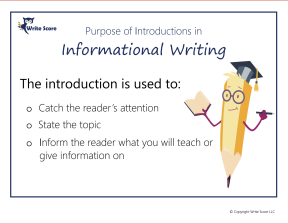


Second Grade's Week of: April 14-18, 2025 - Whole Group Lesson Plans

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

GRAMMAR Language Review Proper Nouns, Commas, Dialogue, Possessive Nouns	READING Unit 9 Week 2 Lessons 6-10 Making, Buying, & Selling	WRITING Write Score Informational Writing Targeted Lessons: Intros, Prog., Conc., Trans., Focus, Details, & Word Choice	PHONICS Unit 9 Week 2 Schwa Spellings Making, Buying, & Selling	MATH Module 6 Topic A, Lessons 1-5 Count and Problem Solve with Equal Groups Multiplication & Division Foundations	SCIENCE Unit 4 Week 7 EARTH DAY Event Changes In Our Environment
Monday - 4-H Visit/GMAS Training (ALL)/PBIS Meeting(Waters)!					
<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. 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 identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <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. 	<p>Standard(s): ELAGSE2RL3</p> <p>LT: I am learning to describe how the characters in a story react to important (major) events or challenges in stories.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <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. 	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to introduce a topic when writing an informative/explanatory text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus. <p>Lesson/Activity: Informational Writing Introduction Connectors</p> 	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4d</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to recognize and read grade-appropriate irregularly spelled 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 the short vowel sounds. <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <p>Key Vocabulary: word analysis, decode,</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 1: Compose equal groups and write repeated addition</p>	<p>Standard(s): S2E3b.</p> <p>LT: We are learning to explain the causes and effects of changes to the environment in our community.</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 to answer my questions about how weather, plants, animals, and humans have changed the environment in our community. <input type="checkbox"/> I can explain the cause(s) of a change to the environment in our community. <input type="checkbox"/> I can explain the effect(s) of a change to the environment in our community. <p>Lesson/Activity:</p>

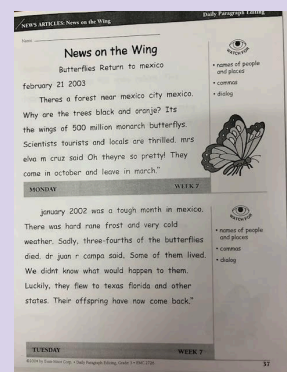
I can determine where an apostrophe is placed to form possessives.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives

Lesson/Activity:

Language Review
Daily Paragraph Editing
News Articles:
News On the Wing -
Butterflies Return to
Mexico Week 7 Page 37



Optional - Parts of Speech Review Word Work: Week 5

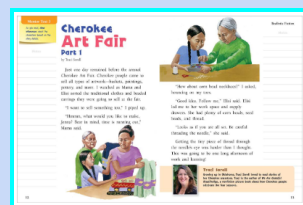
Copy of Word Work ...

LT: I can identify nouns, verbs, & adjectives and pronouns.

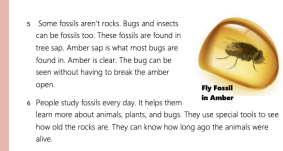
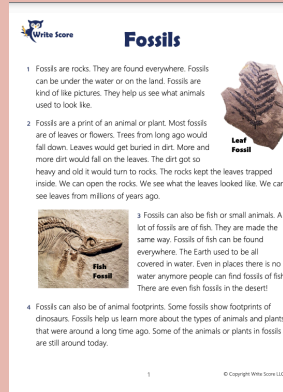
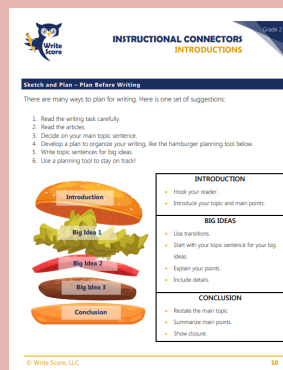
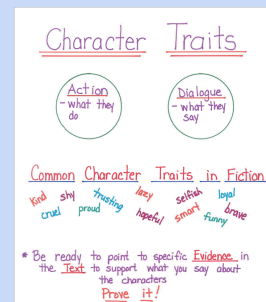
SC: I'll know I have it when I can:

Lesson/Activity:

Unit 9 Lesson 6,
TE pages 78-81.
Describe Plot Elements.



Mentor Text:
"Cherokee Art Fair,
Part 1," pages 12-13



long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:

Unit 9 Week 2 Day 1
TE pages 176-179

Word Study Resource

Book, p. 102

My Word Study, Volume 2,
p. 32

Read HFWs:

ago, government, half,
machine, pair, quickly,
scientist, thousand,
understood, wait.

Schwa

- Phonological Awareness: Add initial, final sounds
- Spelling-Sound Correspondences
- Blend and Build Words
- Reading Big Words Strategy
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

above The pencil sharpener is **above** the stack of books.

ago Long ago, dinosaurs roamed Earth.

about I learned **about** eels today!

ahead Go **ahead** and eat your meal before it gets cold.

away The cat ran **away** from the growling dog.

alone I was **alone** after everyone left my party.

alike How are a horse and cow **alike**?

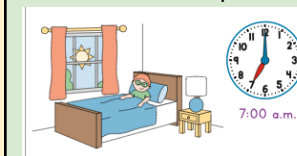
awake Were you **awake** at midnight?

along We ran **along** the beach on our vacation.

again Will you read that book **again**?

equations.

