

Carrie Waters' Week of: October 24-28, 2022 - Whole Group Lesson Plans

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

GRAMMAR Unit 2 Week 1 Lessons 1-5 Punctuation Concentration	READING District MAP Reading, Language, & Fluency Assessments	WRITING Unit 2 Week 4 Lessons 16-20 Informational Text	PHONICS Unit 2 Week 3 Lessons 11-15 Long Vowel I - Vowel Teams (Long i: ie, i, y, igh, i_e)	MATH Module 4 Lessons 1-4 Sums and Differences Within 100 District MAP Assessment	SOCIAL STUDIES Review Creek, Cherokee, & Sequoyah Pumpkin Life Cycle
Monday - District MAP Reading Assessment					
<p>Standard(s): L1f, L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2RL1, 2, 3, 4 ELAGSE2RL5, 6, 7, 9 ELAGSE2RI1-RI9</p> <p>LT: I am learning to show what I know and do my best on MAP tests.</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: District MAP Reading Assessment</p>	<p>Standard(s): ELAGSE2L2 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> <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can use capital letters at the beginning of holidays, product names, and places on a map when writing.</p> <p>Lesson/Activity: Unit 2 Week 4 Day 16, Lesson 16 TE pages Revising & Editing</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify the long vowel sounds for Long i: ie, i, y, igh, i_e. <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds.</p> <p>Suggested Key Terms: word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, spelling patterns, spelling-sound</p>	<p>Standard(s): MGSE2.OA.1 MGSE2.NBT.5 MGSE2.NBT.8 MGSE2.NBT.9</p> <p>LT: I am learning to add within 100 using place value strategies and properties of operations. I am learning to subtract within 100 using place value strategies and properties of operations. I am learning to explain my addition and subtraction strategies.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can break the numbers I am adding into tens and ones, mentally or with a model. <input type="checkbox"/> I can add by counting on, starting at one number and counting up the tens and ones in the other number.</p>	<p>Standard(s): SS2H1 b</p> <p>LT: I am learning about the life and contributions of Sequoyah.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify where Sequoyah was born and lived (Tennessee and Arkansas, later Oklahoma) and identify the regions of Georgia into which he traveled. <input type="checkbox"/> I can describe how Sequoyah grew up as a Cherokee Indian. <input type="checkbox"/> I can describe the syllabary Sequoyah created and why he wanted to make an alphabet for the Cherokee. <input type="checkbox"/> I can describe the difficulties Sequoyah faced when creating the syllabary.</p>

sentences by adding details, combining, or revising sentences.

- ☐ I can rearrange parts of sentences without changing the meaning.
- ☐ I can recognize that a comma indicates a pause in text.
- ☐ I can determine where the comma is placed in a greeting.
- ☐ I can determine where the comma is placed in a closing.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange punctuation, commas, capitalization

Lesson/Activity:

Unit 2 Week 1
PreAssessment
Day 1, TE pgs. 56-57

Pre-Assessment

Share the unit goals and the types of punctuation that are the focus of this unit.

*Distribute the "Exploring What We Know About Punctuation"

*Have students work individually and/or in

Strategy: Editing for Capitalization, Punctuation, and Spelling

1. Look at your writing.
2. Pick a focus: capital letters, punctuation, or spelling.
3. Read each sentence carefully and look for your focus.
4. Make any changes.
5. Repeat the steps with a new focus.

correspondences

Lesson/Activity:

Unit 2 Week 3
Day 1, Lesson 11
TE pages 88-91
Long I: ie, i, y, igh, i_e
Word Study Resource Book, pp. 22
My Word Study, Volume 1, p. 17

Vowel team syllable type: long i

- Build Words
- Read Interactive Text "Mice on Ice"
- Spelling
- High-Frequency Words
- Share and Reflect

- ☐ I can subtract by counting back, starting at my total and counting down tens and ones in the number I am subtracting.
- ☐ I can count in my head or by writing my counts on an open number line.
- ☐ I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare.

Suggested Key Vocabulary:

add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value

Lesson/Activity:

Module 4 Lesson 1
TE pages 16-28

Sums and Differences Within 100
Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 & 10.

Problem Set:

Must Do: ALL

Could Do:

Extended:

- ☐ I can describe the newspaper Sequoyah created The Cherokee Phoenix and locate its publishing location, New Echota, on a map.

