


Carrie Waters' Week of: November 14-18, 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 3-4 Lessons 15-19 Commas, Complex, & Compound Sentences	READING Unit 3 Lessons 6-10 Informational	WRITING Volume 3 Immersion Lessons 1-5	PHONICS Unit 3 Week 2-3 Government Working for Us R-Controlled Vowels AR/ER/IR/UR	MATH Module 4 Lessons 14-16 & Mid-Module 4 Review/Assessment Addition & Subtraction Strategies Composing & Decomposing a Ten	SCIENCE Forces at Work Thanksgiving Activities
Monday					
<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to 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 expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce,</p>	<p>Standard(s): ELAGSE2RI6</p> <p>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define the author's purpose. <input type="checkbox"/> I can identify what the author wants to answer. <input type="checkbox"/> I can identify what the author wants to explain. <input type="checkbox"/> I can identify what the author wants to describe. <input type="checkbox"/> I can use the facts from the text to tell me what's important. 	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives telling what happened in order.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can develop characters and settings using sensory details (descriptive adjectives and strong verbs). <input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events). <input type="checkbox"/> I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events. 	<p>Standard(s): ELAGSE2RF3e ELAGSE2RF4b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</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 sounds for different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text. <p><u>Suggested Key Vocabulary:</u></p>	<p>Standard(s): MGSE2.NBT.7</p> <p>LT: I am learning to subtract within 1000 using place value models.</p> <p>I am learning to subtract within 1000 using written strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> I can relate my model to a written method. <p><u>Suggested Key Terms:</u> add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal,</p>	<p>Standard(s): S2P2 b.</p> <p>LT: I am learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe types of forces such as pushing and pulling. <input type="checkbox"/> I can use everyday objects to model the push and pull forces. <input type="checkbox"/> I can compare push and pull forces when I apply lighter and harder forces. <p>Lesson/Activity: Lesson Intro:  Science Max CATA...</p> <p>Building a Catapult</p> <p>Candy Corn Catapults</p>

expand, rearrange, punctuation, body, correspondence, commas, capitalization

Lesson/Activity:
Reflect Session 15
Pause & Share
TE pages 84-85

Reflect
Pause and Share

Pause and share what we have learned so far and what we still want to know about commas.

We've Learned...
- commas are at the start and end of a letter
- words in a list have commas between them
- a comma goes in a date
We Want to Know...
- when to use commas in longer sentences
- where commas go when a character talks in a story
- if a comma can be used instead of a period

Lesson/Activity:
Unit 3, Lesson 6, pages 78-81.

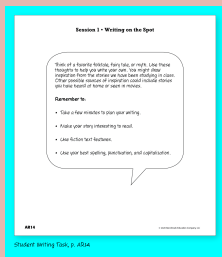
TEXT IMPORTANCE

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

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

Lesson/Activity:
Volume 3, Lesson 1, pages 10-13.

Part 1- Write on the spot. 15-20 min.



Part 2- Study Mentor text, Yeh-Shen. 10-15 min.

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated, choral reading, partner reading, self correct, word recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:
Unit 3, Week 2, Day 10
TE pages 138-139
Word Study Resource Book, pp. 32-33
My Word Study, Volume 1, p. 25

Read high-frequency words: move, never, once, round, small, their, too, walk, where, year.

Review and Assess
r-controlled vowel
syllable type: /är/
• Read Accountable Text "Community Workers" and/or "Martin Luther King Jr."
• Build Words
• Review Multisyllabic Words
• Spelling Patterns and Dictation
• High-Frequency Words
• Cumulative Assessment

equation, place value

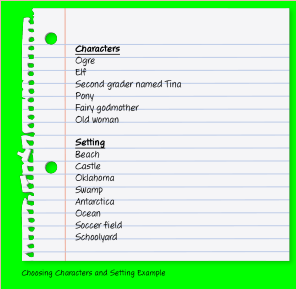
Lesson/Activity:
Module 4 Lesson 14
TE pgs. 167-176
Strategies for
Decomposing a Ten:
Represent subtraction with and without the decomposition when there is a three-digit minuend.

