

## Carrie Waters' Week of: October 23-27, 2023 - Whole Group Lesson Plans

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

<b>GRAMMAR</b> Unit 2 Week(s) 3&4 Lesson(s) 13-17 Commas In Letters & Compound Complex Sentences	<b>READING</b> Unit 3 Week 2 Lessons 6-10 Benchmark WK 2 Assessment Government Working For Us	<b>WRITING</b> Informational Text Pumpkin Unit Science Connection Life Cycle of A Pumpkin	<b>PHONICS</b> Unit 3 Week 1 Lesson(s) 1-5 Government Working for Us Long u: u, ew, ue, u_e Vowel Teams	<b>MATH</b> Module 2, Lessons 3-7 Finish Topic A Simplifying Strategies for Addition	<b>SOCIAL STUDIES</b> Unit 2 Culminating Activity Creek, Cherokee, & Me Scarcity, & Opportunity Cost
<b>Monday - Red Ribbon Week</b>					
Standard(s): <b>ELAGSE2L2b</b>  LT: I am learning to use commas in the greetings and closings of a letter when writing.  SC: <i>I know I am successful            when...</i> <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.  <u>Suggested Key Terms:</u> Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization  Lesson/Activity:	Standard(s): <b>ELAGSE2RI6</b>  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.  SC: <i>I know I am            successful when...</i> <input type="checkbox"/> I can define the author's purpose. <input type="checkbox"/> I can identify what the author wants to answer. <input type="checkbox"/> I can identify what the author wants to explain. <input type="checkbox"/> I can identify what the author wants to describe. <input type="checkbox"/> I can use the facts from the text to tell me what's important.  Lesson/Activity: <b>Unit 3, Lesson 6,            TE pages 78-81.</b>	Standard(s): <b>ELAGSE2W2</b>  LT: I am learning to introduce a topic when writing an informative and/or explanatory text.  SC: <i>I know I am successful            when...</i> <input type="checkbox"/> I can brainstorm ideas for a topic introduction. <input type="checkbox"/> I can select one way to hook my reader. <input type="checkbox"/> I can give my readers a preview of what will be in my book. <input type="checkbox"/> I can find out where to look for more information on a topic.  <u>Key Vocabulary</u> informative text, explanatory text, topic, fact, definitions, chronological order, concluding statement,	Standard(s): <b>ELAGSERF3</b>  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 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. <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words. <input type="checkbox"/> I can identify the sounds for common vowel teams.	Standard(s): <b>2.NR.2.3</b>  LT: We are learning to add numbers using different strategies.  SC: <i>I will know I am            successful when...</i> -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: <b>Lesson 3- Use</b>	Standard(s): <b>SS2H2            SS2G2</b>  LT: I can explain the resources found in the regions that the Creek and Cherokee lived and how they used those resources.  SC: <i>I will know I'm            successful when I can...</i> <input type="checkbox"/> I can explain how the Creek and Cherokee used local resources to survive. <input type="checkbox"/> I can explain that the Creeks settled in the Coastal Plains and the eastern Piedmont region of Georgia. <input type="checkbox"/> I can explain that the Cherokee settled in the Northern Piedmont, Valley and Ridge, Blue Ridge and Appalachian Plateau regions of Georgia.

**Explore Session 13**  
**Comparing Letters**  
**TE pages 80-81**

**Explore**

**Comparing Letters**

Read aloud the same brief letter: one with commas and one without. Discuss the importance of commas and where to use them.



**TEXT IMPORTANCE**

- 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?

*BEWARE: Enjoy interesting or fun details, but don't let them distract you!*

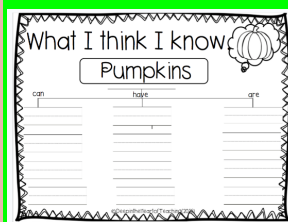
similarities, focus, differences, detail, graphic features

**Lesson/Activity:**

**Unit 2: Pumpkin Unit**  
**Day 1**

**Writing a Beginning Section**

Writers create beginnings that get the reader interested and tell about the important information they will learn in the book. Writers also rearrange pages for the best flow and add pages when there is not enough information.



□ I can recognize common spelling patterns that create long vowel sounds.

