

## Carrie Waters' Week of: October 30-November 03, 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 Week(s) 4 & 5 Lesson(s) 18-22 Complex & Compound Sentences, Commas, & Letter Writing	READING Unit 3 Week 3 Lesson(s) 11-15 Benchmark WK 3 Assessment Government Working For Us	WRITING Writing About & Places Near & Far Volume 2 Week(s) 5&6 Lesson(s) 24, 26-30 Informational Text	PHONICS Unit 3 Week 2 Lesson(s) 1-5 Government Working for Us R-Controlled Vowels - AR	MATH Begin Topic B Strategies for Composing a Ten & a Hundred to Add Module 2, Lessons 8-11; Halloween Activity	SCIENCE Forces At Work Push & Pulls Week 1
<b>Monday</b>					
<p>Standard(s): <b>ELAGSE2L1f</b></p> <p>LT: We are learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.  <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</p> <p><u>Suggested Key Terms:</u>  Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p> <p>Lesson/Activity:  <b>Explore Session 18</b></p>	<p>Standard(s): <b>ELAGSE2RI8</b></p> <p>LT: We are 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>  <input type="checkbox"/> I can recognize the author's purpose.  <input type="checkbox"/> I can identify the point(s) the author is trying to make.  <input type="checkbox"/> I can identify how the cause/effect text structure presents information.</p> <p>Lesson/Activity:  <b>Unit 3, Week 3, Lesson 11, TE pages 98-101.</b></p>	<p>Standard(s): <b>ELAGSE2W5</b></p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can include interesting words and phrases that make my piece better.  <input type="checkbox"/> I can use like and because to help me add more information to my sentences.  <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader.  <input type="checkbox"/> I can reread my writing to determine if there are additional changes I want to make.</p> <p>Lesson/Activity:</p>	<p>Standard(s): <b>ELAGSE2RF3 ELAGSE2RF4</b></p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. We are learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).  <input type="checkbox"/> I can spell words containing irregular vowel patterns.</p> <p><u>Suggested Key Vocabulary:</u></p>	<p>Standard(s): <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>  -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> <p>Lesson/Activity:  <b>Lesson 8-Use concrete</b></p>	<p>Standard(s): <b>S2P2</b></p> <p>LT: We are learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can describe types of forces such as pushing and pulling.  <input type="checkbox"/> I can use everyday objects to model the push and pull forces.  <input type="checkbox"/> I can compare push and pull forces when I apply lighter and harder forces.</p> <p>Lesson/Activity:  <b>Force and Motion I Sesame Street I PBS LearningMedia</b></p> <p><b>Sports-</b></p>

## Write Compound Sentences TE pages 90-91

### Explore

### Write Compound Sentences

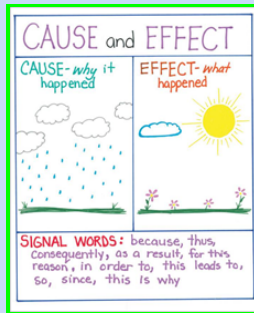
Using premade sentence strips, partnerships combine strips using a comma and a conjunction.

Max wants to build a giant sand castle, but he forgets his sand shovel.

Max gets very hungry, so he eats his lunch.

Max swims out to the raft, and he splashes in the water.

Max goes to the beach, and he has a wonderful time.



## Unit 2 Week 5 Day 24, Lesson 24 TE pages 104-107 Revising & Editing

### Using an Editing Tally Sheet

Writers use an editing tally sheet to make sure their writing is easy to read.

### Strategy: Getting Revision Ideas from a Mentor Text

1. Sit with a writing partner and a mentor text.
2. Ask: "What did this author do to teach the reader about the topic? How did he or she do a good job giving information? How could I also do this when I revise?"
3. Point to something in the mentor text and say: "This author tried \_\_\_\_\_ so we can try \_\_\_\_\_."
4. Make updates to your pieces.

