


Carrie Waters' Week of: November 28-December 02, 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 Recap Week 4 Transfer Week 5 Complex & Compound Sentences, Commas, & Letter Writing	READING Unit 3 Lessons 11-15 Government Working for Us Informational	WRITING Volume 3 Lessons 6-10 Fiction Narratives	PHONICS Unit 4 Week 1 Days 1-5 Different Characters, Different Points of View R-Controlled Vowels OR/OAR/ORE	MATH Module 4 Lessons 17-21 Addition/Subtraction Within 200 with Word Problems to 100	SOCIAL STUDIES Georgia Becomes a Colony Intro: Oglethorpe, Tomochichi, & Musgrove
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 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: Week 4 Recap/Review:</p>	<p>Standard(s): ELAGSE2RI8</p> <p>LT: I am learning to describe how the author supports the specific points made in a text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize the author's purpose. <input type="checkbox"/> I can identify the point(s) the author is trying to make. <input type="checkbox"/> I can identify how the cause/effect text structure presents information. <p>Lesson/Activity: Unit 3, Week 3, Lesson 11, pages</p>	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to focus on a topic in my writing. (prewriting)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a clear topic. <input type="checkbox"/> I can create a character. <input type="checkbox"/> I can imagine that character in a particular place. <input type="checkbox"/> I can come up with a problem for that character to solve. <p>Lesson/Activity: Volume 3, Lesson 6, pages 34-37.</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2L4d</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 compound word by using the two smaller words to make a prediction of what the words 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 the sounds for different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can identify the meaning of each individual word within a compound word. 	<p>Standard(s): MGSE2.NBT.7 MGSE2.NBT.8</p> <p>LT: I am learning to add within 1000 using written strategies.</p> <p>I am learning to add and subtract 10 and 100 from a given number 100-900.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can break apart an addend to make the next 10 or 100, then add the remaining value. (This can be done while counting on using a number line, or using a number bond/ "Make the next ten/hundred" strategy.) <input type="checkbox"/> I can add by counting on, starting at one number and counting up the hundreds, tens, and ones in the other number - in an order that makes the most sense. (I can 	<p>Standard(s): SS2H1</p> <p>LT: I am learning about the role of James Oglethorpe in the founding of Georgia.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe James Oglethorpe's role in the founding of Georgia, including his reasons for settling a new colony. <input type="checkbox"/> I can explain why James Oglethorpe chose to settle in Savannah. <p>Lesson/Activity: Teacher will model and guide students in creating and setting up a character book.</p> <p>Introduction/Review: Biography Genre & Text Features-Timeline.</p> <p> Get to Know James ...</p>

Reflect Session 20

Pause & Share

Use Commas in Complex Sentences

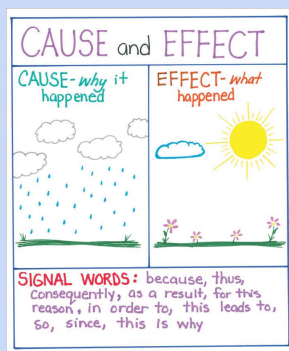
TE pages 94-95

I know...	My Plan
Periods, exclamation marks, and question marks are end marks. Different kinds of sentences use different end marks. Commas are in some longer sentences.	I will explore using exclamation marks to show how I'm feeling. I will try not using different kinds of sentences in my writing. I am curious about using commas in longer sentences and will try adding them.

Teachers and students will review what they have learned so far regarding end punctuation and commas.

Students will search for longer sentences in their writing to see if they can add any commas.

98-101.



Strategy: Generate Ideas for a Tale

1. Create a character.
2. Imagine that character in a particular place.
3. Come up with a problem for that character to solve.

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, predict, definition, compound words, word meaning, individual words

Lesson/Activity:

Unit 4, Week 1, Day 1

TE pages 160-163

Word Study Resource

Book, p. 38

My Word Study, Volume 1, p. 29

Read HFWs:

long, now, our, some, them, through, upon, was, when, work.

r-controlled vowel syllable type: /ôr/

- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- High-Frequency Words
- Share and Reflect

write/say my counts or show them on an open number line.)

