

Carrie Waters' Week of: October 16-20, 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 2 Weeks 2&3 Lesson(s) 8-12 Periods, Exclamation Marks, Question Marks, & Commas In Letters	READING Unit 3 Week 1 Lessons 1-4 Benchmark WK 1 Assessment Government Working For Us	WRITING Writing About & Places Near & Far Volume 2 Weeks 3&4 Lesson(s) 13-17	PHONICS Unit 2 Week 3 Lessons 11-15 Long Vowel I - Vowel Teams (Long i: ie, i, y, igh, i_e)	MATH Module 1, Part 2 Review and Assess Begin Module 2, Lessons 1 & 2	SOCIAL STUDIES The Creek, Cherokee, & Sequoyah
Monday - Picture Retake Day & Eureka Math 2 Coaching					
Standard(s): ELAGSE2L1f LT: I am learning to produce and expand complete and compound sentences. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning. <u>Suggested Key Terms</u> Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization	Standard(s): ELAGSE2RI1 LT: I am learning to ask and answer questions to show understanding of key details in the text. 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. Lesson/Activity: Unit 3 Intro, Lesson 1, TE pages 58-61.	Standard(s): ELAGSE2W2 LT: I am learning to explain a topic using facts and definitions to develop points. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify facts and details that give information about my topic. <input type="checkbox"/> I can identify important words I have learned that I will define for my reader. <input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic. Lesson/Activity: Unit 2, Lesson 13, TE pages 60-63.	Standard(s): ELAGSE2RF3 LT: I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify the long vowel sounds for Long i: ie, i, y, igh, i_e. <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. <u>Suggested Key Terms:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling,	Standard(s): 2.NR.1.3 LT: We are learning to use place value to represent numbers up to 1,000. SC: <i>I will know I'm successful when I can...</i> -count forward by ones, tens, and hundreds within 1,000, starting at any number. -compare 2 three-digit numbers by using >, <, and = symbols. Lesson/Activity: Lesson 37- Organize, count, represent, and compare a collection of objects.	Standard(s): SS2H1 b LT: I am learning about the life and contributions of Sequoyah. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify where Sequoyah was born and lived (Tennessee and Arkansas, later Oklahoma) and identify the regions of Georgia into which he traveled. <input type="checkbox"/> I can describe how Sequoyah grew up as a Cherokee Indian. <input type="checkbox"/> I can describe the syllabary Sequoyah created and why he wanted to make an alphabet for the Cherokee. <input type="checkbox"/> I can describe the difficulties Sequoyah faced when creating the

Lesson/Activity:

Explore Session 8
Sentence Sort
TE pages 70-71.

Explore

Sentence Sort

Students sort premade sentences and add end punctuation, then explain their choice.

Sentence Sort

She decided to wear her new pants and blue shirt to the movie
Do you know where I put my shoes
Hurry, we're going to be late
Please, take this dirty dish to the sink
Watch out for the car
Do you want to go to the park
Period .
Exclamation mark !
Question mark ?

Look-Fors:

- Sharing observations and building on them.
- Supporting end punctuation choices with valid reasons.
- An exchange of ideas about end punctuation.



Telling More Using a List

Writers use commas when they are making lists of three or more. Writers turn to partners to work together on where to add commas in their own writing.

Strategy: Telling More Using a List

1. Find an idea in your writing that you know three or more examples of. If you need, complete the sentence frame: Three examples of _____ are _____, _____, and _____.
2. Make a short list of these three things in a sentence and add it to your writing.
3. Be sure to use a comma between each item in the list, and "and" before the last item.

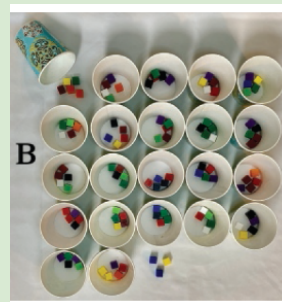
sound, phonics, spelling patterns, spelling-sound correspondences

Lesson/Activity:

Unit 2 Week 3
Day 1, Lesson 11
TE pages 88-91
Long I: ie, i, y, igh, i_e
Word Study Resource Book, pp. 22
My Word Study, Volume 1, p. 17

Vowel team syllable type: long i

- Phonological Awareness: Oral Blending and Segmenting Words with Final Blends
- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- High-Frequency Words
- Share and Reflect



A is organized by tens.
B is organized by fives.
113=113

Which way of organizing is more efficient? Why?
Today, we will use what we know about place value to count and compare collections.