Lesson/Activity:

[Sequoyah Intro Video](#)
[Sequoyah PPT](#)
[Sequoyah Tab Booklet](#)

partnerships to complete a pre-assessment.

*Note: You may use the included pre-assessment or make your own with content that is familiar to your students.

*Teachers will circulate and jot down any observations.

Day 1

Pre-Assessment

Pre-Assess: End Punctuation and Commas

Give a list of different sentences using three types of end marks and commas in a series. Ask students to write what they know about them.

Name: _____ Date: _____

Exploring What We Know About Punctuation
Below are sentences that include different punctuation. List down what you know about the punctuation you see. You may include the name of the punctuation mark, what it is used for in a sentence, or anything else you know.

Sentence #1: The team is the main character in the Chinese folktale passed for her.

Sentence #2: She chose the cooking, cleaning, and writing.

Sentence #3: Do you like apples, bananas, or oranges?

Sentence #4: That is the best orange I have ever had!

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Tuesday - District MAP Math Assessment

Standard(s):
L1f , L2b

LT: I am learning to

Standard(s):
ELAGSE2RL7

LT: I am learning to use

Standard(s):
ELAGSE2L1

LT: I am learning to

Standard(s):
ELAGSE2RF3

LT: I am learning how to

Standard(s):
MGSE2.OA, NBT, MD, G

LT: I am learning to show

Standard(s):
SS2H1 b

LT: I am learning about

<p>produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. <p><u>Suggested Key Terms:</u></p>	<p>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 characters, setting, or plot from words in the text (print or digital). <p>Lesson/Activity: Use the fairy tale slides 12-16 (session 3) to model how to make inferences about character, setting, and plot. There is a read aloud of The Paper Bag Princess.</p> <p>Use the graphic organizer to model and then give students a copy or leave it displayed so that students can make inferences in their own reading.</p>	<p>produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <p>Lesson/Activity: Unit 2 Week 4 Day 17, Lesson 17 TE pages Revising & Editing</p> <div data-bbox="745 1019 1039 1360" style="border: 1px solid orange; padding: 5px;"> <p>Strategy: Editing for Compound Sentences</p> <ol style="list-style-type: none"> 1. Find two short sentences that might go together because they talk about the same idea. 2. Replace the end punctuation from the first sentence with a comma. 3. Write the word "and." 4. Write the rest of the second sentence, remembering to write the end punctuation. </div>	<p>tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read and spell words with vowel teams.</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 long vowel sounds for Long i: ie, i, y, igh, i_e. <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words. <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. <p><u>Suggested Key Terms:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, spelling patterns, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs.</p> <p>Lesson/Activity: Unit 2 Week 3 Day 2, Lesson 12 TE pages 92-95</p>	<p>what I know and do my best on MAP tests.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can focus, try hard, and persist through problem solving. <p>Lesson/Activity: District MAP Math Assessment</p>	<p>the life and contributions of Sequoyah.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify where Sequoyah was born and lived (Tennessee and Arkansas, later Oklahoma) and identify the regions of Georgia into which he traveled. <input type="checkbox"/> I can describe how Sequoyah grew up as a Cherokee Indian. <input type="checkbox"/> I can describe the syllabary Sequoyah created and why he wanted to make an alphabet for the Cherokee. <input type="checkbox"/> I can describe the difficulties Sequoyah faced when creating the syllabary. <input type="checkbox"/> I can describe the newspaper Sequoyah created The Cherokee Phoenix and locate its publishing location, New Echota, on a map. <p>Lesson/Activity: Sequoyah Tab Booklet</p>
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Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange Letters, punctuation, greetings, body, closings, commas, capitalization

Lesson/Activity:

Unit 2 Week 1
Immersion
Mentor Text 1
Day 2, TE pgs. 58-59


*Distribute Mentor Text 2, “Yeh-Shen Deserves Her Happy Ending.”

*Have students work together to underline punctuation in the text. Assist students in making a list of observations and questions about the punctuation marks and discuss what each punctuation mark does to a sentence.