Editing Tally Sheet

Strategies	Tally
Editing for Compound Sentences	
Editing for Long Sentences	
Defining Specific Words	
Editing for Spelling	
Adding Important Words	
Adding Transitions	

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

### Lesson/Activity:

Unit 3, Week 2, Day 6

TE pages 124-127

Word Study Resource Book, p. 30

My Word Study, Volume 1, p. 23

Phonics Songs: Ar and Ing

Read HFWs: move, never, once, round, small, their, too, walk, where, year.

### r-controlled vowel syllable type: /är/

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

## models to make a ten.

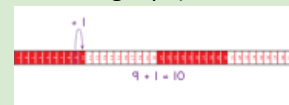
### Fluency- Choral

Response: Add in Unit Form- Students add ones or tens in unit form to build place value understanding.

5 ones + 5 ones = 10 ones	4 ones + 6 ones = 10 ones	3 ones + 7 ones = 10 ones	2 ones + 8 ones = 10 ones	1 one + 9 ones = 10 ones
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Choral Response: Make the Next Ten- Students identify the next ten and how many more to make the next ten, and then say an equation.

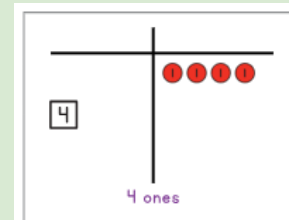
9 + 1 = 10 (model on measuring tape)



Repeat with the following:

19	8	18	38	7	27	6	36
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Choral Response: Model Numbers with Place Value Disks- Students use Place Value Disks to model a one- or two-digit number and say the number in unit form.



Repeat with the following:

14	24	6	16	26	9	29	39
----	----	---	----	----	---	----	----

Launch- Students reason about a familiar context to

The teacher will show pictures of athletes playing various sports.

Students will discuss in their table groups what forces were at work in each photograph.

Students will label sports pictures as push or pull using sticky notes.

Students will choose a picture to write about. Students will describe how forces work in that sport.

### Blindfolded Directions-

This activity will take place outside.

Divide students into teams of 3-4. Teams are given a ball and asked to get a ball from a starting point to an ending point by kicking the ball.

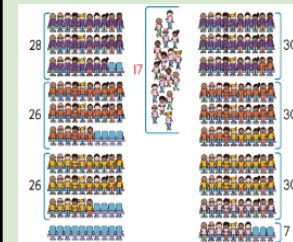
After teams have completed this task once, have the teams complete the task again with one team member blindfolded and the other team members giving directions about which way to move the ball.

Teams should give accurate directions to their team member to get the ball to the ending

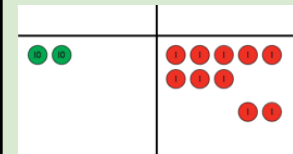
relate to the concept of completing a unit of ten.

**Play part 1** of student assembly video. *The students waiting by the door need to sit down. How can the students who are already seated move so that all students can sit with their class?*

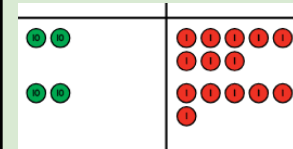
**Play part 2.** Students think-pair-share about how the problem was solved.



**Learn- Add and Compose a Ten:** Students reason about the composition of a ten.



**Model the Composition of a Ten:** Students use place value disks to add and compose a ten.



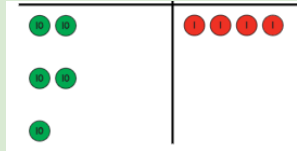
point.

Students will have to vary the direction of the ball and speed to make it successfully to the ending point.

**Optional:**

Read Aloud: [Give It a Push! Give It a Pull!: A Look at Forces](#)

[Forces & Motion Virtual Activities](#)

				 <p>Gradual release to Problem Set.</p> <p>Land- Look at the problems <math>54 + 15</math> and <math>54 + 28</math>. Did you compose a new unit of ten in both problems? Why? When do you compose a new unit of 10? What can you look for to know if you will need to compose a ten, without modeling?</p> <p>Exit Ticket- Students will complete and turn in ET 8 for a formative grade.</p>	
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**Tuesday: Halloween**

