

Carrie Waters' Week of: November 07-11, 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 Lessons 11-14 Commas & Letters	READING Unit 3 Week 1 Lessons 1-4 Government Working for Us	WRITING Unit 2 Week 6 Lessons 26-29 Informational Text	PHONICS Unit 3 Week 2 Government Working for Us R-Controlled Vowels - AR	MATH Module 4 Lessons 10-13 Addition Subtraction Strategies Compose/Decompose a Ten	SCIENCE Forces At Work
Monday					
<p>Standard(s): ELAGSE2L2b</p> <p>LT: 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 recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. <p><u>Suggested Key Terms:</u> Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization</p>	<p>Standard(s): ELAGSE2RI1</p> <p>LT: I am learning to ask and answer questions to show understanding of key details in the text.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can list (generate) questions before reading. <input type="checkbox"/> I can work with a partner to evaluate my questions. <input type="checkbox"/> I can listen actively. <p>Lesson/Activity: Unit 3 Intro, Lesson 1, pages 58-61.</p>	<p>Standard(s): ELAGSE1W6</p> <p>LT: I am learning to use tools to complete a writing piece with a partner.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use a computer (digital tool) to make my writing book complete. <input type="checkbox"/> I can work with a partner to publish my writing book. <input type="checkbox"/> I can add a cover and images to my writing book. <p>Lesson/Activity: Unit 2 Week 6 Day 26, Lesson 26 TE pages 112-115 Writing a Letter to the Reader</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2RF4d ELAGSE2L4c</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 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 spell words 	<p>Standard(s): MGSE2.NBT.5 MGSE2.NBT.7 MGSE2.NBT.9 MGSE2.OA.1</p> <p>LT: I am learning to add within 100 using place value strategies and properties of operations. I am learning to solve one and two step word problems within 100. 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></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can count the total value of the tens and ones in the numbers I am adding, composing a ten when needed, mentally or with a model. <input type="checkbox"/> I can count the total 	<p>Standard(s): S2P2 b.</p> <p>LT: I am learning to design a device to change the speed and direction 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 explore and explain how inclined planes and ramps change the speed of an object. <input type="checkbox"/> I can explore and explain how sand and sand paper change the speed of an object. <input type="checkbox"/> I can explore and explain how slick materials or wet materials change the speed of an object. <input type="checkbox"/> I can design a device that: - Speeds up or slows down ... of an object. - Changes the direction ... of an object.

Lesson/Activity:

Explore Session 11

Commas

Revisit Mentor Texts

TE pages 76-77

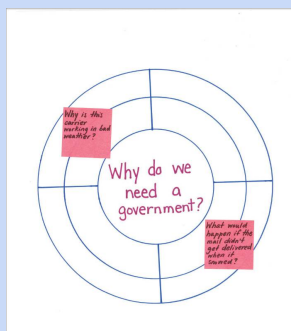
Explore

Revisit the Mentor Texts

Partnerships review the mentor texts and try to determine when to use commas, which they record in their grammar notebooks.

Comma Questions

- In Atlas
- at the beginning and end of a letter
- in the middle of sentences
- to separate words in a series
- when characters talk
- after the first word in some sentences



Strategy: Writing a Letter to the Reader

1. *Imagine your reader.*
2. *Invite your reader to read your book. Name the reasons why he or she should read it.*
3. *Add a few sketches.*
4. *Reread the letter to make sure it makes sense.*

containing irregular vowel patterns.

❑ I can identify common prefixes and suffixes and their meanings.

Suggested Key Vocabulary:

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

Lesson/Activity:

Unit 3, Week 2, Day 6

TE pages 124-127

Word Study Resource Book, p. 30

My Word Study, Volume 1, p. 23

Phonics Songs: Ar and Ing

Read HFWs: move, never, once, round, small, their, too, walk, where, year.

r-controlled vowel syllable type: /är/

- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- 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 draw a picture or model to match the word problem.

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

Suggested Key Vocabulary:

add, addition, plus, sum (total), addend, subtract, subtraction, minus, difference, compose, decompose, solve, equal, equation

Lesson/Activity:

Module 4 Lesson 10

TE pgs. 121-131

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

Problem Set:

Must Do: 1c, 1d, 2a

Could Do: 1a, 1b, 2b

Extended: 1e

Lesson/Activity:


[Forces and Motion Labs](#)

Cars and Ramp Lab pgs. 2 & 13

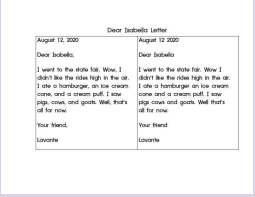
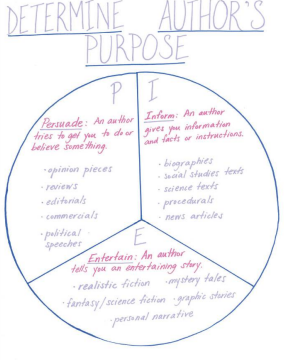
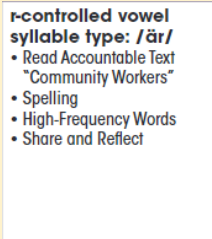
Ramps can be made from insulation tubing, pool noodles, paper towel tubing, or commercial toy ramps.

