


Carrie Waters' Week of: April 07-11, 2025 - Whole Group Lesson Plans

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

| GRAMMAR ELA & Writing Review Skills & Word Work Testing Practice | READING Unit 9 Week 1 Lessons 1-5 Benchmark Workshop Making, Buying, & Selling | WRITING Science Connections Benchmark Unit 4 Poetry Lessons 1-5 & WriteScore Learning to Write Step-by-Step Informational Writing | PHONICS Unit 9 Week 1 Lessons 1-5 Suffixes -Y, -LY Making, Buying, & Selling | MATH Topic C Lesson 16 Money, Data, & Customary Measurement. Review for Assessment Module 5 Assessment | SCIENCE Unit 4 Week 4 Stability and Change in Animals Research Projects |
|--|--|--|--|---|--|
| Monday - | | | | | |
| <p>Standard(s): ELAGSE2L1-6 ELAGSE2W1-8</p> <p>LT: I am learning to show what I know and review for my upcoming EOY MAP test.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can focus, try hard, and persist.</p> <p>Lesson/Activity: Review Units 1-5 Teacher Selected Skills based on students' needs.</p> <p>Reader's Theatre: A Trip to Washington D.C.: A Capital Idea</p> <p>Optional: Word Work 4 - Shared Reading</p> | <p>Standard(s): ELAGSE2RI1</p> <p>LT: I am learning to ask and answer questions to show understanding of key details in the text.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can generate and write relevant questions about a video and photo. <input type="checkbox"/> I can work with a partner to evaluate my questions. <input type="checkbox"/> I can listen actively.</p> <p>Lesson/Activity: Unit 9, Lesson 1 Introduce the unit with the video and proceed to TE pages 58-61.</p> <p>Mentor Text: <i>Making, Buying, and Selling</i>, pages 4-5</p> | <p>Standard(s): ELAGSE2W2 ELAGSE2RL4</p> <p>LT: I am learning to introduce a topic when writing an informative/explanatory text. I am learning to describe how words and phrases in poems can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus. <input type="checkbox"/> I can identify words or phrases that repeat or rhyme. <input type="checkbox"/> I can describe how word choices can affect the meaning of a poem. <input type="checkbox"/> I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition. <input type="checkbox"/> I can participate in</p> | <p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can use spelling patterns to recognize words.</p> <p>Lesson/Activity: Unit 9 Week 1 Day 1 TE pages 160-163</p> <p>Word Study Resource Book, p. 98-99 My Word Study, Volume 2, p. 29-30</p> | <p>Standard(s): 2.MDR.5</p> <p>LT: We are learning to use measurement data to create a line plot.</p> <p>SC: <i>I will know I am successful when I can...</i> -create a line plot to represent data. -use a line plot to ask and answer questions.</p> <p>Lesson/Activity: Lesson 16-Create a line plot to represent data and ask and answer questions.</p> <p>Materials: student-created yardsticks, chart paper</p> <p>Fluency: Whiteboard Exchange-Four Addends: Students add four numbers by using place value strategies.</p> | <p>Standard(s): S2L1d.</p> <p>LT: We are learning to illustrate unique life cycles of organisms.</p> <p>SC: <i>I will know I am successful when I can...</i> <input type="checkbox"/> I can identify and research organisms with unique or diverse life cycles. <input type="checkbox"/> I can create a model to illustrate how the organism's life cycle is unique or diverse.</p> <p>Lesson/Activity: Mystery Science: How is your life like an alligator's life?</p>  <p>Students explore animal</p> |

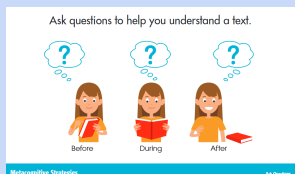


Students will generate questions based on Video & Text Features (Photos).



Sample Targeted Questions Chart

Students will work in partnerships to evaluate their questions.



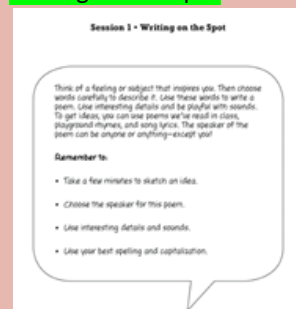
As students are independent reading, they will examine photos and illustrations and generate targeted questions related to their reading.

discussions about rhyme, rhythm, alliteration, and repetition.