<p><b>Standard(s):</b> <b>ELAGSE2L1f</b></p> <p>LT: We are 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</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RI4</b></p> <p>LT: We are learning to find the meanings of words and phrases from grade-level informational 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 new or unknown words.</li> <li><input type="checkbox"/> I can use prior knowledge and experiences to determine</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE1W6</b></p> <p>LT: I am learning to use tools to complete a writing piece with a partner.</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 computer (digital tool) to make my writing book complete.</li> <li><input type="checkbox"/> I can work with a partner to publish my writing book.</li> <li><input type="checkbox"/> I can add a cover and</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b> <b>ELAGSE2L4c</b></p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. We are learning to read on-level text orally with accuracy, appropriate speed, and expression.</p>	<p><b>Standard(s):</b> <b>2.NR.1.1</b> <b>2.NR.1.2</b> <b>2.MDR.5.2</b></p> <p>LT: We are learning to gather data from a real life experience and relate it to math in numerous ways.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can estimate and measure a pumpkin's weight.</li> <li>-I can estimate and</li> </ul>	<p><b>Standard(s):</b> <b>S2P2</b></p> <p>LT: We are learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe types of forces such as pushing and pulling.</li> <li><input type="checkbox"/> I can use everyday objects to model the push and pull forces.</li> </ul>
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and make them compound.

#### Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

#### Lesson/Activity:

Teach Session 19  
Use Commas in Complex Sentences  
TE pages 92-93

#### Teach

##### Use Commas in Complex Sentences

Show how to create complex sentences that use a subordinating conjunction and a comma.

#### Strategy: Commas in Complex Sentences

1. Take two simple sentences.
2. Pick a sentence destroyer (subordinating conjunction).
3. Put it at the beginning of one sentence.
4. Change the period to a comma.
5. Add the second sentence.

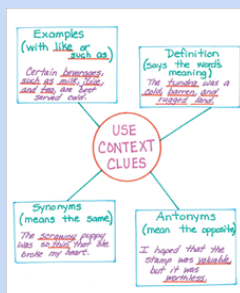


and clarify word/phrase meanings.

☐ I can use context clues to determine word/phrase meanings.

#### Lesson/Activity:

Unit 3, Week 3, Lesson 12, TE pages 102-105.



images to my writing book.

#### Lesson/Activity:

Unit 2 Week 6  
Day 26, Lesson 26  
TE pages 112-115  
Writing a Letter to the Reader

Publishing, Reflecting, and Setting Up Experiences for Transfer

#### Writing a Letter to the Reader

Writers create a letter to the reader to invite them into the book.

#### Strategy: Writing a Letter to the Reader

1. Imagine your reader.
2. Invite your reader to read your book. Name the reasons why he or she should read it.
3. Add a few sketches.
4. Reread the letter to make sure it makes sense.

#### Using Technology to Share Writing

Writers make an interactive way of sharing the information.

We are learning to recognize and read grade-appropriate irregularly spelled words.  
We are learning to figure out the meaning of a word by knowing the root word.

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

- ☐ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can reread to improve my reading.
- ☐ I can read and spell words containing irregular vowel patterns.
- ☐ I can identify common prefixes and suffixes and their meanings.

#### Suggested Key Vocabulary:

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

#### Lesson/Activity:

Unit 3, Week 2, Day 7  
TE pages 128-131  
Word Study Resource Book, p. 31

measure a pumpkin's circumference.

-I can estimate and measure the height of a pumpkin.  
-I can count a pumpkin's indentations and decide if it will sink or float.  
-I can estimate and count the number of pumpkin seeds a pumpkin contains.  
-I can represent the number of pumpkin seeds in unit form.

Lesson/Activity:  
Halloween Activity  
Pumpkin Math

☐ I can compare push and pull forces when I apply lighter and harder forces.

#### Lesson/Activity:

Force and Motion | Sesame Street | PBS LearningMedia

#### Moving Balls-

In small groups, students are given two balls of varying weights such as a ping pong ball and a rubber ball.

Students should use tape on a table or flat surface to design a straight path that they will move each ball. Paths should be 1 meter in length.

Students should test out each ball on the path by pushing the ball.

Which ball required a harder push to get to the end? What happens when two balls collide?