Tuesday

<p>Standard(s): ELAGSE2L2b</p> <p>LT: 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 recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. <p><u>Suggested Key Terms:</u> Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization</p> <p>Lesson/Activity: Teach Session 12 Use Commas TE pages 78-79</p> <div data-bbox="115 1193 279 1433" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Teach Use Commas Using Mentor Text 2, create an anchor chart for future reference that lists some comma rules.</p> </div>	<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 the author's purpose based on what the author wants to answer. <input type="checkbox"/> I can identify the author's purpose based on what the author wants to explain. <input type="checkbox"/> I can identify the author's purpose based on what the author wants to describe. <input type="checkbox"/> I can use the facts from the text to support what the author wanted to answer, explain, or describe. <p>Lesson/Activity: Unit 3, Lesson 2, pages 62-65.</p>	<p>Standard(s): ELAGSE1W6</p> <p>LT: I am learning to use tools to complete a writing piece with a partner.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use a computer (digital tool) to make my writing book complete. <input type="checkbox"/> I can work with a partner to publish my writing book. <input type="checkbox"/> I can add a cover and images to my writing book. <p>Lesson/Activity: Unit 2 Week 6 Day 27, Lesson 27 TE pages 116-119 Making a Book Cover</p> <div data-bbox="745 933 1039 1226" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Strategy: Making a Book Cover</p> <ol style="list-style-type: none"> 1. Reread your book. Think of a short title for your book. 2. Think of ideas for the cover's picture or drawing. Sketch out your cover drawing. Color it if you wish. 3. Add the book's title and your author name to the cover. </div>	<p>Standard(s): ELAGSE2RF3e ELAGSE2RF4bd 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 read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>I am learning to recognize and read grade-appropriate irregularly spelled words.</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 apply letter-sound knowledge to read grade-level text. <input type="checkbox"/> I can reread to improve my reading. <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 identify common 	<p>Standard(s): MGSE2.NBT.5 MGSE2.NBT.7 MGSE2.NBT.9 MGSE2.OA.1</p> <p>LT: I am learning to subtract within 100 using place value strategies and properties of operations.</p> <p>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>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 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 model the total (place value chart, straws and bundles, chip models, etc.). <input type="checkbox"/> I can relate my model to a written method. <input type="checkbox"/> I can use objects, pictures, and/or words to explain my strategy. <p><u>Suggested Key Terms:</u> add, subtract, sum, difference, total, bundle,</p>	<p>Standard(s): S2P2 b.</p> <p>LT: I am learning to design a device to change the speed and direction 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 explore and explain how inclined planes and ramps change the speed of an object. <input type="checkbox"/> I can explore and explain how sand and sand paper change the speed of an object. <input type="checkbox"/> I can explore and explain how slick materials or wet materials change the speed of an object. <input type="checkbox"/> I can design a device that: - Speeds up or slows down ... of an object. - Changes the direction ... of an object. <p>Lesson/Activity: Forces and Motion Labs Cars and Ramp Lab Pgs. 2 & 13 Ramps can be made from insulation tubing, pool noodles, paper towel tubing, or commercial toy ramps.</p>
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<p>Comma Rules</p> <p>Put a comma...</p> <ul style="list-style-type: none"> - between the day and year in a date - after the opening and closing of a letter - after an interjection at the start of a sentence - after a transition word at the start of a sentence - between words in a series <p>Strategy: Using Commas in Sentences</p> <p>Read a sentence aloud without pausing.</p> <p>Look for parts that are listed in the comma rules chart.</p> <p>Add commas to follow the comma rules.</p> 	<p>TEXT IMPORTANCE</p> <ul style="list-style-type: none"> • <u>Why</u> did the author write it? • What am I <u>learning</u> about? • What text <u>answers</u> those questions? • What is most <u>important</u>? • <u>How</u> does the author present different information? <p><i>BEWARE: Enjoy interesting or fun details, but don't let them distract you!</i></p>		<p>prefixes and suffixes and their meanings.</p> <p><u>Suggested Key Vocabulary:</u></p> <p>word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, root word, suffix, meaning</p> <p>Lesson/Activity:</p> <p>Unit 3, Week 2, Day 7 TE pages 128-131 Word Study Resource Book, p. 31 My Word Study, Volume 1, p. 24</p> <p>Read and write HFWs: move, never, once, round, small, their, too, walk, where, year.</p> <div data-bbox="1066 1015 1274 1247"> <p>r-controlled vowel syllable type: /är/</p> <ul style="list-style-type: none"> • Build Words • Read Interactive Text "A Special Lady" • Spelling • High-Frequency Words • Inflectional Endings: -ed, -ing • Share and Reflect </div>	<p>compose, decompose, difference, equal, equation, place value</p> <p>Lesson/Activity:</p> <p>Module 4 Lesson 11 TE pgs. 132-144 Strategies for Decomposing a Ten: Represent subtraction with and without the decomposition of 1 ten as 10 ones w/ manipulatives.</p> <p>Problem Set:</p> <p>Must Do: 2a, 2c, 2d, 2f, 3 & 5 (MM explain/language practice) Could Do: 1a, 1b, 2b, 2e Extended: 3 & 5 (MM explain/language practice)</p>	
Wednesday					
<p>Standard(s): ELAGSE2L2b</p> <p>LT: I am learning to use</p>	<p>Standard(s): ELAGSE2RI6</p> <p>LT: I am learning to</p>	<p>Standard(s): ELAGSE2W6</p> <p>LT: I am learning to use a</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2RF4bd</p>	<p>Standard(s): MGSE2.NBT.5 MGSE2.NBT.7 MGSE2.NBT.9</p>	<p>Standard(s): S2P2 b.</p> <p>LT: I am learning to design</p>

