

## Carrie Waters' Week of: January 09-13, 2023 - Whole Group Lesson Plans

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

GRAMMAR Unit 3 Weeks 1 & 2 Lessons 4-8 The "WHO" & "What Did They Do": A Study of Nouns & Verbs	READING Unit 5 Lessons 1-5 **Due to District MAP, some lessons will be taught in Writing	WRITING **Mixture of Writing and Reading Lessons due to District MAP testing	PHONICS District Assessments Unit 5 Week 1 Review & Lessons 4-5 Technology and Invention VCe & Consonant -le Syllables	MATH Module 5 Lessons 4-7 Addition & Subtraction w/in 1,000 w/ Word Problems to 100	SCIENCE What Is Matter and How Does It Change?
<b>Monday - District MAP Assessment - Reading</b>					
<p>Standard(s): ELASGE2L1a,b,d</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)            I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).  <input type="checkbox"/> I can define an irregular plural noun.  <input type="checkbox"/> I can define a collective noun.  <input type="checkbox"/> I can distinguish between different tenses of verbs (past, present, future).  <input type="checkbox"/> I can identify a past tense verb.  <input type="checkbox"/> I can recognize that</p>	<p>Standard(s): ELAGSE2RL/RI</p> <p>LT: I am learning to show what I know and do my best on MAP tests.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can focus, try hard, and persist.</p> <p>Lesson/Activity:  <b>District MAP Reading Assessment</b></p>	<p>Standard(s):  <b>READING Lesson 1</b>            ELASER11            ELAGSESL1            ELAGSESL3</p> <p>LT: I am learning to ask and answer questions.</p> <p>SC: <i>I will know I am successful...</i>  <input type="checkbox"/> I can generate and write relevant questions about a video and photo.  <input type="checkbox"/> I can work with a partner to evaluate my questions.  <input type="checkbox"/> I can listen actively.</p> <p>Lesson/Activity:  <b>Unit 5 Lesson 1</b>  <b>TE pages 58-61.</b></p>	<p>Standard(s): ELAGSE2RF3a,c</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.            I am learning to read two-syllable long vowel words.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify the long vowel sounds.  <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words.  <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds.</p> <p><u>Suggested Key Terms:</u></p>	<p>Standard(s): MGSE2.NBT.7 MGSE2.NBT.8</p> <p>LT: I am learning to subtract within 1000 using written strategies.            I am learning to add and subtract 10 and 100 from a given number 100-900.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can subtract by counting back, starting at my total and counting back hundreds, tens, and ones in the number I am subtracting - in an order that makes the most sense. (I can write/say my counts or show them on an open number line.)  <input type="checkbox"/> I can name 10 more, 10 less, 100 more, and 100 less than any three-digit number.</p>	<p>Standard(s): S2P1 a</p> <p>LT: I am learning to classify different objects according to physical properties.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify and describe different types of physical properties.  <input type="checkbox"/> I can classify objects based on their color, length, and mass.  <input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility.</p> <p>Lesson/Activity:  <b>Intro:</b> <a href="#">BrainPopjr: Matter</a>  <b>Read:</b> <a href="#">Many Kinds of Matter: A Look at Solids, Liquids, and Gasses</a></p> <p><b>Exit Ticket:</b>            1. What is Matter?</p>

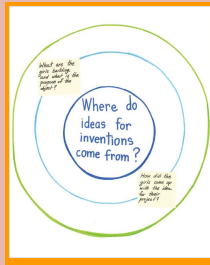
**Suggested Key Terms:**  
conventions, grammar,  
nouns, irregular plural,  
usage, parts of speech,  
common nouns, collective  
nouns, verbs, irregular  
verbs, past tense, present  
tense, future tense

**Lesson/Activity:**  
Unit 3 Week 1 Day 4  
TE pages 116-117  
Explore: Compare Mentor  
Texts

Partnerships notice differences and similarities in the two mentor texts' use of nouns and verbs.

