Carrie Waters' Week of: October 31-November 04, 2022 Whole Group Lesson Plans

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

GRAMMAR	READING	WRITING	PHONICS	MATH	SCIENCE
Unit 2 Week 2 Lessons 6-10 Periods, Exclamation Marks, & Question Marks	Unit 2 Week 3 Lessons 11-15 Unit 2 Wrap-up	Unit 2 Week 5 Lessons 21-25 Informational Text	Unit 3 Week 1 Government Working for Us Long u: u, ew, ue, u_e Vowel Teams	Module 4 Lessons 5-9 Sums & Differences to 100 Addition Strategies Composing a Ten	Forces At Work

Monday

Standard(s): **ELAGSE2L1f**	Standard(s): **ELAGSE2RL3**	Standard(s): **ELAGSE2W5**	Standard(s): **ELAGSERF3abc**	Standard(s): **MGSE2.OA.1** **MGSE2.NBT.5**	Standard(s): **S2P2**
LT: I am learning to produce and expand complete and compound sentences.	**LT:** I am learning to describe how the characters in a story react to important (major) events or challenges in stories.	**LT:** I am learning to use others' help to strengthen my writing through revising and editing.	**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 and spell words with vowel teams. I am learning to read two-syllable long vowel words.	**LT:** I am learning to solve one and two step word problems within 100. 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.	**LT:** I am learning to demonstrate ways to affect the motion of an object. **SC:** *I know I am successful when…* ❏ I can describe types of forces such as pushing and pulling. ❏ I can use everyday objects to model the push and pull forces. ❏ I can compare push and pull forces when I apply lighter and harder forces.
SC: *I know I am successful when…* ❏ I can tell the difference between complete and incomplete sentences. ❏ I can expand sentences by adding details, combining, or revising sentences. ❏ I can rearrange parts of sentences without changing the meaning.	**SC:** *I know I am successful when…* ❏ I can describe characters using character traits/feelings. ❏ I can identify the major events or challenges in a story. ❏ I can use text evidence to describe how characters respond to major events/challenges. ❏ I can name the turning point of the story when the main character does something to solve the problem.	**SC:** *I know I am successful when…* ❏ I can include interesting words and phrases that make my piece better. ❏ I can use like and because to help me add more information to my sentences. ❏ I can fix spelling, punctuation, and grammar so that the information is clear to my reader. ❏ I can reread my writing to determine if there are additional changes I want to make.	**SC:** *I know I am successful when…* ❏ I can identify the long vowel sounds. ❏ I can recognize the spelling patterns that make vowels change sound in one syllable words. ❏ I can identify the sounds for common vowel teams. ❏ I can recognize	**SC:** *I know I am successful when…* ❏ I can determine whether a word problem has one or two steps. ❏ I can determine whether it is a part/part/whole or a comparison problem. ❏ I can draw a picture or model to match the word problem. ❏ I can write an equation	Lesson/Activity: Read Aloud: *Give It a Push! Give It a Pull!: A Look at Forces* Forces & Motion Virtual Activities
<u>Suggested Key Terms</u> Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization Lesson/Activity:	Lesson/Activity:	Lesson/Activity: Unit 2 Week 5 Day 21, Lesson 21			