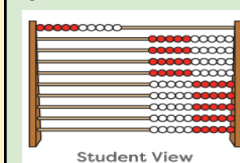
Fluency: Whiteboard
Exchange- Tell and Write
Time: Students write the
time to the nearest 5
minutes and use picture
clues to determine
between a.m. and p.m.



Repeat with the following:



Counting on the Rekenrek
by Tens: Students count by
tens in unit and standard
form.

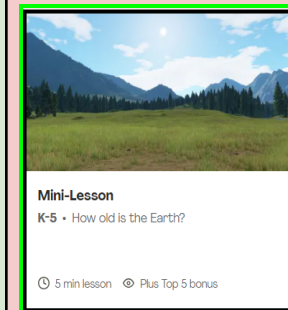


Counting the Math Way by
Tens: Students relate
counting on the rekenrek
to counting the math way.



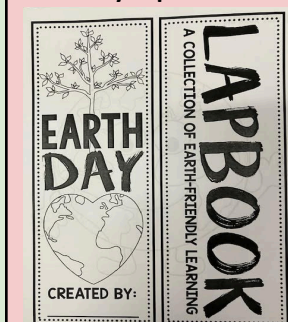
Launch: Students reason
about and model an equal
groups situation and relate
it to a repeated addition
equation. (Context Video)

Introduce - Mystery Science: How Old is The Earth?



Activity:

Unit 4 Week 7 Earth ...
Earth Day Lapbook

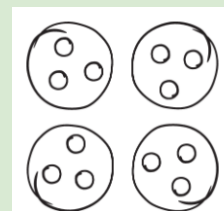
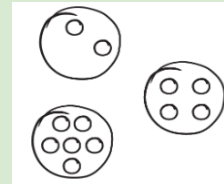


Super Simple Earth
Day Activities: Fu...

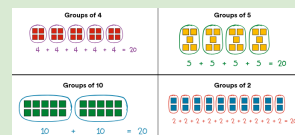
- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.



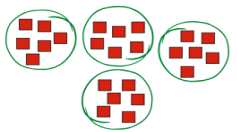
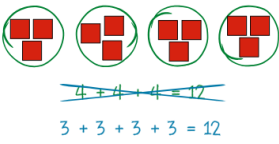
Learn: Determine What Makes Groups Equal-
Students articulate how they know when a group is equal and analyze a common misconception.



Equal Groups: Share, Compare, and Connect-
Students partition a total into equal groups.



Find the Unknown:
Students create equal groups to find an unknown in a word problem.

				 $6 + 6 + 6 + 6 = 24$ <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Compose equal groups and write repeated addition equations.</p>  $3 + 3 + 3 + 3 = 12$ <p>Students will complete and turn in ET 1 for a formative grade.</p>	
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Tuesday - Leadership Meeting (Graham)!

<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p>	<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 know I am successful when:</i> <input type="checkbox"/> I can gather information about characters, setting, or plot</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</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</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to recognize</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> -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>	<p>Standard(s): S2E3b.</p> <p>LT: We are learning to explain the causes and effects of changes to the environment in our community.</p> <p>SC: <i>I will know I am successful when I can . . .</i> <input type="checkbox"/> I can research to answer my questions about how weather, plants, animals, and</p>
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SC: *I know I am successful when:*

- ❑ I can identify words as holidays.
- ❑ I can identify words as product names.
- ❑ I can identify words as geographic names.
- ❑ 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.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives

Lesson/Activity:

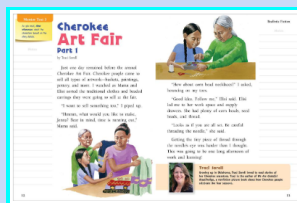
Language Review
Daily Paragraph Editing
News Articles:
News On the Wing
Robins Flock to Virginia
Week 7 Page 39

from illustrations and words.

- ❑ I can use the information gathered to understand characters, setting, and plot.
- ❑ I can synthesize prior knowledge and what is happening in the text to make an inference or prediction.

Lesson/Activity:

Unit 9 Lesson 7,
TE pages 82-85.
Draw Inferences.



Mentor Text:
"Cherokee Art Fair,
Part 1," pages 12-13

To draw an **INFERENCE**,
use the information the author
gives you to figure out details, or
ideas that the author does not
directly tell you about.

KEY DETAILS
+
ILLUSTRATIONS
+
GENRE CLUES
=
INFERENCE

Make inferences *before* you read
and *while* you read.
Use the inferences to **PREDICT** what
will happen.
After you read, confirm or correct
predictions.

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.

Lesson/Activity:

Butterfly Life Cycle
Progression Connectors

Sample Essay & Prompt:
Write to explain about the
wetland habitat.

Model:



Wetlands Progression Connectors



and read grade-
appropriate irregularly
spelled words.

SC: *I know I am successful
when:*

- ❑ I can identify the short vowel sounds.
- ❑ I can apply letter-sound knowledge to read grade-level text.
- ❑ I can read words containing irregular vowel patterns.
- ❑ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 9 Week 2 Day 2
TE pages 180-183

Word Study Resource
Book, p. 103
My Word Study, Volume 2,
p. 33

Read & Write **HFWs**:
ago, government, half,
machine, pair, quickly,
scientist, thousand,
understood, wait.

