

Carrie Waters' Week of: September 19-23, 2022 Whole Group Lesson Plans

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

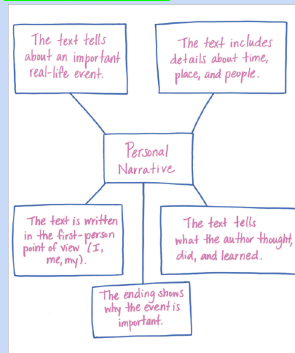
GRAMMAR Unit 1 Week 5 Designing Sentences Lessons 23-25 Post Assessment Review Skills	READING Unit 1 Lessons 6-10	WRITING Unit Lessons 26-30	PHONICS Unit 1 Week 2 Lessons 6-10 Closed & Open Syllables	MATH Module 3 Lessons 6-10 Place Value Understanding	SCIENCE Sun, Moon, and Stars
Monday					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f ELAGSE2W6 ELAGSE2W7</p> <p>LT: I am learning to apply the different sentence types in my writing. I am learning to use resource tools to support my understanding and application of simple and compound sentences. I am learning to use a variety of tools to produce and publish writing.</p> <p>SC: <i>I know I am successful when...</i> I can participate in a shared writing community. I can use resource tools to make my writing clear and more interesting. I can design a variety of different sentence types. I can use commas, conjunctions, periods, exclamation marks, and question marks correctly.</p>	<p>Standard(s): ELAGSE2RI10 ELAGSE2RI6</p> <p>LT: I am learning to read and understand different kinds of grade-level informational texts.</p> <p>SC: <i>I know I am successful when...</i></p> <p>- I can recognize the characteristics and structures of a personal narrative.</p> <p>- I can identify the author's purpose for writing a personal narrative.</p> <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to include details in my narrative writing.</p> <p>SC: <i>I know I am successful when...</i></p> <p>- I can develop characters through thoughts and feelings.</p> <p>- I can add details that SHOW what is happening (instead of just telling).</p> <p>For example, I might write "I clenched my fist and stomped my foot" instead of just "I was angry".</p>	<p>Standard(s): ELAGSE2RF3a ELAGSE2RF3c</p> <p>LT: I am learning to identify, divide, and blend one-syllable and multisyllabic words. I am learning to determine if a syllable is open or closed.</p> <p>SC: <i>I know I am successful when...</i> I can identify words with closed and open syllables. I can blend and spell words with closed and open syllables. I can explain the difference between an open or closed syllable. I know a closed syllable ends in a consonant and has a short vowel sound. I know if a syllable ends with a vowel it has a long vowel sound. I can read HFWs: have, is, jump, my, one, put, the, want, what, you.</p>	<p>Standard(s): MGSE2.NBT.1</p> <p>LT: I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: <i>I know I will be successful when...</i> I can write base ten numbers in expanded form.</p> <p>Lesson/Activity: Module 3 Lesson 6 TE pages 83-94 Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms Write base ten numbers in expanded form.</p> <p>Problem Set: Must Do: #s 2, 3, 5, 7, 10, 13, 14 Could Do: #s 1, 4, 6, 8, 9, 11, 12 Extended: #s 15, 16</p>	<p>Standard(s): S2E1 S2E2</p> <p>LT: I can communicate information about stars.</p> <p>SC: <i>I know I am successful when...</i> I understand that they can be different sizes, colors, and distances from earth.</p> <p>Lesson/Activity: Materials: paper cups, flashlights, star sheets, Big Dipper templates, push pins, stickers/tape</p> <p>Review: Everything about The SUN & The STARS *AMAZING* Science for Kids!</p> <p>Mystery Science Virtual option: online planetarium</p>

Lesson/Activity:
Week 5 Transfer
Explore Session 23
TE pages 46-47
Shared Writing: Use All
Types of Sentences

Use the sentence tool and
a starter sentence to write
a paragraph about your
classroom.



Unit 1, Lesson 6,
pages 78-81.



