


## Carrie Waters' Week of: December 05-09, 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 Transfer Week 5 & Review Complex & Compound Sentences, Commas, & Holiday Letter Writing	READING Unit 4 Lessons 1, 3, 4, 5, 8 Skipping lessons 2, 6, & 7	WRITING Unit 3 Lessons 11-15 Enchanted Tales	PHONICS Unit 4 Week 2 Days 6-10 Different Characters, Different Points of View R-Controlled Vowels ear, eer, ere	MATH Module 4 Lessons 22-26 Addition/Subtraction Within 200 with Word Problems to 100	SOCIAL STUDIES The Founding of Georgia James Oglethorpe, Tomochichi, & Mary Musgrove
<b>Monday</b>					
<p>Standard(s): <b>L1f, L2b</b></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.</p>	<p>Standard(s): <b>ELAGSE2RL1</b></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>  <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> <p>Lesson/Activity: Unit 4, Lesson 1 TE pages 58-61.</p> <p>Introduce the unit, view and discuss multimedia, explain that several lessons will be skipped due to holidays.</p>	<p>Standard(s): <b>ELAGSE2W3</b></p> <p>LT: I am learning to include details to describe actions, thoughts, and feelings in my narrative writing.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can develop characters through thoughts and feelings.  <input type="checkbox"/> I can add typical fairy tale language.</p> <p>Lesson/Activity: Unit 3, Session 11 TE pages 54-57.</p>	<p>Standard(s): <b>ELAGSE2RF3e ELAGSE2RF3d</b></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 words with common prefixes and suffixes.</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 determine the meaning of a word based on the prefix or suffix.</p> <p><u>Suggested Key Vocabulary:</u> word analysis, decode, long vowel, short vowel,</p>	<p>Standard(s): <b>MGSE2.NBT.6</b></p> <p>LT: I am learning to add four two-digit numbers.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can break apart each number into tens and ones, add all of the tens and all of the ones, then add those sums together.  <input type="checkbox"/> I can add efficiently by looking for numbers that add to make a benchmark and adding those numbers first.  <input type="checkbox"/> I can explain my thinking and listen to the thinking of others.</p> <p><u>Key Terms:</u> add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value</p>	<p>Standard(s): <b>SS2H1</b></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>  <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> <p>Lesson/Activity: Biography   Mary Musgrove, Co...</p> <p>Read Aloud <i>Mary Musgrove: Bringing People Together</i> by Torrey Maloof</p>

☐ 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  
Session 25  
Post-Assessment  
Assess What Students Know About Punctuation

Students show what they have learned about punctuation since the beginning of the unit.

### Revisit the Pre-Assessment:

Name \_\_\_\_\_ Date \_\_\_\_\_

Exploring What We Know About Punctuation

Read the sentences and decide if each sentence is complete, incomplete, or compound. Write the letter of the correct answer in the space provided.

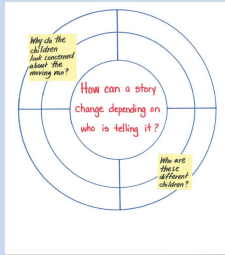
Sentence 41: The boy is the only child in the family. He is the only child in the family. He is the only child in the family.

Sentence 42: The boy is the only child in the family. He is the only child in the family. He is the only child in the family.

Sentence 43: The boy is the only child in the family. He is the only child in the family. He is the only child in the family.

Sentence 44: The boy is the only child in the family. He is the only child in the family. He is the only child in the family.

May Choose 1:  
Show What You Know:  
Grammar Writing Task  
and/or State Assessment  
Practice



Pass out new mentor texts and anchor charts.

### Strategy: Adding Typical Fairy Tale Language

1. Reread your mentor text. Notice the typical fairy tale language used for transitions.
2. List these phrases on a piece of paper.
3. Brainstorm other typical fairy tale language. You might think of other stories we have read, or similar words and phrases you have heard.
4. Add these phrases to your list.
5. Look at your own story and decide where you could add some of this fairy tale language.

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, root word, meaning, word parts, unknown word

### Lesson/Activity:

Unit 4, Week 2, Day 6  
TE pages 176-179

Word Study Resource

Book, p. 42

My Word Study, Volume 1, p. 32

Read HFWs: always, any, blue, buy, city, draw, four, great, how, live

### r-controlled vowel

#### syllable type: /ir/

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

### Lesson/Activity:

Module 4 Lesson 22  
TE pages 275-284

Strategies for Composing Tens and Hundreds: Solve additions with up to four addends with totals within 200 with and without two compositions of larger units.