**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:**

**Unit 3 Week 1 Day 1**  
**TE pages 108-111**  
**Word Study Resource Book, p. 26**  
**My Word Study, Volume 1, p. 20**

**Vowel team syllable type: long u**

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

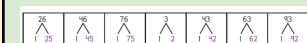
Read HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.

**compensation to add within 100.**

Fluency-Prepare for using compensation to add

Choral Response: Take Out 1

Students use a number bond to decompose a one-or two digit-number into 1 and another part.



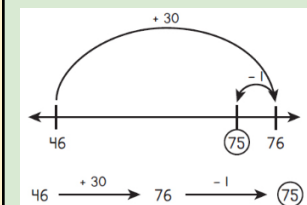
Choral Response: Add Within 100

Students add two-digit numbers when one addend is a multiple of 10.



Launch-Students

compare two models representing the use of a benchmark number to add.



Learn-Use compensation with a number line diagram. Introduce the problem  $57 + 39 = ?$  Allow students 2 minutes of think time to plan an approach to solving the problem.

Discuss. Pass out measuring tapes. Start at

□ I can explain that the Cherokee were later forced to move west to the Oklahoma territory along the Trail of Tears because of where they lived.

**Lesson/Activity:**

**Note: GSE Historical Standards**  
**American Indians of Georgia Content Video: Creek & Cherokee**

Review Georgia Regions, location, and movement of the Creek & Cherokee  
[Georgia Map for Culminating Activity](#)

[If I Were A Creek or Cherokee Child](#)

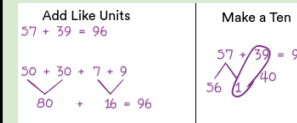
Introduce Culminating Activity: (3-Days)

Students may work independently or with a partner on this activity.

Provide them with the directions and rubric listed below to guide student work and make them aware of your expectations.

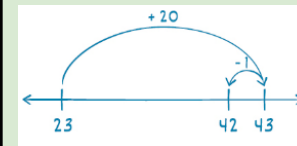
[Begin Narrative Nonfiction Booklet](#)

57 and make a hop of 40, then backwards 1. Why did we take away 1?



Direct students to their books. Use measuring tapes to model then instruct students to hop on the number lines.

Apply the Compensation Strategy to a Measurement Context. (word problem in books)  
*Jill's fish is 23 cm. long. Then, it grows 19 cm. more. How long is Jill's fish now?* Discuss using a number bond or tape diagram. Model on an open number line.



Students work through the problem set.

Land-How does knowing  $37 + 50$  help you find  $37 + 49$ ?

Exit Ticket- Students complete ET 3 and turn in for a formative grade.