Marble Tarts	
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>Can a work come before a noun, or does it always come after?</li> <li>How do you know what the future tense is?</li> <li>How do nouns and verbs work together?</li> </ul>	
Some	Different
<ul style="list-style-type: none"> <li>Some nouns have capital letters.</li> <li>Verbs don't act as nouns.</li> <li>Verbs that be present, past, or future.</li> <li>The noun "people"</li> <li>The verb "hurt"</li> </ul>	<ul style="list-style-type: none"> <li>There is only one proper noun in text 2.</li> <li>There comes after with a capital letter in text 1.</li> <li>Verbs with "have" or "have" can only be text 1.</li> </ul>

Partners may make observations and discoveries about how nouns and verbs work together in a few selected sentences.



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

**Lesson/Activity:**  
Review Unit 5, Week 1  
Days 1-5 TE pages 212-227  
Due to testing, use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

### Small Group

- Build Automaticity
- Blend and Build Words
- Independent Practice/  
Partner Work

**Suggested Key Terms:**  
add, subtract, sum,  
difference, total, bundle,  
compose, decompose,  
difference, equal,  
equation, place value

Lesson/Activity:  
Module 5 Lesson 4  
TE pages 53-64

Strategies for Adding and Subtracting Within 1,000: Subtract multiples of 100 and some tens within 1,000.

### Problem Set:

Must Do: 1a, 1b, 1d, 2d  
Could Do: 1c, 2a-c  
Extended: 3a-f (ET4/HWK)

2. What is one way that matter can change state?

Standard(s):  
ELASGE2L1a,b,d

LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)  
I am learning to make and use verbs when speaking or writing.

SC: *I know I am successful when:*  
☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).  
☐ I can define an irregular plural noun.  
☐ I can define a collective noun.  
☐ I can distinguish between different tenses of verbs (past, present, future).  
☐ I can identify a past tense verb.  
☐ I can recognize that some past tense verbs have irregular spellings.

Suggested Key Terms:  
conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns, verbs, irregular nouns, verbs, irregular verbs, past tense, present tense, future tense

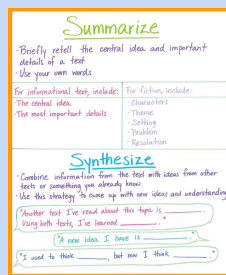
Lesson/Activity:

Standard(s):  
READING lesson 2  
ELAGSE2RI2

LT: I am learning to summarize and synthesize important information.

SC: *I know I am successful when:*  
☐ I can gather important facts to identify the main topic and focus of a paragraph.  
☐ I can summarize important information by retelling the most important parts.  
☐ I can synthesize information by combining text details and original thinking.

Lesson/Activity:  
Unit 5, Lesson 2,  
TE pages 62-65.

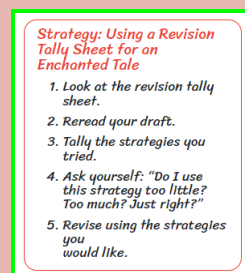


Standard(s):  
WRITING Lesson 21  
ELAGSE2W5

LT: I am learning to use others' help to strengthen my writing through revising and editing.

SC: *I know I am successful when:*  
☐ I can use a revision tally sheet to revise my writing.  
☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.  
☐ I can reread my writing to determine if there are additional changes I want to make.

Lesson/Activity:  
Writing Volume 3, Lesson 21, TE pages 94-97.  
Student will search for a piece of writing (enchanted tales) and use the revision sheet to make their piece longer and stronger.



Standard(s):  
ELAGSE2RF3c  
ELAGSE2RF4c  
ELAGSE2L4b

LT: I am learning to read two-syllable long vowel words.  
I am learning to use words in a sentence to help me understand or self-correct words I do not know.  
I am learning to figure out the meaning of a word when a prefix is added.

SC: *I know I am successful when:*  
☐ I can identify the long vowel sounds.  
☐ I can recognize common spelling patterns that create long vowel sounds.  
☐ I can apply letter-sound knowledge to decode words.  
☐ I can use word parts to determine meanings.

Suggested Key Vocabulary:  
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, prefix, word parts, meaning, known, unknown

Standard(s):  
MGSE2.OA, NBT, MD, G

LT: I am learning to show what I know and do my best on MAP tests.