### Problem Set:

Must Do: 1c, 2, 4  
(\*End of Mod)

Could Do: 1a, 1b

Extended: 4 (\*End of Mod)

[Mary Musgrove Tab Booklet](#)

<p><b>Grammar Writing Task/Assessment Prompt:</b></p> <div data-bbox="113 180 336 321"> <p>Name: _____ Date: _____</p> <p>Show What You Know About End Punctuation and Commas</p> <p>Write a letter to a family member or friend describing your favorite holiday and why. Use the following:</p> <ul style="list-style-type: none"> <li>• at least one period, exclamation mark, and question mark</li> <li>• one pair of words linked in a sentence with commas placed correctly</li> <li>• one conjunction</li> <li>• one transition word</li> <li>• one or more compound sentences</li> <li>• one or more complex sentences</li> </ul> </div> <p><b>State Assessment Practice:</b></p> <div data-bbox="113 370 300 553"> <p>Name: _____ Date: _____</p> <p>Select the selection and choose the best answer to each question. Identify words or phrases only for a close engagement. Read thoroughly, answer each, and justify the selection the words.</p> <p>1. Read the passage and answer the questions that follow.</p> <p><b>November 17, 2000</b></p> <p>(1) I did a lot of different things over the weekend. (2) I went to my grandparents house to help the kids fix a wheel. (3) My Aunt, (4) the really awesome, old woman, brought me a cake. (5) She had the best ones at the table. (6) The cake was very happy. (7) I loved it so much I ate it every day. (8) I could not eat it all. (9) I ate it all up in the end. (10) After we finished I ate the cake. (11) I loved it so much.</p> <p>Read fully.</p> <p>Identify:</p> <p>Answer the following questions:</p> <p>1. What did the character do with the cake at the end of the story?</p> <p>A. He ate it all up. B. He ate it all up. C. He ate it all up. D. He ate it all up.</p> </div>					
<b>Tuesday</b>					
<p><b>Standard(s):</b> <b>L1f, L2b</b></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"> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RL10</b></p> <p>LT: I am learning to read and understand different kinds of grade-level narrative texts.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the point of view of the narrator or character.</li> <li><input type="checkbox"/> I can identify the characteristics of first-person point of view.</li> <li><input type="checkbox"/> I can identify the character's point of view affects how the story is told.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2W6</b></p> <p>LT: I am learning to use a variety of tools to produce writing with guidance and support from others (peers, teachers).</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use paper, pencil, and previous ideas to produce a different writing piece with the same characters.</li> <li><input type="checkbox"/> I can collaborate with others to proofread my writing.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3e</b> <b>ELAGSE2RF4d</b></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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er,</li> </ul>	<p><b>Standard(s):</b> <b>MGSE2.NBT.7</b> <b>MGSE2.NBT.9</b></p> <p>LT: 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 my addition and subtraction strategies.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> I can take away the</li> </ul>	<p><b>Standard(s):</b> <b>SS2H1</b></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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe Tomochichi's life as the chief of the Yamacraw Indian tribe.</li> <li><input type="checkbox"/> I can explain Tomochichi's role in the founding of Georgia, including the land given to Oglethorpe.</li> <li><input type="checkbox"/> I can tell you about his good relationship with James Oglethorpe and the colonists.</li> </ul>

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:

Review Unit 2:  
Practice - Letter Writing & Show What You Know About Punctuation

#### Holiday Ideas: Writing Letters from a Character's Point of View?

Today students will participate in a directed drawing of 'Elf on the Shelf'.

Prompt: Write a letter from a surprised Elf regarding a normal winter night when all of a sudden (use onomatopoeia here-

#### Lesson/Activity:

Unit 4, Lesson 3  
TE pages 66-69.  
\*Skipping lesson 2

POINT of VIEW  
FIRST-PERSON NARRATOR  
• is a character in the story or narrative  
• shares thoughts, feelings, and opinions  
• doesn't know what other characters think and feel  
• key words: I, me, my, us, we  
THIRD-PERSON NARRATOR  
• is not involved in events or is not a character in the story  
• may share thoughts, feelings, and opinions  
• can sometimes know what other characters think and feel  
• key words: he, she, they, them, [names of characters]

#### Lesson/Activity:

Unit 3, Session 12  
TE pages 58-61.