Explore Session 6 Try Out End Punctuation TE pages 66-67 **Explore** **Try Out End Punctuation** Using a list of sentences, try changing around the end punctuation. Do this orally to hear the difference between the sentences. Playing Around with Punctuation • They live happily ever after! Sample response: If I change the exclamation mark to a period, will this sentence make sense? Yes, but if I change the period to a question mark, it doesn't make sense. • She ran around the house in tears. • Does she like to play soccer? • I would like a new backpack for school. Look-Fors: -Changing end punctuation and voice when reading aloud. -Talking about punctuation observations. -Exchanging ideas about end punctuation.	Unit 2 Week 3 Lesson 11 TE pages 98-101 Character Traits Action – what they do Dialogue – what they say Common Character Traits in Fiction kind shy trusting lazy selfish loyal cruel proud hopeful smart funny brave * Be ready to point to specific Evidence in the Text to support what you say about the characters Prove it!	TE pages 92-95 Revising & Editing **Strategy: Adding Important Words** 1. List out words important to your topic. For example: "habitat," "wildlife," "vegetation," "plant," or others you know. 2. Read over what you have written and look for places to use those words. Where can these words be added so that they help teach the reader more about the topic? 3. Add them where they make sense.	common spelling patterns that create long vowel sounds. <u>Suggested Key Terms</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent Lesson/Activity: Unit 3 Week 1 Day 1 TE pages 108-111 Word Study Resource Book, p. 26 My Word Study, Volume 1, p. 20 Vowel team syllable type: long u • Spelling-Sound Correspondences • Blend Words • Transition to Multisyllabic Words • Spelling Patterns Quick Check • High-Frequency Words • Share and Reflect Read HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.	to solve for the unknown value. ❑ I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare. <u>Suggested Key Vocabulary</u> add, addition, plus, sum (total), addend, subtract, subtraction, minus, difference, compose, decompose, solve, equal, equation, part/part/whole comparison, fewer, greater Lesson/Activity: Module 4 Lesson 5 TE pages 62-73 Sums and Differences Within 100 Solve one- and two-step word problems within 100 using strategies based on place value. Problem Set: Must Do: 1,4 Could Do: 2,3 Extended: 5,6 Enrichment: Complete: For early finishers	

Tuesday

| Standard(s):
ELAGSE2L1f

LT: I am learning to | Standard(s):
ELAGSE2L4

LT: I am learning to use | Standard(s):
ELAGSE2W5

LT: I am learning to use | Standard(s):
ELAGSE2RF3abc

LT: I am learning how to | Standard(s):
MGSE2.OA.1
MGSE2.NBT.5
MGSE2.NBT.7 | Standard(s):
S2P2

LT: I am learning to |

produce and expand complete and compound sentences.

SC: *I know I am successful when…*
❑ I can tell the difference between complete and incomplete sentences.
❑ I can expand sentences by adding details, combining, or revising sentences.
❑ I can rearrange parts of sentences without changing the meaning.

Suggested Key Terms
Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization

Lesson/Activity:
Teach Session 7
Use End Punctuation
TE pages 68-69

Teach

Use End Punctuation

Present a mini-session on the three types of end punctuation with examples of sentence types where they're used.
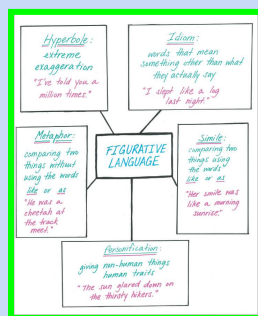
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context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.

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 2, Week 3
Lesson 12
TE pages 102-105

Hyperbole: extreme exaggeration "I've told you a million times."

Idiom: words that mean something other than what they actually say "I slept like a log last night."

Metaphor: comparing two things without using the words. "He was a cheetah at the track meet."

FIGURATIVE LANGUAGE

Simile: comparing two things using the words like or as "Her smile was like a morning sunrise."

Personification: giving non-human things human traits "The sun glared down on the thirsty hikers."

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others' help to strengthen my writing through revising and editing.

SC: *I know I am successful when…*
❑ I can include interesting words and phrases that make my piece better.
❑ I can use like and because to help me add more information to my sentences.
❑ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.
❑ I can reread my writing to determine if there are additional changes I want to make.

Lesson/Activity:
Unit 2 Week 5
Day 22, Lesson 22
TE pages 96-99
Revising & Editing

1. Look at the Revision Tally Sheet.
2. Read one page of your book.
3. Tally the strategies you tried.
4. Ask yourself: "Do I see too little? Too much? Just right?"
5. Revise using the strategies you would like.

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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.
I am learning to read two-syllable long vowel words.

SC: *I know I am successful when…*
❑ I can recognize the spelling patterns that make vowels change sound in one syllable words
❑ I can identify the sounds for common vowel teams.
❑ I can recognize common spelling patterns that create long vowel sounds.

Suggested Key Vocabulary
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, spelling patterns

Lesson/Activity:
Unit 3 Week 1 Day 2
TE pages 112-115
Word Study Resource Book, p. 27
My Word Study, Volume 1,

MGSE2.NBT.9
LT: I am learning to add within 100 using place value strategies and properties of operations.
I am learning to add within 1000 using models.
I am learning to explain my addition and subtraction strategies.