Long I: ie, i, y, igh, i_e
Word Study Resource
Book, pp. 23
My Word Study, Volume 1,
p. 18

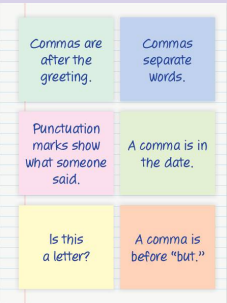
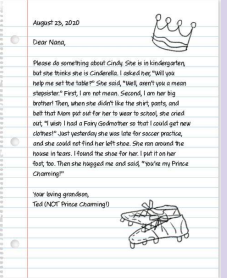
Vowel team syllable
type: long i

- Build Words
- Read Interactive Text
“Mice on Ice”
- Spelling
- High-Frequency Words
- Share and Reflect

<div> <div>Day 2</div> <div> <p>Explore</p> <p>Look at a Mentor Text</p> <p>List out any observations about Mentor Text 1. Underline the punctuation. Talk to a partner to discuss what this punctuation does to the sentence.</p> </div> <div> <div> <div>Some sentences have periods.</div> <div>Why do some sentences have many commas?</div> </div> <div> <div>Some sentences have commas.</div> <div>Sometimes a comma follows the first word in a sentence.</div> </div> <div> <div>I use an excited voice when I see this!</div> </div> </div> <div> <p>Yeh-Shen Deserves Her Happy Ending</p> <p>Yeh-Shen has many hardships but some good character traits. She deserves the happy ending where she marries the king. Yeh-Shen has to live with a stepmother and stepsons who treat her badly. She does the cooking, cleaning, and washing. Her only friend, a griffin, is killed by the stepmother! What why would she do something so terrible? Yeh-Shen is sad, but she doesn't give up. Everyone at the ballad looks at Yeh-Shen because she is beautiful. However, when her stepmother shows up her, Yeh-Shen runs home. I like Yeh-Shen because she is being modest. Even though the lot golden slipper is hers, Yeh-Shen tries to get it back from the king. He sees her and knows Yeh-Shen is the one he has been looking for. How do you think the story ends? They live happily ever after!</p>  </div> </div>					
Wednesday - District MAP Language Assessment					
<p>Standard(s): L1f , L2b</p> <p>LT: I am learning to produce and expand</p>	<p>Standard(s): ELAGSE2L1-L6</p> <p>LT: I am learning to show what I know and do my best on MAP tests.</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to introduce a topic when</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2L4</p> <p>LT: I am learning to read</p>	<p>Standard(s): MGSE2.OA.1 MGSE2.NBT.5 MGSE2.NBT.8 MGSE2.NBT.9</p>	<p>Standard(s): SS2G2 SS2H1 SS2H2</p> <p>LT: I am learning about</p>