<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"><li>❑ I can recognize that a comma indicates a pause in text.</li><li>❑ I can determine where the comma is placed in a greeting.</li><li>❑ I can determine where the comma is placed in a closing.</li></ul> <p><u>Suggested Key Terms:</u> Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization</p> <p>Lesson/Activity: Explore Session 14 Shared Writing: Compose a Letter TE pages 82-83</p>	<p>Standard(s): ELAGSE2RI2</p> <p>LT: I am learning to identify the main topic (main idea or central idea) and the focus of each paragraph in a text.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"><li>❑ I can identify important facts in a multi-paragraph text</li><li>❑ I can gather important facts to identify the main topic and focus of a paragraph.</li><li>❑ I can gather important facts (ideas, details, and events) from many (multiple) paragraphs to identify the main topic.</li></ul> <p>Lesson/Activity: Unit 3, Lesson 7, TE pages 82-85.</p> <div><p>Identify the Central Idea</p><ul style="list-style-type: none"><li>• LOOK at the title, headings, and graphic features.</li><li>• READ the text and identify important evidence, details, and ideas.</li><li>• FOCUS on the topic of each section or paragraph.</li><li>• ASK: "What is this text mostly about?"</li><li>• STATE the central idea in your own words.</li></ul></div>	<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"><li>❑ I can identify facts and details that give information about my topic.</li><li>❑ I can identify important words I have learned that I will define for my reader.</li><li>❑ I can outline what I will say first, second, and third to make clear points about my topic.</li><li>❑ I can learn new expert words.</li></ul> <p>Lesson/Activity: Unit 2 - Pumpkin Unit Day 2</p> <div><p>Defining Specific Words</p><p>Writers use specific words that are important to the topic. Writers bold these words and add a definition.</p></div> <div><p>Let us read all the words together.</p><table><tr><th colspan="2">PUMPKIN WORDS</th></tr><tr><td>pumpkin</td><td>pumpkin pie</td></tr><tr><td>fruit</td><td>orange</td></tr><tr><td>vine</td><td>life cycle</td></tr><tr><td>flower</td><td>seasons</td></tr><tr><td>greed</td><td>harvest</td></tr><tr><td>seeds</td><td>ripe</td></tr><tr><td>skin</td><td></td></tr><tr><td>flesh</td><td></td></tr></table></div>	PUMPKIN WORDS		pumpkin	pumpkin pie	fruit	orange	vine	life cycle	flower	seasons	greed	harvest	seeds	ripe	skin		flesh		<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.</p> <p>I am learning to read and spell words with vowel teams.</p> <p>I am learning to read two-syllable long vowel words.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"><li>❑ I can recognize the spelling patterns that make vowels change sound in one syllable words</li><li>❑ I can identify the sounds for common vowel teams.</li><li>❑ I can recognize common spelling patterns that create long vowel sounds.</li></ul> <p><u>Suggested Key Vocabulary</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, spelling patterns</p> <p>Lesson/Activity:</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"><li>-I can add two two-digit numbers using the part-whole strategy.</li><li>-I can add three two-digit numbers using the part-whole strategy.</li><li>-I can add four two-digit numbers using the part-whole strategy.</li><li>-I can solve one-step word problems using addition strategies.</li><li>-I can solve two-step word problems using addition strategies.</li></ul> <p>Lesson/Activity: Lesson 4- Use compensation to add within 200.</p> <p>Fluency-Counting on the Number Line by Tens within 200: Count on by tens, beginning and ending at different numbers. 35 to 95 and back 135 to 195 and back</p> <p>Choral Response: Take Out 1-Students use a number bond to decompose a two-</p>	<p>Standard(s): SS2H2 SS2G2</p> <p>LT: I am learning to compare the Georgia Creek and Cherokee cultures of the past to those of Georgians today.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"><li>❑ I can name similarities between the Georgia Creek and Cherokee cultures of the past and those of Georgians today.</li><li>❑ I can name differences between the Georgia Creek and Cherokee cultures of the past and those of Georgians today.</li></ul> <p>Lesson/Activity: Early Creek, Cherokee, &amp; Me Activity</p> <p>Students will decide if the statements are describing the life of the early Muscogee (Creek) and Cherokee or life of Georgians today.</p> <p>Designate a portion of the room for Cherokee/Creek" and "Today" or designate a signal for Cherokee/Muscogee (Creek)" and "Today."</p>
PUMPKIN WORDS																							
pumpkin	pumpkin pie																						
fruit	orange																						
vine	life cycle																						
flower	seasons																						
greed	harvest																						
seeds	ripe																						
skin																							
flesh																							

## Explore

### Shared Writing: Compose a Letter

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

September 23, 2020

Dear Ms. Hernandez,

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

Sincerely,

Sam, Trevor, and Jen



### Strategy: Defining Specific Words

1. Look for words that you used in your piece that you know but that your reader might not know.
2. Bold that word.
3. Write a definition in parenthesis after the word.

### Strategy: Adding Important Words

1. List out words important to your topic. For example: "habitat," "wildlife," "vegetation," "plant," or others you know.
2. Read over what you have written and look for places to use those words. Where can these words be added so that they help teach the reader more about the topic?
3. Add them where they make sense.

## Unit 3 Week 1 Day 2

TE pages 112-115

Word Study Resource

Book, p. 27

My Word Study, Volume 1, p. 21

### Vowel team syllable type: long u

- Phonological Awareness: Substitute Medial Vowel Sounds
- Build Words
- Read Interactive Text "Rules and Laws"
- Spelling
- High-Frequency Words
- Share and Reflect

Read and write HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.

or three-digit number into 1 and another part.



Whiteboard Exchange:  
Add Within 100-Students choose a strategy to add two-digit numbers.