SC: *I know I am successful when…*
❑ 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 model both addends (place value chart, straws and bundles, chip models, etc.).
❑ I can count the total number of ones (composing a ten if needed), the total number of tens (composing a hundred if needed), then the total number of hundreds (composing a thousand if needed).
❑ I can use place value and math language to explain why my strategy works.

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demonstrate ways to affect the motion of an object.

SC: *I know I am successful when…*
❑ I can describe types of forces such as pushing and pulling.
❑ I can use everyday objects to model the push and pull forces.
❑ I can compare push and pull forces when I apply lighter and harder forces.

Lesson/Activity:
Intro:
▶ Pushing and Pulling…
Forces & Motion Virtual Activities

End Punctuation

Type and When to Use It	Examples
Period — When making a statement or giving a command	I am going to the store. Go to the store.
! **Exclamation mark** — When showing strong emotion	I can't wait for summer break!
? **Question mark** — When asking a question	Do you have a pen I can borrow?

Look-Fors:
-Understanding the three kinds of end punctuation.
-Trying different end punctuation marks.
-An exchange of ideas about end punctuation.

Vowel team syllable type: long u
• Build Words
• Read Interactive Text "Rules and Laws!"
• Spelling
• High-Frequency Words
• Share and Reflect

Read and write HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.

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

Lesson/Activity:
Module 4 Lesson 6
TE pages 76-86
Strategies for Composing a Ten
Use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends.

Problem Set:
Must Do: 1a, 2a, 2c, 2e
Could Do: 1b, 2b, 2d, 2f, 2g
Extension: 3,4
Enrichment:

Wednesday

Standard(s): **ELAGSE2L1f**	Standard(s): **ELAGSE2RL9**	Standard(s): **ELAGSE2W5**	Standard(s): **ELAGSERF3abce**	Standard(s): **MGSE2.OA.1** **MGSE2.NBT.5** **MGSE2.NBT.7** **MGSE2.NBT.9**	Standard(s): **S2P2**
LT: I am learning to produce and expand complete and compound sentences. SC: *I know I am successful when…* ❑ I can tell the difference between complete and incomplete sentences. ❑ I can expand sentences by adding details, combining, or revising	LT: I am learning to compare (same) and contrast (different) two or more versions of the same story by different authors or from different cultures. SC: *I know I am successful when…* ❑ I can identify basic elements of different genres. ❑ I can recognize a	LT: I am learning to use others' help to strengthen my writing through revising and editing. SC: *I know I am successful when…* ❑ I can include interesting words and phrases that make my piece better. ❑ I can use like and because to help me add more information to my	LT: I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning how to tell the difference between	LT: I am learning to add within 100 using place value strategies and properties of operations. I am learning to add within 1000 using models. I am learning to explain my addition and subtraction strategies.	LT: I am learning to demonstrate ways to affect the motion of an object. SC: *I know I am successful when…* ❑ I can describe types of forces such as pushing and pulling. ❑ I can use everyday objects to model the push and pull forces. ❑ I can compare push

Column 1 (purple):

sentences.
❑ I can rearrange parts of sentences without changing the meaning.

Suggested Key Terms
Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization

Lesson/Activity:
Explore Session 8
Sentence Sort
TE pages 70-71

Explore

Sentence Sort

Students sort premade sentences and add end punctuation, then explain their choice.

Sentence Sort
She decided to wear her new pants and blue shirt to the movie
Do you know where I put my shoes
Hurry, we're going to be late
Please, take this dirty dish to the sink
Watch out for the car
Do you want to go to the park
Period .
Exclamation mark !
Question mark ?

Look-Fors:
-Sharing observations and building on them.
-Supporting end punctuation choices with

Column 2 (blue):

character in the story.
❑ I can identify the setting in the story.
❑ I can name the plot in the story.
❑ I can compare and contrast texts from different cultures.
❑ I can compare and contrast the same text by different authors.

Lesson/Activity:
Unit 2, Week 3
Lesson 13
TE pages 106-109

VARIANT TALES
are different versions of a traditional or well-known tale.