Schwa

- Phonological Awareness:
Blend and segment multisyllabic words by syllable
- Blend and Build Words
- Read Interactive Text "Alissa's Tag Sale"
- Spelling
- High-Frequency Words
- Irregular Plural Nouns
- Share and Reflect

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

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

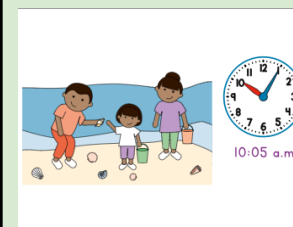
-I can solve two-step word problems using addition strategies.

Lesson/Activity:

Lesson 2: **Organize, count, and represent a collection of objects.**

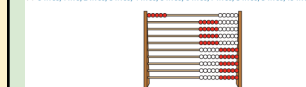
Fluency:

Whiteboard Exchange:
Tell and Write Time



Counting on the Rekenrek
by Fives:

Slide over 5 beads in each row all at once as students count.
Slide all the beads back to the right side.



Counting the Math Way by Fives:



Launch:

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

humans have changed the environment in our community.

❑ I can explain the cause(s) of a change to the environment in our community.

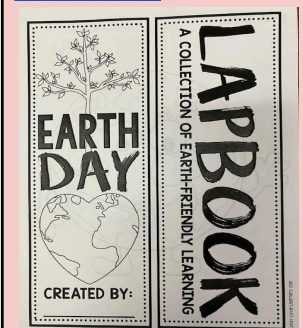
❑ I can explain the effect(s) of a change to the environment in our community.

Lesson/Activity:

Mystery Science:
Why Are Coral Reefs So
Colorful?



Activity:
Earth Day Lapbook
Unit 4 Week 7 Earth Day!
& Changes In Our
Environment



WILDLIFE: Robins on the Wing Daily Paragraph Editing

Robins flock to Virginia
February 23, 2003

Usually, Virginia has some robins. This February, there are millions more. Dr. Greg K. Hill said many of these birds are from states like Georgia. They go to New Jersey, New York, and other northern states for the summer. They'll stop in Virginia, and then fly on.

WEDNESDAY **WEEK 7**


Dr. Hill also said that December, January, and February were very cold. The ground in the Northeast is still frozen. The birds can't find worms, insects, or any other food there. They're staying in Virginia instead of flying north. Folks in Richmond, Yorktown, and Norfolk are happy Mrs. B. K. Marks said, "Wow, I love their singing."

THURSDAY **WEEK 7**

Count to Five and Copy: 1 Daily Paragraph Editing, Week 7, 2003, 2004

• names of people and places
• commas
• dialog

• names of people and places
• commas
• dialog



Optional - Parts of Speech Review Word Work: Week 5

P Copy of Word Work ...

LT: I can identify nouns, verbs, & adjectives and pronouns.

SC: I'll know I have it when I can:

- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.

Write Score

Butterfly Life Cycle

Directions: Fill each box with a fact and supporting detail from the article.

Fact #1	Fact #2	Fact #3
Supporting Detail	Supporting Detail	Supporting Detail

Write Score

Butterfly Life Cycle

By Mark George

Butterflies don't always have wings. They have to grow their wings. Butterflies are born as caterpillars. Caterpillars look kind of like worms. They live in trees or flowers. Most caterpillars are green, brown, or black. Some have bright colors or stripes. Caterpillars also have tiny hairs on their bodies.

Caterpillars start as tiny eggs. Mothers lay eggs on leaves or stems. The eggs stick to the leaves. This helps make sure they don't fall off. The eggs are very small and round. They look like green jellybeans. After five days, the eggs will hatch. A small caterpillar comes from the egg. The caterpillar is also called the larva.

Most caterpillars are very hungry. They eat the leaf they hatched on. Caterpillars are very small. They grow fast. Some caterpillars eat all day long. This helps them grow big. They also shed their skin when they grow.

Once the caterpillar is big enough, it will form a cocoon. This is called a chrysalis. Some cocoons are brown, and some are green. Cocoons are the same color as the caterpillar. The caterpillar will stay in the cocoon for a few days or weeks. This is how they turn into a butterfly. They will grow wings and legs. They will also grow antennae.

Caterpillar and Chrysalis

© Copyright Write Score LLC

The butterfly will break out of the cocoon. It will be very tired and weak. It will stay on the leaf for a few days to let its wings get stronger. It will start to move its wings. Then, it will fly away. The butterfly looks for food and also other butterflies.

The way a butterfly is formed is called a life cycle. Every butterfly goes through the life cycle.

Write Score

INFORMATIONAL WRITING

The Middle

Facts:

- The most important part of informational writing
- The part that gives the information to the reader

Supporting Details:

- Explain the facts
- Written to support the facts

above The pencil sharpener is **above** the stack of books.

ago Long **ago**, dinosaurs roamed Earth.

about I learned **about** eels today!

ahead Go **ahead** and eat your meal before it gets cold.

away The cat ran **away** from the growling dog.

alone I was **alone** after everyone left my party.

alike How are a horse and cow **alike**?

awake Were you **awake** at midnight?

along We ran **along** the beach on our vacation.

again Will you read that book **again**?

Display the picture of grouped objects.

○○○○○ ○○○○○ ○○○○○ ○○○○○

○○○○○ ○○○○○ ○○○○○ ○○○○○

③ Count to find the total.