□ I can name 10 more, 10 less, 100 more, and 100 less than any three-digit number.

Key Terms:

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

Lesson/Activity:

Module 4 Lesson 17

TE pages 210-219

Strategies for Composing Tens and Hundreds - Use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten.

Problem Set:

Must Do: 1c, 1d, 2a, 3a, 3b

Could Do: 1a, 1b, 1e, 2b, 2c, 3c, 3d

Extended: 3e, 3f

(*End Mod)

Optional:

Read Aloud - James Oglethorpe [Chapters 1 & 2](#)
[James Oglethorpe Tab Booklet](#)

Tuesday

Standard(s):
ELAGSE2L1f

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

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

- ☐ I can expand sentences by adding details, combining, or revising sentences.
- ☐ I can use conjunctions to join two simple sentences and make them compound.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

Lesson/Activity:

Week 5 Transfer:
Explore Session 21
Shared Writing:
Revision Checklist
TE pages

Teachers:

Introduce and discuss the revision checklist and how students can use it to revise their writing to include the punctuation

Standard(s):
ELAGSE2RI4

LT: I am learning to find the meanings of words and phrases from grade-level informational text.

SC: *I know I am successful when:*

- ☐ I can recognize new or unknown words.
- ☐ I can use prior knowledge and experiences to determine and clarify word/phrase meanings.
- ☐ I can use context clues to determine word/phrase meanings.

Lesson/Activity:

Unit 3, Week 3,
Lesson 12, pages
102-105.

Standard(s):
ELAGSE2W5

LT: I am learning to focus on a topic in my writing. (prewriting)

SC: I know I am successful when:

- ☐ I can identify a clear topic.
- ☐ I can create a character (hero or villain).
- ☐ I can choose a setting.
- ☐ I can come up with a problem for that character to solve.
- ☐ I can come up with a solution and brainstorm a story.

Lesson/Activity:

Volume 3, Lesson 7,
pages 38-41.

Standard(s):
ELAGSE2RF3e
ELAGSE2RF4d

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*

- ☐ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- ☐ I can read words containing irregular vowel patterns.

Lesson/Activity:

Unit 4, Week 1, Day 2
TE pages 164-167

Word Study Resource Book, p. 39

My Word Study, Volume 1, p. 30

Read & Write HFWs:

long, now, our, some, them, through, upon, was, when, work.

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

LT: 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.

SC: *I know I am successful when:*

- ☐ 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.

Key Terms:

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

Lesson/Activity:

Module 4 Lesson 18
TE pages 220-232

Strategies for Composing

Standard(s):
SS2H1

LT: I am learning about the role of James Oglethorpe in the founding of Georgia.

SC: *I know I am successful when:*

- ☐ I can describe James Oglethorpe's role in the founding of Georgia, including his reasons for settling a new colony.
- ☐ I can explain why James Oglethorpe chose to settle in Savannah.

Lesson/Activity:

[James Oglethorpe Tab Booklet](#)

they learned in this unit.

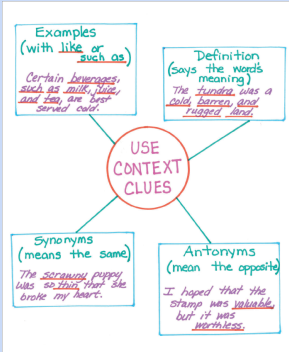
Distribute the “Revision Checklist” reproducible.

Students:
Review the skills explored in the unit as listed on the checklist.
Share their ideas for additional grammar skills that can be added to the checklist.

Name: _____ Date: _____

Revision Checklist

Area of Revision	What I Should Do to Do with It	Directions for Myself	Status
Beginning	Work on: 1. Using and punctuation 2. Using commas 3. Using joining words and phrases 4. Finding sentences and complete sentences 5. _____ 6. _____		
Middle (One or more paragraphs)	Work on: 1. Using and punctuation 2. Using commas 3. Using joining words and phrases 4. Finding sentences and complete sentences 5. _____ 6. _____		
End	Work on: 1. Using and punctuation 2. Using commas 3. Using joining words and phrases 4. Finding sentences and complete sentences 5. _____ 6. _____		



Strategy: Generate Ideas from Settings

1. Choose a setting you'd like to explore.
2. Create a hero and a villain to go in that setting.
3. Think of a problem that involves the hero and the villain.
4. Create a solution to the problem.
5. Use your ideas to create a story.

r-controlled vowel syllable type: /ôr/

- Build Words
- Read Interactive Text "The Perfect Pet"
- Spelling
- High-Frequency Words
- Share and Reflect

Tens and Hundreds: Use manipulatives to represent additions with two compositions.