#### Optional:

Intro: [Pushing and Pulling: What is the Difference?](#) | [Force and Energy for Kids](#) | [Kids Academy](#)

[Forces & Motion Virtual Activities](#)

			<p>My Word Study, Volume 1, p. 24</p> <p>Read and write HFWs: move, never, once, round, small, their, too, walk, where, year.</p> <div> <p><b>r-controlled vowel syllable type: /är/</b></p> <ul style="list-style-type: none"> <li>• Build Words</li> <li>• Read Interactive Text "A Special Lady"</li> <li>• Spelling</li> <li>• High-Frequency Words</li> <li>• Inflectional Endings: -ed, -ing</li> <li>• Share and Reflect</li> </ul> </div>		
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## Wednesday

<p><b>Standard(s):</b> <b>ELAGSE2L1f</b></p> <p>LT: We are 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</p>	<p><b>Standard(s):</b> <b>ELAGSE2RI6</b></p> <p>LT: We are 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"> <li><input type="checkbox"/> I can define the author's purpose.</li> <li><input type="checkbox"/> I can identify the author's purpose based on what the author wants to answer.</li> <li><input type="checkbox"/> I can identify the</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE1W6</b></p> <p>LT: I am learning to use tools to complete a writing piece with a partner. I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults).</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 a cover and images to my writing book.</li> <li><input type="checkbox"/> I can use paper, pencil, and digital media to produce a writing piece.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. We are learning to read on-level text orally with accuracy, appropriate speed, and expression. We are learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when...</i></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 problems using addition strategies.</li> </ul>	<p><b>Standard(s):</b> <b>S2P2</b></p> <p>LT: We are learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe types of forces such as pushing and pulling.</li> <li><input type="checkbox"/> I can use everyday objects to model the push and pull forces.</li> <li><input type="checkbox"/> I can compare push and pull forces when I apply lighter and harder forces.</li> </ul>
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sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

## Lesson/Activity:

Week 4 Review:  
Reflect Session 20  
Pause & Share  
Use Commas in Complex Sentences  
TE pages 94-95

I know...	My Plan
Periods, exclamation marks, and question marks are end marks.	I will explore using exclamation marks to show how I'm feeling.
Different kinds of sentences use different end marks.	I will try out using different kinds of sentences in my writing.
Commas are in some longer sentences.	I am curious about using commas in longer sentences and will try adding them.

Teachers and students will review what they have learned so far regarding end punctuation and commas.

Students will search for longer sentences in their writing to see if they can add any commas.

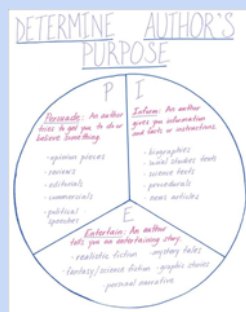
author's purpose based on what the author wants to explain.

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.

## Lesson/Activity:

Unit 3, Week 3, Lesson 13, TE pages 106-109.



I can collaborate with (peers, teachers, and adults) to proofread my writing.

I can use tools to find and organize information.

I can publish and present my writing to an audience.

## Suggested Key Terms

digital tools, internet, collaboration, gather information, research, producing, publishing

## Lesson/Activity:

Unit 2 Week 6  
Day 27/28 (Combine)  
Lesson 27 & 28  
TE pages 116-121

Making a Book Cover  
Using Technology to Share  
Publishing, Reflecting, and Setting Up Experiences for Transfer

## Making a Book Cover

Writers create a cover for their book.

## Strategy: Making a Book Cover

1. Reread your book. Think of a short title for your book.
2. Think of ideas for the cover's picture or drawing. Sketch out your cover drawing. Color it if you wish.
3. Add the book's title and your author name to the cover.

I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).

I can apply letter-sound knowledge to read grade-level text.

I can reread to improve my reading.

I can read and spell words containing irregular vowel patterns.

## Lesson/Activity:

Unit 3, Week 2, Day 8  
TE pages 132-135  
Word Study Resource Book, pp. 32-33  
My Word Study, Volume 1, p. 25

Practice high-frequency word HFWs: move, never, once, round, small, their, too, walk, where, year.