☐ I can try writing a poem on the spot.

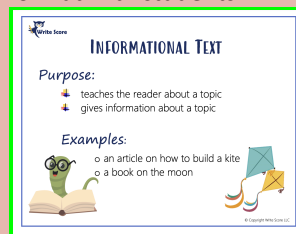
Lesson/Activity:

Unit 4, Lesson 1:
Immersion:
Writing on the Spot



Write Score Step-by-Step
Informational Writing:
Planning

Review the WriteScore format with students.



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

Suffixes -y, -ly

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

happy Spending time with my sister makes me **happy**.

lucky I was the **lucky** winner of the contest!

funny I love to read a **funny** book.

messy A **messy** room drives me crazy.

rainy I hope it isn't **rainy** when we go to pick apples.

slowly We **slowly** entered the dark room.

neatly We **neatly** folded the towels after they dried.

likely How **likely** are you to watch a scary movie?

quickly We **quickly** ran inside when it started to rain.

friendly We gave the **friendly** waitress a big tip.

$$32 + 13 + 17 + 18 = \underline{80}$$

Repeat with the following:

$$19 + 36 + 31 + 14 = \underline{100} \quad 12 + 15 + 28 + 30 = \underline{85} \quad 31 + 37 + 24 + 23 = \underline{120}$$

Choral Response-Subtract
10 or 100: Students say the difference to build fluency.

$$270 - 10 = \underline{260}$$

Repeat with the following:

$$175 - 10 = \underline{165} \quad 60 - 10 = \underline{50} \quad 70 - 10 = \underline{60} \quad 81 - 10 = \underline{71} \quad 91 - 10 = \underline{81} \quad 100 - 10 = \underline{90} \quad 600 - 10 = \underline{590} \quad 60 - 10 = \underline{50} \quad 30 - 10 = \underline{20} \quad 10 - 10 = \underline{0} \quad 100 - 10 = \underline{90}$$

Repeat with the following:

$$300 - 100 = \underline{200} \quad 500 - 100 = \underline{400} \quad 81 - 100 = \underline{181} \quad 91 - 100 = \underline{191} \quad 12 - 100 = \underline{112} \quad 102 - 100 = \underline{2}$$

Beep Counting by Fives or Tens: Students complete a number sequence to build fluency.

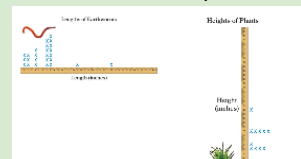
$$130, 140, 150, \underline{160}$$

Repeat with the following:

$$180, 190, \underline{200}, 210 \quad 175, 180, 185, \underline{190} \quad 190, 195, \underline{200}, 205 \quad 200, \underline{210}, 220, 230 \quad 250, 260, 270, 280 \quad 205, \underline{210}, 215, 220 \quad 230, 235, 240, 245$$

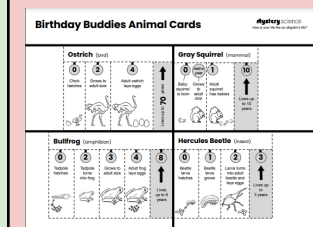
Launch:

Students discuss the similarities and differences between two line plots.

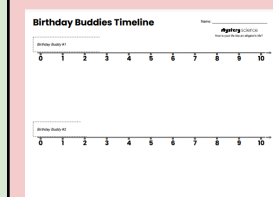


Learn:
Measure Student Height and Plot Data- Students plot their height on a line

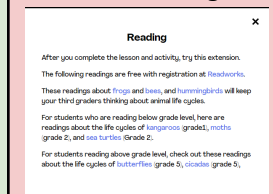
life cycles by thinking about their birthday buddies—all the animals that were born on the exact same day as they were born—and what happens to those birthday buddies over the course of their lives.



In the activity, Birthday Buddies Timeline, students develop a model to compare the life stories of different animals. Using this model, students discover that although the lives of animals can be very different, they all have in common birth, growth, reproduction, and death.