Students will learn
how to recognize
personal narratives by
looking at the
characteristics of a
personal narrative.
Read pg. 12 of the
mentor text Saquaro
Park Visit, which is a
personal narrative, a
type of nonfiction.
Notice the words my,
I, our, we, and us.
Create anchor chart
and restate the focus
and look for examples
of these genre
characteristics.

Lesson/Activity: Kickof
f V1, Session 26,
pages 170-173.

**Strategy: Adding Thoughts
and Feelings to a Story**

1. Look at your sketches and see where you want to add thoughts and feelings.
2. If you don't have room on the page, you can copy the sketch and add your thoughts and feelings to a new page.
3. Sometimes you can show how people feel by what they are doing instead of telling the reader.

Lesson/Activity:
WG Unit 1 Week 2
Lesson 6 TE pgs. 20-23
Word Study Resource
Book, p. 6
My Word Study, V1, p. 5

Closed & Open Syllables
Phonological Awareness:
Model Oral Blending &
Segmenting CVC Words

Spelling-Sound
Correspondences:
Introduce & Model:
Closed and Open Syllables

Blend/Build Words:
Model and practice
blending CVC words and
building new words by
putting two syllable words
together.
Write each syllable. Have
students chorally blend the
syllables to make a word.

Transition to Multisyllabic
Words:
Model & Practice:
Write each word. Have
students divide the word
into syllables, identify the
syllables (open or closed),
then chorally blend the
syllables.

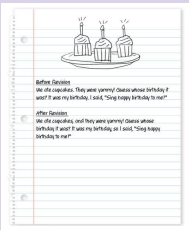
Spelling Patterns Quick
Check:
After the pretest, write
each word as you say the
letter names.

Introduce HFWs: **have, is,
jump, my, one, put, the,
want, what, you**
Use the Say, Spell, Read,
Write routine.

Share & Reflect:

			Turn & Talk: Provide an example of one word with a closed syllable and one word with an open syllable and state how you know the difference.		
Tuesday					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f ELAGSE2W6</p> <p>LT: I am learning to apply the different sentence types in my writing. I am learning to use resource tools to support my understanding and application of simple and compound sentences. I am learning to use a variety of tools to produce and publish writing.</p> <p>SC: <i>I know I am successful when...</i> I can use resource tools to make my writing clear and more interesting. I can design a variety of different sentence types. I can use commas, conjunctions, periods, exclamation marks, and question marks correctly.</p> <p>Lesson/Activity: Week 5 Transfer Explore Session 24 TE pages 48-49 Try Out Sentences in Your Writing</p> <p>Students revise a piece of writing to include the many</p>	<p>Standard(s): ELAGSERI1 ELAGSESL1 ELAGSESL3</p> <p>LT: I am learning to ask and answer questions. SC: <i>I know I am successful when...</i></p> <p>-I will be able to ask and write questions about a text after reading.</p> <p>-I will be able to use questions to gain information and deepen my understanding of the text.</p> <p>Lesson/Activity: Unit 1, Lesson 7, pages 82-85.</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives in which I recount an event or short sequence of events.</p> <p>SC: <i>I know I am successful when...</i></p> <p>- I can remember how I changed or what I learned.</p> <p>- I can end with a sense of closure.</p> <p>Lesson/Activity: Kickoff V1, Session 27, pages 174-177.</p> <div> <p>Strategy: Bringing the Story to an End</p> <ol style="list-style-type: none"> 1. Think about why you wanted to write this story. 2. Remember how you changed or what you learned from this experience. 3. Use what you notice to write an ending. </div>	<p>Standard(s): ELAGSE2RF3a ELAGSE2RF3c ELAGSE2RF4bc ELAGSE2L4ad</p> <p>LT: I am learning to identify, divide, and blend one-syllable and multisyllabic words. I am learning to determine if a syllable is open or closed. I am learning to read grade-level text with accuracy.</p> <p>SC: <i>I know I am successful when...</i> I can blend, build, and spell words with closed and open syllables. I can read grade-level text with accuracy. I can blend and build words with three-letter blends. I can review short vowel spelling patterns. I can read and spell HFWs: have, is, jump, my, one, put, the, want, what, you.</p> <p>Lesson/Activity: WG Unit 1 Week 2 Lesson 7 TE pgs. 24-27 Word Study Resource Book, p. 7</p>	<p>Standard(s): MGSE2.NBT.1 MGSE2.NBT.2</p> <p>LT: I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: <i>I know I will be successful when...</i> I can write, read, and relate base ten numbers in all forms.</p> <p>Lesson/Activity: Module 3 Lesson 7 TE pages 95-109 Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms Write, read, and relate base ten numbers in all form</p> <p>Omit the Application Problem Lesson 7</p> <p>Problem Set: Must Do: #s ALL Could Do: #s Extended: #</p>	<p>Standard(s): S2E1 S2E2</p> <p>LT: I can communicate information about the patterns of the moon. SC: <i>I know I am successful when...</i> I understand why the moon looks like it changes phases.</p> <p>Lesson/Activity: Materials: Styrofoam ball, pencil or stick, flashlight Mystery science</p>