Learn:
Organize, Count, and Record
Materials—S: Counting Collections, organizational tools, Recording Sheet, scissors
Partners organize and count objects and record their process.

Lesson 2 Organize, count, and represent a collection of objects.

What did you count? _____

Your estimate: _____

Show how you organized and counted: _____

How many did you count in all? _____

Write an equation to show how you counted: _____

The intent of this lesson is to gauge how students apply their place value understanding to count items that are pregrouped. Will they compose smaller units into larger units to count more efficiently.

Ask partners to begin counting their collection. Circulate and notice how students engage in the following behaviors:

Organizing: Strategies may include grouping like units, lining up objects as they are counted, and composing units that are easier to count by combining pictures to form a new unit.

Counting: Students may repeatedly add to find the total or skip-count. Some students may use less efficient counting strategies, such as counting by ones.

Recording: Recordings may include drawings, numbers, expressions, equations, and written explanations.

Circulate and observe. Consider using questions and prompts such as the following to assess and advance student thinking:

Note: Objects in groups should be in units of 15 or fewer and should be countable while grouped.

Students should not be


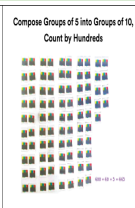

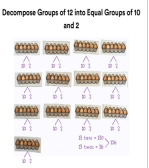

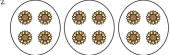
Green STEAM

EARTH-FRIENDLY EARTH DAY CRAFTS

How many Earth Day crafts can you make?

Illustration of a recycling bin, a water bottle, and a paper airplane.

Earth-Friendly Earth Day Crafts

				<p>able to take apart the groups to count the objects by ones.</p> <div> <div> <p>Count Equal Groups of 2</p>  </div> <div> <p>Compose Groups of 5 into Groups of 10, Count by Hundreds</p>  </div> </div> <div> <div> <p>Arrange Groups of 10 in Rows</p>  </div> <div> <p>Decompose Groups of 12 into Equal Groups of 10 and 2</p>  </div> </div> <p>Share, Compare, and Connect: Students discuss strategies for organizing in equal groups to find the total.</p> <div> <p>Name _____</p> <p>Complete each statement.</p> <p>1. </p> <p>_____ + _____ + _____ + _____ + _____ = _____</p> <p>5 groups of _____ is _____.</p> <p>2. </p> <p>_____ + _____ + _____ = _____</p> <p>3 groups of _____ is _____.</p> </div> <p>Debrief Objective: Organize, count, and represent a collection of objects.</p> <p>Students will complete and turn in ET 2 for a formative grade.</p>	
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Wednesday -					
Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):

ELAGSE2L2a
ELAGSE2L2c

LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.

SC: *I know I am successful when:*

- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ 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.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives

Lesson/Activity:

Language Review
Daily Paragraph Editing
Science Article -

ELAGSE2L4

LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.

SC: *I know I am successful when:*

- ☐ I can recognize grade-appropriate words and their meaning.
- ☐ I can use prior knowledge to help determine the meaning of a word or phrase.
- ☐ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

Lesson/Activity:

Unit 9 Lesson 8,
TE pages 86-89.
Use Context Clues to Understand Idioms.



Mentor Text:

“Cherokee Art Fair, Part 2,” pages 14–15

ELAGSE2W2

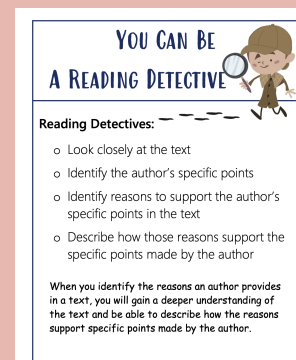
LT: I am learning to explain a topic using facts and definitions to develop points.

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.

Lesson/Activity:

Identify Reasons in Informational Text



Article Options:

-Butterflies
-Hermit Crabs
-Not Just for Wagging

ELAGSE2RF3
ELAGSE2RF4

LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read 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 the short vowel sounds.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 9 Week 2 Day 3
TE pages 184-187

Word Study Resource

Book, p. 104-105

My Word Study, Volume 2, p. 34

Practice HFWs:

ago, government, half,

2.NR.2.3

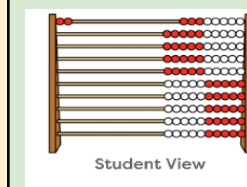
LT: We are learning to add numbers using different strategies.

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

- 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.

Lesson 3: Use math drawings to represent equal groups and relate them to repeated addition.

Fluency: Counting on the Rekenrek by Twos- Students count by two in unit and standard form.



Counting the Math Way by

S2E3b.

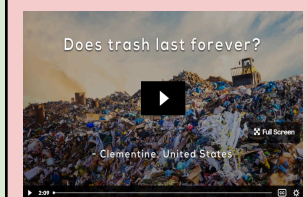
LT: We are learning to explain the causes and effects of changes to the environment in our community.

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

- ☐ I can research to answer my questions about how weather, plants, animals, and humans have changed the environment in our community.
- ☐ I can explain the cause(s) of a change to the environment in our community.
- ☐ I can explain the effect(s) of a change to the environment in our community.

Lesson/Activity:

Mystery Science:
Does Our Trash Last Forever?