Learn: Organize, Count, and Record
Partners organize and count a collection and record their progress.

Compare with >, =, <
Students use place value

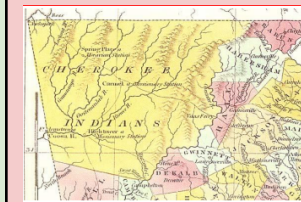
syllabary.

□ I can describe the newspaper Sequoyah created The Cherokee Phoenix and locate its publishing location, New Echota, on a map.

Lesson/Activity:

Sequoyah Intro Video
Sequoyah PPT
Sequoyah Tab Booklet

Sequoyah—creator of the Cherokee alphabet (syllabary), he was born in Tennessee, resettled in Arkansas and visited northwest Georgia to advise eastern Cherokees. Use a map of these areas from the 1830's.




This 1830 map of Georgia shows the Cherokee in the far Northwest of Georgia, where they had been pushed south and west from the North Carolina and Tennessee areas.

				<p>understanding to compare totals. Share, Compare, and Connect Students discuss strategies for organizing and counting and use place value understanding to compare totals. (Lines and Groups of Tens, Groups of Tens in Cups and Piles, Group and Count by Tens, Group by Tens and Hundreds, Group by Hundreds).</p> <p>Land/Debrief: Display the painting called Ponte della Paglia. What do you notice? What do you wonder? What are things we might count in this painting? Can we count the exact number of people in this painting? Why? How can making groups help us estimate the number of people in the painting?</p> <p>Students will complete and turn in Topic Ticket I for a summative grade.</p>	
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Tuesday

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce and expand complete and compound</p>	<p>Standard(s): ELAGSE2RI6</p> <p>LT: I am learning to identify the author's main purpose of a text based on</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading</p>	<p>Standard(s): 2.NR.1.3</p> <p>LT: We are learning to use place value to represent numbers up to 1,000.</p>	<p>Standard(s): SS2H1 b</p> <p>LT: I am learning about the life and contributions of Sequoyah.</p>
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<p>sentences.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> ❑ I can tell the difference between complete and incomplete sentences. ❑ I can expand sentences by adding details, combining, or revising sentences. ❑ I can rearrange parts of sentences without changing the meaning. <p><u>Suggested Key Terms</u> Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization</p> <p>Lesson/Activity: Explore Session 9 Create Reminders TE pages 72-73.</p> <div data-bbox="111 1024 352 1362"> <p>Explore</p> <p>Create Reminders</p> <p>Create a chart students can use in their own writing, reminding them how to use each type of end punctuation.</p> </div>	<p>what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> ❑ I can define the author's purpose. ❑ I can identify the author's purpose based on what the author wants to answer. ❑ I can identify the author's purpose based on what the author wants to explain. ❑ I can identify the author's purpose based on what the author wants to describe. ❑ I can use the facts from the text to support what the author wanted to answer, explain, or describe. <p>Lesson/Activity: Unit 3, Lesson 2, TE pages 62-65.</p> <div data-bbox="432 1068 674 1357"> <p>TEXT IMPORTANCE</p> <ul style="list-style-type: none"> • Why did the author write it? • What am I learning about? • What text answers those questions? • What is most important? • How does the author present different information? <p><i>Beware: Enjoy interesting or fun details, but don't let them distract you!</i></p> </div>	<p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> ❑ I can identify facts and details that give information about my topic. ❑ I can identify important words I have learned that I will define for my reader. ❑ I can outline what I will say first, second, and third to make clear points about my topic. <p>Lesson/Activity: Unit 2, Lesson 14, TE pages 64-67.</p> <div data-bbox="753 755 1016 1027"> <p>Telling More by Using Describing Words</p> <p>Writers plan out their chapters by naming topics and subtopics across their fingers and then sketching or writing.</p> </div> <div data-bbox="753 1040 1008 1357"> <p>Strategy: Telling More by Using Describing Words</p> <ol style="list-style-type: none"> 1. Find where in your writing you describe a place or habitat. 2. Picture the place in your mind. Close your eyes if you have to. 3. Think of the words you want to use to describe what you see. Ask yourself: "How can I describe the color, shape, size, or anything else about this place?" 4. Write these describing words into your piece to help paint a clear picture for your reader. </div>	<p>regularly spelled one-syllable words. I am learning to read and spell words with vowel teams.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> ❑ I can identify the long vowel sounds for Long i: ie, i, y, igh, i_e. ❑ I can identify the sounds for common vowel teams. ❑ I can recognize the spelling patterns that make vowels change sound in one syllable words. ❑ I can recognize common spelling patterns that create long vowel sounds. <p><u>Suggested Key Terms:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, spelling patterns, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs.</p> <p>Lesson/Activity: Unit 2 Week 3 Day 2, Lesson 12 TE pages 92-95 Long I: ie, i, y, igh, i_e Word Study Resource Book, pp. 23</p>	<p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> -count forward by ones, tens, and hundreds within 1,000, starting at any number. -compare 2 three-digit numbers by using >, <, and = symbols. <p>Lesson/Activity: Part 2 out of 2 Review for Module 1 Assessment, Part 2.</p> <p>Teachers will guide students through the rest of the Module 1, part 2 assessment in preparation for tomorrow's test.</p> <p>Send the packet home for further review as homework this evening.</p>	<p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> ❑ I can identify where Sequoyah was born and lived (Tennessee and Arkansas, later Oklahoma) and identify the regions of Georgia into which he traveled. ❑ I can describe how Sequoyah grew up as a Cherokee Indian. ❑ I can describe the syllabary Sequoyah created and why he wanted to make an alphabet for the Cherokee. ❑ I can describe the difficulties Sequoyah faced when creating the syllabary. ❑ I can describe the newspaper Sequoyah created The Cherokee Phoenix and locate its publishing location, New Echota, on a map. <p>Lesson/Activity: The Story of Sequoyah</p> <p>Sequoyah Tab Booklet</p> <p>Read Aloud(s): Kelly Rodgers: Sequoyah and the Written Word & The Creek & the Cherokee</p> <p>James Rumford: Sequoyah - The Cherokee Man Who Gave His</p>
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 <p>Look-Fors:</p> <ul style="list-style-type: none"> -Sharing ideas on how to remember when to use end punctuation. -Creating a personal list after discussion. -Focusing the list with images if desired. 			<p>My Word Study, Volume 1, p. 18</p> <p>Vowel team syllable type: long i</p> <ul style="list-style-type: none"> • Phonological Awareness: Substitute Sounds (parts of blends in the final position) • Build Words • Read Interactive Text "Mice on Ice" • Spelling • High-Frequency Words • Share and Reflect 		<p>People Writing</p> <p>Sequoyah—his travels into Georgia were confined to the Upper Piedmont and Valley and Ridge regions.</p>
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Wednesday