Extended Reading:



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

Some questions I asked:


Before:

During:

After:

Write Score

Name _____

Fact Chart 

Author: _____ Title: _____


| Fact #1 | Fact #2 |
|---------|---------|
| | |
| | |
| | |
| | |
| | |

| Fact #3 | Fact #4 |
|---------|---------|
| | |
| | |
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| | |

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Write Score

Planning My Informational Writing



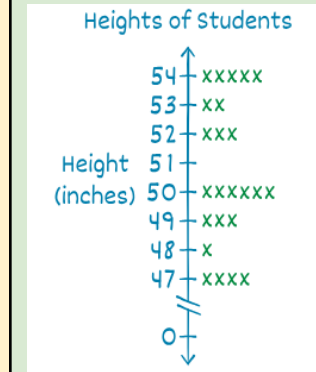
1. Brainstorm non-fiction topic ideas.
2. Choose a topic.
3. List facts about your topic.

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plot.

Ask and Answer Questions About Line Plot

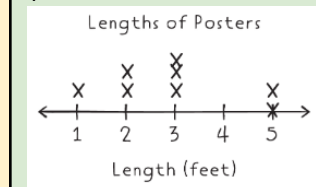
Data-Students ask and answer questions about line plot data.



Gradual release to the Problem Set.

Land:

Debrief Objective-Create a line plot to represent data and ask and answer questions.



Students will complete and turn in Lesson 16 Topic Ticket C for a summative grade.

| | | | | | |
|---|--|---|---|---|--|
| <p>Standard(s): ELAGSE2L1-6 ELAGSE2W1-8</p> <p>LT: I am learning to show what I know and review for my upcoming EOY MAP test.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can focus, try hard, and persist.</p> <p>Lesson/Activity: Review - Teacher Selected Skill based on students' needs.</p> <p>Reader's Theatre: <i>What's At The End?: A Tale of Three Sentences</i></p> <p><u>Optional: Word Work 4 - Shared Reading</u></p> | <p>Standard(s): ELAGSE2RI6 ELAGSE2RI8</p> <p>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe. I am learning to describe how the author supports the specific points made in a text.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify and infer the main idea and supporting details. <input type="checkbox"/> I can recognize the author's purpose. <input type="checkbox"/> I can identify the point(s) the author is trying to make. <input type="checkbox"/> I can identify the facts that support the point(s). <input type="checkbox"/> I can summarize informational texts by telling the most important points.</p> <p>Lesson/Activity: Unit 9, Lesson 2, TE pages 62-65</p> <p>Mentor Text: "<i>From Tree to Baseball Bat</i>," pages 6-7</p> | <p>Standard(s): ELAGSE2W2 ELAGSE2RL4</p> <p>LT: I am learning to introduce a topic when writing an informative/explanatory text. I am learning to describe how words and phrases in poems can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus. <input type="checkbox"/> I can describe how word choices can affect the meaning of a poem. <input type="checkbox"/> I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition. <input type="checkbox"/> I can study two poems and determine their point of view. <input type="checkbox"/> I can participate in shared writing.</p> <p>Lesson/Activity: Unit 4, Lesson 2 Pt. 1- Read the Mentor texts: "The Rain" and "We Fall and Fall"</p> | <p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can use spelling patterns to recognize words.</p> <p>Lesson/Activity: Unit 9 Week 1 Day 2 TE pages 164-167 Word Study Resource Book, p. 98-99 My Word Study, Volume 2, p. 29-30</p> <p><i>Read HFWs: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole</i></p> <div data-bbox="1066 1230 1297 1421"> <p>Suffixes -y, -ly</p> <ul style="list-style-type: none"> • Phonological Awareness: Substitute medial vowel sounds • Blend and Build Words • Read Interactive Text "Allowance: For and Against" • Spelling • High-Frequency Words • Share and Reflect </div> | <p>Standard(s): 2.MDR.6.2 2.MDR.5.1 2.MDR.5.2 2.MDR.5.3 2.MDR.5.5</p> <p>LT: We are learning about money, data, and customary measurement.</p> <p>SC: <i>I will know I am successful when I can...</i> -identify and find the value of a collection of coins and bills. -show values of money using the fewest coins and bills. -add values of coins to find a total. -estimate and choose the appropriate units of measure. -find the interval on a number line. -find the difference between numbers on a number line. -measure objects using inches. -collect measurement data on a table. -compare measurements and find the difference. -create a line plot from measurement data. -answer questions from line plot data collected.</p> <p>Lesson/Activity: Study guide review for</p> | <p>Standard(s): S2L1d.</p> <p>LT: We are learning to illustrate unique life cycles of organisms.</p> <p>SC: <i>I will know I am successful when I can...</i> <input type="checkbox"/> I can identify and research organisms with unique or diverse life cycles. <input type="checkbox"/> I can create a model to illustrate how the organism's life cycle is unique or diverse.</p> <p>Lesson/Activity: Teacher's Choice - Animal Research Projects ReadWorks Grade 2: Sea Turtles Traveling Turtles: A Trip Across the Atlantic</p> <p>Key Vocabulary: Disturb Endangered Pollution</p> <p>Optional Passage:</p> |
|---|--|---|---|---|--|