sentence types they were introduced to in this unit.



Name: _____ Date: _____

Editing Tally Sheet

Strategies	Tally
Write different types of sentences: <ul style="list-style-type: none">• Telling sentences• Describing sentences• Asking sentences• Feeling sentences	
Combine sentences using joining words	
Use end punctuation marks: <ul style="list-style-type: none">• Period .• Question mark ?• Exclamation mark !• Other	

Think: Did I use too many? Too many? Just right?

ASK QUESTIONS	
WHEN?	WHY?
BEFORE READING	<ul style="list-style-type: none">To set a purpose for my readingTo make inferences about what I will readTo activate my prior knowledge
DURING READING	<ul style="list-style-type: none">To clarify my understandingTo think more deeply about the topic
AFTER READING	<ul style="list-style-type: none">To review what I have learnedTo identify other questions I might have on the topic

Students will practice generating questions after they read Saguaro Park Visit. Complete the Ask Questions anchor chart that we started last week.

My Word Study, V1, p. 6
Closed & Open Syllables

Model and Practice:
Blending, building, and spelling words with closed and open syllables.
Review short vowel spelling patterns.

Read Interactive Text:
Guide students through a reading of **“The Venus Flytrap”** to focus on words with closed and open syllables. Model how to blend decodable words and read HFWs.
Have students circle three words with open syllables, underlining three words with closed syllables, and answering the questions with a partner.

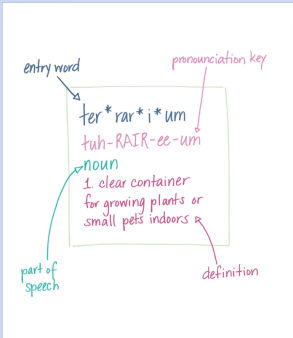

Meaningful Vocabulary:
Read the story, write the sentences on sentence strips, and have students put them in order.

Closed Sort:
Have students complete a sort with the same first syllable—open or closed. Share any noticings about the multisyllabic words. (when a word has two consonants in the middle)

Initial Blend & Build Words:
Add three-letter blends **str, scr, spl, spr.**

Read/Spell HFWs:
have, is, jump, my, one, put, the, want, what, you.
* Focus on the closed syllables in **is** and **jump.**

Share & Reflect:

			Turn & Talk - Share HFW sentences.		
Wednesday					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f ELAGSE2W6</p> <p>LT: I can explain and show what I know about the different sentence types in my writing. I can use resource tools to support my understanding and application of simple and compound sentences. I can use a variety of tools to produce and publish writing.</p> <p>SC: <i>I know I am successful when...</i> I can use resource tools to make my writing clear and more interesting. I can design a variety of different sentence types. I can use commas, conjunctions, periods, exclamation marks, and question marks correctly.</p> <p>Lesson/Activity: 2-Days</p> <p>Week 5 Transfer Post Assessment Assess What Students Know About Sentences Session 25 TE pages 50-54</p> <p>Post-Assessment</p>	<p>Standard(s): ELAGSE2L4e ELAGSE2RI5</p> <p>LT: I am learning to use print and digital resources to build my vocabulary.</p> <p>SC: <i>I know I am successful when...</i></p> <p>- I can explain how print dictionaries are organized. - I can explain how to look up a word online.</p> <p>Lesson/Activity: Unit 1, Lesson 8, pages 86-89.</p> 	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives in which I recount an event or short sequence of events.</p> <p>SC: <i>I know I am successful when...</i></p> <p>- I can use organizational structures (beginning, middle, end, and sequence of events). - I can use temporal words such as <i>a long time ago, today, later, first, next, then, and last</i> to show the order of events.</p> <p>Lesson/Activity: Kickoff V1, Session 28, pages 178-181.</p> 	<p>Standard(s): ELAGSE2RF3a ELAGSE2RF3c ELAGSE2RF4abc ELAGSE2L4ad</p> <p>LT: I am learning to identify, divide, and blend one-syllable and multisyllabic words. I am learning to determine if a syllable is open or closed. I am learning to read grade-level text with purpose and understanding.</p> <p>SC: <i>I know I am successful when...</i> I can blend and spell words with closed and open syllables. I can read and answer questions about grade-level text. I can use sentence level context to determine the meaning of a word. I can practice HFWs: have, is, jump, my, one, put, the, want, what, you.</p> <p>Lesson/Activity: WG Unit 1 Week 2 Lesson 8 TE pgs. 28-31 Word Study Resource Book, pgs. 8-9 My Word Study, V1, p. 7</p> <p>Closed & Open Syllables Model and Practice:</p>	<p>Standard(s): MGSE2.NBT.1 MGSE2.NBT.2 MGSE2.MD.8</p> <p>LT: I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: <i>I know I will be successful when...</i> I can count the total value of \$1, \$10, and \$100 bills up to \$1000.</p> <p>Lesson/Activity: Module 3 Lesson 8 TE pages 112-126 Modeling Base Ten Numbers Within 1,000 with Money Count the total value of \$1, \$10, and \$100 bills up to \$1,000.</p> <p>Problem Set: Must Do: #s 3, 4, 5, 6, 7, 10, 11 Could Do: #s 1,2, 8,9,12 Extended: # N/A</p>	<p>Standard(s): S2E1 S2E2</p> <p>LT: I can communicate information about the patterns of the moon. SC: <i>I know I am successful when...</i> I can match the moon phase vocabulary to pictures of the moon.</p> <p>Lesson/Activity: Oreos- enough for 4 cookies per person, toothpicks Oreo moon phase slide</p> <p>Virtual option: Moon phases PPT with student copy assignment</p>

Assess What Students Know About Sentences

Choice 1: Revisit pre-assessment and add new learning.

Choice 2: Write a selection that includes the types of sentences studied.

Differentiation: (EL) Use the assessment prompt in Choice 2. Read only the numbered steps, and ask students to restate. Clarify as needed. Before students begin, display the charts you created throughout the unit, and encourage students to use them as they write.

Students show what they know now about sentence types that they did not know at the beginning of the unit.

Revisit the pre-assessment and write additional knowledge on self-stick notes.

Assist with guiding questions from the beginning of the unit or the goals of the unit to add focus.