Problem Set:
Must Do: 1b, 1c, 2b
Could Do: 1a, 1d, 1e, 2a
Extended:

Materials:
Candy Corn
Rubber Bands
Popsicle Sticks, Craft Sticks or Pencils

Tuesday

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to 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 expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p> <p>Lesson/Activity: Explore Session 16 Explore Compound and Complex Sentences TE pages 86-87</p> <div data-bbox="115 1188 256 1409"> <p>Explore</p> <p>Explore Compound and Complex Sentences</p> <p>Partnerships look at a list of compound sentences and a list of complex sentences and compare comma usage.</p> </div>	<p>Standard(s): ELAGSE2RI2</p> <p>LT: I am learning to identify the main topic (main idea or central idea) and the focus of each paragraph in a text.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify important facts in a multi-paragraph text <input type="checkbox"/> I can gather important facts to identify the main topic and focus of a paragraph. <input type="checkbox"/> I can gather important facts (ideas, details, and events) from many (multiple) paragraphs to identify the main topic. <p>Lesson/Activity: Unit 3, Lesson 7, pages 82-85.</p> <div data-bbox="430 1068 634 1312"> <p><i>Identify the Central Idea</i></p> <p>LOOK at the title, headings, and graphic features.</p> <p>READ the text and identify important evidence, details, and ideas.</p> <p>FOCUS on the topic of each section or paragraph.</p> <p>ASK: "What is this text mostly about?"</p> <p>STATE the central idea in your own words.</p> </div>	<p>Standard(s): ELAGSE2SL1</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can build on others' ideas by linking their comments to others or my own ideas. <input type="checkbox"/> I can ask for clarification and further explanation if I'm confused. <input type="checkbox"/> I can maintain a focus on a particular topic or text. <p>Lesson/Activity: Volume 3, Session 2 TE pages 14-17. Part 1- Studying Yeh-shen for characteristics of enchanted tales. 10-15 min. Part 2- Make a list of</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2L4c</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to figure out the meaning of a word by knowing the root word.</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 sounds for different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can identify common prefixes and suffixes and their meanings. <p><u>Suggested Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, suffix, root word, meaning</p> <p>Lesson/Activity: Unit 3, Week 3, Day 11 TE pages 140-143 Word Study Resource Book, p. 34</p>	<p>Standard(s): MGSE2.NBT.7</p> <p>LT: I am learning to subtract within 1000 using place value models.</p> <p>I am learning to subtract within 1000 using written strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> I can relate my model to a written method. <p><u>Suggested Key Terms:</u> add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value</p> <p>Lesson/Activity: Module 4 Lesson 15 TE pgs. 177-188 Strategies for Decomposing a Ten: Represent subtraction with and without the decomposition when there is a three-digit minuend.</p> <p>Problem Set: Must Do: 1b, 1c, 2b, 1e,</p>	<p>Standard(s): S2P2 a.</p> <p>LT: I am learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe types of forces such as pushing and pulling. <input type="checkbox"/> I can use everyday objects to model the push and pull forces. <input type="checkbox"/> I can compare push and pull forces when I apply lighter and harder forces. <p>Lesson/Activity: Lesson Intro: Science Max CATA... Building a Catapult Candy Corn Catapults</p> <p>Materials: Candy Corn Rubber Bands Popsicle Sticks, Craft Sticks or Pencils</p>
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<p>Name: _____ Date: _____</p> <p>Commas Here and There</p> <table border="1"> <thead> <tr> <th>Compound Sentences</th> <th>Complex Sentences</th> </tr> </thead> <tbody> <tr> <td>Yeh-Shen is sad, but she doesn't give up.</td> <td>Even though Yeh-Shen is sad, she doesn't give up.</td> </tr> <tr> <td>My two friends played chess, and the game lasted for one hour.</td> <td>When my two friends played chess, the game lasted for one hour.</td> </tr> <tr> <td>He can wash the dishes, or he can sweep the floor.</td> <td>After he washes the dishes, he can sweep the floor.</td> </tr> </tbody> </table>	Compound Sentences	Complex Sentences	Yeh-Shen is sad, but she doesn't give up.	Even though Yeh-Shen is sad, she doesn't give up.	My two friends played chess, and the game lasted for one hour.	When my two friends played chess, the game lasted for one hour.	He can wash the dishes, or he can sweep the floor.	After he washes the dishes, he can sweep the floor.		<p>characters and settings you might use in an enchanted tale. 5-8 min.</p>  <p>Characters</p> <ul style="list-style-type: none"> Cygn Elf Second grader named Tina Penny Fairy godmother Old woman <p>Setting</p> <ul style="list-style-type: none"> Beach Castle Oklahoma Swamp Antarctica Ocean Soccer field Schoolyard <p>Choosing Characters and Setting Examples</p>	<p>My Word Study, Volume 1, p. 26</p> <p>Phonics Song: Er/Ir/Ur</p> <p>Read HFWs: all, away, better, by, change, done, even, found, learn, only.</p> <p>r-controlled vowel syllable type: /ûr/</p> <ul style="list-style-type: none"> • Spelling-Sound Correspondences • Blend Words • Transition to Multisyllabic Words • Spelling Patterns Quick Check • High-Frequency Words • Share and Reflect 	<p>#2 (Hwk Problem)</p> <p>Could Do: 1a, 1d, 2a</p> <p>Extended: #2 (Hwk problem/MM practice)</p>	
Compound Sentences	Complex Sentences												
Yeh-Shen is sad, but she doesn't give up.	Even though Yeh-Shen is sad, she doesn't give up.												
My two friends played chess, and the game lasted for one hour.	When my two friends played chess, the game lasted for one hour.												
He can wash the dishes, or he can sweep the floor.	After he washes the dishes, he can sweep the floor.												