From TREE to BASEBALL BAT

Imagine the amazing power. The old tree trunk and limbs have been given to the ball game and made into a bat. The old tree trunk and limbs have been given to the ball game and made into a bat. The old tree trunk and limbs have been given to the ball game and made into a bat.

MAKING A BASEBALL BAT

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

TEXT IMPORTANCE

- Why did the author write it?
- What am I learning about?
- What text answers those questions?
- What is most important?
- How does the author present different information?

BEWARE: Enjoy interesting or fun details, but don't let them distract you!

Sample Determine Text Importance Anchor Chart

Think about what is most important.

Not Important (They are less useful)

Important (They answer the most important questions)

Make sure you write down the important information!

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

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

Some important information I found:

Learning Goals

WE WILL STUDY:

- ✓ How poets create characters with point of view.

WE WILL WORK ON:

- THE GOALS**
- ✓ Writers write poems from different points of view.
 - ✓ Writers come up with ideas for poems from the world around them.
 - ✓ Writers use details to bring their poem to life.

Pt.2- Coming up with a shared subject and speaker (shared writing)

Strategy: Thinking Up Subjects

1. Think of how your body feels right now.
2. Think of something that made you laugh.
3. Think of something that interests you.

Write Score Step-by-Step Informational Writing: Beginning

Write Score

The Beginning: Informational Writing

Topic:

- All About Dolphins

Questions:

- What is the purpose of my informational writing?
- How will I introduce my topic?
- How can I capture my reader's attention?

Plan:

- Write the purpose of your informational writing.
- Write a topic sentence to use in the beginning of your informational writing. Use the "Topic Sentence" worksheet.

Write:

- Write the beginning of your informational writing by introducing your topic and capturing your reader's attention.

Write Score

Name: _____

My Topic Sentence

A topic sentence tells the main idea of your informational writing.

My Topic: _____

Purpose: _____

My Topic Sentence: _____

happy Spending time with my sister makes me **happy**.

lucky I was the **lucky** winner of the contest!

funny I love to read a **funny** book.

messy A **messy** room drives me crazy.

rainy I hope it isn't **rainy** when we go to pick apples.

slowly We **slowly** entered the dark room.

neatly We **neatly** folded the towels after they dried.

likely How **likely** are you to watch a scary movie?

quickly We **quickly** ran inside when it started to rain.

friendly We gave the **friendly** waitress a big tip.

Module 5 Assessment on Thursday & Friday. (Day 1 of 2)

TURTLES

Turtles are reptiles known for their special long shell which is developed from their ribs and acts as a shield against **predators**. Turtles eat a lot of plants and animals. Some people believe that the turtles' shell is what has allowed them to **survive** so long.

FAST FACT: Did you know turtles can make sounds, even though they lack **vocal cords**? They can make sounds by swallowing or by forcing air out of their lungs.

Water turtles have flippers or **webbed** feet with long claws. There are many species of turtles. Several **species** of turtles can live to be over a hundred years of age including the American Box Turtle. The largest turtle is the leatherback sea turtle. It can weigh over 2,000 pounds.

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Name _____

NON-FICTION notes on TURTLES

Important Words _____

2 New Facts _____

1 Question... _____

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Name _____

PROVE it!

Highlight each question in one color. **Highlight** the evidence to prove your answer from the article with the same color as your question.