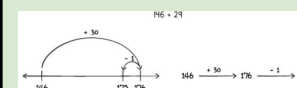
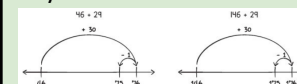
Launch- Students

compare related expressions.

Think-pair-share about 46 + 29 and 146 + 29.

Learn- Students reason about the compensation strategy by analyzing how it is used to find the answer to two related problems.

146 + 29 show the arrow way.



Model Compensation on a Number Line Diagram 24 + 39 (student book)

Partner A-open number line

Partner B- arrow way

Gradual release to the Problem Set in books.

Land- Why is compensation a helpful

TW read a statement from the attached activity scaffolding as needed.

Have students respond by going to the designated portion of the room or show the designated symbol.

Students will share why they chose that response. How do you know? How is life the same? How is life different?

As an extension of the activity, consider having students choose a few statements to write about and illustrate.

Then they \_\_\_\_\_, now we \_\_\_\_\_.

Culminating Activity:  
[If I Were A Creek or Cherokee Child](#)

[Narrative Nonfiction Booklet](#) (Continued)



				<p>strategy for addition? What is important to remember when using the compensation strategy?</p> <p>Exit Ticket- Students complete and turn in ET 4 for a formative grade.</p>	
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## Wednesday

<p><b>Standard(s):</b> <b>ELAGSE2L1f</b></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"> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> </ul> <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, punctuation, body, correspondence, commas, capitalization</p>	<p><b>Standard(s):</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the word means.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify individual words within a compound word.</li> <li><input type="checkbox"/> I can identify the meaning of each individual word within a compound word.</li> </ul> <p><b>Lesson/Activity:</b> <b>Unit 3, lesson 8, TE pages 86-89.</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b> <b>ELAGSE2W7</b></p> <p>LT: I am learning to explain a topic using facts and definitions to develop points. I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading multiple texts on the same topic.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic.</li> <li><input type="checkbox"/> I can identify important words I have learned that I will define for my reader.</li> <li><input type="checkbox"/> I can identify facts and details that give information about my</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSERF3</b></p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. 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 the spelling patterns that make vowels change sound in one syllable words.</li> <li><input type="checkbox"/> I can identify the long vowel sounds.</li> </ul>	<p><b>Standard(s):</b> <b>2.NR.2.3</b></p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add two two-digit numbers using the part-whole strategy.</li> <li>-I can add three two-digit numbers using the part-whole strategy.</li> <li>-I can add four two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using addition strategies.</li> <li>-I can solve two-step word problems using addition strategies.</li> </ul> <p><b>Lesson/Activity:</b> <b>Lesson 5- Make a ten to add within 100.</b></p> <p>Fluency-Whiteboard</p>	<p><b>Standard(s):</b> <b>SS2H2</b> <b>SS2G2</b></p> <p>LT: I am learning to compare the Georgia Creek and Cherokee cultures of the past to those of Georgians today.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can name similarities between the Georgia Creek and Cherokee cultures of the past and those of Georgians today.</li> <li><input type="checkbox"/> I can name differences between the Georgia Creek and Cherokee cultures of the past and those of Georgians today</li> </ul> <p><b>Lesson/Activity:</b> <b>Culminating Activity: If I Were A Creek or Cherokee Child</b></p> <p>(Complete) <a href="#">Narrative Nonfiction Booklet</a></p>
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## Lesson/Activity:

Reflect Session 15  
Pause & Share  
TE pages 84-85

### Reflect

### Pause and Share

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

### We've Learned...

- commas are at the start and end of a letter
- words in a list have commas between them
- a comma goes in a date

### We Want to Know...

- when to use commas in longer sentences
- where commas go when a character talks in a story
- if a comma can be used instead of a period

## COMPOUND WORDS

are formed by combining two other words.

### EXAMPLES

after + noon = afternoon  
back + yard = backyard  
bath + room = bathroom  
bath + robe = bathrobe  
book + mark = bookmark  
foot + path = footpath  
foot + ball = football  
hand + working = handworking  
light + house = lighthouse  
gold + fish = goldfish  
pan + cake = pancake

topic.

- I can read like a scientist to investigate, observe, and record new information.
- I can learn new expert words.