<p>commas in the greetings and closings of a letter when writing.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. <p><u>Suggested Key Terms:</u> Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization</p> <p>Lesson/Activity: Explore Session 13 Comparing Letters TE pages 80-81</p> <div data-bbox="113 1049 289 1308"> <p>Explore Comparing Letters</p> <p>Read aloud the same brief letter: one with commas and one without. Discuss the importance of commas and where to use them.</p> </div>	<p>identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p><i>SC: 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 the author's purpose based on what the author wants to answer. <input type="checkbox"/> I can identify the author's purpose based on what the author wants to explain. <input type="checkbox"/> I can identify the author's purpose based on what the author wants to describe. <input type="checkbox"/> I can use the facts from the text to support what the author wanted to answer, explain, or describe. <p>Lesson/Activity: Unit 3, Lesson 3, pages 66-69.</p>	<p>variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults).</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use paper, pencil, and digital media to produce a writing piece. <input type="checkbox"/> I can collaborate with (peers, teachers, and adults) to proofread my writing. <input type="checkbox"/> I can use tools to find and organize information. <input type="checkbox"/> I can publish and present my writing to an audience. <p>Suggested Key Terms digital tools, internet, collaboration, gather information, research, producing, publishing</p> <p>Lesson/Activity: Unit 2 Week 6 Day 28, Lesson 28 TE pages 120-121 Using Technology to Share Writing</p> <div data-bbox="743 1200 1037 1330"> <p>Work with students and the available technology in your classroom. If possible, scan student work in as a PDF. Or use your or students' smartphones or a digital camera to take pictures of each page of the students' books.</p> </div>	<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>I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p><i>SC: 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. <input type="checkbox"/> I can reread to improve my reading. <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> 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,</p>	<p>MGSE2.OA.1</p> <p>LT: I am learning to subtract within 100 using place value strategies and properties of operations.</p> <p>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>I am learning to explain my addition and subtraction strategies.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can model the total (place value chart, straws and bundles, chip models, etc.). <input type="checkbox"/> I can take away the number of ones being subtracted; if I do not have enough, I can decompose a ten into ten ones. <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. <input type="checkbox"/> I can use objects, pictures, and/or words to explain my strategy. <p><u>Suggested Key Terms:</u> add, subtract, sum,</p>	<p>a device to change the speed and direction of an object.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explore and explain how inclined planes and ramps change the speed of an object. <input type="checkbox"/> I can explore and explain how sand and sand paper change the speed of an object. <input type="checkbox"/> I can explore and explain how slick materials or wet materials change the speed of an object. <input type="checkbox"/> I can design a device that: - Speeds up or slows down ... of an object. - Changes the direction ... of an object. <p>Lesson/Activity: Forces and Motion Labs Cars and Ramp Lab Pgs. 2 & 13 Ramps can be made from insulation tubing, pool noodles, paper towel tubing, or commercial toy ramps.</p>
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			<p>inconsistent</p> <p>Lesson/Activity: Unit 3, Week 2, Day 8 TE pages 132-135 Word Study Resource Book, pp. 32–33 My Word Study, Volume 1, p. 25</p> <p>Practice high-frequency word HFWs: move, never, once, round, small, their, too, walk, where, year.</p> 	<p>difference, total, bundle, compose, decompose, difference, equal, equation, place value</p> <p>Lesson/Activity: Module 4 Lesson 12 TE pgs. 145-154 Strategies for Decomposing a Ten: Relate manipulative representations to a written method.</p> <p>Problem Set: Must Do: 1b, 1c, 1f, #2 (ET practice) Could Do: 1a, 1d, 1e, 3a, 3b Extended: 2</p>	
Thursday					
<p>Standard(s): ELAGSE2L2b</p> <p>LT: 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 recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. 	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize 	<p>Standard(s):</p> <p>LT:</p> <p>SC: <i>I know I am successful when...</i></p> <p>Lesson/Activity: Unit 2 Week 6 Day 29, Lesson 29 TE pages 124-125 End of Unit - Writing on the Spot and Reviewing Goals</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2RF4bcd</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 read on-level text orally with accuracy, appropriate speed, and expression. I am learning to use words</p>	<p>Standard(s): MGSE2.NBT.5 MGSE2.NBT.7 MGSE2.NBT.9 MGSE2.OA.1</p> <p>LT: I am learning to subtract within 100 using place value strategies and properties of operations. I am learning to subtract within 1000 using place value models. I am learning to subtract within 1000 using written strategies. I am learning to explain</p>	<p>Standard(s): S2P2 b.</p> <p>LT: I am learning to design a device to change the speed and direction 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 explore and explain how inclined planes and ramps change the speed of an object. <input type="checkbox"/> I can explore and explain how sand and sand