Revisit the Pre-Assessment:

Name _____	Date _____
<p>Guessing what I'm Know About Sentence Types Below are different types of sentences. Put check on any more about them.</p>	
<p>Sentence #1 It's a huge storm!</p> <p>Click on an adverb/adjective</p>	<p><input type="checkbox"/> It's a compound sentence It's a simple sentence It's a complex sentence</p>
<p>Sentence #2 I'm really sick and tired.</p> <p>Click on a prepos.</p>	<p><input type="checkbox"/> The subject is "I'm really sick and tired."</p>
<p>Sentence #3 Let's go outside the living room!</p> <p>Click on a question word.</p>	<p><input type="checkbox"/> The verbphrase is "Let's go outside a prepos."</p>
<p>Sentence #4 The sun is shining, and I see clouds in the sky.</p> <p>Click on a compound</p>	<p><input type="checkbox"/> It's a simple sentence It's a compound sentence It's a complex sentence</p>
<p>Sentence #5 Come over here, please.</p> <p>This sentence gives a command.</p>	<p><input type="checkbox"/> The subject is "Come over here a command"</p>

Students use another mentor text, Donny's Terrarium, to practice using online and print dictionaries to figure out unknown words (definition and pronunciation). Introduce the text and see if students can pronounce the word or know what it means.. Explain that, when we don't know the word, we can use reference materials. **I've checked with Moody about a recommendation for a kid-friendly online dictionary to use.

Strategy: Adding Transitional Language

1. See if you need a transition at the start of a new page. You do if there is a change of time or place.
2. Keep looking for places where a transition can make your writing clearer.
3. Read over your writing and see how it sounds.


Blending, building, and spelling words with closed and open syllables.
Review short vowel spelling patterns.

Read Interactive Text:
Guide students through a reading of **"Bats, Bats, Bats!"** to focus on words with closed and open syllables. Model how to blend decodable words and read HFWs. Connect Phonics to Comprehension by having students answer questions.

Spelling: Word Clues
Have students write the spelling word that goes with each clue. Challenge students to come up with other clues.

Differentiated Support:
Assist students with Auditory Proficiency. Point out open and closed syllable patterns. Have students read the syllables and pronounce words. Confirm word meanings.

Practice HFWs:
Word Ladder - **have, is, jump, my, one, put, the, want, what, you.**
Have students take turns “climbing the ladder” by reading the words. Have students write and share sentences using HFWs, **what, that.**

					
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Thursday

<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f ELAGSE2W6</p> <p>LT: I can explain and show what I know about the different sentence types in my writing. I can use resource tools to support my understanding and application of simple and compound sentences. I can use a variety of tools to produce and publish writing.</p> <p><i>SC: I know I am successful when...</i> I can use resource tools to make my writing clear and more interesting. I can design a variety of different sentence types. I can use commas, conjunctions, periods, exclamation marks, and question marks correctly.</p> <p>Lesson/Activity: 2-Days</p> <p>Week 5 Transfer</p>	<p>Standard(s): ELAGSE2RI10</p> <p>LT: I am learning to read and understand different kinds of grade-level informational texts.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can identify the point of view of the narrator. - I can identify the characteristics of first-person point of view. - I can identify the characteristics of third-person point of view. 	<p>Standard(s): ELAGSE2W6</p> <p>LT: I can publish my writing and get it ready to share.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can create a title. - I can create a cover. - I can create and author biography. <p>Lesson/Activity: Kickoff V1, Session 29, pages 182-185.</p>	<p>Standard(s): ELAGSE2RF3a ELAGSE2RF3c ELAGSE2RF4abc ELAGSE2L4ad</p> <p>LT: I am learning to identify, divide, blend, and read one-syllable and multisyllabic words. I am learning to determine if a syllable is open or closed. I am learning to fluently read grade-level text with purpose and understanding.</p> <p><i>SC: I know I am successful when...</i> I can blend, read, and write multisyllabic words. I can identify words with closed and open syllables. I can spell words with closed and open syllables. I can read HFWs: have, is, jump, my, one, put, the, want, what, you. I can read grade-level text with accuracy. I can use context clues to determine the meaning of a word.</p>	<p>Standard(s): MGSE2.NBT.1 MGSE2.NBT.2 MGSE2.NBT.3 MGSE2.MD.8</p> <p>LT: I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p><i>SC: I know I will be successful when...</i> I can count from \$10 to \$1,000 on the place value chart and the empty number line.</p> <p>Lesson/Activity: Module 3 Lesson 9 TE pages 127-138 Modeling Base Ten Numbers Within 1,000 with Money Count from \$10 to \$1,000 on the place value chart and the empty number line.</p> <p>If needed, reduce the Concept Development of Lesson 9 by omitting the empty number line.</p> <p>Problem Set:</p>	<p>Standard(s): S2E1 S2E2</p> <p>LT: I can communicate information about the sun.</p> <p><i>SC: I know I am successful when...</i> I know the sun is a star (a yellow dwarf) and is 93,000,000 miles away from the earth.</p> <p>Lesson/Activity: Intro: The Sun, Earth, and Moon - Solar System for Kids Sun/Earth Craftivity- coffee filters, markers, earth templates, manilla paper, spray bottle with water or rubbing alcohol (alcohol will dry faster) Outro: How Small Are You Compared To The Galaxy? Virtual option: How does the sun keep us warm experiment</p>
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Students show what they know about sentences by composing a text that includes at least one of each of the following: declarative, interrogative, imperative, and exclamatory sentences, and compound sentences (of any sentence type).