Problem Set:

Must Do: 1a-1c, 2b, 3, 5
(*End of Mod)
Could Do: 1d, 2a, 4
Extended: 1e, 5
Ex. End of Mod)

Wednesday

Standard(s):
L1f, L2b

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.

SC: *I know I am successful when:*
☐ I can use conjunctions to join two simple

Standard(s):
ELAGSE2RI6

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.

SC: *I know I am successful when:*
☐ I can define

Standard(s):
ELAGSE2W3

LT: I am learning to write narratives telling what happened in order.

SC: *I know I am successful when:*
☐ I can develop characters and settings using sensory details (descriptive

Standard(s):
**ELAGSE2RF3e
ELAGSE2RF4d**

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.
I am learning to recognize and read grade-appropriate irregularly spelled words.

Standard(s):
**MGSE2.NBT.7
MGSE2.NBT.9**

LT: 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.

SC: *I know I am successful when:*
☐ I can count the total

Standard(s):
SS2H1

LT: I am learning about the life and the role of Mary Musgrove in the founding of Georgia.

SC: *I know I am successful when:*
☐ I can describe Mary Musgrove's life as the daughter of a Creek Indian mother and English father.
☐ I can explain Mary Musgrove's role in the

sentences and make them compound.

❑ I can expand sentences by adding details, combining, or revising sentences.

❑ 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.

Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization

Lesson/Activity:

Week 5 Transfer:
Explore Session 22
Shared Writing:
Create a Letter
TE pages

Bring the class together to write a letter as a community. Generate ideas for the letter.

author's purpose.

❑ I can identify the author's purpose based on what the author wants to answer.

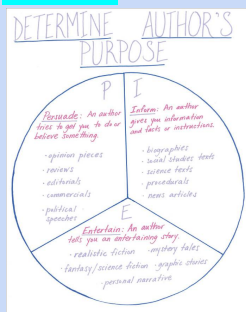
❑ I can identify the author's purpose based on what the author wants to explain.

❑ I can identify the author's purpose based on what the author wants to describe.

❑ I can use the facts from the text to support what the author wanted to answer, explain, or describe.

Lesson/Activity:

Unit 3, Week 3,
Lesson 13, pages
106-109.



adjectives and strong verbs).

❑ I can use organizational structures (beginning, middle, end, and sequence of events).

❑ I can sketch across pages.

Lesson/Activity:

Volume 3, Lesson 8,
pages 42-45.

Strategy: Generate Ideas from Problems and Sketch Across Pages

1. Choose a problem that involves a villain.
2. Create two characters that work out the problem.
3. Plan and sketch the story across pages.

SC: *I know I am successful when:*

❑ 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.

Lesson/Activity:

Unit 4, Week 1, Day 3
TE pages 168-171

Word Study Resource Book, pgs. 40-41
My Word Study, Volume 1, p. 31

Practice HFWs:

long, now, our, some, them, through, upon, was, when, work.

r-controlled vowel syllable type: /ôr/

- Read Accountable Text "Fox Makes Friends"
- Spelling
- High-Frequency Words
- Share and Reflect

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 compare my strategy with others' strategies, naming what is the same and different.

Key Terms:

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

Lesson/Activity:

Module 4 Lesson 7
TE pages 233-252

Strategies for Composing Tens and Hundreds: Relate manipulative representations to a written method.

Problem Set:

Must Do: 1c, 1d, 1e, 1f
Could Do: 1a, 1b, 1g, 1h
Extended: 2a, 2b

founding of Georgia - as a translator for James Oglethorpe and Tomochichi.

Lesson/Activity:

[Finish James Oglethorpe Tab Booklet \(if needed\)](#)

Intro: Biography and Character Book

▶ Mary Musgrove, Co...