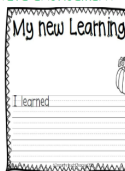
## Lesson/Activity:

Unit 2- Pumpkin Unit  
Day 3

### TEACHING AND ACTIVE ENGAGEMENT :

(Cut the pumpkin open to investigate the inside or pass out pumpkin seeds/pumpkin pie for students to try.)

Turn and talk to your partner and discuss what you learned by observing/experimenting with the pumpkin.



### Adding Important Words

Writers think about words and sentences that might not make their writing strong and then replace them with fancy teaching words or sentences. They can do this by asking, "Does this sentence/word go with what I am trying to teach?" Writers can also lean on partners to help guide them.

- I can recognize common spelling patterns that create long vowel sounds.
- I can use spelling patterns to recognize words.

### Suggested Key Vocabulary

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

## Lesson/Activity:

Unit 3 Week 1 Day 3  
TE pages 116-119  
Word Study Resource Book, pp. 28-29  
My Word Study, Volume 1, p. 22

### Vowel team syllable type: long u

- Read Accountable Text "Vote for Lulu"
- Spelling
- High-Frequency Words
- Share and Reflect

Read and write HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.

Exchange: Word Form  
Students write a two- or three-digit number in word form.

100s	10s	1s
	2	5
twenty-five		

100s	10s	1s	100s	10s	1s	100s	10s	1s
1	2	5	6	4	3	6	4	0
100s	10s	1s	100s	10s	1s	100s	10s	1s
5	4	0	1	2	4	1	2	

Repeat with

Choral Response: Three Addends  
Students make ten and then add a third addend.

4 + 8 + 2	8 + 1 + 9	8 + 3 + 2	4 + 7 + 3	6 + 3 + 4	1 + 8 + 9	2 + 8 + 3	3 + 4 + 7
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Launch- Students notice and wonder about three-addend expressions when two of the addends make a ten.  
9 + 5 + 1  
49 + 1 + 5

Learn- Students simplify addition by decomposing one addend to make a ten when the other addend ends in 9.  
49 + 7 (decompose the 7)

$$\begin{array}{r} 49 + 7 \\ \underline{1} \quad 6 \\ 49 + 1 + 6 \\ 50 + 6 = 56 \end{array}$$

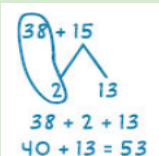
Students simplify addition by decomposing one addend to make a ten when the other addend ends in 8.

Students may work independently or with a partner on this activity. Provide them with the directions and rubric listed below to guide student work and make them aware of your expectations.

Students will travel back in time with this project. They will tell the story of an early Muscogee (Creek) or Cherokee child by writing a narrative nonfiction piece.

Students may also present a poster with more information about their lives as Cherokee or Muscogee (Creek) children.

Students will be encouraged to use the rubric as a starting point, have students share what they know about Muscogee (Creek) and Cherokee Indians and help them choose an Indian culture to write about.

		<p><b>Strategy: Adding Important Words</b></p> <ol style="list-style-type: none"> <li>1. List out words important to your topic. For example: "habitat," "wildlife," "vegetation," "plant," or others you know.</li> <li>2. Read over what you have written and look for places to use those words. Where can these words be added so that they help teach the reader more about the topic?</li> <li>3. Add them where they make sense.</li> </ol>		<p>38 + 15 (decompose the 15)</p>  <p>Gradual release to the Problem Set</p> <p>Land- What strategy did we use today that helps us simplify addition problems? When is it helpful to make a ten to add?</p> <p>Exit Ticket- Students complete and turn in ET 5 for a formative grade.</p>	
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## Thursday

<p><b>Standard(s):</b> <b>ELAGSE2L1f</b></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"> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RI3</b></p> <p>LT: I am learning to describe the connection between a series of historical events, scientific ideas/concepts, or steps in technical procedures.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain the sequence of two or more historical events in a text.</li> <li><input type="checkbox"/> I can recognize how chronological order text structure presents information.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2W5</b> <b>ELAGSE2W7</b> <b>ELAGSE2RI5</b></p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text. I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can find out where to look for more information</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b></p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read words with common prefixes and suffixes.</p>	<p><b>Standard(s):</b> <b>2.NR.2.3</b></p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add two two-digit numbers using the part-whole strategy.</li> <li>-I can add three two-digit numbers using the part-whole strategy.</li> <li>-I can add four two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word</li> </ul>	<p><b>Standard(s):</b> <b>SS2E1</b></p> <p>LT: I am learning about scarcity and opportunity costs.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define scarcity.</li> <li><input type="checkbox"/> I can define opportunity costs.</li> <li><input type="checkbox"/> I can give personal examples of opportunity costs.</li> </ul> <p><u>Key Vocabulary:</u> scarcity, choices, opportunity costs</p>
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Suggested Key Terms:  
Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