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning. 	<p>Standard(s): ELAGSE2RI6</p> <p>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define the author's purpose. <input type="checkbox"/> I can identify the author's purpose based on what the author wants to answer. <input type="checkbox"/> I can identify the author's purpose based on 	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify facts and details that give information about my topic. <input type="checkbox"/> I can identify important words I have learned that I will define for my reader. <input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about 	<p>Standard(s): ELAGSE2RF3 ELAGSE2L4</p> <p>LT: I am learning to read and spell words with vowel teams.</p> <p>I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the long vowel sounds for Long i: ie, i, y, igh, i_e. <input type="checkbox"/> I can identify the 	<p>Standard(s): 2.NR.1.3</p> <p>LT: We are learning to use place value to represent numbers up to 1,000.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> -count forward by ones, tens, and hundreds within 1,000, starting at any number. -compare 2 three-digit numbers by using >, <, and = symbols. <p>Lesson/Activity: Module 1 Assessment, Part 2</p>	<p>Standard(s): SS2G2 SS2H1 SS2H2</p> <p>LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past.</p> <p>I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p> <p>I am learning about the life and contributions of Sequoyah.</p>
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Suggested Key Terms

Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization

Lesson/Activity:

Reflect Session 10
Pause & Share
TE pages 74-75.

Reflect

Pause and Share

Pause and share what we have learned so far and what we still want to know about end punctuation.

What We Have Learned So Far...

Exclamation marks show feelings.
Most sentences end with periods.
Changing the end punctuation changes a sentence.

What We Want to Know...

Can an exclamation mark be used instead of a period when saying a command?
Are periods, question marks, and exclamation marks the only ways to end sentences?