[Mary Musgrove Tab Booklet](#)

 <p>“Sample”</p>					
Thursday					
<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 know I am successful when:</i></p> <ul style="list-style-type: none"> <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 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>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words or phrases that repeat or rhyme. <input type="checkbox"/> I can participate in discussions about rhyme, rhythm, alliteration, and repetition. <input type="checkbox"/> I can tell a partner how the rhyming or repeating words in a poem or song help my understanding and enjoyment. 	<p>Standard(s): ELAGSE2L2</p> <p>LT: I am learning to demonstrate command of the conventions of standard English when writing.</p> <p>SC: I know I am successful when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use correct capitalization for the beginning of sentences and proper nouns. <input type="checkbox"/> I can use punctuation correctly (commas and ending punctuation). <input type="checkbox"/> I can check my spelling. <p>Lesson/Activity: Volume 3, Lesson 9, pages 46-49.</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2RF4bcd</p> <p>LT: I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to use words in a sentence to help me understand or self-correct words I do not know.</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 decode words. <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can reread to improve my reading. 	<p>Standard(s): MGSE2.NBT.7</p> <p>LT: 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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> I can relate my model to a written method. <p><u>Key Terms:</u> add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value</p>	<p>Standard(s): SS2H1</p> <p>LT: I am learning about the life and the role of Mary Musgrove in the founding of Georgia.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe Mary Musgrove’s life as the daughter of a Creek Indian mother and English father. <input type="checkbox"/> I can explain Mary Musgrove’s role in the founding of Georgia - as a translator for James Oglethorpe and Tomochichi. <p>Lesson/Activity: Biography & Character Book Mary Mugrove Tab Booklet</p>

Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization

Lesson/Activity:

Week 5 Transfer:
Explore Session 23
Shared Writing:
Revise the Letter
TE pages

Teachers & students use the "Revision Checklist" to revise the shared writing letter. Invite students to revise the letter by combining sentences to make compound or complex sentences.

October 24, 2020

Dear Friend,

We are writing to you from our school in the city. We're in second grade, and there are many great things about our school. Some of us love to eat hot lunch, and we all agree that just day is the best!

Because we get to play outside, recess is the best part of the school day. While some kids like to play sports like basketball, others like to jump rope. Once in a while, we all start a big game of kickball.

We would also like to tell you about our special classes. They are art, music, and gym. Because many of us love to do artwork, sports, or music productions, we really enjoy these special classes.

Will you tell us something about your school?

Sincerely,

Class 201



Name: _____ Date: _____

Revision Checklist

Area of Revision	What I Would Like to Revise (Do with I)	Strategies for Meant	Status
Beginning	Work on: 1. Long word punctuation 2. Adding commas 3. Using strong words and adjectives 4. Adding descriptive and complete sentences 5. _____ 6. _____		
Middle (one or more paragraphs)	Work on: 1. Long word punctuation 2. Adding commas 3. Using strong words and adjectives 4. Adding descriptive and complete sentences 5. _____ 6. _____		
End	Work on: 1. Long word punctuation 2. Adding commas 3. Using strong words and adjectives 4. Adding descriptive and complete sentences 5. _____ 6. _____		

Lesson/Activity:

Unit 3, Week 3,
Lesson 14, pages
110-113.

FEATURES OF POETRY

LINE: a group of words appearing together in a row

STANZA: a group of lines of poetry that form a unit together; poems are structured by stanzas

RHyme: words that have the same ending sound

RHYTHM: beat that is expressed through stressed and unstressed syllables

ALLITERATION: words close together that have the same starting sound

REPETITION: repeated words, phrases, or lines

FIGURATIVE LANGUAGE: language that shows something other than what the words literally mean

Strategy: Editing for Capitalization, Punctuation, and Spelling on the Go

1. Write a few sentences.
2. Pause and pick a focus: capitalization, punctuation, or spelling.
3. Reread your sentences and look for your focus.
4. Make any changes or corrections.
5. Repeat the steps with a new focus.