Wednesday

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to 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 expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce,</p>	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the word means.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify individual words within a compound word. <input type="checkbox"/> I can identify the meaning of each individual word within a compound word. <p>Lesson/Activity: Unit 3, Lesson 8 TE pages 86-89.</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></p> <ul style="list-style-type: none"> <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 story. 	<p>Standard(s): ELAGSE2RF3e ELAGSE2RF4b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</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 sounds for different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can apply letter-sound 	<p>Standard(s): MGSE2.NBT.7 MGSE2.OA.1</p> <p>LT: I am learning to solve one and two step word problems within 100.</p> <p>I am learning to subtract within 1000 using place value models.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can draw a picture or model to match the word problem. <input type="checkbox"/> I can write an equation to solve for the unknown value. <input type="checkbox"/> I can subtract by drawing my total with place value models, then crossing out the number I 	<p>Standard(s): S2P2 c.</p> <p>LT: I am learning to record and analyze data about my designed device.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can conduct an experiment on how my device changed the speed and/or direction of the object. <input type="checkbox"/> I can collect and analyze data on how my device changed the speed and/or direction of the object. <input type="checkbox"/> I can describe whether my designed device was a solution to changing the speed and/or direction of
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expand, rearrange

Lesson/Activity:

Teach Session 17

Use Commas in Compound Sentences

TE pages 88-89

Teach

Use Commas in Compound Sentences

Show how and when to use a comma in a compound sentence.

Strategy: Using Commas in Compound Sentences

Take two simple sentences.

Pick a joining word such as *or*, *and*, or *but*.

Combine the two sentences with a comma and a joining word.



COMPOUND WORDS	
<i>are formed by combining two other words.</i>	
EXAMPLES	
<i>after + noon</i>	= <i>afternoon</i>
<i>back + yard</i>	= <i>backyard</i>
<i>bath + room</i>	= <i>bathroom</i>
<i>bath + tub</i>	= <i>bathrobe</i>
<i>book + mark</i>	= <i>bookmark</i>
<i>foot + path</i>	= <i>footpath</i>
<i>foot + ball</i>	= <i>football</i>
<i>hand + making</i>	= <i>handmaking</i>
<i>light + house</i>	= <i>lighthouse</i>
<i>gold + fish</i>	= <i>goldfish</i>
<i>pan + cakes</i>	= <i>pancakes</i>

I can explain the structure of a story (cause/effect, sequencing, compare/contrast, problem/solution).