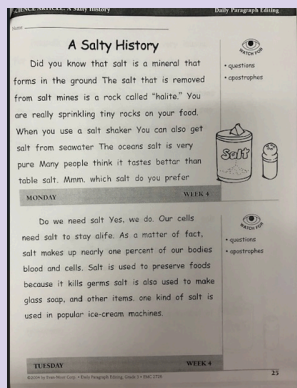


Activity:

Unit 4 Week 7 Chan...

Earth Day Lapbook

A Salty History Week 4 Page 25



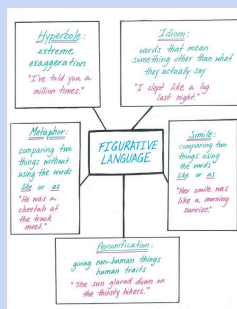
Optional - Parts of Speech Review Word Work: Week 5

Copy of Word Work ...

LT: I can identify nouns, verbs, & adjectives and pronouns.

SC: I'll know I have it when I can:

- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.



Grade 2 Identify Reasons in Informational Text

Lesson Overview:
In this lesson students will learn to describe how reasons an author gives support specific points in a text. This lesson can be taught whole group or in small groups. It is effective to use this lesson with students in need of strategies for reading informational texts, specifically describing how reasons support specific points the authors make in a text.

Materials Needed:

- PowerPoint
- Reading Chart: You Can Be a Reading Detective
- Text: Antibodies
- Text: Mental Cops
- Text: Not Just for Snuggling

Explicit Instruction:

1. Tell students that as readers of informational text, they must look for the reasons an author gives to support specific points in a text.
2. Tell students authors of informational texts write the words you and other readers read with a purpose. That purpose is often to give, share, and teach information about a topic. The author often has specific points he/she wants to share with the reader. The author supports those specific points with reasons.
3. Tell students it is their job as readers of informational texts to first identify or find the reasons and then to describe how those reasons support the specific points made by the author. To do this, they have to be reading carefully!

Modelled Instruction:

1. Tell students that when they read informational texts, they must be reading carefully who first identify or find the reasons in a text and then describe how those reasons support the specific points made by the author.
2. Tell students you are going to model this work for them. Tell them to read along with you as you read the article. Afterward, tell students to pay attention to how you read the article. Project the article on a document camera, pass out individual copies of the article, or show the PowerPoint presentation, or if students have access to the informational text.
3. Read aloud the title and first three paragraphs, stopping to model your thinking while you read.

1

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Readers Identify Reasons to Support an Author's Point

Grade 2

Students will learn to describe how reasons an author gives support specific points in a text.

Remind students that an author's purpose is often to give, share, and teach information about a topic.

The author often has specific points he/she wants to share with the reader. The author supports those specific points with reasons.

Readers of informational texts first identify, or find, the reasons and then to describe how those reasons support the specific points made by the author. To do this, they

machine, pair, quickly, scientist, thousand, understood, wait.

Schwa

- Read Accountable Text "A New Kind of Pop!"
- Spelling
- High-Frequency Words
- Share and Reflect

above The pencil sharpener is **above** the stack of books.

ago Long **ago**, dinosaurs roamed Earth.

about I learned **about** eels today!

ahead Go **ahead** and eat your meal before it gets cold.

away The cat ran **away** from the growling dog.

alone I was **alone** after everyone left my party.

alike How are a horse and cow **alike**?

awake Were you **awake** at midnight?

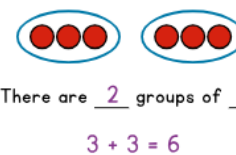
along We ran **along** the beach on our vacation.

again Will you read that book **again**?

Twos- Students relate counting on the rekenrek to counting the math way.



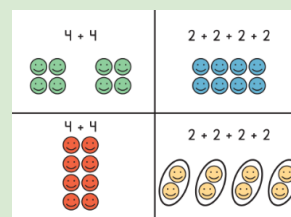
Whiteboard Exchange:
Equal Groups- Students represent an equal groups picture with a sentence, unit form, and a repeated addition equation.



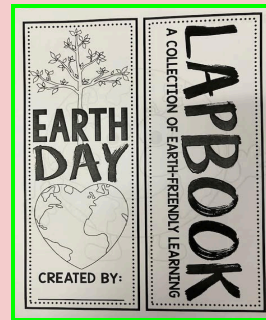
Repeat with the following:

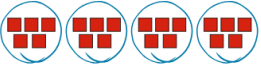
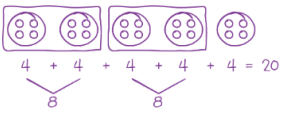


Launch: Students articulate how the same number of objects, split into equal groups many ways, are similar or different. Which one doesn't belong?



Learn: Compose Equal Groups Concretely- Students create equal groups concretely, write repeated addition equations, and reason about composing small equal groups to add more



<input type="checkbox"/> Explain that pronouns take the place of nouns.		<p>have to be reading detectives!</p>		<p>efficiently.</p>  <p>Compose Equal Groups Pictorially: Students create equal groups pictorially, write repeated addition equations, and reason about composing smaller equal groups to add more efficiently.</p>  <p>Gradual release to the Problem Set.</p> <p>Land:</p> <p>Debrief Objective- Use math drawings to represent equal groups and relate them to repeated addition.</p> <p>Students complete and turn in ET 3 for a formative grade.</p>	
Thursday - SES Earth Day Event 5:30 pm @ Gym					
<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places</p>	<p>Standard(s): ELAGSE2RL5</p> <p>LT: I am learning to describe how a story is written including the beginning, middle, and ending.</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading</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</i></p>	<p>Standard(s): S2E3b.</p> <p>LT: We are learning to explain the causes and effects of changes to the environment in our community.</p>

on a map when writing.
I am learning to use an apostrophe to form contractions and frequently occurring possessives.