Look-Fors:

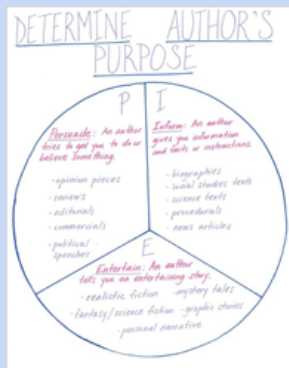
-Larger conclusions being drawn about punctuation.
-New questions and wonderings emerging.

what the author wants to explain.

- ☐ I can identify the author's purpose based on what the author wants to describe.
- ☐ I can use the facts from the text to support what the author wanted to answer, explain, or describe.

Lesson/Activity:

Unit 3, Lesson 3,
TE pages 66-69.



my topic.

Lesson/Activity:

Unit 2, Lesson 15,
TE pages 68-71.

Pausing and Reflecting

Writers pause and think about what they have learned and think ahead to what else they want to learn.

Strategy: Pausing and Reflecting

1. Look over all you have written.
2. Think about what you have learned.
3. Jot a few things down.
4. Make a next-step plan.

I learned:

- partner sentences
- compare/contrast
- describing words

I want to learn:

- other facts and how to explain them
- how to expand a sentence
- other text features

Elaboration

Structure

Adding pages

Spelling, punctuation, or capitalization

Research

Other observations

sounds for common vowel teams.

- ☐ I can recognize common spelling patterns that create long vowel sounds.
(Long i: ie, i, y, igh, i_e)
- ☐ I can recognize grade-appropriate words and their meaning.

Suggested Key Terms:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, spelling patterns, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.

Lesson/Activity:

Unit 2 Week 3
Day 3, Lesson 13
TE pages 96-99
Long I: ie, i, y, igh, i_e
Word Study Resource Book, pp. 24-25
My Word Study, Volume 1, p. 19

Vowel team syllable type: long i

- Read Accountable Text "Firefly Tricks Spider"
- Spelling
- High-Frequency Words
- Share and Reflect

Students will work through the assessment independently.

Teachers will score the assessment with rubrics and post results in Unify.

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

- ☐ I can identify where the Creek cultures of the past lived on a map of Georgia.
- ☐ I can identify where the Cherokee cultures of the past lived on a map of Georgia.
- ☐ I can describe the tools used by the Creek and Cherokee cultures of the past.
- ☐ I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.
- ☐ I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.
- ☐ I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

Lesson/Activity:

[What's a Syllabary?](#)
[The Story of Sequoyah: Georgia Stories](#)

[Inspire: Sequoyah Social Studies PPT](#)

Why was Sequoyah's

-Conversation that works through previous questions and the unit's goal.					syllabary important to the Cherokee? How did the places where Sequoyah lived affect his work? How did Sequoyah's work with the syllabary affect his life?
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Thursday

<p>Standard(s): ELAGSE2L2b</p> <p>LT: I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. <p><u>Suggested Key Terms:</u> Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization</p> <p>Lesson/Activity: Explore Session 11</p>	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize grade-appropriate words and their meaning. <input type="checkbox"/> I can use prior knowledge to help determine the meaning of a word or phrase. <input type="checkbox"/> I can think about what is happening in a sentence to help me determine the meaning of a word or phrase. <p>Lesson/Activity: Unit 3, Lesson 4, TE pages 70-73.</p>	<p>Standard(s): ELAGSE2L2 ELAGSE2W5</p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: I know I am successful when...</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can use capital letters at the beginning of holidays, product names, and places on a map when writing. <p>Lesson/Activity: Unit 2 Week 4 Day 16, Lesson 16 TE pages 72-75 Revising & Editing</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to read two-syllable long vowel words.</p> <p>I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. Long i: ie, i, y, igh, i_e) <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can apply letter-sound knowledge to read 	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies. <p>Lesson/Activity: Module 2, Lesson 1-Reason about addition with four addends.</p>	<p>Standard(s): SS2G2 SS2H1 SS2H2</p> <p>LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past.</p> <p>I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p> <p>I am learning about the life and contributions of Sequoyah.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify where the Creek cultures of the past lived on a map of Georgia. <input type="checkbox"/> I can identify where the Cherokee cultures of the past lived on a map of Georgia.
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Commas

Revisit Mentor Texts

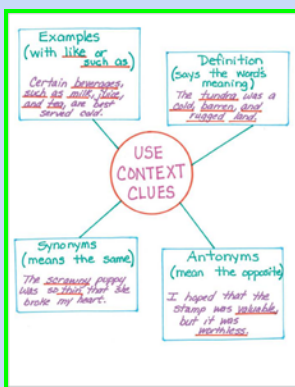
TE pages 76-77.