*Strategy: Trying Out Different Stories with the Same Characters*

1. Write the names and descriptions of your characters on a piece of paper.
2. Browse your Writer's Notebook and mark any story ideas you really love, including ideas about different settings, problems, and solutions.
3. Decide which ones you like best.
4. Jot down these ideas on your paper.
5. Use these ideas to sketch and write a new story.

ir, or, ur).

- ❑ I can read words containing irregular vowel patterns.

#### Lesson/Activity:

Unit 4, Week 2, Day 7  
TE pages 180-183

Word Study Resource

Book, p. 43

My Word Study, Volume 1,  
p. 33

Read & Write HFWs:

always, any, blue, buy, city,  
draw, four, great, how, live

**r-controlled vowel**  
**syllable type: /ir/**

- Build Words
- Read Interactive Text "The Shoemaker and the Elves"
- Spelling
- High-Frequency Words
- Contractions
- Share and Reflect

number of tens being subtracted; if I do not have enough, I can decompose a hundred into ten tens.  
❑ 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 23  
TE pages 287-298

Strategies for Decomposing Tens and Hundreds: Use number bonds to break apart three-digit minuends and subtract from the hundred.

Problem Set:

Must Do: 1b, 1d, 1f, 1g, 1j

Could Do: 1c, 1e, 1h, 1i

Extended: 2

#### Lesson/Activity:

Intro: Biography  
Read Aloud *Tomochichi: Chief and Friend* by  
Heather E. Schwartz

📺 Oglethorpe and To...

[Tomochichi Tab Booklet](#)

<p>Boom, Bang, Crash!! etc. Make sure to include thoughts, actions, events, and dialogue. Also make sure to include a closing and signature.</p> <p>Students share their drawings and letters with a partner.</p>					
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## Wednesday

<p><b>Standard(s):</b> <b>L1f, L2b</b></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"> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> <li><input type="checkbox"/> I can determine where the comma is placed in a greeting.</li> <li><input type="checkbox"/> I can determine where</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to use context clues to figure out the meaning of a compound word.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify individual words within a compound word.</li> <li><input type="checkbox"/> I can identify the meaning of each individual word within a compound word.</li> <li><input type="checkbox"/> I can use prior knowledge to help determine the meaning of a compound word phrase.</li> <li><input type="checkbox"/> I can think about what is happening in a sentence to help me determine the meaning of a compound word.</li> </ul> <p><b>Lesson/Activity:</b> Unit 4, Lesson 4</p>	<p><b>Standard(s):</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can include interesting words and phrases that make my piece better.</li> <li><input type="checkbox"/> I can develop fairy tale characters and settings using sensory details (descriptive adjectives and strong verbs).</li> <li><input type="checkbox"/> I can decide if I want to continue my current draft or begin a new one.</li> </ul> <p><b>Lesson/Activity:</b> Unit 3, Session 13 TE pages 62-65.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3e</b> <b>ELAGSE2RF4d</b></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.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).</li> <li><input type="checkbox"/> I can read words containing irregular vowel patterns.</li> <li><input type="checkbox"/> I can spell words containing irregular vowel patterns.</li> </ul> <p><b>Lesson/Activity:</b></p>	<p><b>Standard(s):</b> <b>MGSE2.NBT.7</b></p> <p>LT: I am learning to subtract within 1000 using place value models. 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"> <li><input type="checkbox"/> I can model the total (place value chart, straws and bundles, chip models, etc.).</li> <li><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.</li> <li><input type="checkbox"/> I can take away the number of tens being subtracted; if I do not have enough, I can decompose a hundred into ten tens.</li> </ul> <p><b>Lesson/Activity:</b> Module 4 Lesson 24</p>	<p><b>Standard(s):</b> <b>SS2H1</b></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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe Tomochichi's life as the chief of the Yamacraw Indian tribe.</li> <li><input type="checkbox"/> I can explain Tomochichi's role in the founding of Georgia, including the land given to Oglethorpe.</li> <li><input type="checkbox"/> I can tell you about his good relationship with James Oglethorpe and the colonists.</li> </ul> <p><b>Lesson/Activity:</b> Read Aloud <i>Tomochichi: Chief and Friend</i> by Heather E. Schwartz</p>
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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:

##### Review Unit 2:

##### Practice - Letter Writing & Show What You Know About Punctuation

Today students will participate in a directed drawing of [The Grinch](#).

Prompt: Write a letter to inform a friend about the grouchy, grumpy, grumbling Grinch wanting to ruin everyone's holidays, and his plotted a prickly plan. (Encourage students to add alliteration in their stories as much as they can. Make sure to include thoughts, actions, events, and dialogue. Also make sure to include a closing and signature.