Lesson/Activity:

Volume 3, Session 3, pages 20-23.

Part 1- studying the structure of an enchanted tale. (20 min)

Part 2- Shared Writing- As a class, write a beginning, middle, and end. Students do not write independently. (20 min)

Sketching and Writing a Beginning, Middle, and End Example



Example, Page 1

Example, Page 2



Example, Page 3

knowledge to read grade-level text.

Suggested Key Vocabulary:

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

Lesson/Activity:

Unit 3, Week 3, Day 12

TE pages 144-147

Word Study Resource

Book, p. 35

My Word Study, Volume 1, p. 27

Read and write HFWs: all, away, better, by, change, done, even, found, learn, only.

r-controlled vowel syllable type: /ür/

- Build Words
- Read Interactive Text "The New Guy"
- Spelling
- High-Frequency Words
- Share and Reflect

am subtracting to find the difference, decomposing a ten when needed.

Suggested Key Terms:

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 16

TE pgs. 189-198

Strategies for

Decomposing a Ten:

Solve one-and two-step word problems within 100 using strategies based on place value.

Problem Set:

Must Do: 1, 3

Could Do: 2

Extended: 4, 5

the object.

I can predict one way to improve my device to cause more change in speed and/or direction of the object.

[Runaway Turkey Trouble / Build a Zipline Activity](#)

Thursday

Standard(s):
ELAGSE2L1f

LT: I am learning to produce and expand

Standard(s):
ELAGSE2RI3

LT: I am learning to describe the connection

Standard(s):
ELAGSE2L1

LT: I am learning to produce and expand

Standard(s):
ELAGSE2RF3e
ELAGSE2RF4d

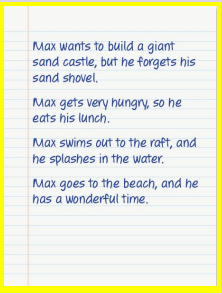
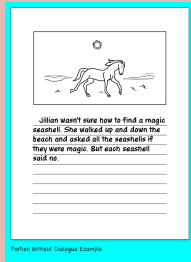
LT: I am learning to

Standard(s):
MGSE2.NBT.5
MGSE2.NBT.7
MGSE2.NBT.8
MGSE2.NBT.9

Standard(s):
S2P2 c.