SC: *I know I am successful when...*  
☐ I can focus, try hard, and persist through problem solving.

Lesson/Activity:  
District MAP Math  
Assessment

Standard(s):  
S2P1 a

LT: I am learning to classify different objects according to physical properties.

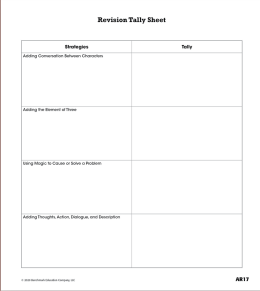
SC: *I know I am successful when:*  
☐ I can identify and describe different types of physical properties.  
☐ I can classify objects based on their color, length, and mass.  
☐ I can classify objects based on their texture, hardness, absorbency, and flexibility.

Lesson/Activity:

Intro:

[Physical Properties ...](#)

[Physical Properties Vocabulary](#)

<p>Unit 3 Week 1 Day 5 TE pages 118-119 Reflect: Shared Writing - Ask Questions about Nouns &amp; Verbs</p> <div data-bbox="111 306 277 573"> <p><b>Reflect</b></p> <p><b>Shared Writing: Ask Questions About Nouns and Verbs</b></p> <p>Design guiding questions for the grammar study. Revisit goals and generate questions that help meet those goals.</p> </div> <div data-bbox="111 602 312 849"> <p><b>Questions We Have About Nouns and Verbs</b></p> <ol style="list-style-type: none"> <li>How will I know when to begin a noun with a capital letter?</li> <li>What are the nouns that change in a special way to show more than one?</li> <li>How will understanding nouns and verbs help make my writing clearer for readers?</li> <li>Do verbs that show action in the future always include the word "will"?</li> </ol> </div> <p>In small groups, students may generate questions to support meeting the unit's goal.</p>			<p><b>Lesson/Activity:</b> <b>Unit 5, Week 1 Day 4</b> <b>TE pages 224-225</b> Word Study Book, pp. 52–53 My Word Study, Volume 1, p. 40</p> <p>Read HFWS: answer, brown, country, start, then, there, wash, went, who, your.</p> <div data-bbox="1064 589 1257 807"> <p><b>VCe and consonant -le syllable types</b></p> <ul style="list-style-type: none"> <li>Read Multisyllabic Words</li> <li>Decode by Analogy</li> <li>Read Accountable Text "A Cool Solution" and/or "Kid Inventors"</li> <li>Share and Reflect</li> </ul> </div>		
<b>Wednesday - District MAP Assessment - Language</b>					
<p><b>Standard(s):</b> <b>ELASGE2L1a,b</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a noun.</li> <li><input type="checkbox"/> I can identify a noun.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2L1, 2, 3, 4, 5, 6</b></p> <p>LT: I am learning to show what I know and do my best on MAP tests.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can focus, try hard, and persist.</li> </ul>	<p><b>Standard(s):</b> <b>READING Lesson 3</b> <b>ELAGSE2RI8</b></p> <p>LT: I am learning to describe how the author supports the specific points made in a text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize the</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3e</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>SC: <i>I know I am successful when:</i></p>	<p><b>Standard(s):</b> <b>MGSE2.NBT.7</b> <b>MGSE2.NBT.8</b> <b>MGSE2.NBT.9</b></p> <p>LT: I am learning to add within 1000 using written strategies. I am learning to add and subtract 10 and 100 from a given number 100-900. I am learning to explain</p>	<p><b>Standard(s):</b> <b>S2P1 a</b></p> <p>LT: I am learning to classify different objects according to physical properties.</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 and describe different types of physical properties.</li> </ul>

- ☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).
- ☐ I can define an irregular plural noun.
- ☐ I can identify an irregular plural noun.
- ☐ I can define a collective noun.
- ☐ I can identify a collective noun.

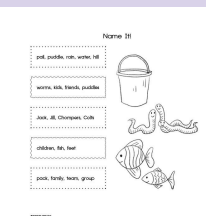
**Suggested Key Terms:**  
conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns

**Lesson/Activity:**  
Unit 3 Week 2 Day 6  
TE pages 120-121  
Explore: A Collection of Nouns

#### Explore

#### A Collection of Nouns

Display and read aloud different lists of nouns from the mentor texts. Discuss what they have in common.