Lesson/Activity:  
Explore Session 16  
Explore Compound and Complex Sentences  
TE pages 86-87

### Explore

### Explore Compound and Complex Sentences

Partnerships look at a list of compound sentences and a list of complex sentences and compare comma usage.

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

Comma Here and There

Compound Sentences	Complex Sentences
Handy is a cat, but she doesn't give up.	Even though Handy is a cat, she doesn't give up.
My two friends played chess, and the game lasted for one hour.	When my two friends played chess, the game lasted for one hour.
He can wash the dishes, or he can sweep the floor.	After he washes the dishes, he can sweep the floor.

❑ I can identify how chronological order text structure contributes to the author's purpose.

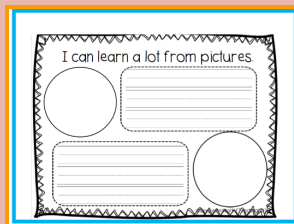
Lesson/Activity:  
Unit 3, lesson 9,  
TE pages 90-93.

CHRONOLOGICAL ORDER TEXT STRUCTURE: <i>tells the order in which events occurred</i>	
FIRST	Initially... In the beginning... At first...
NEXT	Next... Second... The next day...
THEN	Later on... After that... Then...
LAST	Finally... In the end... Last...

on a topic.  
❑ I can identify text features and their purposes.  
❑ I can use captions to help me understand pictures and words on a page.  
❑ I can recognize that words in bold highlight key ideas and concepts.  
❑ I can reread my writing to determine if there are additional changes I want to make.

Key Vocabulary  
text features, captions, bold print, subheadings, glossary, electronic menus, information, key facts, indexes, chapter headings, graphics, icons

Lesson/Activity:  
Unit 2 - Pumpkin Unit  
Day 4 - Adding Detail  
Revising & Editing



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

❑ 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.  
❑ I can cover parts of a word to determine the sounds and then blend them together.  
❑ I can use spelling patterns to recognize words.

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

Lesson/Activity:  
Unit 3 Week 1 Day 4  
TE pages 120-121  
Word Study Resource Book, pp. 28-29  
My Word Study, Volume 1, p. 22

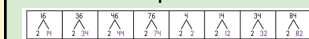
problems using addition strategies.  
-I can solve two-step word problems using addition strategies.

Lesson/Activity:  
Lesson 6- Make a ten to add within 200.

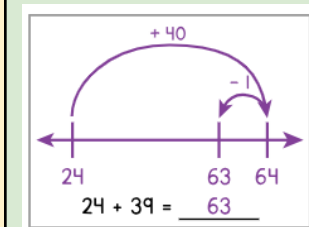
Fluency- Happy Counting by Ones (395 to 406).



Choral Response: Take Out 2-Students use a number bond to decompose a one- or two-digit number into 2 and another part.



Whiteboard Exchange:  
Add Within 200- Students choose a strategy to add two- or three-digit numbers. (Use Open Number Line charts)



Launch- Students engage in a Math Chat to share solution strategies for addition when crossing the hundred.  $99 + 15 = ?$

Lesson/Activity:  
[Scarcity & Choices](#)  
[Wonder? Noticings?](#)

Have a class discussion about the image? How does the image show scarcity? How does the image show the opportunity cost? Have students defend their thinking.

The teacher will use this as a real-life connection to the concept of scarcity.

While students are at lunch or out of the room, the teacher will remove several chairs from the classroom.

When the students notice the missing chairs, the teacher will observe student reactions.

Gather students together and discuss what happened.

Read Aloud:  
[Tight Times by Barbara Shook Hazden](#)

Discuss the following questions as a class or in groups:  
\*What is the difference between "this OR that" and "this AND that"?