LT: I am learning to record and analyze data about my

<p>complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none">❑ I can expand sentences by adding details, combining, or revising sentences.❑ I can use conjunctions to join two simple sentences and make them compound. <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p> <p>Lesson/Activity: Explore Session 18 Write Compound Sentences TE pages 90-91</p> <div><p>Explore</p><p>Write Compound Sentences</p><p>Using premade sentence strips, partnerships combine strips using a comma and a conjunction.</p></div>	<p>between a series of historical events, scientific ideas/concepts, or steps in technical procedures.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none">❑ I can explain the sequence of two or more historical events in a text.❑ I can recognize how chronological order text structure presents information.❑ I can identify how chronological order text structure contributes to the author’s purpose. <p>Lesson/Activity: Unit 3, Lesson 9 TE pages 90-93.</p> <p>Give Unit 3, Week 2 Assessment today because of Rock Your School Event Tomorrow.</p> <div><p>CHRONOLOGICAL ORDER TEXT STRUCTURE:</p><p>Write the order in which events occurred</p><table><tr><td>FIRST</td><td>Usually... In the beginning... At first...</td></tr><tr><td>NEXT</td><td>Next... Second... The next day...</td></tr><tr><td>THEN</td><td>Later... After that... Then...</td></tr><tr><td>LAST</td><td>Finally... In the end... Last...</td></tr></table></div>	FIRST	Usually... In the beginning... At first...	NEXT	Next... Second... The next day...	THEN	Later... After that... Then...	LAST	Finally... In the end... Last...	<p>complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none">❑ I can tell the difference between complete and incomplete sentences.❑ I can tell the 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. <p>Lesson/Activity: Volume 3, Session 4 TE pages 24-27.</p> <p>Part 1- Studying mentor text for sentence length (10-15 min).</p> <p>Part 2- Shared Writing- As a class, add dialogue to the enchanted tale you began yesterday.</p> <p>Students do not write independently (15-30 min).</p>	<p>identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>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">❑ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).❑ I can read words containing irregular vowel patterns.❑ I can spell words containing irregular vowel patterns. <p><u>Suggested Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated, choral reading, partner reading, self correct, word recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words</p>	<p>MGSE2.OA.1</p> <p>LT: I am learning to apply my knowledge of solving an addition and subtraction problem with and without decomposing. I am learning to apply my knowledge of solving addition and subtraction word problems that may or may not involve regrouping.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none">❑ I can use place value understanding and properties of operations to add and subtract.❑ I can practice addition and subtraction strategies that I have learned. <p>Lesson/Activity: Module 4 Mid-Module 4 Review TE pgs. 199-207 Topics A–C (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day) * Include Balanced Equations in Review * Review Key Vocabulary (model, fewer, more than, equal to, and arrow notation)</p>	<p>designed device.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none">❑ I can conduct an experiment on how my device changed the speed and/or direction of the object.❑ I can collect and analyze data on how my device changed the speed and/or direction of the object.❑ I can describe whether my designed device was a solution to changing the speed and/or direction of the object.❑ I can predict one way to improve my device to cause more change in speed and/or direction of the object. <p>Runaway Turkey Trouble Build a Zipline Activity</p>
FIRST	Usually... In the beginning... At first...												
NEXT	Next... Second... The next day...												
THEN	Later... After that... Then...												
LAST	Finally... In the end... Last...												

			<p>Lesson/Activity: Unit 3, Week 3, Day 13 TE pages 148-151 Word Study Resource Book, pp. 36–37 My Word Study, Volume 1, p. 28</p> <p>Practice HFWs: all, away, better, by, change, done, even, found, learn, only.</p> <div data-bbox="1066 508 1255 727"> <p>r-controlled vowel syllable type: /ûr/</p> <ul style="list-style-type: none"> • Read Multisyllabic Words • Decode by Analogy • Read Accountable Text “The President’s Houser” and/or “Here Comes the Mail” • Share and Reflect </div>		
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Friday

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to 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 expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. 	<p>Standard(s): ELAGSE2RI5</p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify text features and their purposes. <input type="checkbox"/> I can use captions to help me understand pictures and words on a page. <input type="checkbox"/> I can recognize that 	<p>Standard(s): ELAGSE2RL2</p> <p>LT: I am learning to retell different types of stories to share what the author is trying to teach me.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read or listen to fables and folktales from diverse cultures. <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. <input type="checkbox"/> I can take notes while 	<p>Standard(s): ELAGSE2RF3e ELAGSE2RF4d</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</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 sounds for different 	<p>Standard(s): MGSE2.NBT.5 MGSE2.NBT.7 MGSE2.NBT.8 MGSE2.NBT.9 MGSE2.OA.1</p> <p>LT: I am learning to use place value understanding and properties of operations to add and subtract.</p> <p>I can demonstrate addition and subtraction strategies that I have learned.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can solve an addition 	<p>Standard(s): S2P2 a.</p> <p>LT: I am learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe types of forces such as pushing and pulling. <input type="checkbox"/> I can use everyday objects to model the push and pull forces. <input type="checkbox"/> I can compare push and pull forces when I apply lighter and harder forces.
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Suggested Key Terms:
Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

Lesson/Activity:
Teach Session 19
Use Commas in Complex Sentences
TE pages 92-93

Teach
Use Commas in Complex Sentences
Show how to create complex sentences that use a subordinating conjunction and a comma.