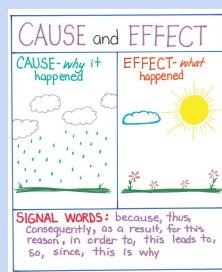


Partnerships may find

**Lesson/Activity:**  
District MAP Language Assessment

- author's purpose.
- ☐ I can identify the point(s) the author is trying to make.
  - ☐ I can identify how the cause/effect text structure presents information.

**Lesson/Activity:**  
Unit 5, Lesson 3  
TE pages 66-69.



- ☐ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- ☐ I can use spelling patterns to recognize words.

**Suggested Key Terms:**  
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common spelling-sound correspondences, irregular, spelling patterns, inconsistent

**Lesson/Activity:**  
Review Unit 5, Week 1  
Days 1-5 TE pages 212-227

Due to testing, use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

#### Small Group

- Blend and Build Words
- Write Words
- Review r-Controlled Vowels  
air, are, ear, ere
- Independent Practice/  
Partner Work

my addition and subtraction strategies.

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

- ☐ I can break apart an addend to make the next 10 or 100, then add the remaining value. (This can be done while counting on using a number line, or using a number bond/ "Make the next ten/hundred" strategy.)
- ☐ I can name 10 more, 10 less, 100 more, and 100 less than any three-digit number.
- ☐ I can use objects, pictures, and/or words to explain my strategy.

**Suggested Key Terms:**  
add, subtract, sum, total, difference, part-part, whole, place value, bundle compose, decompose, difference, equal, equation fewer, greater, ones, tens, hundreds, thousand, number line, missing addend

**Lesson/Activity:**  
Module 5 Lesson 5  
TE pages 65-75

Strategies for Adding and Subtracting Within 1,000: Use the associative property to make a hundred in one addend.

- ☐ I can classify objects based on their color, length, and mass.
- ☐ I can classify objects based on their texture, hardness, absorbency, and flexibility.

**Lesson/Activity:**  
Intro:

[What's My Property...](#)  
[Physical Properties- Students will classify 8 classroom objects based on their physical properties.](#)

additional nouns from their reading about them then jot down observations about the nouns and share these observations with the class.				<b>Problem Set:</b> Must Do: 1c-d (ET5/HWK), 2b-c, 2e Could Do: 1a-b, 2d, 2g Extended: 1e-f Enrichment: Incorporate alternative add/sub sentences that would have the same total.	
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**Thursday - District MAP Assessment - Oral Reading Fluency**

<p><b>Standard(s):</b> <b>ELASGE2L1a,b</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a noun.</li> <li><input type="checkbox"/> I can identify a noun.</li> <li><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</li> <li><input type="checkbox"/> I can define an irregular plural noun.</li> <li><input type="checkbox"/> I can identify an irregular plural noun.</li> <li><input type="checkbox"/> I can define a collective noun.</li> <li><input type="checkbox"/> I can identify a collective noun.</li> </ul> <p><u>Suggested Key Terms:</u> conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to show what I know and do my best on MAP tests.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can focus, try hard, and persist.</li> </ul> <p><b>Lesson/Activity:</b> <b>District MAP Oral Reading Fluency Assessment</b></p>	<p><b>Standard(s):</b> <b>READING Lesson 4</b> <b>ELAGSE2RF3d</b> <b>ELAGSE2L4bc</b></p> <p>LT: I am learning about root words and affixes.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify and understand roots and affixes.</li> <li><input type="checkbox"/> I can use knowledge of roots and affixes to determine the meaning of a word.</li> <li><input type="checkbox"/> I can explain how -ly and -ion change a word's meaning.</li> </ul> <p><b>Lesson/Activity:</b> <b>Unit 5, Lesson 4</b> <b>TE pages 70-73.</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3c</b></p> <p>LT: I am learning to read two-syllable long vowel words. I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable 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 recognize common spelling patterns that create long vowel sounds.</li> <li><input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams) Ex. Can/Cane</li> </ul> <p><u>Suggested Key Terms:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling,</p>	<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 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 add to both numbers in my subtraction problem to make an easier mental math problem (compensation strategy).</li> <li><input type="checkbox"/> I can use objects, pictures, and/or words to explain my strategy.</li> </ul> <p><u>Suggested Key Terms:</u> add, subtract, sum, difference, total, bundle, compose, decompose, difference, equal, equation, place value</p> <p><b>Lesson/Activity:</b></p>	<p><b>Standard(s): S2P1 a</b></p> <p>LT: I am learning to classify different objects according to physical properties.</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 and describe different types of physical properties.</li> <li><input type="checkbox"/> I can classify objects based on their color, length, and mass.</li> <li><input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility.</li> </ul> <p><b>Lesson/Activity:</b> <a href="#">Properties Kahoot!</a> Early Finishers: <a href="#">Jack Hartmann Move Like Matter</a> <a href="#">Matter: Physical Science for Kids Read Aloud</a></p>
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nouns