Students share their drawings and letters with a partner.

#### TE pages 70-73.

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

#### Strategy: Sketching and Drafting with Common Fairy Tale Characters

1. Think of characters often found in fairy tales, such as ogres, trolls, or meddlesome fairies.
2. Choose the new characters you'd like to include in a story.
3. Decide if you'd like to add them to a current draft or start a new story.
4. Begin sketching and drafting.

#### Unit 4, Week 2, Day 8

#### TE pages 184-187

#### Word Study Resource

Book, p. 44-45

My Word Study, Volume 1, p. 34

Practice HFWs: always, any, blue, buy, city, draw, four, great, how, live

#### r-controlled vowel

#### syllable type: /ir/

- Read Accountable Text "Fearless Jess"
- Spelling
- High-Frequency Words
- Share and Reflect

#### TE pages 299-323

Strategies for Decomposing Tens and Hundreds: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.

#### Problem Set:

Must Do: 1b, 2c, 2f, 2g, 2j, 2k, 3

Could Do: 1a, 2a, 2d, 2e, 2h, 2i, 2l, 4a

Extended: 4b

Finish [Tomochichi Tab Booklet](#)



## Thursday

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 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,

Standard(s):  
**ELAGSE2RL6**

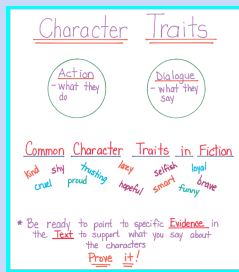
LT: I am learning about the characters' points of view in a story.

SC: *I know I am successful when:*

- ☐ I can identify who is telling the story at different (various) points.
- ☐ I can recognize what characters are thinking and/or feeling at different parts of the story.
- ☐ I can recognize characters' internal and external traits to determine their point of view.
- ☐ I can recognize the difference between first person (e.g., I, we, she, he) and third person (e.g., they, us) narration.

### Lesson/Activity:

Unit 4, Lesson 5  
TE pages 74-77.



Standard(s):  
**ELAGSE2W3**

LT: I am learning to include details to describe actions, thoughts, and feelings in my narrative writing.

SC: *I know I am successful when:*

- ☐ I can develop characters through thoughts and feelings.
- ☐ I can add dialogue when characters are talking or thinking.
- ☐ I can add details that describe people's actions or the setting.

### Lesson/Activity:

Unit 3, Session 14  
TE pages 66-69.

*Strategy: Adding Thoughts, Action, Dialogue, and Description*

1. Reread a page. Ask yourself: "Could I include additional thoughts on this page? Action? Dialogue? Description?"
2. Choose a couple of places to add more information.
3. Imagine the scene in your head. Think of the words that describe what you're envisioning.
4. Add your new words, phrases, and sentences as appropriate.
5. Repeat as necessary on each page.

Standard(s):  
**ELAGSE2RF3e**  
**ELAGSE2RF4bcd**

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.

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 decode words.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can reread to improve my reading.

### Lesson/Activity:

Unit 4, Week 2, Day 9  
TE pages 188-189

Word Study Resource Book, p. 44-45  
My Word Study, Volume 1, p. 34

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

LT: I am learning to subtract within 1000 using place value models. I am learning to subtract within 1000 using written 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 take away the number of tens being subtracted; if I do not have enough, I can decompose a hundred into ten tens.
- ☐ I can relate my model to a written method.

### Key Terms:

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

### Lesson/Activity:

Module 4 Lesson 25  
TE pages 324-334

Standard(s):  
**SS2H1**  
**SS2G2**  
**SS2CG3**

LT: I can locate on a map the places that were important in the life of James Oglethorpe. I can locate on a map the places that were important in the life of Tomochichi. I can locate on a map the places that were important in the life of Mary Musgrove. I am learning about the role of James Oglethorpe in the founding of Georgia. I am learning about the positive citizenship traits of James Oglethorpe.