Strategy: Commas in Complex Sentences
1. Take two simple sentences.
2. Pick a sentence destroyer (subordinating conjunction).
3. Put it at the beginning of one sentence.
4. Change the period to a comma.
5. Add the second sentence.

Rock Your School Options:
Groovy Grammar

Pete the Cat and His Groovy Imagination

words in bold highlight key ideas and concepts.
□ I can use text features to preview text and to locate information quickly.

Lesson/Activity:
Unit 3, Lesson 10
TE pages 94-97.

GRAPHICS AND TEXT FEATURES	
FEATURE	PURPOSE
titles/headings	Tell what a text is about or a section of a text is about
photographs/illustrations	provide visual information
captions	explain photographs
maps	show location
diagrams	show steps in a process or how something works
time lines	a diagram that shows events in time order
bold and italic type	highlight important words and ideas

Rock Your School! Options:
Nonfiction Text Feature Scavenger Hunt

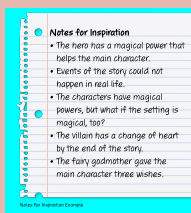
Turkey Trouble

Pete The Cat

reading and use them as writing inspiration.

Lesson/Activity:
Volume 3, Session 5
TE pages 28-31.

Part 1- Read a variety of fairy tales, fables, folktales and take notes for writing inspiration (15-20 min).



Part 2- Shared Writing- model revising sentence length in the enchanted tale you're writing as a class (15-20 min). Students do not write independently.

Examples of Revised Sentences	
1.	"It was a beautiful, sunny day!"
2.	"The next day, Jillian's mother said, 'Go collect some grass for us to eat!'"
3.	"Jillian did as her mother said. Once she was in the grass, she saw a shell!"
4.	"Jillian did, and once she was in the grass, she saw something very unusual."
5.	"The next day of breakfast, Jillian's mother said, 'Go collect some grass!'"
6.	"Jillian did. Once she was in the grass, she saw something very unusual."

Rock Your School! Options:
Reader's Theater- Unit 4 - The Grass is Always Greener, Let Sleeping Dogs Lie

r-controlled vowels (ar, er, ir, or, ur).
□ I can read words containing irregular vowel patterns.
□ I can spell words containing irregular vowel patterns.

Suggested Key Vocabulary:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated, choral reading, partner reading, self correct, word recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:
Unit 3, Week 3
Days 14/15
TE pages 152-153/154-155
Word Study Resource Book, pp. 36-37
My Word Study, Volume 1, p. 28

Read HFWs: all, away, better, by, change, done, even, found, learn, only.

and subtraction problem with and without decomposing.
□ I can solve addition and subtraction word problems that may or may not involve regrouping.

* Include Balanced Equations in Review
* Review Key Vocabulary (model, fewer, more than, equal to, and arrow notation)

Lesson/Activity:
Module 4
Mid-Module Assessment:
TE pgs. 199-207
Topics A-C
(assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)

Rock Your School! Options:
Groovy Math- Blacktop
Students use chalk to solve addition and subtraction problems on the black top.

Option 2: Escape Room

Lesson/Activity:
Rock Your School Options:
Tug of War- Forces & Motion

Bowling
Weather permitting:
(courtyard, sidewalk, or blacktop)
Inside Activity:
Tabletop Bowling

			<div><div>r-controlled vowel syllable type: /ŭr/<ul style="list-style-type: none">• Read Multisyllabic Words• Decode by Analogy• Read Accountable Text "The President's Houser" and/or "Here Comes the Mail"• Share and Reflect</div><div>Review and Assess r-controlled vowel syllable type: /ŭr/<ul style="list-style-type: none">• Read Accountable Text "The President's House" and/or "Here Comes the Mail"• Build Words• Review Multisyllabic Words• Spelling Patterns and Dictation• High-Frequency Words</div><div><ul style="list-style-type: none">• Cumulative Assessment</div></div>		
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