### Using a Revision Tally Sheet

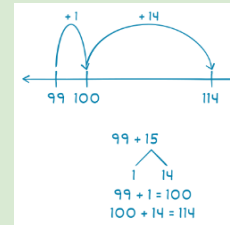
Writers use a tally sheet to revise their informational pieces.

1. Look at the Revision Tally Sheet.
2. Read one page of your book.
3. Tally the strategies you tried.
4. Ask yourself: "Do I see too little? Too much? Just right?"
5. Revise using the strategies you would like.

### Vowel team syllable type: long u

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Vote for Lulu" and/or "Our Flag"
- Share and Reflect

Read HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.



Learn- Students simplify addition by decomposing one addend when the other addends ends in 9 to make a ten within 200.

$$109 + 35$$

An area model for 109 + 35 showing 109 + 1 = 110 and 110 + 34 = 144.

$$109 + 1 + 34$$
$$110 + 34 = 144$$

Students simplify addition by decomposing one addend when the other addend ends in 8 to make a ten within 200.

$$128 + 45$$

An area model for 128 + 45 showing 128 + 2 = 130 and 130 + 43 = 173.

$$128 + 2 + 43$$
$$130 + 43 = 173$$

Gradual release to Problem Set.

Land- Revisit the last problem in the book. Who is correct? What mistake did Lee make? When is making a ten a helpful strategy for addition problems?

What choices have you had to make before?

\*Have you ordered something to eat at a restaurant and they were out of supply? What did that cause you to do?

\*What happens when everyone wants the same toy or item during the holidays?

[What Is Scarcity?](#)

[Scarcity: Read Aloud](#)

Inspire Activity & Connection to Creek: [Scarcity & Choices Activity](#)

Extended: Students can create an example of scarcity and opportunity costs.

Have students share their example and defend their thinking with table groups or partnerships.

				Exit Ticket- Students complete and turn in ET 6 for a formative grade.	
<b>Friday</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L1f</b></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"> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> </ul> <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p> <p><b>Lesson/Activity:</b> Teach Session 17 Use Commas in Compound Sentences TE pages 88-89</p>	<p><b>Standard(s):</b> <b>ELAGSE2RI5</b></p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) 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 identify text features and their purposes.</li> <li><input type="checkbox"/> I can use captions to help me understand pictures and words on a page.</li> <li><input type="checkbox"/> I can recognize that words in bold highlight key ideas and concepts.</li> <li><input type="checkbox"/> I can use text features to preview text and to locate information quickly.</li> </ul> <p><b>Lesson/Activity:</b> Unit 3, Lesson 10, TE pages 94-97. Benchmark Unit 3 Week 2 Assessment</p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to provide a concluding statement in my informative and/or explanatory text. I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can determine what I want to say as a final point or ending.</li> <li><input type="checkbox"/> I can write an ending to show closure or summarize.</li> </ul> <p>I can fix spelling, punctuation, and grammar so that the information is clear to my reader.</p> <p><b>Lesson/Activity:</b> Unit 2 Pumpkin Unit Day 5 - Add Conclusion Editing &amp; Revising</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for common vowel teams.</li> <li><input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds.</li> <li><input type="checkbox"/> I can use spelling patterns to recognize words.</li> <li><input type="checkbox"/> I can apply letter-sound knowledge to read</li> </ul>	<p><b>Standard(s):</b> <b>2.NR.2.3</b></p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add two two-digit numbers using the part-whole strategy.</li> <li>-I can add three two-digit numbers using the part-whole strategy.</li> <li>-I can add four two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using addition strategies.</li> <li>-I can solve two-step word problems using addition strategies.</li> </ul> <p><b>Lesson/Activity:</b> Lesson 7- Solve word problems by using simplifying strategies for addition.</p> <p><b>Fluency- Sprint:</b> Add Within 100</p>	<p><b>Standard(s):</b> <b>SS2E1</b></p> <p>LT: I am learning about scarcity and opportunity costs.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define scarcity.</li> <li><input type="checkbox"/> I can define opportunity costs.</li> <li><input type="checkbox"/> I can give personal examples of opportunity costs.</li> </ul> <p><u>Key Vocabulary:</u> scarcity, choices, opportunity costs</p> <p><b>Lesson/Activity:</b> Read Aloud: <a href="#">Alexander Who Used to Be Rich On Sunday by Judith Viorst</a> Or <a href="#">CashVille Kidz Opportunity Cost</a></p> <p>Draw two objects that you really want, one on one side of the paper and one on the other. Present these two objects</p>

## Teach

### Use Commas in Compound Sentences

Show how and when to use a comma in a compound sentence.