SC: I know I am successful when:

- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ 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.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives

Lesson/Activity:

Language Review
Daily Paragraph Editing
Science Article - A Salty History
Week 4 Page 27

SC: I know I am successful when:

- ☐ I can describe how the beginning introduces the story.
- ☐ I can describe how the middle provides major events and challenges.
- ☐ I can describe how the ending concludes the story.
- ☐ I can describe the importance of setting on the plot of a story.

Lesson/Activity:

Unit 9 Week 2
Lesson 9, TE pages 90-93

Use Character & Plot to determine the theme.
Understand how setting affects plot.



Mentor Text:

“Cherokee Art Fair, Part 2,” pages 14–15

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.

Lesson/Activity:

Detail Detective

Book: From Seed to Plant, by Gail Gibbons

Students will learn how to find details in a text.
Students will use these skills to help them improve their comprehension of different texts.

regularly spelled one-syllable words.
I am learning to recognize and read grade-appropriate irregularly spelled 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 the short vowel sounds.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can reread to improve my reading.

Lesson/Activity:

Unit 9 Week 2 Day 4
TE pages 188-189
Word Study Resource Book, p. 104-105
My Word Study, Volume 2, p. 34

Read HFWS:

ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait.

successful when..

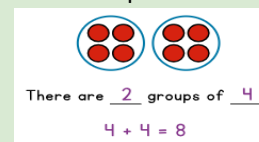
- I can add two two-digit numbers using the part-whole strategy.
- I can add three two-digit numbers using the part-whole strategy.
- I can add four two-digit numbers using the part-whole strategy.
- I can solve one-step word problems using addition strategies.
- I can solve two-step word problems using addition strategies.

Lesson 4: Represent equal groups with a tape diagram.

Fluency: Counting the Math Way by Tens, Fives, and Twos- Students construct a number line with their fingers while counting aloud.



Whiteboard Exchange:
Equal Groups- Students represent an equal groups picture with a sentence, unit form, and a repeated addition equation.



Repeat with the following:

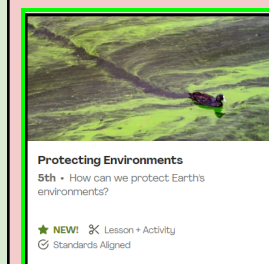


SC: I will know I am successful when I can . . .

- ☐ I can research to answer my questions about how weather, plants, animals, and humans have changed the environment in our community.
- ☐ I can explain the cause(s) of a change to the environment in our community.
- ☐ I can explain the effect(s) of a change to the environment in our community.

Lesson/Activity:

Earth Day Event & Mystery Science: How Can We Protect Earth's Environments?



Unit 4 Week 7 Earth...

Complete Activity:
Earth Day Lapbook

Introduce:

Georgia Power in-classroom field trip (free): Book via this

SINCE ARTICLE: A Daily Reader

Today: Paragraph Editing

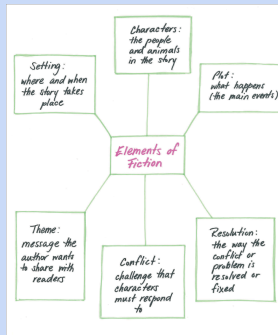
Poland's famous salt mines are very unusual. For hundreds of years, miners have dug salt from deep beneath the Earth's surface. They have carved elegant rooms and beautiful statues from the solid salt. curious tourists visit to see the miners' statues. wow would you like to see them.

WEDNESDAY **WEEK 4**

Across the ages and around the world, salt has been valued very highly. it was important and hard to obtain. The ancient Roman soldiers' wages were paid in salt. Their word for "salt" was "sol". That is where our word "salary" comes from. Gee, would you like to get paid in salt. In many places, salt is still a symbol of friendship.

THURSDAY **WEEK 4**

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Grade 2 Detail Detective

Lesson Overview:

In this lesson, students will learn how to find details in a text. Students will use these skills to help them improve their comprehension of different texts. This lesson can be taught whole group, small group, and one-on-one. This lesson would be most effective for students who already have read from Good to Great at least once before or have some knowledge of plants.

Materials Needed:

- Book: From Seed to Plant by Gail Gibbons
- Detail Detective worksheet (one per student)
- Pencils

Explicit Instruction:

- Tell students that today they will be working on learning how to find details in texts.
- Tell students that when good readers read a book, they think about what is happening in the book.
- Tell students that when reading, it's important to think about what the words are telling you so that you better understand what you are reading.
- Tell students that today you are going to teach them how to take information and find the main idea and supporting details in the story.

Modeled Instruction:

- Hold up the book, From Seed to Plant by Gail Gibbons.
- Tell students that you want them to think about what is happening in the story as you read it.
- Read the book to the class.
- After you finish reading, model thinking out loud about what happened in the story.

Teacher Example:

What happened in the story? - The process of a seed growing into a plant.

Talk to the students about how you know this. What did the words and pictures say to show you that?

Tell students that you have to be "detail detectives" to search through the information.