<p>complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. <p><u>Suggested Key Terms:</u> Simple sentence, complete</p>	<p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can focus, try hard, and persist. <p>Lesson/Activity: District MAP Language Assessment</p>	<p>writing an informative or 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 introduction. <input type="checkbox"/> I can select one way to hook my reader. <input type="checkbox"/> I can give my readers a preview of what will be in my book. <p>Lesson/Activity: Unit 2 Week 4 Day 18, Lesson 18 TE pages Revising & Editing</p> <div data-bbox="747 753 1041 1127"> <p>Strategy: Writing a Beginning Section</p> <ol style="list-style-type: none"> 1. Read over all of your pages. 2. Think about the most important things you say in the book. What does the reader have to know in order to understand your topic? 3. Be sure to use words that are very important to know, such as "habitat" and "wildlife." 4. Write a few sentences letting the reader know what is coming in the book. </div>	<p>and spell words with vowel teams.</p> <p>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.</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 long vowel sounds for Long i: ie, i, y, igh, i_e. <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. <p>(Long i: ie, i, y, igh, i_e)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize grade-appropriate words and their meaning. <p><u>Suggested Key Terms:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, spelling patterns, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.</p> <p>Lesson/Activity: Unit 2 Week 3 Day 3, Lesson 13 TE pages 96-99</p>	<p>LT: I am learning to add within 100 using place value strategies and properties of operations. I am learning to subtract within 100 using place value strategies and properties of operations. I am learning to explain my addition and subtraction strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can break the numbers I am adding into tens and ones, mentally or with a model. <input type="checkbox"/> I can add by counting on, starting at one number and counting up the tens and ones in the other number. <input type="checkbox"/> I can subtract by counting back, starting at my total and counting down tens and ones in the number I am subtracting. <input type="checkbox"/> I can count in my head or by writing my counts on an open number line. <input type="checkbox"/> I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare. <p><u>Suggested Key Vocabulary:</u> add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal,</p>	<p>locations and regions of the Georgia Creek and Cherokee cultures of the past.</p> <p>I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p> <p>I am learning about the life and contributions of Sequoyah.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify where the Creek cultures of the past lived on a map of Georgia. <input type="checkbox"/> I can identify where the Cherokee cultures of the past lived on a map of Georgia. <input type="checkbox"/> I can describe the tools used by the Creek and Cherokee cultures of the past. <input type="checkbox"/> I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived. <input type="checkbox"/> I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.
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<p>sentence, incomplete sentence, compound sentence, produce, expand, rearrange Letters, punctuation, greetings, body, closings, commas, capitalization</p> <p>Lesson/Activity: Unit 2 Week 1 Immersion Mentor Text 2 Day 3, TE pgs. 60-61</p> <p>*Distribute Mentor Text 2, "Dear Nana."</p> <p>*Have students work together to underline punctuation and make a list of observations and questions about the punctuation marks and commas used in the text.</p> <p>*Discuss what each punctuation mark does to a sentence.</p> <div data-bbox="115 1047 338 1489"> <p>Day 3</p> <hr/> <p>Explore</p> <p>Look at a Second Mentor Text</p> <p>List out any observations about sentence types and punctuation in Mentor Text 2. Talk to a partner to discuss what the punctuation does to the sentence.</p> </div>			<p>Long I: ie, i, y, igh, i_e Word Study Resource Book, pp. 24–25 My Word Study, Volume 1, p. 19</p> <div data-bbox="1064 305 1312 547"> <p>Vowel team syllable type: long i</p> <ul style="list-style-type: none"> • Read Accountable Text "Firefly Tricks Spider" • Spelling • High-Frequency Words • Share and Reflect </div>	<p>equation, place value</p> <p>Lesson/Activity: Module 4 Lesson 2 TE pages 29-39</p> <p>Add and subtract multiples of 10 including counting on to subtract.</p> <p>Problem Set: Must Do: 1a, 1c, 1d, 2a, 2c Could Do: 1b, 1e, 2b, 2d, 3 Extension: 4</p>	<p><input type="checkbox"/> I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.</p> <p>Lesson/Activity: Students will make posters featuring the lives and contributions of the Creek, Cherokee, and Sequoyah.</p>
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Thursday - District MAP Oral Reading Fluency Assessment

<p>Standard(s): L1f , L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the 	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to show what I know and do my best on MAP tests.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can focus, try hard, and persist. <p>Lesson/Activity: District MAP Oral Reading Fluency Assessment</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to provide a concluding statement in my 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 determine what I want to say as a final point or ending. <input type="checkbox"/> I can write an ending to show closure or summarize. <p>Lesson/Activity: Unit 2 Week 4</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to read two-syllable long vowel words. I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize common spelling patterns that create long vowel 	<p>Standard(s): MGSE2.OA.1 MGSE2.NBT.5 MGSE2.NBT.8 MGSE2.NBT.9</p> <p>LT: I am learning to add within 100 using place value strategies and properties of operations. I am learning to subtract within 100 using place value strategies and properties of operations. I am learning to explain my addition and subtraction strategies.</p> <p>SC: <i>I know I am successful when...</i></p>	<p>Standard(s): S2L1 b. S2E3</p> <p>LT: I can obtain, evaluate, and communicate information about the life cycle of pumpkins.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can investigate the parts of a pumpkin and how it grows. <p>Lesson/Activity Intro:</p>
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difference between simple and compound sentences.

- ☐ I can use conjunctions to join two simple sentences and make them compound.
- ☐ I can expand sentences by adding details, combining, or revising sentences.
- ☐ I can rearrange parts of sentences without changing the meaning.
- ☐ I can recognize that a comma indicates a pause in text.
- ☐ I can determine where the comma is placed in a greeting.
- ☐ I can determine where the comma is placed in a closing.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange punctuation, commas, capitalization

Lesson/Activity:

Unit 2 Week 1
Day 4, TE pages 62-63
Compare Mentor Texts

*Model: The two mentor texts next to each other

Day 19, Lesson 19
TE pages
Revising & Editing

Strategy: Writing an Ending Section

1. Look at your sketches and what you have written.
2. Name what your topic is and what your readers have learned about that topic.
3. Directly address your reader.
4. Write a sentence or two telling your reader what they have learned.

sounds. Long i: ie, i, y, igh, i_e)

- ☐ 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 apply letter-sound knowledge to read grade-level text.
- ☐ I can reread to improve my reading.