☐ I can determine where the comma is placed in a closing.

Suggested Key Terms:

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

Lesson/Activity:

Explore Session 13
Shared Writing: Compose a Letter
TE pages 82-83

Explore

Shared Writing: Compose a Letter

As a group, write a letter that includes the many specific uses of a comma.

September 23, 2020

Dear Mrs. Hernandez,

First, we wanted to tell you how much we like your gym class. It is a lot of fun to do all the activities and games with you. We like to play soccer, kickball, and basketball. Wow, we are so excited about field day! We can't wait for the races, games, and snacks. Finally, we want to say thank-you for being a great teacher!

Sincerely,

Sam, Trevor, and Jen



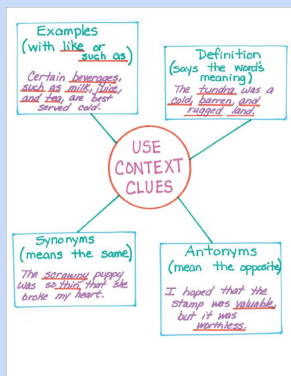
grade-appropriate words and their meaning.

☐ 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 3, Lesson 4,
pages 70-73.



Writing on the Spot Informational Books

Think of a place you know a lot about. Write a teaching book that gives facts and information about that place.

Remember to:

- Plan across your pages using sketches.
- Write to match your sketches.
- Use nonfiction text features.
- Use all you know about spelling, punctuation, and capitalization.

in a sentence to help me understand or self-correct words I do not know.

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

my addition and subtraction strategies.

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

- ☐ I can model the total (place value chart, straws and bundles, chip models, etc.).
- ☐ I can take away the number of ones being subtracted; if I do not have enough, I can decompose a ten into ten ones.
- ☐ I can subtract by drawing my total with place value models, then crossing out the number I am subtracting to find the difference, decomposing a ten when needed.
- ☐ I can relate my model to a written method.
- ☐ 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, equation, place value

Lesson/Activity:

Module 4 Lesson 13
TE pgs. 155-166
Strategies for
Decomposing a Ten:
Use math drawings to represent subtraction with and w/o decomposition

paper change the speed of an object.

☐ I can explore and explain how slick materials or wet materials change the speed of an object.

☐ I can design a device that: - Speeds up or slows down ... of an object. - Changes the direction ... of an object.

Lesson/Activity:

[Forces and Motion Labs](#)

Cars and Ramp Lab

Pgs. 2 & 13

Ramps can be made from insulation tubing, pool noodles, paper towel tubing, or commercial toy ramps.

			<p>recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words</p> <p>Lesson/Activity: Unit 3, Week 2, Day 9 TE pages 136-137 Word Study Resource Book, pp. 32-33 My Word Study, Volume 1, p. 25</p> <p>Read HFWs: move, never, once, round, small, their, too, walk, where, year.</p> <div><p>r-controlled vowel syllable type: /är/</p><ul style="list-style-type: none">• Read Multisyllabic Words• Decode by Analogy• Read Accountable Text "Community Workers" and/or "Martin Luther King Jr."• Share and Reflect</div>	<p>and relate drawings to a written method.</p> <p>Problem Set: Must Do: 1a, 1c, 1f, #2 (MM intro/practice) Could Do: 1b, 1d, 1e, 3 Extended: 4</p>	
Friday - Veteran's Day Holiday - No School					