1) Why do people think turtles have survived so long?

2) How can turtles make sounds?

3) What type of turtle is the largest?

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Tab-Its Reptiles:

Students will choose and research a specific reptile of interest.

Students will read nonfiction books and the internet to learn more about reptiles.

Students will provide

| | | | | | |
|--|--|--|--|--|--|
| | | | | | <p>details and illustrate the reptile’s life cycle.</p> <p>Students will complete the research project with a written summary of their findings.</p> |
|--|--|--|--|--|--|

Wednesday -

Standard(s):
ELAGSE2L1-6
ELAGSE2W1-8

LT: I am learning to show what I know and review for my upcoming EOY MAP test.

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

☐ I can focus, try hard, and persist.

Lesson/Activity:

Review - Teacher Selected Skill based on students' needs.

Reader's Theatre:
At the Comma Store

[Optional: Word Work 4 - Shared Reading](#)

Standard(s):
ELAGSE2RI7

LT: I am learning to explain how specific images help me understand informational text.

SC: *I know I am successful when:*

☐ I can use illustrations, diagrams, charts, and graphic organizers to help explain the text.
☐ I can interpret information from illustrations, diagrams, charts, and graphic organizers.
☐ I can explain how the images/illustrations and the text work together in helping to understand a text.

Lesson/Activity:

**Unit 9, Lesson 3,
TE Pages 66-69.**

Mentor Text: *"From Tree to Baseball Bat,"* pages 6-7



Students will identify -

Standard(s):
ELAGSE2W2
ELAGSE2RL4

LT: I am learning to explain a topic using facts and definitions to develop points.

I am learning to describe how words and phrases in poems can supply rhythm and meaning.

SC: *I know I am successful when:*

☐ I can identify facts and details that give information about my topic.
☐ I can identify important words I have learned that I will define for my reader.
☐ I can outline what I will say first, second, and third to make clear points about my topic.
☐ I can describe how word choices can affect the meaning of a poem.
☐ I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.
☐ I can study two poems and determine their point of view.
☐ I can participate in shared writing.

Lesson/Activity:

Unit 4, Lesson 3: Studying Mentor Texts: "What

Standard(s):
ELAGSE2RF3
ELAGSE2RF4
ELAGSE2L4

LT: I am learning to read words with common prefixes and suffixes.
I am learning to use words in a sentence to help me understand or self-correct words I do not know.
I am learning to figure out the meaning of a word by knowing the root word.

SC: *I know I am successful when:*

☐ I can identify common prefixes and suffixes.
☐ I can apply letter-sound knowledge to decode words.
☐ I can define root words in unknown words.
☐ I can identify common prefixes and suffixes and their meanings.
☐ I can break a word apart to find the meaning of an unknown word with the same root.

Lesson/Activity:

**Unit 9 Week 1 Day 3
TE pages 168-171**

Word Study Resource Book, p. 100-101

My Word Study, Volume 2, p. 31

Standard(s):
2.MDR.6.2
2.MDR.5.1
2.MDR.5.2
2.MDR.5.3
2.MDR.5.5

LT: We are learning about money, data, and customary measurement.

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

-identify and find the value of a collection of coins and bills.
-show values of money using the fewest coins and bills.
-add values of coins to find a total.
-estimate and choose the appropriate units of measure.
-find the interval on a number line.
-find the difference between numbers on a number line.
-measure objects using inches.
-collect measurement data on a table.
-compare measurements and find the difference.
-create a line plot from measurement data.
-answer questions from line plot data collected.

Lesson/Activity:

Study guide review for

Standard(s):
S2L1d.

LT: We are learning to illustrate unique life cycles of organisms.

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

☐ I can identify and research organisms with unique or diverse life cycles.
☐ I can create a model to illustrate how the organism's life cycle is unique or diverse.