SC: *I know I am successful when:*

- ☐ I can locate England, Georgia, and Savannah on a map and name the region in which the Georgia colony was located.
- ☐ I can locate Savannah (Yamacraw Bluff) on a map.
- ☐ I can locate the Savannah River on a map.
- ☐ I can describe James Oglethorpe's role in the founding of Georgia,

<p>closings, commas, capitalization</p> <p><b>Lesson/Activity:</b>  <b>Review Unit 2:</b>  <b>Practice - Letter Writing &amp; Show What You Know About Punctuation</b></p> <p>Today students will participate in a directed drawing of a <a href="#">snow globe</a>.</p> <p>Prompt: Write a letter to someone for suggestions. Pretend your character or yourself somehow gets trapped in a snow globe. Explain how it happened and what you're going to do now! Make sure to include thoughts, actions, events, and dialogue. Also make sure to include a closing and signature.</p> <p>Students share their drawings and letters with a partner.</p>			<p>Read HFWs: always, any, blue, buy, city, draw, four, great, how, live</p> <div> <p><b>r-controlled vowel syllable type: /ir/</b></p> <ul style="list-style-type: none"> <li>• Read Multisyllabic Words</li> <li>• Decode by Analogy</li> <li>• Read Accountable Text "Fearless Jess" and/or "City Mouse and Country Mouse"</li> <li>• Share and Reflect</li> </ul> </div>	<p><b>Strategies for</b>  Decomposing Tens and Hundreds: Relate manipulative representations to a written method.</p> <p><b>Problem Set:</b>  <b>Must Do:</b> 1b, 1d, 1f, 1g, 3 (*End of Mod)  <b>Could Do:</b> 1a, 1c, 1e, 1h, 2  <b>Extended:</b> 3 (*End of Mod)</p>	<p>including his reasons for settling a new colony.  <input type="checkbox"/> I can explain why James Oglethorpe chose to settle in Savannah.  <input type="checkbox"/> I can give examples of how James Oglethorpe demonstrated positive citizenship traits.</p> <p><b>Lesson/Activity:</b>  Review: <a href="#">Who Am I? Pocket</a></p> <p>Read Aloud(s)  James Oglethorpe: Not for Self but for Others by Torrey Maloof</p> <p>Write a letter from James Oglethorpe to friends and family back in England about the people that he has met, the land he has found, and the name of the colony he started.</p> <p>Give examples of how James Oglethorpe, Tomochichi, and Mary Musgrove demonstrated positive character traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>
<b>Friday</b>					
Standard(s): <b>L1f, L2b</b>	Standard(s): <b>ELAGSE2RL4</b>	Standard(s): <b>ELAGSE2W5</b>	Standard(s): <b>ELAGSE2RF3e</b>	Standard(s): <b>MGSE2.NBT.7</b>	Standard(s): <b>SS2H1</b>