Name: _____ Date: _____

Show What You Know About Sentence Types

Compose a text that includes at least one of each of the following: declarative, interrogative, imperative, and exclamatory sentences, and compound sentences of any sentence type. After you finish writing your text, write final notes telling how your sentences reflect your learning from the unit. Here are five steps for the exercise.

1. Write a text about something that interests you, such as going to the beach.
2. Make sure you include different kinds of sentences and correct punctuation for each sentence.

[illegible]

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, we, us, our

THIRD-PERSON NARRATOR

- is not involved in events or is not a character in the story
- shares thoughts, feelings, and opinions
- can sometimes know what other characters think and feel

* Key words: he, she, they, them, [names of characters]

1. Ask yourself: "What is my story mostly about?"
2. Make a sketch on your cover to show what your story is about.
3. Choose a title that matches what your writing is about, and write it on your cover.
4. On the back cover, draw or paste a picture of yourself.
5. In your author bio, share something about yourself that you'd like readers to know.

Have students work with a partner to think of other words using the anchor word **be**. Add to chart or wordlist.

Must Do: #s 1,2, 3,4
Could Do: #s 5,6,7,8
Extended: # N/A

Friday

Standard(s):
ELAGSE2SL6
ELAGSE2L2
ELAGSE2L1f
ELAGSE2W6
ELAGSE2W7

LT: I am learning to apply the different sentence types in my writing. I am learning to use resource tools to support my understanding and application of simple and compound sentences. I am learning to use a variety of tools to produce and publish writing.

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

I can participate in a shared writing community. I can use resource tools to make my writing clear and more interesting. I can design a variety of different sentence types. I can use commas, conjunctions, periods, exclamation marks, and question marks correctly.

Lesson/Activity:

Review Skills
 Practice & Application of different sentence types including simple and compound sentences.

Optional:
Directive Drawing

Math Connection & Prompt:

Standard(s):
ELAGSE2RI3

LT: I am learning to recognize different text structures.

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

- I can identify chronological text structure in a personal narrative.

- I can describe how chronological text structure is used to connect events.

Lesson/Activity:
Unit 1, Lesson 10,
pages 94-97.

CHRONOLOGICAL ORDER
TEXT STRUCTURE:
tells the order in which events occurred

FIRST	Initially... In the beginning... At first...
NEXT	Next... Second... The next day...
THEN	Later on... After that... Third...
LAST	Finally... In the end... Last...

Standard(s):
ELAGSE2W3
ELAGSE2W6

LT: I am learning to share my narrative.

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

- I can show my sketches.
 - I can read my words clearly.
 - I can read loud enough so others can hear.

Lesson/Activity:
Kickoff V1, Session 30
pages 186-189.

Strategy: Sharing Your Story

1. Hold up the cover so that everyone can see the drawings.
2. Read the words clearly and slowly so that everyone can hear you.
3. Repeat with the rest of the pages in your book.