#### Commas in Compound Sentences

- How to Use Commas in Compound Sentences**
1. Take two simple sentences.
  2. Look for a joining word.
  3. Add a comma before the joining word.

**Simple Sentences**  
I rode my bike to my aunt's house.  
We made cookies.

**Joining Words**  
and, but, or

**Compound Sentence**  
I rode my bike to my aunt's house,  
and we made cookies.

#### Strategy: Using Commas in Compound Sentences

Take two simple sentences.

Pick a joining word such as *and*, *or*, or *but*.

Combine the two sentences with a comma and a joining word.

## GRAPHICS AND TEXT FEATURES

FEATURE	PURPOSE
titles/headings	tell what a text or a section of a text is about
photographs/illustrations	provide visual information
captions	explain photographs
maps	show location
diagrams	show steps in a process or how something works
time line	a diagram that shows events in time order
bold and italic type	highlight important words and ideas

## Writing and Ending Section

Writers create an ending that reminds the reader what they learned and restates the big ideas of the book.

#### Strategy: Writing an Ending Section

1. Look at your sketches and what you have written.
2. Name what your topic is and what your readers have learned about that topic.
3. Directly address your reader.
4. Write a sentence or two telling your reader what they have learned.

grade-level text.

☐ I can self-correct when I make a mistake.

#### 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, orally, expression, accuracy, repeated reading, HFWs, self correct, word recognition

#### Lesson/Activity:

Unit 3 Week 1 Day 5

Review & Assess

TE pages 122-123

Word Study Resource

Book, pp. 28-29

My Word Study, Volume 1, p. 22

#### Review and Assess Vowel team syllable type: long u

- Read Accountable Text "Vote for Lulu" and/or "Our Flag"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words
- Cumulative Assessment

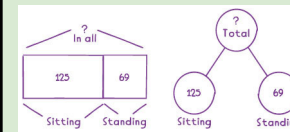
Read HFWs: again, below, carry, does, eight, find, house, laugh, mother,

1.	50 + 20	70
2.	30 + 25	55

**Launch-** Students make sense of a word problem to help them choose a solution strategy.

*125 students are sitting in the cafeteria. 69 students are standing in the lunch line. How many students are there in all?*

Read the word problem in parts and encourage students to picture the problem in their minds. Once we make sense of the story, we can make a drawing to represent the problem.



#### Learn- "Take a Stand"

routine: Students explain their reasoning for selecting a particular solution strategy. Print and hang up strategy solutions around the room (TE pg. 112-113) and ask students to stand in front of the sign that represents their math thinking for this problem. This naturally groups students. Then, have student groups explain their math thinking.

as a choice or decision that must be made.

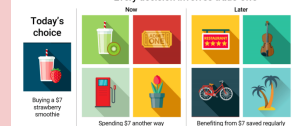
Only one side of the paper can be the choice/decision...the other represents the opportunity cost (the next best option that was lost when the decision was made.)

Have students talk about other decisions they have made or that the class has made and decide what the choice was and what the opportunity cost was.

Keep a two column chart with decisions on the left and the opportunity cost for each on the right.

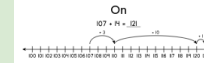
1. How much do I value this?
2. What am I giving up now to have this?
3. What am I giving up in the future to have this now?

#### Every decision involves trade-offs



school.

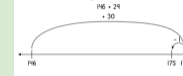
Use Benchmark Numbers to Count



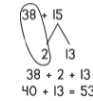
Add Like Units



Compensation



Make A Ten



Gradual release to Problem Set.

Land- How do these simplifying strategies help us solve addition problems? How do you decide which solution strategies to use?

Exit Ticket- Students will complete and turn in Topic Ticket A for a summative grade.