<p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>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"> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> <li><input type="checkbox"/> I can determine where the comma is placed in a greeting.</li> <li><input type="checkbox"/> I can determine where the comma is placed in a closing.</li> </ul> <p><b>Key Terms:</b></p> <p>Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization</p> <p>Lesson/Activity:</p>	<p>LT: I am learning to describe how words and phrases in a poem can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words or phrases that repeat or rhyme.</li> <li><input type="checkbox"/> I can describe how word choice can affect the meaning of a story.</li> <li><input type="checkbox"/> I can describe how the shape or structure can affect the meaning of a story.</li> </ul> <p>Lesson/Activity:</p> <p><b>*Skipping Lesson 6 &amp; 7.</b></p> <p><b>Unit 4, Lesson 8</b></p> <p><b>TE pages 86-89.</b></p> <div data-bbox="432 922 659 1200"> <p><i>FEATURES OF POETRY</i></p> <p><u>LINE</u>: a group of words appearing together in a row</p> <p><u>STANZA</u>: a group of lines of poetry that form a unit together; poems are structured by stanzas</p> <p><u>RHyme</u>: words that have the same ending sound</p> <p><u>RHYTHM</u>: beat that is expressed through stressed and unstressed syllables</p> <p><u>ALLITERATION</u>: words close together that have the same starting sound</p> <p><u>REPETITION</u>: repeated words, phrases, or lines</p> <p><u>FIGURATIVE LANGUAGE</u>: language that shows something other than what the words literally mean</p> </div>	<p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can include interesting words and phrases that make my piece better.</li> <li><input type="checkbox"/> I can listen to a partner's writing and provide feedback.</li> <li><input type="checkbox"/> I can work with a partner to reread my writing to determine if there are additional changes I want to make.</li> </ul> <p>Lesson/Activity:</p> <p><b>Unit 3, Session 15</b></p> <p><b>TE pages 70-73.</b></p> <div data-bbox="747 898 997 1218"> <p><i>Strategy: Providing Feedback to a Partner</i></p> <ol style="list-style-type: none"> <li>1. First, ask your partner if there are any particular areas he or she would like feedback on.</li> <li>2. Listen as your partner reads the story. Keep in mind any areas of focus.</li> <li>3. Think of two things you really like and one thing your partner may want to consider changing.</li> <li>4. Share what you liked.</li> <li>5. Give advice by saying, "You may want to..."</li> </ol> </div>	<p><b>ELAGSE2RF4bd</b></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 recognize and read grade-appropriate irregularly spelled words.</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"> <li><input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).</li> <li><input type="checkbox"/> I can read words containing irregular vowel patterns.</li> <li><input type="checkbox"/> I can spell words containing irregular vowel patterns.</li> <li><input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</li> </ul> <p>Lesson/Activity:</p> <p><b>Unit 4, Week 2, Day 10</b></p> <p><b>TE pages 190-191</b></p> <p>Word Study Resource Book, p. 44-45</p> <p>My Word Study, Volume 1, p. 34</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"> <li><input type="checkbox"/> I can model the total (place value chart, straws and bundles, chip models, etc.).</li> <li><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.</li> <li><input type="checkbox"/> I can take away the number of tens being subtracted; if I do not have enough, I can decompose a hundred into ten tens.</li> <li><input type="checkbox"/> I can relate my model to a written method.</li> </ul> <p><b>Key Terms:</b></p> <p>add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value</p> <p>Lesson/Activity:</p> <p><b>Module 4 Lesson 26</b></p> <p><b>TE pages 335-346</b></p> <p>Strategies for Decomposing Tens and Hundreds: Use math drawings to represent subtraction with up to two</p>	<p><b>SS2CG3</b></p> <p>LT: I am learning about the role of James Oglethorpe in the founding of Georgia.</p> <p>I am learning about the positive citizenship traits of James Oglethorpe.</p> <p>I am learning about the life and the role of Mary Musgrove in the founding of Georgia.</p> <p>I am learning about the positive citizenship traits of Mary Musgrove.</p> <p>I am learning about the role of Tomochichi in the founding of Georgia.</p> <p>I am learning about the positive citizenship traits of Tomochichi.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe James Oglethorpe's role in the founding of Georgia, including his reasons for settling a new colony.</li> <li><input type="checkbox"/> I can explain why James Oglethorpe chose to settle in Savannah.</li> <li><input type="checkbox"/> I can give examples of how James Oglethorpe demonstrated positive citizenship traits.</li> <li><input type="checkbox"/> I can explain Tomochichi's role in the founding of Georgia, including the land given to Oglethorpe.</li> </ul>
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<p><b>Review Unit 2:</b>  <b>Practice - Letter Writing &amp; Show What You Know About Punctuation</b></p> <p>Today students will participate in a directed drawing of <a href="#">a holiday penguin</a>.</p> <p>Prompt: Write a letter from your holiday penguin. Give him/her a name. An option would be to include details about your penguin wanting to live in a warmer climate like Georgia and the difficulties he/she might face. Make sure to include thoughts, actions, events, and dialogue. Also make sure to include a closing and signature.</p> <p>Students share their drawings and letters with a partner.</p>			<p>Read HFWs: always, any, blue, buy, city, draw, four, great, how, live</p> <div data-bbox="1066 284 1255 527"> <p><b>Review and Assess</b>  <b>r-controlled vowel syllable type: /ir/</b>  • Read Accountable Text "Fearless Jess" and/or "City Mouse and Country Mouse"  • Build Words  • Review Multisyllabic Words  • Spelling Patterns and Dictation  • High-Frequency Words</p> <hr/> <p>• Cumulative Assessment</p> </div>	<p>decompositions and relate drawings to a written method.</p> <p>Problem Set:  <b>Must Do: 1b, 1c, 1d, 2 (explain)</b>  <b>Could Do: 1a, 1e</b>  <b>Extended: 2</b></p>	<p><input type="checkbox"/> I can tell you about his good relationship with James Oglethorpe and the colonists.  <input type="checkbox"/> I can give examples of how Tomochichi demonstrated positive citizenship traits.  <input type="checkbox"/> I can explain Mary Musgrove's role in the founding of Georgia - as a translator for James Oglethorpe and Tomochichi.  <input type="checkbox"/> I can give examples of how Mary Musgrove demonstrated positive citizenship traits.</p> <p><b>Lesson/Activity:</b>  <a href="#">Finish Who Am I? Pocket</a> (if needed)</p> <p>Complete letter written with examples from James Oglethorpes' point of view. (if needed)</p> <p><a href="#">Founders of Georgia Jeopardy</a></p>
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