reveals point of view. Ask: How does the character speak? What is the character feeling?
Informal or Formal English	the way that the character speaks to other characters; makes dialogue sound more realistic. Ask: Does the character use informal or formal English? What does that reveal about the character in the scene?

Revisit Scene 2 of "The Earth Shapers" and think about the tone and point of view of the different characters.

When we look at tone and point of view, we deepen our understanding of the characters. We learn why they act a certain way and say certain things. We also get to see some of ourselves in the characters.

Students will complete one paragraph in this lesson (together with the teacher) using the paragraph template.

Name: _____

LESSON 22: NIGHTLIGHT PARAGRAPH

Student Directions: Write and draw in the spaces below, then review your writing using the smiley faces. Paragraph Prompt: Do you think kids should be allowed to sleep with a nightlight? Think about sleeping with a nightlight. Think about sleeping without a nightlight. Which do you think is best? Now write to tell which you would choose and why.

Opinion Sentence	
Reason/Detail	Explanation/Example

Using Writer's Name: Paragraphs, Grade 2

Name: _____

LESSON 22: NIGHTLIGHT PARAGRAPH—continued

The Closing

My opening sentence tells my opinion.	I gave a reason/detail that connects to the opinion.	I explained why the reason is important or gave an example.
	My closing sentence wraps things up.	
I have capital letters.	I have punctuation.	I have used my best spelling.

parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:
Unit 8 Week 2 Days 5
TE pages 138-139

Word Study Resource
Book, p. 92-93
My Word Study, Volume 2, p. 25

Read HFWs: *area, ever, hours, measure, notice, order, piece, short, today, true.*

Review and Assess

- Read Accountable Text "Mudslide" and/or "My Beach"
- Blend and Build Words
- Review Possessives
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

farmer The farmer planted wheat in his field.

teacher Which teacher did you have in first grade?

baker The baker gets up early to make bread and rolls.

writer I want to be a children's book writer.

dancer The dancer moved across the stage to the music.

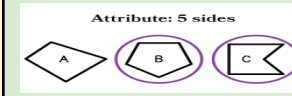
visitor The visitor brought flowers to the hospital.

actor Will the actor win an award for his performance?

sailor A sailor almost fell overboard during the storm.

doctor She visits her doctor for a checkup each year.

inventor Thomas Edison was a famous inventor.



Repeat with the following:



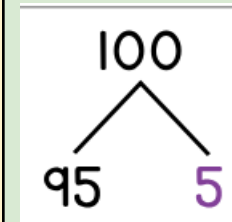
Counting with Bills:
Students count with ten-, five-, and one-dollar bills.



Repeat with the following:



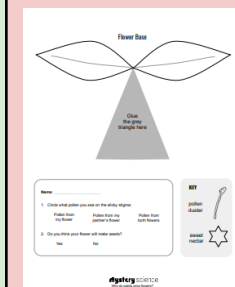
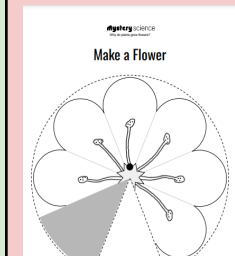
Whiteboard
Exchange-Make 100:
Students choose a strategy and determine the unknown part in a number bond.



Repeat with the following:

Students will make flower models out of paper and bee models out of pipe cleaners.

Students fly their bees from flower to flower and observe what happens to the flower's pollen during this process.



Reading Connection:

Flowers Go Bats!
by Phil Witte

Visit a flower garden on a bright summer day. You will see bees and butterflies flying from flower to flower. These insects carry pollen from one flower to another. Flowers need this pollen to make seeds. The flowers attract insects with sweet smells and sweet sugar water called nectar.

Visit the Arizona desert on a warm spring night, and you will see something very different. The giant saguaro cactus grows in the Sonoran Desert. In springtime, the white flowers of the cactus open for a single night.

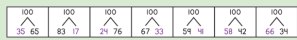
At night, bees and butterflies are sleeping. But bats are awake—and they fly the sweet nectar, too. To get nectar, bats push their heads deep into the cactus flowers. Pollen falls on the bat's hairy head. When the bat flies to another flower, it carries the pollen with it. At night long, bats fly from cactus flower to cactus flower.

By moving pollen from flower to flower, bats help the saguaro cactus make seeds. And that's good for all the animals in the desert. Hawks perch and nest on saguaro cactus plants. Smaller birds nest in holes in the giant cactus' stem. Bats and birds also eat the fruit of the cactus.

The flowers of the saguaro cactus aren't the only ones that bats visit. If you like bananas, you should thank the bats. Bananas—and more than 500 other kinds of fruit plants—count on bats to move pollen from flower to flower.

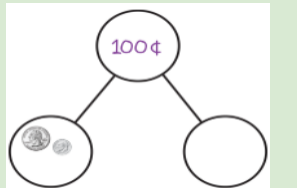
What are some examples of informal and formal English in the play?

How can a character's tone show his or her point of view?



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

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



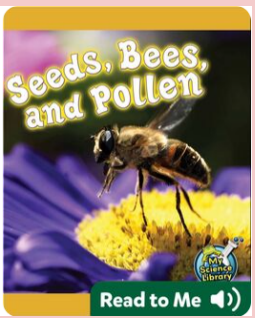
Compose and Decompose 1 Dollar: Students use more abstract place value strategies to solve a *put together/take apart* word problem that requires them to find the unknown part to make 1 dollar.

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

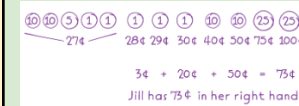


Count On: Represent by Drawing Coins	Count On: Represent by Using a Tape Diagram	Compensation

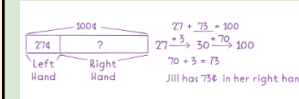
Share, Compare, and Connect: Students



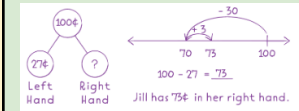
compare and connect
place value strategies used
to solve a word problem.
Count On: Represent by
Drawing Coins



Count On: Represent by
Using a Tape Diagram



Compensation:



Gradual release to the
Problem Set.

Land:

Debrief Objective-Use
different strategies to
make 1 dollar or to make
change from 1 dollar.
Students will complete
and turn in Exit Ticket 5 for
a formative grade.