Story elements that can be similar	Story elements that can be different
basic characters	basic characters
conflict	setting (time, place, environment)
resolution	dialogue

Column 3 (salmon):

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

Lesson/Activity:
Unit 2 Week 5
Day 23, Lesson 23
TE pages 100-103
Revising & Editing

Strategy: Getting Revision Ideas from a Mentor Text
1. Sit with a writing partner and a mentor text.
2. Ask: "What did this author do to teach the reader about the topic? How did he or she do a good job giving information? How could I also do this when I revise?"
3. Point to something in the mentor text and say: "This author tried _____ so we can try _____."
4. Make updates to your pieces.

Column 4 (yellow):

long and short vowels when reading regularly spelled one-syllable words.

SC: *I know I am successful when…*
❑ I can recognize the spelling patterns that make vowels change sound in one syllable words.
❑ I can identify the long vowel sounds.
❑ I can recognize common spelling patterns that create long vowel sounds.
❑ I can use spelling patterns to recognize words.

Suggested Key Vocabulary
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, spelling patterns, inconsistent

Lesson/Activity:
Unit 3 Week 1 Day 3
TE pages 116-119
Word Study Resource Book, pp. 28–29
My Word Study, Volume 1, p. 22

Column 5 (green):

SC: *I know I am successful when…*
❑ 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 model both addends (place value chart, straws and bundles, chip models, etc.).
❑ I can count the total number of ones (composing a ten if needed), the total number of tens (composing a hundred if needed), then the total number of hundreds (composing a thousand if needed).
❑ I can relate my model to a written method.
❑ I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare.
❑ I can use objects, pictures, and/or words to explain my strategy.

Suggested Key Terms
add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal,

Column 6 (pink):

and pull forces when I apply lighter and harder forces.

Lesson/Activity:
Forces & Motion Virtual Activities

valid reasons. -An exchange of ideas about end punctuation.			**Vowel team syllable type: long u** • Read Accountable Text "Vote for Lulu" • Spelling • High-Frequency Words • Share and Reflect Practice HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.	equation, place value Lesson/Activity: Module 4 Lesson 7 TE pages 87-98 Strategies for Composing a Ten Relate addition using manipulatives to a written vertical method. Problem Set: Must Do: 1a-d Could Do: Extended: Complete for early finishers Enrichment: See alternate Application Problem & Problem Set Word Problems	

Thursday

| Standard(s):
ELAGSE2L1f

LT: I am learning to produce and expand complete and compound sentences.

SC: *I know I am successful when…*
❑ I can tell the difference between complete and incomplete sentences.
❑ I can expand sentences by adding details, combining, or revising sentences.
❑ I can rearrange parts of sentences without changing the meaning. | Standard(s):
ELAGSE2RL4

LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.

SC: *I know I am successful when…*
❑ I can identify words or phrases that repeat or rhyme.
❑ I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more | Standard(s):
ELAGSE2W5

LT: I am learning to use others' help to strengthen my writing through revising and editing.

SC: *I know I am successful when…*
❑ I can include interesting words and phrases that make my piece better.
❑ I can use like and because to help me add more information to my sentences.
❑ I can fix spelling, punctuation, and grammar so that the information is | Standard(s):
ELAGSE2RF3abce

LT: I am learning to read and spell words with vowel teams.
I am learning to read two-syllable long vowel words.
I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.
I am learning to read words with common prefixes and suffixes.

SC: *I know I am successful* | Standard(s):
MGSE2.OA.1
MGSE2.NBT.5
MGSE2.NBT.7
MGSE2.NBT.9

LT: I am learning to add within 100 using place value strategies and properties of operations.
I am learning to add within 1000 using models.
I am learning to add within 1000 using written strategies.
I am learning to explain my addition and subtraction strategies. | Standard(s):
S2P2

LT: I am learning to demonstrate ways to affect the motion of an object.
SC: *I know I am successful when…*
❑ I can describe types of forces such as pushing and pulling.
❑ I can use everyday objects to model the push and pull forces.
❑ I can compare push and pull forces when I apply lighter and harder forces. |

Column 1 (purple)

Suggested Key Terms
Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization

Lesson/Activity:
Explore Session 9
Create Reminders
TE pages 72-73

Explore
Create Reminders
Create a chart students can use in their own writing, reminding them how to use each type of end punctuation.