CELEBRATE!!

Standard(s):
ELAGSE2RF3a
ELAGSE2RF3c
ELAGSE2RF4bc

LT: I am learning to identify, divide, blend, and read one-syllable and multisyllabic words. I am learning to determine if a syllable is open or closed. I am learning to fluently read grade-level text.

SC: *I know I am successful when...*
 I can build and spell words with closed and open syllables. I can read multisyllabic words with closed and open syllables. I can fluently read grade-level text with accuracy. I can read HFWs: **have, is, jump, my, one, put, the, want, what, you.**

Lesson/Activity:
WG Unit 1 Week 2
Lesson 10 TE pgs. 34-35
Word Study Resource Book, pgs. 8-9
My Word Study, V1, p. 7

Review and Assess

Read for Fluency: Have students independently or work in partnerships to read **"Bats, Bats, Bats!"** Circulate and listen to their readings. Assist as

Standard(s):
MGSE2.NBT.1
MGSE2.NBT.2
MGSE2.NBT.3
MP.1 & MP.5

LT: I am learning to make sense of problems and persevere through them. I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.

SC: *I know I will be successful when...*
 I can be a strategic problem solver and use the appropriate tools to problem solve. I can demonstrate my understanding of working with numbers up to 1000 using place value strategies.

Lesson/Activity:
 Module 3 Lesson 10
 TE pages 139-148
 Explore \$1,000. How many \$10 bills can we change for a thousand dollar bill?

Exploration & Application:
 Encourage students to think about the tools and strategies they have learned and used thus far in the year to assist them in problem solving.

Omit Lesson 10, and use it instead as a center activity or an extension for early

Standard(s):
S2E1
S2E2

LT: I can show what I know about the sun, moon, and stars.
 SC: *I know I am successful when...*
 I know there are patterns of the sun, moon, and earth that cause day and night as well as seasons. I know the moon has 8 phases.

Lesson/Activity:
 Sun Moon Stars Digital Assessment (Google Forms)
 Make a copy of the Google Form and post it to Google Classroom.

<p>What would you do if you found & 1,000?</p> <p>Money \$100 bill https://youtu.be/8A-4x1_Cl7s</p> <p>Science Connections:</p> <p>Earth - https://youtu.be/OTQ_RLo_NXw</p> <p>Rocket, Sun, Moon, & Stars - https://youtu.be/Blp4zpYfdU</p>	<p>Students will learn how to recognize when texts are written in chronological order by using Donny's Terrarium.</p>		<p>needed.</p> <p>*Challenge: Read the less familiar text "Nolan and the Lionfish."</p> <p>*Note students' speed, accuracy, and intonation.</p> <p>Blend and Build Words: Model & Practice</p> <p>Review Multisyllabic Words: Model & Practice Remind students and point out closed & open syllables. Circle vowel spellings and assist students in dividing between the syllables. Blend and read the words.</p> <p>Spelling Patterns and Dictation: Say & Use each word in a sentence. Have students write the word or the sentence, based on time available, and underline the spelling word.</p> <p>Review HFWs: have, is, jump, my, one, put, the, want, what, you Say & Spell Rapid response. Turn & Talk: Have each partnership use a word in a sentence.</p> <p>Cumulative Assessment: Select 5–6 students to assess using this week's assessment for accuracy and fluency on students' phonics skills. Take note of fluency issues and decayed learning.</p>	<p>finishers.</p> <p>Problem Set: Must Do: #s ALL Could Do: #s Extended: Lesson 10 Word Problem</p> <p>Extended/Center Activity See application section. Partners continue to work through the Lesson 10 application problems. Turn & Talk: Ask students to respond orally or in writing, "What would they do if they found \$1,000?" Exit Ticket 10 page 147</p> <p>Lesson 10 Extended Center Activity Students may act out or illustrate to assist with comprehension. Have students summarize the story.</p> <p>Challenge Problem: Extended Center Activity & Challenge Problem</p>	
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