Lesson/Activity:

Unit 4, Week 1, Day 4
TE pages 172-173

Word Study Resource Book, pgs. 40-41
My Word Study, Volume 1, p. 31

Read HFWs:
long, now, our, some, them, through, upon, was, when, work.

r-controlled vowel syllable type: /ôr/

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Fox Makes Friends" and/or "How Cow Got Its Horns"
- Share and Reflect

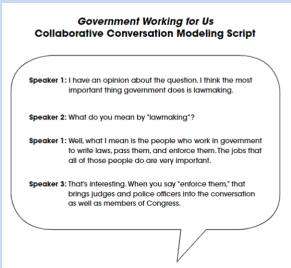
Lesson/Activity:

Module 4 Lesson 20
TE pages 253-264

Strategies for Composing Tens and Hundreds:
Use math drawings to represent additions with up to two compositions and relate drawings to a written method.

Problem Set:

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

Friday					
<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 know I am successful when:</i> <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 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> <p><u>Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, Letters,</p>	<p>Standard(s): ELAGSE2SL1</p> <p>LT: I am learning to participate in collaborative conversations about second grade topics.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can listen to and share ideas. <input type="checkbox"/> I can support and build ideas with evidence from the text. <input type="checkbox"/> I can ask questions to clarify understanding.</p> <p>Lesson/Activity: Unit 3, Week 3, Day 15, pages 114-117.</p> 	<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> <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> <p>Lesson/Activity: Volume 3, Lesson 10, pages 50-53.</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2RF4bd</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</p> <p>Lesson/Activity:</p>	<p>Standard(s): MGSE2.NBT.7</p> <p>LT: I am learning to add within 1000 using models. I am learning to add within 1000 using written strategies.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> 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). <input type="checkbox"/> I can relate my model to a written method.</p> <p><u>Key Terms:</u> add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value</p> <p>Lesson/Activity: Module 4 Lesson 21 TE pages 265-274 Strategies for Composing Tens and Hundreds: Use math drawings to represent additions with</p>	<p>Standard(s): SS2H1</p> <p>LT: I am learning about the role of Tomochichi in the founding of Georgia.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can describe Tomochichi's life as the chief of the Yamacraw Indian tribe. <input type="checkbox"/> I can explain Tomochichi's role in the founding of Georgia, including the land given to Oglethorpe. <input type="checkbox"/> I can tell you about his good relationship with James Oglethorpe and the colonists.</p> <p>Lesson/Activity: Finish Mary Musgrove Tab Booklet (if needed)</p> <p>Intro: Biography & Character Book <input type="checkbox"/> Oglethorpe and To... Tomochichi Tab Booklet</p>

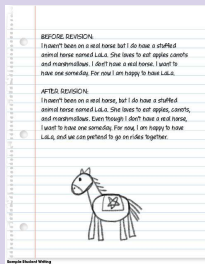
punctuation, greetings, correspondence, body, closings, commas, capitalization

Lesson/Activity:

Week 5 Transfer:
Explore Session 24
Try Out Commas In Your Writing
TE pages

Teachers will circulate and guide students with revision checklists. Students will work by looking back at their writing and revising it for correct comma use. Students may choose to rewrite the sentences with commas or simply add commas to the existing writing.

Share with partners.



Strategy: Sketching and Adding More Information to the Beginning, Middle, or End

1. Choose a section to focus on: the beginning, middle, or end.
2. Ask yourself, "Have I included all the characteristics of this section? Is there a place I could add more information?"
3. List on your fingers possible new details you could add to the section. Pick your favorites to add to the story.
4. Add to your sketch. Or draw a new sketch that has the new story details you've come up with.
5. Begin writing sentences to match the details you drew in your sketch.

Unit 4, Week 1, Day 5 TE pages 174-175

Word Study Resource Book, pgs. 40-41
My Word Study, Volume 1, p. 31

Read HFWS:
long, now, our, some, them, through, upon, was, when, work.

Review and Assess r-controlled vowel syllable type: /ôr/

- Read Accountable Text
"Fox Makes Friends" and/or
"How Cow Got Its Horns"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words
- Cumulative Assessment

up to two compositions and relate drawings to a written method.

Problem Set:

Must Do: 1a, 1b, 1d

Could Do: 1c

Extended: 2