Lesson/Activity:  
Unit 3 Week 2 Day 7  
TE pages 122-123  
Teach: All About Nouns

**Teach**

**All About Nouns**

Create an anchor chart that shows the different types of nouns, gives examples, and explains when to use them.

**Strategy: Use Nouns in Sentences**

Think about the person, place, or thing you want to write about.  
Check the chart to see what kind of noun you need.  
Write your sentence.  
Look at the chart again to check your noun.



Using Nouns

Do I want to...

- |  |  |
|--|--|
| • Name (a) person, place, or thing<br>Use a common noun                | • Name a (specific) person, place, or thing<br>Use a proper noun       |
| cat ..... fluffy   | cat ..... fluffy   |
| friend ..... clever  | friend ..... clever  |
| city ..... Chicago   | city ..... Chicago   |
| • Name (a) animal<br>Use a common noun                                 | • Name a (specific) animal<br>Use a proper noun                        |
| dog ..... dog  | dog ..... dog  |
| bird ..... bird  | bird ..... bird  |
| • Name a (group) of people, places, or things<br>Use a collective noun | • Name a (group) of people, places, or things<br>Use a collective noun |
| family ..... family  | family ..... family  |
| team ..... team  | team ..... team  |
| class ..... class  | class ..... class  |

Sample Sentence  
My dog, Cleo, likes to visit my family in Chicago.

BUILD VOCABULARY: USE ROOTS AND AFFIXES	
<b>Root Word</b> the most basic form of a word	
<b>Affix</b> word part added to the beginning or end of a root word creates a new word with a new meaning	
<b>Prefix</b> comes before the word	<b>Suffix</b> comes after the word
re- = "again" un- = "not" dis- = "not"	-est = "most" -er = "more than" -ly = turns an adjective into an adverb -ful = turns a noun into an adjective -ing = tells you a word's action is happening right now

sound, phonics, prefix, suffix, base word, common spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:  
Review Unit 5, Week 1  
Days 1-5 TE pages 212-227  
Due to testing, use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

Small Group

- Spelling
- High-Frequency Words
- Writing Follow-Up
- Independent Practice/ Partner Work

Module 5 Lesson 6  
TE pages 76-86

Strategies for Adding and Subtracting Within 1,000: Use the associative property to subtract from three-digit numbers and verify solutions with addition.

Problem Set:

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

Friday - District MAP Assessment - Make-Ups

Standard(s):  
ELASGE2L1a,b

LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)

SC: I know I am successful when:

- ☐ I can define a noun.
- ☐ I can identify a noun.

Standard(s):  
READING Lesson 5  
ELAGSE2RI2

LT: I am learning to recognize the central idea (main topic) and supporting evidence.

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

- ☐ I can explain that the

Standard(s):  
WRITING Lesson 23  
ELAGSE2W6

LT: I am learning to use a variety of tools to edit, produce and publish writing with guidance and support from others (peers, teachers, adults).