Explore

Revisit the Mentor Texts

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

Comma Clauses	
• in dates	
• at the beginning and end of a letter	
• in the middle of sentences	
• to separate words in a series	
• when characters talk	
• after the first word in some sentences	



Editing for Capitalization, Punctuation, and Spelling

Writers edit their writing by zooming in on a word they wrote and checking that they wrote down all the sounds they hear.

Strategy: Editing for Capitalization, Punctuation, and Spelling

1. Look at your writing.
2. Pick a focus: capital letters, punctuation, or spelling.
3. Read each sentence carefully and look for your focus.
4. Make any changes.
5. Repeat the steps with a new focus.

grade-level text.

I can reread to improve my reading.

Suggested Key Terms:

expression, accuracy, self-correct, repeated reading, word analysis, decode, long vowel, one syllable, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.

Lesson/Activity:

Unit 2 Week 3
Day 4, Lesson 14
TE pages 100-101
Long I: ie, i, y, igh, i_e
Word Study Resource Book, pp. 24-25
My Word Study, Volume 1, p. 19

Vowel team syllable type: long i

- Read Multisyllabic Words
- Decode Unknown Words by Analogy
- Read Accountable Text "Firefly Tricks Spider" and/or "Why Sun and Moon Live in the Sky"
- Share and Reflect

Counting on the Number Line within 100. Teacher will guide students 0-100 and 100-0 on the number line. Repeat with 20-90 and back.

Choral Response: Add within 100. 20 + 10 and 20 + 15. Repeat with the following:

30 + 10 =	30 + 20 =	50 + 20 =	10 + 30 =	30 + 50 =
30 + 15 =	30 + 25 =	50 + 25 =	10 + 35 =	30 + 55 =

Choral Response: Three Addends

Students make 10 and then add a third addend. 5 + 6 + 6 = ?

Repeat with the following:

9 + 1 + 2	1 + 2 + 8	3 + 7 + 5	6 + 4 + 9	5 + 7 + 5	1 + 3 + 9	2 + 7 + 3	9 + 8 + 6
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Fluency: Students share reasoning for grouping two addends to make an easier problem.

50	20	17	35
33	42	25	8

If you had to add all of these numbers, which two would you start with and why?

Learn: Reason About Which Addends to Add First

Four classes ordered tacos for lunch.

The numbers show how many tacos each class ordered.

20	17	35	33
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The cafeteria made 100 tacos. Are there enough tacos for all four classes?

I can describe the tools used by the Creek and Cherokee cultures of the past.

I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

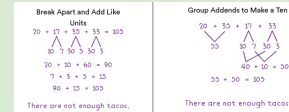
Lesson/Activity:

Why Do We Remember Sequoyah today?

*Why did Sequoyah make these moves? What else was happening in the United States?

*Many historians believe that Sequoyah became a silversmith and blacksmith after losing the full use of one of his legs. How did this change in profession affect both his work on the syllabary and his choice of where to live?

Students will work in their books to determine the answer. Sample student work below:

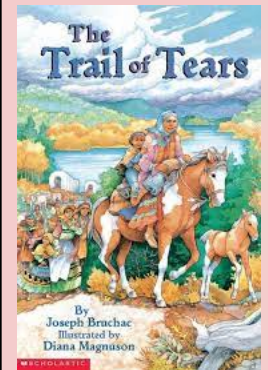


Students share, compare, and connect their ideas then work through the problem set.

Land/Debrief:
 How can rearranging addends make some problems easier?

Students will complete Exit Ticket 1 and turn in for a formative grade.

*How does Sequoyah's movement west echo the larger Cherokee nation's movement west? Were all these moves made by choice? For whose benefit were these moves made?



The Trail of Tears, by Joseph Bruchac.

*Living in _____ affected Sequoyah's work because _____.

*Sequoyah decided to live _____ because _____.

* _____ was an important location for Sequoyah because _____.

Friday

Standard(s):
ELAGSE2L2b

LT: 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 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.

Suggested Key Terms:

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

Lesson/Activity:

Teach Session 12
Use Commas
TE pages 78-79.