Lesson/Activity:

Teacher's Choice - Animal Research Projects

[ReadWorks](#)

[Grade 2: Sea Turtles](#)

Traveling Turtles: A Trip Across the Atlantic


Key Vocabulary:

Disturb
Endangered
Pollution

Optional Template:

Tab-Its Reptiles:

Students will choose and research a specific reptile of interest.

| | | | | | |
|--|--|--|--|--|--|
| | |  | | | research project with a written summary of their findings. |
|--|--|--|--|--|--|

Thursday -

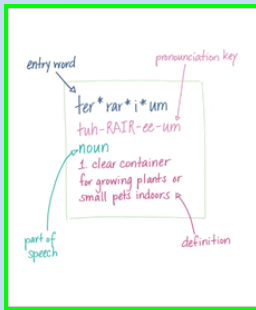
| | | | | | |
|--|---|---|---|---|---|
| <p>Standard(s): ELAGSE2L1-6 ELAGSE2W1-8</p> <p>LT: I am learning to show what I know and review for my upcoming EOY MAP test.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can focus, try hard, and persist.</p> <p>Lesson/Activity: Review - Teacher Selected Skill based on students' needs.</p> <p>Reader's Theatre:</p> | <p>Standard(s): ELAGSE2L2</p> <p>LT: I am learning to use reference materials (like a dictionary) to determine the precise meaning of unfamiliar words.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can look up words in a dictionary alphabetically. <input type="checkbox"/> I can use a dictionary to check and confirm the meaning of unknown words. <input type="checkbox"/> I can use print or digital resources.</p> <p>Lesson/Activity:</p> | <p>Standard(s): ELAGSE2W2 ELAGSE2W5 ELAGSE2RL4</p> <p>LT: I am learning to explain a topic using facts and definitions to develop points. I am learning to focus on a topic in my writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify facts and details that give information about my topic. <input type="checkbox"/> I can identify important words I have learned that I will define for my reader.</p> | <p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 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. I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful</i></p> | <p>Standard(s): 2.MDR.6.2 2.MDR.5.1 2.MDR.5.2 2.MDR.5.3 2.MDR.5.5</p> <p>LT: We are learning about money, data, and customary measurement.</p> <p>SC: <i>I will know I am successful when I can...</i> -identify and find the value of a collection of coins and bills. -show values of money using the fewest coins and bills. -add values of coins to find a total.</p> | <p>Standard(s): S2L1d.</p> <p>LT: We are learning to illustrate unique life cycles of organisms.</p> <p>SC: <i>I will know I am successful when I can...</i> <input type="checkbox"/> I can identify and research organisms with unique or diverse life cycles. <input type="checkbox"/> I can create a model to illustrate how the organism's life cycle is unique or diverse.</p> <p>Lesson/Activity: Teacher's Choice - Animal</p> |
|--|---|---|---|---|---|

At the Comma Store

Optional: Word Work 4 - Shared Reading

Unit 9, Lesson 4, TE Pages 70-73.

Mentor Text: "Bartering and Trading," pages 8-9



- ☐ I can outline what I will say first, second, and third to make clear points about my topic.
- ☐ I will identify a clear topic (not too broad or too narrow).
- ☐ I can sketch an idea for a poem.
- ☐ I will write text of a length appropriate to address the topic.

Lesson/Activity: Volume 4, Session 4: Sketching Out An Idea TE pages 28-31.

Strategy: Sketching Out an Idea

1. Try out a subject you know something about.
2. Sketch it on paper.
3. Add words to the sketch.



Sketching an Idea for a Poem Example

Write Score Step-by-Step Informational Writing: Middle (Facts/Details)

when:

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

Lesson/Activity: Unit 9 Week 1 Day 4 TE pages 172-175

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

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

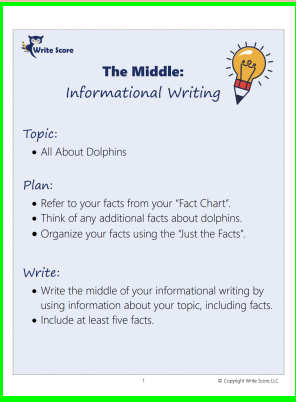

Suffixes -y, -ly

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

- estimate and choose the appropriate units of measure.
- find the interval on a number line.
- find the difference between numbers on a number line.
- measure objects using inches.
- collect measurement data on a table.
- compare measurements and find the difference.
- create a line plot from measurement data.
- answer questions from line plot data collected.

Lesson/Activity: Students will complete and turn in the Module 5 Assessment for a summative grade.