## r-controlled vowel syllable type: /är/

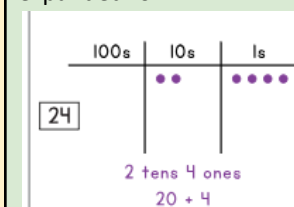
- Read Accountable Text "Community Workers"
- Spelling
- High-Frequency Words
- Share and Reflect

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

## Lesson/Activity:

Lesson 9- Use place value drawings to compose a ten and relate to written recordings.

Fluency- Whiteboard Exchange: Model Numbers with Place Value Drawings- Students use place value drawing to model two- or three-digit numbers, say the number in unit form, and write the number in expanded form.



Repeat with the following:

124	16	116	106
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Launch- Students use place value disks to model an addition problem and relate their model to a place value drawing. Two classes are sitting in rows. The class in yellow has 26 students. The class in purple has 17 students. How many students are there?

Discuss student ideas then use place value disks to

## Lesson/Activity:

Force and Motion  
Sesame Street  
PBS LearningMedia

## Straws and Surfaces-

In groups students will use straws to move objects on different surfaces.

Students will record how many blows through the straw it took to get the object to move a meter on each surface.

Objects will include a cotton ball, ping pong ball, and water bottle cap.

Surfaces include a smooth tabletop, rug/carpet, and grass.

Students will chart results on a table (see handout, Straws and Surfaces).

**Straws and Surfaces**

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

**Directions:** With your group explore how an object moves on different surfaces. Record how many blows through the straw it took to get your object to move a meter on each surface.

object	tabletop	carpet or rug	grass
cotton ball			
ping pong ball			
soda bottle cap			

Which object moved the easiest? \_\_\_\_\_

Which surface did the objects move the easiest? \_\_\_\_\_

Which surface was the most difficult to move your objects? \_\_\_\_\_

Why do you think that surface was the most difficult? \_\_\_\_\_

Did the amount of force you applied affect how far the object traveled? \_\_\_\_\_

How did pushing the air through the straw affect the motion of the object? \_\_\_\_\_

## Optional:

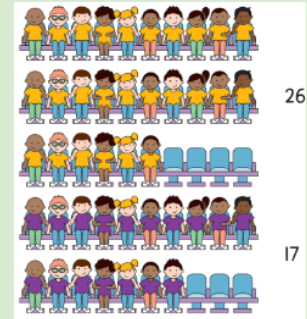
Forces & Motion Virtual Activities

Work with students and the available technology in your classroom. If possible, scan student work in as a PDF. Or use your or students' smartphones or a digital camera to take pictures of each page of the students' books.

### Using Technology to Share Writing

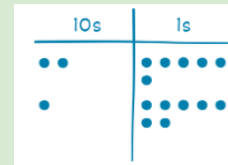
Writers make an interactive way of sharing the information.

show math thinking.

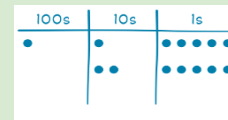


Learn- Students make place value drawing to represent and solve addition problems.

$$26 + 17$$



Use Place Value Drawings to Add:  $115 + 25$  (in books)



Students make connections between place value drawings and written methods:  $126 + 35$

Place Value drawings Vertically and Expanded Form

$$\begin{array}{r}
 126 \\
 + 35 \\
 \hline
 \end{array}
 \begin{array}{l}
 \longrightarrow 100 + 20 + 6 \\
 \longrightarrow \quad \quad 30 + 5 \\
 \hline
 100 + 50 + 11 \\
 161
 \end{array}$$

Gradual release to the



				<p>Problem Set.</p> <p>Land- How do place value drawings help you add? How does a place value drawing relate to a written recording?</p> <p>Exit Ticket- Students will complete and turn in ET 9 for a formative grade.</p>	
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## Thursday