© Copyright Write Now LLC

above The pencil sharpener is **above** the stack of books.

ago Long **ago**, dinosaurs roamed Earth.

about I learned **about** eels today!

ahead Go **ahead** and eat your meal before it gets cold.

away The cat ran **away** from the growling dog.

alone I was **alone** after everyone left my party.

alike How are a horse and cow **alike**?

awake Were you **awake** at midnight?

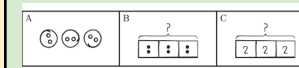
along We ran **along** the beach on our vacation.

again Will you read that book **again**?

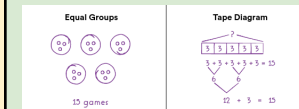
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- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "A New Kind of Pop!" and/or "Peanut Butter"
- Share and Reflect

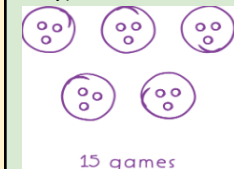
Launch: Students compare and contrast various drawings that represent equal groups.



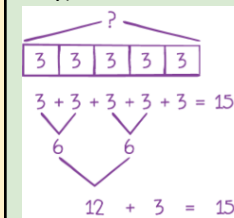
Learn: Represent Equal Groups- Students represent and solve a word problem with equal groups.



Share, Compare, and Connect- Students share representations and solutions and reason about their connections.. Equal Groups (Imani's Way):



Tape Diagram (Senji's Way):



Draw a Tape Diagram: Students apply their learning to represent equal groups with a tape diagram.

[website link.](#)

[Impact of Solar ...](#)

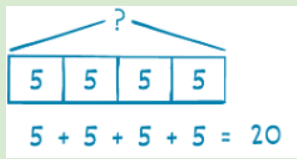
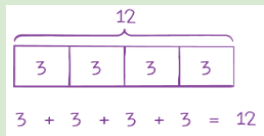
Optional - Parts of Speech Review Word Work: Week 5

P Copy of Word Work ...

LT: I can identify nouns, verbs, & adjectives and pronouns.

SC: I'll know I have it when I can:

- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.

				 <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective- Represent equal groups with a tape diagram.</p>  <p>Students will complete and turn in Topic Ticket A for a summative grade.</p>	
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Friday -

<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. 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> <input type="checkbox"/> I can identify words as holidays.</p>	<p>Standard(s): ELAGSE2RL5</p> <p>LT: I am learning to describe how a story is written including the beginning, middle, and ending.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can describe how the beginning introduces the story. <input type="checkbox"/> I can describe how the middle provides major events and challenges. <input type="checkbox"/> I can describe how the ending concludes the</p>	<p>Standard(s): ELAGSE2RI7 ELAGSE2RI5 ELAGSE2W2</p> <p>LT: I am learning to explain how specific images help me understand informational text. I am learning to identify and use text features to locate helpful parts (key facts or information) in a text. I am learning to explain a topic using facts and definitions to develop points.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p>	<p>Standard(s): 2.NR.3.2</p> <p>LT: We are learning how to create arrays to write an equation.</p> <p>SC: <i>I will know I am successful when..</i> -I can create a rectangular array with given numbers. -I can find the total number of objects arranged in a rectangular array. -I can write an equation to express the total parts in the array (ex. 5+5+5+5=20)</p>	<p>Standard(s): S2E3b. ELAGSE2RL1. ELAGSE2RI6.</p> <p>LT: We are learning to explain the causes and effects of changes to the environment in our community.</p> <p>SC: <i>I will know I am successful when I can . . .</i> <input type="checkbox"/> I can research to answer my questions about how weather, plants, animals, and humans have changed the</p>
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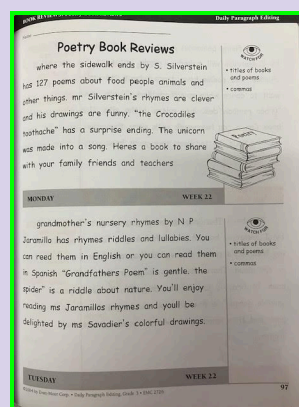
- ❑ I can identify words as product names.
- ❑ I can identify words as geographic names.
- ❑ I can determine the purpose of a contraction.
- ❑ I can determine where an apostrophe is needed to form contractions.
- ❑ I can determine where an apostrophe is placed to form possessives.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives

Lesson/Activity:

Language Review
Daily Paragraph Editing
Book Reviews:
Poetry Book Reviews
Week 22 Page 97-99

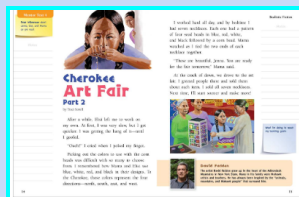


Optional -
Parts of Speech Review

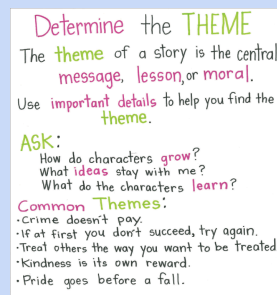
story.
❑ I can describe the importance of setting on the plot of a story.

Lesson/Activity:

Unit 9 Week 2
Lesson 10,
TE pages 94-97.
Use Character & Plot to determine the theme.
Understand how setting affects plot.



Mentor Text:
"Cherokee Art Fair, Part 2," pages 14–15



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.