Standard(s):
**ELAGSE2RI3
ELAGSE2RI6**

LT: I am learning to describe the connection between a series of historical events, scientific ideas/concepts, or steps in technical procedures. I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.

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

- ☐ I can explain the sequence of two or more historical events in a text.
- ☐ I can explain the connections between two or more scientific concepts and ideas in a text.
- ☐ I can use the facts from the text to support what the author wanted to answer, explain, or describe.

Lesson/Activity:

Unit 3, Lesson 5,
TE pages 74-77.

Standard(s):
ELAGSE2L1

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

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

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

Lesson/Activity:

Unit 2 Week 4
Day 17, Lesson 17
TE pages 76-79
Revising & Editing

Standard(s):
**ELAGSE2RF3
ELAGSE2RF4**

LT: I am learning to read and spell words with vowel teams.

I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to read on-level text with purpose and understanding. I am learning to read two-syllable long vowel words. I am learning to read words with common prefixes and suffixes.

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

- ☐ I can recognize common spelling patterns that create long I vowel sounds. (Long i: ie, i, y, igh, i_e)
- ☐ I can identify the sounds for common vowel teams.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can self-correct when I make a mistake.
- ☐ I can reread to improve my reading.

Suggested Key Terms:

Standard(s):
2.NR.2.3

LT: We are learning to add numbers using different strategies.

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

- I can add two two-digit numbers using the part-whole strategy.
- I can add three two-digit numbers using the part-whole strategy.
- I can add four two-digit numbers using the part-whole strategy.
- I can solve one-step word problems using addition strategies.
- I can solve two-step word problems using addition strategies.

Lesson/Activity:
Module 2, Lesson 2-Break apart and add like units.

Fluency: Whiteboard Exchange-Unit and Expanded Form Write the number 13 in unit and expanded forms. Repeat with this sequence:

Standard(s):
**SS2G2
SS2H1
SS2H2**

LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past.

I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past. I am learning about the life and contributions of Sequoyah.

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

- ☐ I can identify where the Creek cultures of the past lived on a map of Georgia.
- ☐ I can identify where the Cherokee cultures of the past lived on a map of Georgia.
- ☐ I can describe the tools used by the Creek and Cherokee cultures of the past.
- ☐ I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

Teach

Use Commas

Using Mentor Text 2, create an anchor chart for future reference that lists some comma rules.

Comma Rules

Put a comma...

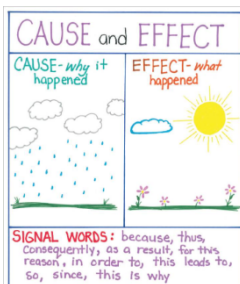
- between the day and year in a date
- after the opening and closing of a letter
- after an interjection at the start of a sentence
- after a transition word at the start of a sentence
- between words in a series

Strategy: Using Commas in Sentences

Read a sentence aloud without pausing.
Look for parts that are listed in the comma rules chart.
Add commas to follow the comma rules.



Mentor Text: "Follow the Law," page 8



Administer Benchmark
Reading Assessment
Unit 3 Week 1

Editing for Compound Sentences

Writers combine two sentences together, divide sentences when there are many strung together, and add examples to explain facts.

Strategy: Editing for Compound Sentences

1. Find two short sentences that might go together because they talk about the same idea.
2. Replace the end punctuation from the first sentence with a comma.
3. Write the word "and."
4. Write the rest of the second sentence, remembering to write the end punctuation.

expression, accuracy, self-correct, repeated reading, word analysis, decode, long vowel, one syllable, spelling-sound correspondences, orally, whisper/partner reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.

Lesson/Activity:

Unit 2 Week 3
Day 5, Lesson 15
TE pages 102-103
Long I: ie, i, y, igh, i_e
Word Study Resource Book, pp. 24-25
My Word Study, Volume 1, p. 19

Review and Assess Vowel team syllable type: long i

- Read Accountable Text "Firefly Tricks Spider" and/or "Why Sun and Moon Live in the Sky"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

Cumulative Assessment

100s	10s	1s	100s	10s	1s	100s	10s	1s
2	1	3	4	4		5	4	4

100s	10s	1s	100s	10s	1s	100s	10s	1s
7	0		3	7	0	4	0	1

Counting on the Number Line by Tens within 100
Count 25 to 95 and back.
Count 23 to 93 and back.