SC: I know I am successful

Standard(s):  
ELAGSE2RF3c  
ELAGSE2RF4b,d

LT: I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to read two-syllable long vowel words. I am learning to read

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

LT: I am learning to add within 1000 using written strategies. I am learning to subtract within 1000 using written strategies. I am learning to explain my addition and

SMALL GROUP  
Intercession  
READING- TEACHER  
SELECTED STRATEGY

- ☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).
- ☐ I can define an irregular plural noun.
- ☐ I can identify an irregular plural noun.
- ☐ I can define a collective noun.
- ☐ I can identify a collective noun.

#### Suggested Key Terms:

conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns

#### Lesson/Activity:

Unit 3 Week 2 Day 8

TE pages 124-125

Explore: Sorting Nouns

#### **Explore**

##### **Sorting Nouns**

Partnerships sort a list of nouns into categories they come up with.

Name ___ Sort ___		
teacher	books	stare
park	after	earn
chair	sidewalk	dog
friend	markers	nose
forest	brother	fish
mouth	city	ocean
doctor	pencil	tail
playground	classmates	river

central idea, main idea, focus, and main topic are different names for the same thing.

- ☐ I can gather important facts to identify the focus of a paragraph.
- ☐ I can gather important facts (ideas, details, and events) from multiple paragraphs to identify the main topic.

#### Lesson/Activity:

Unit 5 Lesson 5

TE pages 74-77.

*Identify the Central Idea*  
 - LOOK at the title, headings, and graphic features.  
 - READ the text and identify important evidence, details, and ideas.  
 - FOCUS on the topic of each section or paragraph.  
 - ASK: "What is this text mostly about?"  
 - STATE the central idea in your own words.

when:

- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.
- ☐ I can use tools and resources to edit my writing.
- ☐ I can collaborate with (peers, teachers, and adults) to proofread my writing.
- ☐ I can use an editing checklist to make my writing easier to read.

#### Lesson/Activity:

Volume 3, Session 23

TE pages 102-105.

#### Strategy: Editing Using Resources

1. Identify what to focus on, such as spelling, punctuation, capitalization, or language.
2. Say across your fingers what resources you can use to edit, such as a word wall, a dictionary, a thesaurus, or a mentor text.
3. Choose which resource would be most helpful and make the edit.

on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*

- ☐ I can spell words containing irregular vowel patterns.
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can self-correct when I make a mistake.

#### Suggested Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, common, spelling-sound correspondences, spelling patterns, orally, expression, accuracy, repeated reading, echo reading, choral reading, partner reading, purpose, understanding, self correct, word recognition, context, irregular vowel pattern, HFWs

#### Lesson/Activity:

Unit 5, Week 1 Day 5

TE pages 226-227

Word Study Book, pp.

52-53

My Word Study, Volume 1, p. 40

subtraction strategies.

SC: *I know I am successful when:*

- ☐ I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare.
- ☐ I can use objects, pictures, and/or words to explain my strategy.
- ☐ I can use place value and math language to explain why my strategy works.
- ☐ I can compare my strategy with others' strategies, naming what is the same and different.
- ☐ I can explain why another student's strategy is or is not correct.

#### Suggested Key Terms:

add, subtract, sum, total, difference, part-part, whole, place value, bundle compose, decompose, difference, equal, equation fewer, greater, ones, tens, hundreds, thousand, number line, missing addend

#### Lesson/Activity:

Module 5 Lesson 7

TE pages 87-97

Strategies for Adding and Subtracting Within 1,000: Share and critique solution strategies for varied



Each partnership may create categories and sort nouns into those categories. Then small groups discuss and discover each other's reasons for the sort, based on playful talk and inquiry.

Read HFWs: answer, brown, country, start, then, there, wash, went, who, your.

- Review and Assess VCe and consonant-le syllable types**
- Read Accountable Text "A Cool Solution" and/or "Kid Inventors"
  - Build Words
  - Review Multisyllabic Words
  - Spelling Patterns and Dictation
  - High-Frequency Words
  - Cumulative Assessment

addition and subtraction problems within 1,000.

Problem Set:  
Must Do: 1, 2, 4  
Could Do: 3