Suggested Key Terms:

expression, accuracy, self-correct, repeated reading, word analysis, decode, long vowel, one syllable, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.

Lesson/Activity:

Unit 2 Week 3
Day 4, Lesson 14
TE pages 100-101
Long i: ie, i, y, igh, i_e
Word Study Resource Book, pp. 24-25
My Word Study, Volume 1, p. 19

☐ I can break the numbers I am adding into tens and ones, mentally or with a model.

☐ I can count the total value of the tens and ones in the numbers I am adding, composing a ten when needed, mentally or with a model.



☐ I can add by counting on, starting at one number and counting up the tens and ones in the other number. (I can count in my head or by writing my counts on an open number line.)


☐ I can subtract by drawing my total with place value models, then crossing out the number I am subtracting to find the difference, decomposing a ten when needed.

☐ I can subtract by counting back, starting at my total and counting down tens and ones in the number I am subtracting.

☐ I can solve a subtraction problem by counting up from the number I am subtracting to the total, and keeping track of my counts to find the difference.

☐ I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare.

  How Many...

 10/30 pgs 19-...

[Pumpkin Seed Activity](#)

<p><i>successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange punctuation, commas, capitalization</p> <p>Lesson/Activity:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can use details and events from a story and explain the message (lesson/moral) the author is trying to teach me. <p>Lesson/Activity: Listen to the read-aloud of Stellaluna and create the retelling slider bookmark with retelling graphic organizer.</p> <p>Fun Friday options: Directed drawing of Stellaluna</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify facts and details that give information about my topic. <p>Lesson/Activity: Unit 2 Week 4 Day 20, Lesson 20 TE pages Revising & Editing</p> <div data-bbox="751 516 1035 760"> <p><i>Strategy: Defining Specific Words</i></p> <ol style="list-style-type: none"> 1. Look for words that you used in your piece that you know but that your reader might not know. 2. Bold that word. 3. Write a definition in parenthesis after the word. </div>	<p>I am learning to read two-syllable long vowel words.</p> <p>I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize common spelling patterns that create long I vowel sounds. (Long i: ie, i, y, igh, i_e) <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text. <input type="checkbox"/> I can self-correct when I make a mistake. <input type="checkbox"/> I can reread to improve my reading. <p><u>Suggested Key Terms:</u> expression, accuracy, self-correct, repeated reading, word analysis, decode, long vowel, one syllable, spelling-sound correspondences, orally, whisper/partner reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.</p> <p>Lesson/Activity: Unit 2 Week 3 Day 5, Lesson 15 TE pages 102-103 Long I: ie, i, y, igh, i_e</p>	<p>within 100 using place value strategies and properties of operations.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can break the numbers I am adding into tens and ones, mentally or with a model. <input type="checkbox"/> I can count the total value of the tens and ones in the numbers I am adding, composing a ten when needed, mentally or with a model. <input type="checkbox"/> I can solve a subtraction problem by writing and solving a related missing addend equation. <input type="checkbox"/> I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare. <p>Lesson/Activity: Module 4 Lesson 4 TE pages 51-61 Add and subtract multiples of 10 and some ones within 100.</p> <p>Problem Set: Must Do: 1a, 1c, 2a, 2c Could Do: 1b, 1d, 2b, 2d Extended:</p>	<p>parts of a pumpkin and how it grows.</p> <p>Lesson/Activity: Pumpkin Seed Activity</p>
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Unit 2 Week 1

Day 5, TE pages 64-65

Shared Writing: Revisit
Goals

- *Model generating questions that reflect the unit goal.
- *Support and ask students to name the things they want to explore in the study.
- *Use students' ideas to generate questions as a group that will help them meet the unit's goal.
- * Share & reflect.

Questions

When are commas used?
How do I remember when commas are used?
What punctuation comes at the end of a sentence?
How do I know when to use each kind of end punctuation mark?

Word Study Resource

Book, pp. 24–25

My Word Study, Volume 1,
p. 19

Review and Assess
Vowel team syllable
type: long i

- Read Accountable Text "Firefly Tricks Spider" and/or "Why Sun and Moon Live in the Sky"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words