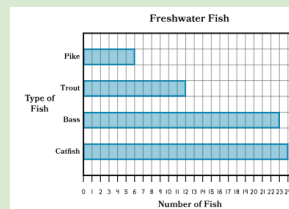
Choral Response: Add Within 100

$$\begin{array}{rcl} 7 + 2 & = & 9 \\ 17 + 2 & = & 19 \\ 27 + 2 & = & 29 \end{array}$$

Repeat with this sequence:

$6 + 3 =$	$5 + 4 =$	$5 + 3 =$
$16 + 3 =$	$15 + 4 =$	$25 + 3 =$
$26 + 3 =$	$35 + 4 =$	$45 + 3 =$

Launch: Students use data from a bar graph to add like units.



What do you notice?
What do you wonder?
Let's find the total amount of bass and pike fish.
What strategies would you use?

I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.
I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

Lesson/Activity:

Sequoyah:
Inspire - Social Studies Lab

Sequoyah Timeline

After reading about and studying Sequoyah, students will complete the attached timeline of Sequoyah's life.

Sequoyah's Facts & Opinions

Students will sort the statements into the Fact and Opinion Columns. Have students add their own facts and opinions.

Remember to have students defend their thinking with the group to sort the statements.

I think Sequoyah was the smartest man of his time because...

$$\begin{array}{r} 23 \\ + 6 \\ \hline 29 \end{array}$$

$$\begin{array}{r} 23 \\ + 6 \\ \hline 29 \end{array}$$

$$20 + 9 = 29$$

$$9 + 20 = 29$$

Learn: Use Unit Form to Add Like Units
Display the same Freshwater Fish graph.
Let's use unit form to find the total number of catfish and trout.

Standard Form	Unit Form
$\begin{array}{r} 24 \\ + 12 \\ \hline 20 \quad 4 \quad 10 \quad 2 \end{array}$	$\begin{array}{l} 2 \text{ tens } 4 \text{ ones} + 1 \text{ ten } 2 \text{ ones} \\ 2 \text{ tens } 4 \text{ ones} \quad 1 \text{ ten } 2 \text{ ones} \end{array}$

When we break a number into parts we say we decompose the number.
Let's add like units.

Standard Form	Unit Form
$\begin{array}{r} 24 \\ + 12 \\ \hline 20 \quad 4 \quad 10 \quad 2 \end{array}$	$\begin{array}{l} 2 \text{ tens } 4 \text{ ones} + 1 \text{ ten } 2 \text{ ones} \\ 2 \text{ tens } 4 \text{ ones} \quad 1 \text{ ten } 2 \text{ ones} \end{array}$
$\begin{array}{r} 24 \\ + 12 \\ \hline 30 \quad 6 \end{array}$	$\begin{array}{l} 3 \text{ tens } + 6 \text{ ones} \end{array}$

(Direct students to add like units to find the following sums on their whiteboards. Prompt students to show their thinking by using number bonds.)

- $34 + 22 =$ _____
- $65 + 32 =$ _____
- $58 + 36 =$ _____

Decompose and Add Like Units: Let's try the add like units strategy with other numbers.

$\begin{array}{r} 24 \\ + 12 \\ \hline 20 \quad 4 \quad 10 \quad 2 \end{array}$	$\begin{array}{r} 524 \\ + 12 \\ \hline 500 \quad 20 \quad 4 \quad 10 \quad 2 \end{array}$
$30 + 6 = 36$	$500 + 30 + 6 = 536$

What do you notice about these numbers? What do you wonder?
Organize-What steps did this student take? How do you know?
Reveal-Where do you see decomposing (or breaking

Making Connections:
Literacy in Our Community-
Are there people in our community who have not had the chance to learn to read and write?
Why do you think this happens?
What are some ways that community members could come together to help people learn to read and write, even if they are no longer in school?

				<p>apart) of numbers? Distill-How do unit and expanded forms help you add like units? Know-How does the way we decompose, or break apart, numbers into like units and then add change our work? How is adding like units helpful?</p> <p>Differentiate the problem set for students to complete within the time frame. Problems are organized from simple to complex.</p> <p>Land/Debrief: Break apart and add like units. What did we do today to simplify math problems, or make them easier to solve? How can standard form, unit form, and expanded form help add like units? How does place value understanding help in adding two and three-digit numbers?</p> <p>Students will complete and turn in Exit Ticket 2 for a formative grade.</p>	
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