<p><b>Standard(s):</b> <b>ELAGSE2L1f</b></p> <p>LT: We are 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> <b>Week 5 Transfer:</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RL4</b></p> <p>LT: We are learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words or phrases that repeat or rhyme.</li> <li><input type="checkbox"/> I can participate in discussions about rhyme, rhythm, alliteration, and repetition.</li> <li><input type="checkbox"/> I can tell a partner how the rhyming or repeating words in a poem or song help my understanding and enjoyment.</li> </ul> <p><b>Lesson/Activity:</b> <b>Unit 3, Week 3, Lesson</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></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><input type="checkbox"/> I can identify facts and details that give information about my 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 outline what I will say first, second, and third to make clear points about my topic.</li> </ul> <p><b>Lesson/Activity:</b> <b>Unit 2 Week 6</b> <b>Day 29, Lesson 29</b> <b>TE pages 124-125</b> <b>End of Unit -</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>We are learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>We are learning to use words in a sentence to help me understand or self-correct words I do not know.</p> <p>We are learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when...</i></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 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 10- Use concrete</b></p>	<p><b>Standard(s):</b> <b>S2P2</b></p> <p>LT: We are learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe types of forces such as pushing and pulling.</li> <li><input type="checkbox"/> I can use everyday objects to model the push and pull forces.</li> <li><input type="checkbox"/> I can compare push and pull forces when I apply lighter and harder forces.</li> </ul> <p><b>Lesson/Activity:</b> <b>Read Aloud: <a href="#">Give It a Push I Give It a Pull A Look at Forces</a></b></p> <p><a href="#">Forces &amp; Motion Virtual Activities</a></p>
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## Explore Session 21 Shared Writing: Revision Checklist TE pages 96-97

Teachers:  
Introduce and discuss the revision checklist and how students can use it to revise their writing to include the punctuation they learned in this unit.

Distribute the "Revision Checklist" reproducible.

Students:  
Review the skills explored in the unit as listed on the checklist.  
Share their ideas for additional grammar skills that can be added to the checklist.

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

Revision Checklist			
Area of Revision	What I Should Like to Do with It	Reminders for Myself	Status
Beginning	Work on: a using end punctuation b adding commas c using joining words and sentence starters d forming compound and complex sentences e _____ f _____		
Middle (one or more paragraphs)	Work on: a using end punctuation b adding commas c using joining words and sentence starters d forming compound and complex sentences e _____ f _____		
End	Work on: a using end punctuation b adding commas c using joining words and sentence starters d forming compound and complex sentences e _____ f _____		

## 14, TE pages 110-113.

**FEATURES OF POETRY**  
**LINE:** a group of words appearing together in a row  
**STANZA:** a group of lines of poetry that form a unit together; poems are structured by stanzas  
**RHyme:** words that have the same ending sound  
**RHYTHM:** beat that is expressed through stressed and unstressed syllables  
**ALLITERATION:** words close together that have the same starting sound  
**REPETITION:** repeated words, phrases, or lines  
**FIGURATIVE LANGUAGE:** language that shows something other than what the words literally mean

## Writing on the Spot and Reviewing Goals

Publishing, Reflecting, and Setting Up Experiences for Transfer

**Writing on the Spot**  
**Informational Books**

Think of a place you know a lot about. Write a teaching book that gives facts and information about that place.

**Remember to:**

- Plan across your pages using sketches.
- Write to match your sketches.
- Use nonfiction text features.
- Take all you know about spelling, punctuation, and capitalization.

**Informational Look-Fors Checklist**

By watching students write and looking at their preassessments, gather information to help you make future instructional choices throughout the unit.

Goal	Observations	Groupings	Other Notes
When asked to write, does your student plan for informational books?			
When given a topic with a teacher to write?			
When you read and write details?			
When you start writing for accuracy?			
When you read and feedback information?			

## Writing on the Spot & Reviewing Goals

Writers will read one informational text: "Two Habitats." They will use this information and anything else they know to begin writing a piece of nonfiction. Then writers review their writing goals.

- I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- I can apply letter-sound knowledge to decode and read grade-level text.
- I can reread to improve my reading.
- I can read and spell words containing irregular vowel patterns.

## Lesson/Activity: Unit 3, Week 2, Day 9 TE pages 136-137 Word Study Resource Book, pp. 32-33 My Word Study, Volume 1, p. 25

Read HFWs: move, never, once, round, small, their, too, walk, where, year.