Look-Fors:
-Sharing ideas on how to remember when to use end punctuation.
-Creating a personal list after discussion.
-Focusing the list with images if desired.

Column 2 (blue)

powerful way.
❏ I can describe how word choices can affect the meaning of a story.
❏ I can read a variety of poems, stories, and songs to identify rhyme, rhythm, alliteration, and repetition.
❏ I can participate in discussions about rhyme, rhythm, alliteration, and repetition.
❏ I can tell a partner how the rhyming or repeating words in a poem or song help my understanding and enjoyment.

Lesson/Activity:
Unit 2, Week 3
Lesson 14
TE pages 110-112.
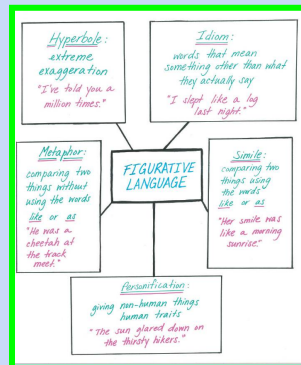
Column 3 (salmon)

clear to my reader.
❏ I can reread my writing to determine if there are additional changes I want to make.

Lesson/Activity:
Unit 2 Week 5
Day 24, Lesson 24
TE pages 104-107
Revising & Editing

Strategy: Using a Editing Tally Sheet
1. Look at the Editing Tally Sheet.
2. Read one page of your book.
3. Tally the strategies you tried.
4. Ask yourself: "Did I use too few strategies? Too many? Just right?"
5. Make any edits you would still like to make.

Column 4 (yellow)

when…
❏ I can recognize the spelling patterns that make vowels change sound in one syllable words.
❏ I can recognize common spelling patterns that create long vowel sounds.
❏ I can cover parts of a word to determine the sounds and then blend them together.
❏ I can use spelling patterns to recognize words.

Suggested Key Vocabulary
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, spelling patterns, inconsistent, prefix, suffix, base word, root

Lesson/Activity:
Unit 3 Week 1 Day 4
TE pages 120-121
Word Study Resource Book, pp. 28–29
My Word Study, Volume 1, p. 22

Column 5 (green)

SC: *I know I am successful when…*
❏ 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 relate my model to a written method.
❏ I can model both addends (place value chart, straws and bundles, chip models, etc.).
❏ I can count the total number of ones (composing a ten if needed), the total number of tens (composing a hundred if needed), then the total number of hundreds (composing a thousand if needed).
❏ I can use objects, pictures, and/or words to explain my strategy.
❏ 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 Terms
add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value

Lesson/Activity:
Module 4 Lesson 8

Column 6 (pink)

Lesson/Activity:
P ForceandMotionRe…

			Vowel team syllable type: long u	TE pages 99-108	
			• Read Multisyllabic Words	Strategies for Composing a Ten	
			• Decode by Analogy	Use math drawings to represent the composition and relate drawings to a written method.	
			• Read Accountable Text "Vote for Lulu" and/or "Our Flag"		
			• Share and Reflect		
				Problem Set:	
			Read HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.	Must Do: 1a-f	
				Could Do: 2, Complete: For early finishers	
				Extended: 3	
				Enrichment: App. Prob. Write another word problem similar to this one.	