Research Projects

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| Friday - | | | | | |
| Standard(s): ELAGSE2L1-6 ELAGSE2W1-8 LT: I am learning to show what I know and review | Standard(s): ELAGSE2RI2 LT: I am learning to identify the main topic (main idea) and the focus | Standard(s): ELAGSE2W2 ELAGSE2W5 ELAGSE2RL4 LT: I am learning to | Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L2 LT: I am learning to read | Standard(s): 2.MDR.6.2 2.MDR.5.1 2.MDR.5.2 2.MDR.5.3 2.MDR.5.5 | Standard(s): S2L1d. LT: We are learning to illustrate unique life cycles of organisms. |

for my upcoming EOY MAP test.

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

☐ I can focus, try hard, and persist.

Lesson/Activity:

Review - Teacher Selected Skill based on students' needs.

Reader's Theatre:
At the Comma Store

[Optional: Word Work 4 - Shared Reading](#)

of each paragraph in a text.

SC: I know I am successful when:

☐ I can identify important facts in a multi-paragraph text.

☐ I can gather important facts to identify the main topic and focus of a paragraph.

☐ I can gather important facts (ideas, details, and events) from many (multiple) paragraphs to identify the main topic.

Lesson/Activity:

**Unit 9, Lesson 5,
TE Pages 74-77.
Unit 9 Week 1 Assessment**

Mentor Text: "Bartering and Trading," pages 8–9



provide a concluding statement in my informative /explanatory text.
I am learning to focus on a topic in my writing.

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

☐ I can determine what I want to say as a final point or ending.

☐ I can write an ending to show closure.

☐ I will identify a clear topic (not too broad or too narrow).

☐ I can sketch an idea for a poem.

☐ I will try out different speakers for my poem.

☐ I will write text of a length appropriate to address the topic.

Lesson/Activity:
**Volume 4, Session 5:
Trying Out Speakers
TE pages 32-35.**



Write Score Step-by-Step

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

I am learning to read on-level text orally with accuracy, appropriate speed, and expression.
I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*

☐ I can identify common prefixes and suffixes.

☐ I can rearrange, add, or remove letters to make new words.

☐ I can apply letter-sound knowledge to read grade-level text.

☐ I can read at the appropriate speed (not too fast or slow).

☐ I can read words containing irregular vowel patterns.

☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:
**Unit 9 Week 1 Day 5
TE pages 172-175**

Word Study Resource Book, p. 100-101

My Word Study, Volume 2, p. 31

LT: We are learning about money, data, and customary measurement.

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

-identify and find the value of a collection of coins and bills.

-show values of money using the fewest coins and bills.

-add values of coins to find a total.

-estimate and choose the appropriate units of measure.

-find the interval on a number line.

-find the difference between numbers on a number line.

-measure objects using inches.

-collect measurement data on a table.

-compare measurements and find the difference.

-create a line plot from measurement data.

-answer questions from line plot data collected.

Lesson/Activity:
Students will complete and turn in the Module 5 Assessment for a summative grade.

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

☐ I can identify and research organisms with unique or diverse life cycles.

☐ I can create a model to illustrate how the organism's life cycle is unique or diverse.



Lesson/Activity:

Teacher's Choice - Animal Research Projects

Identify the Central Idea

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

Informational Writing: Ending

 **The Ending:**
Informational Writing 

Topic:

- All About Dolphins



Plan:

- Use the "Concluding Statement" worksheet.
- Write a concluding statement.
- Think of additional sentences to show closure.

Write:

- Write the end of your informational writing by using a concluding statement and summarizing your writing to show closure.

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 Name: _____ 

Concluding Statement

What is a concluding statement?

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

My concluding statement:

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

- happy** Spending time with my sister makes me **happy**.
- lucky** I was the **lucky** winner of the contest!
- funny** I love to read a **funny** book.
- messy** A **messy** room drives me crazy.
- rainy** I hope it isn't **rainy** when we go to pick apples.
- slowly** We **slowly** entered the dark room.
- neatly** We **neatly** folded the towels after they dried.
- likely** How **likely** are you to watch a scary movie?
- quickly** We **quickly** ran inside when it started to rain.
- friendly** We gave the **friendly** waitress a big tip.

Review and Assess Suffixes -y, -ly

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

- Cumulative Assessment