- ❑ I can identify text features and their purposes.
- ❑ I can use captions to help me understand pictures and words on a page.
- ❑ I can recognize that words in bold highlight key ideas and concepts.
- ❑ I can use text features to preview text and to locate information quickly.
- ❑ I can identify facts and details that give information about my topic.

Lesson/Activity:

Using Images to Clarify

SC: *I know I am successful when:*

- ❑ I can identify the short vowel sounds.
- ❑ I can read words containing irregular vowel patterns.
- ❑ I can reread to improve my reading.

Lesson/Activity:

Unit 9 Week 2 Day 5
TE pages 190-191
Word Study Resource Book, p. 104-105
My Word Study, Volume 2, p. 34

Read HFWs:

ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait.

Schwa

- Read Accountable Text "A New Kind of Pop!" and/or "Peanut Butter"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

• Cumulative Assessment

Lesson 5: Compose arrays with rows and columns and use a repeated count to find the total.

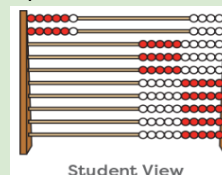
Materials: Copy and cut out cards (TE pgs. 96-100)

Fluency:

Flip: Addition Within 20- Students say an addition equation with a total of 11 to 18.

$$8 + 6$$

Whiteboard Exchange: Repeated Addition with the Rekenrek- Students represent an array shown on a rekenrek with a sentence, unit form, and a repeated addition equation.



Repeat with the following:

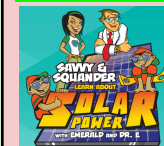


Launch: Students relate equal groups to an array.

environment in our community.
❑ I can explain the cause(s) of a change to the environment in our community.
❑ I can explain the effect(s) of a change to the environment in our community.

Lesson/Activity:

Savvy and Squander Learn About Solar Power



Georgia Power
in-classroom field trip
(free): Book via this website link.

Key Vocabulary:

Renewable,
Solar Energy,
Energy Efficiency

Practice reading comprehension (purpose of a text) and learn about the sun as an energy source.

Students will be able to explain how solar energy is produced and identify the benefits of using this renewable resource.

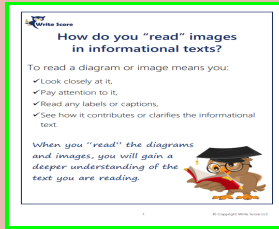
Word Work: Week 5

P Copy of Word Work ...

LT: I can identify nouns, verbs, & adjectives and pronouns.

SC: I'll know I have it when I can:

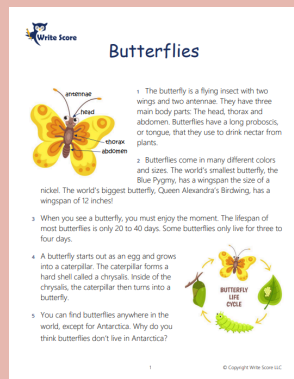
- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.



Students will learn to use and explain how specific images contribute to and clarify the content of informational texts.



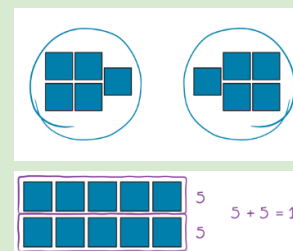
Teaching Chart: "Reading" Informational Text • Text: Butterflies



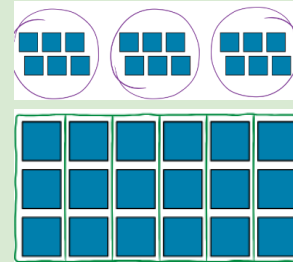
above The pencil sharpener is **above** the stack of books.
ago Long **ago**, dinosaurs roamed Earth.
about I learned **about** eels today!
ahead Go **ahead** and eat your meal before it gets cold.
away The cat ran **away** from the growling dog.
alone I was **alone** after everyone left my party.
alike How are a horse and cow **alike**?
awake Were you **awake** at midnight?
along We ran **along** the beach on our vacation.
again Will you read that book **again**?



Learn: Equal Groups to Arrays- Students organize equal groups into arrays and determine the characteristics of an array.



Different Arrays- Students use the same total to compose many different equal groups.



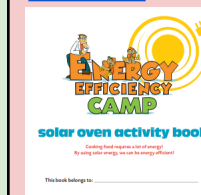
Unequal Groups- Students articulate why unequal groups cannot be organized into an array.

- Students will explain uses of solar energy.
- Define renewable energy.
- Explain the importance of energy efficiency.
- Tell ways to save energy.

Show students examples of different objects powered by solar energy. Ask students to name different ways solar energy can be used.

Activity:

Solar Oven



Provide materials for creating a mini solar oven using a pizza box, aluminum foil, and plastic wrap.

Monitor students by circulating the room and asking individual students questions about the key points.

Write Score _____ Name _____

Using Images to Clarify

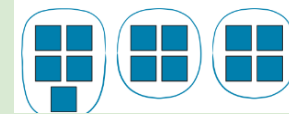
Look closely at this diagram.

Life Cycle of a Monarch Butterfly

✓ How does a diagram like this add to the text?
✓ What information does this image contribute to the text that may not be specifically written in the article?
✓ How does it clarify information from the text?

Record your thoughts here.

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Gradual release to the Problem Set.

Land:

Debrief Objective-
Compose arrays with rows and columns and use a repeated count to find the total.



Is this an array? Why?

Students complete and turn in ET 5 for a formative grade.