Friday

Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):
ELAGSE2L1f	**ELAGSE2SL1**	**ELAGSE2W5**	**ELAGSE2RF3abce**	**MGSE2.OA.1**	**S2P2**
	Unit 2 Wrap UP:		**ELAGSE2RF4bd**	**MGSE2.NBT.5**	
LT: I am learning to produce and expand complete and compound sentences.	**Real-World Perspectives**	LT: I am learning to use others' help to strengthen my writing through revising and editing.		**MGSE2.NBT.7**	Lesson/Activity: Forces and Motion Quiz: Google Form
			LT: I am learning to read and spell words with vowel teams.	**MGSE2.NBT.9**	▶ FORCE and MOTIO…
	LT: I am learning to participate in collaborative conversations about second grade topics.		I am learning to read two-syllable long vowel words.		
SC: *I know I am successful when…*		SC: *I know I am successful when…*	I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.	LT: I am learning to add within 100 using place value strategies and properties of operations.	
❏ I can tell the difference between complete and incomplete sentences.	SC: *I will know I am successful when…*	❏ I can include interesting words and phrases that make my piece better.		I am learning to add within 1000 using models.	
❏ I can expand sentences by adding details, combining, or revising sentences.	*I can listen to and share ideas.	❏ I can use like and because to help me add more information to my sentences.		I am learning to add within 1000 using written strategies.	
❏ I can rearrange parts of sentences without changing the meaning.	*I can support and build ideas with evidence from the text.	❏ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.	I am learning to read on-level text orally with accuracy, appropriate speed, and expression.	I am learning to explain my addition and subtraction strategies.	
	*I can ask questions to clarify understanding.			SC: *I know I am successful when…*	

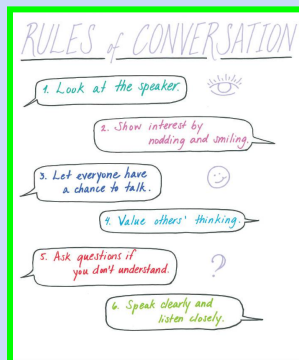|					
Suggested Key Terms Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization Lesson/Activity: Reflect Session 10 Pause & Share TE pages 74-75 Reflect Pause and Share Pause and share what we have learned so far and what we still want to know about end punctuation. What We Have Learned So Far... Exclamation marks show feelings. Most sentences end with periods. Changing the end punctuation changes a sentence. What We Want to Know... Can an exclamation mark be used instead of a period when saying a command? Are periods, question marks, and exclamation marks the only ways to end sentences? Look-Fors: -Larger conclusions being drawn about punctuation. -New questions and wonderings emerging. -Conversation that works through previous questions and the unit's goal.	Lesson/Activity: Unit 2, Week 3 Lesson 15 TE pages 114-117 Unit 2 Assessment RULES of CONVERSATION 1. Look at the speaker. 2. Show interest by nodding and smiling. 3. Let everyone have a chance to talk. 4. Value others' thinking. 5. Ask questions if you don't understand. 6. Speak clearly and listen closely.	❏ I can reread my writing to determine if there are additional changes I want to make. Lesson/Activity: Unit 2 Week 5 Day 25, Lesson 25 TE pages 108-111 Revising & Editing Strategy: Checking End Punctuation 1. Read your first sentence. 2. Ask: "Is this a question, a fact, or something exciting?" 3. Check to make sure your end mark matches your sentence. 4. Repeat until you have edited all of your sentences for end marks.	SC: *I know I am successful when…* ❏ I can identify the sounds for common vowel teams. ❏ I can recognize common spelling patterns that create long vowel sounds. ❏ I can use spelling patterns to recognize words. ❏ I can apply letter-sound knowledge to read grade-level text. ❏ I can self-correct when I make a mistake. Suggested Key Terms word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated reading, HFWs, self correct, word recognition Lesson/Activity: Unit 3 Week 1 Day 5 Review & Assess TE pages 122-123 Word Study Resource Book, pp. 28–29 My Word Study, Volume 1, p. 22	❏ 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 relate my model to a written method. ❏ I can model both addends (place value chart, straws and bundles, chip models, etc.). ❏ I can count the total number of ones (composing a ten if needed), the total number of tens (composing a hundred if needed), then the total number of hundreds (composing a thousand if needed). ❏ I can use objects, pictures, and/or words to explain my strategy. ❏ 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 Terms add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value Lesson/Activity: Module 4 Lesson 9 TE pages 109-120 Strategies for Composing a	

Review and Assess Vowel team syllable type: long u
- Read Accountable Text "Vote for Lulu" and/or "Our Flag"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

- Cumulative Assessment

Read HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.

Ten
Use math drawings to represent the composition when adding a two-digit to a three-digit addend.

Problem Set:
Must Do: 1a-d
Could Do: 2
Extended: Complete for early finishers
Enrichment: Explain how a place value chart helps us add and subtract numbers with more than 2 digits.