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

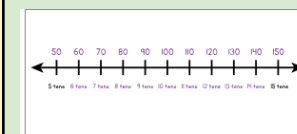
- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Community Workers" and/or "Martin Luther King Jr."
- Share and Reflect

## models to compose a hundred.

Fluency- Whiteboard Exchange: Compare Numbers- Students compare numbers within 1,000 in standard form by using symbols.

82 + 182	28 + 92	300 + 290	375 + 340	485 + 440	520 + 50	763 + 765	999 + 1,000
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Counting on the Number Line by Tens Within 150: Students count by tens in unit and standard form.



Choral Response: Add in Unit and Standard Form- Students add tens in unit form and say an equation in standard form.

$$5 \text{ tens} + 4 \text{ tens} = 9 \text{ tens}$$

$$50 + 40 = 90$$

Repeat with the following:

5 tens + 5 tens	5 tens + 6 tens	5 tens + 8 tens	7 tens + 5 tens	9 tens + 5 tens
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Launch- Students use a context to reason about how to complete a unit of a hundred.

**Play part 1** of the Field Trip video. *What is the problem and how is it different from the Student Assembly video?* Discuss.

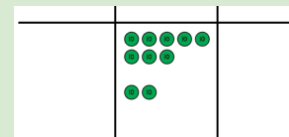
**Play part 2.** Confirm their predictions and invite students to turn and talk

**Optional:**  
[FORCE and MOTION](#) | [Cool Science Experiments for KIDS](#) | [Gideon's World of Science](#)

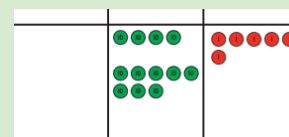
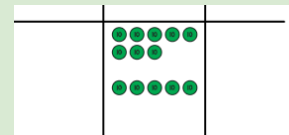
about other questions they can ask about this problem.

Color of Shirt	Number of Students
Orange	20
Purple	80
Pink	50
Yellow	46

**Learn-** Compose a hundred to add: Students reason about the composition of a hundred.



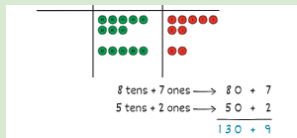
Composition of a Hundred by Using Place Value Disks: Students use place value disks to add and compose a hundred.



Gradual release to the Problem Set.

**Land-** Use concrete models to compose a hundred.

$87 + 52$  using place value disks, unit form, and expanded form. When

				<p>can you compose a new unit? How does place value help us add?</p>  <p>8 tens + 7 ones → 80 + 7 5 tens + 2 ones → 50 + 2 130 + 9</p> <p>Exit Ticket- Students complete and turn in ET 10 as a formative grade.</p>	
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## Friday - Veteran's Day Letter Writing/Posters

<p><b>Standard(s):</b> <b>L1f, L2b</b></p> <p>LT: We are learning to produce and expand complete and compound sentences. We are learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> <li><input type="checkbox"/> I can determine where the comma is placed in a greeting.</li> <li><input type="checkbox"/> I can determine where</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2SL1</b></p> <p>LT: We are learning to participate in collaborative conversations about second grade topics.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to and share ideas.</li> <li><input type="checkbox"/> I can support and build ideas with evidence from the text.</li> <li><input type="checkbox"/> I can ask questions to clarify understanding.</li> </ul> <p><b>Lesson/Activity:</b> Unit 3, Week 3, Day 15, TE pages 114-117, Benchmark Assessment</p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></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><input type="checkbox"/> I can identify facts and details that give information about my 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 outline what I will say first, second, and third to make clear points about my topic.</li> </ul> <p><b>Lesson/Activity:</b> Unit 2 Week 6 Day 30, Lesson 30 TE pages 126-127 End of Unit - Finish Writing On the Spot &amp;</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. We are learning to recognize and read grade-appropriate irregularly spelled words. We are learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).</li> <li><input type="checkbox"/> I can apply letter-sound knowledge to decode and</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 11- Use math drawings to compose a</p>	<p><b>Standard(s):</b> <b>S2P2</b></p> <p>LT: We are learning to demonstrate ways to affect the motion of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe types of forces such as pushing and pulling.</li> <li><input type="checkbox"/> I can use everyday objects to model the push and pull forces.</li> <li><input type="checkbox"/> I can compare push and pull forces when I apply lighter and harder forces.</li> </ul> <p><b>Lesson/Activity:</b> Read Aloud: <a href="#">Give It a Push! Give It a Pull! A Look at Forces</a></p> <p><a href="#">Forces &amp; Motion Virtual Activities</a></p>
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the comma is placed in a closing.

### Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization

### Lesson/Activity:

Week 5 Transfer:  
Explore Session 22  
Shared Writing:  
Create a Letter  
TE pages 98-99

Bring the class together to write a letter as a community. Generate ideas for the letter.

### "Sample"

October 10, 1960

Dear Friend,

We are writing to you from our school in the city where we are in second grade. There are many great things about our school. Some of us like to eat soft lunch. We all agree that pizza day is the best for soft lunch!

Games is the best part of the school day. We get to play outside. Some like to play sports like basketball. Others like to jump rope. Once in a while, we all start a big game of kickball.

We would also like to tell you about our special classes. There are art, music, and gym. We really enjoy these special classes. Many of us like to do artwork, sports, or music productions.

Will you tell us something about your school?

Sincerely,  
Class 201

(May conduct letter writing for Veteran's Day.)

### Government Working for Us Collaborative Conversation Modeling Script

Speaker 1: I have an opinion about the question. I think the most important thing government does is legislating.

Speaker 2: What do you mean by "legislating"?

Speaker 1: Well, what I mean is the people who work in government to write laws, pass them, and enforce them. The jobs that all of these people do are very important.

Speaker 3: That's interesting! When you say "enforce them," that brings judges and police officers into the conversation as well as members of Congress.

### Reflecting On Goals

Publishing, Reflecting, and Setting Up Experiences for Transfer

### Reflecting on Goals

Writers will complete the quickwrite and plan how they want to share their writing with caregivers. Writers look back at the goals of the unit and reflect on what they learned.

### Learning Goals

#### WE WILL STUDY:

- ✓ What informational writing is
- ✓ How to write informational writing about places near and far

#### WE WILL WORK ON:

- THE GOALS**
- ✓ Writers come up with ideas and make plans for informational books.
- ✓ Writers design books with a reader in mind.
- ✓ Writers use visual and written details.
- ✓ Writers edit their writing for accuracy.

When effective writers finish a piece, they take time to look back over how the project went, and they think about what went well and where they would like to focus on next.

### Writing on the Spot Informational Books

Think of a place you know a lot about. Write a teaching book that gives facts and information about that place.

#### Remember to:

- Plan across your pages using sketches.
- Write to match your sketches.
- Use nonfiction text features.
- Use all you know about spelling, punctuation, and capitalization.

read grade-level text.

- I can reread to improve my reading.
- I can read and spell words containing irregular vowel patterns.

### Lesson/Activity:

Unit 3, Week 2, Day 10  
TE pages 138-139  
Word Study Resource Book, pp. 32-33  
My Word Study, Volume 1, p. 25

Read HFWs: move, never, once, round, small, their, too, walk, where, year.

### Review and Assess

#### r-controlled vowel syllable type: /är/

- Read Accountable Text "Community Workers" and/or "Martin Luther King Jr."
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

#### • Cumulative Assessment

hundred and relate to written recordings.

Fluency-Whiteboard Exchange: Compare Numbers- Students compare numbers within 1,000 in different forms by using symbols. Compare 263 and 1 hundred 6 tens 5 ones

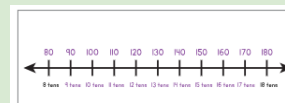
263 > 1 hundred 6 tens 5 ones

263 > 165

Repeat with the following:

278 > 400 > 40 < 6 278 > 199	Two hundred thirty-one < 32 231 < 32
Three hundred eight > 300 < 8 308 > 308	400 < 60 < 3 < 4 hundreds 6 tens 5 ones 463 < 465
Five hundred seventy-one > 5 hundreds 1 ten 7 ones 571 > 517	6 tens 10 ones > 170 170 > 170

Counting on the Number Line by Tens Within 180: Students count by tens in unit and standard forms.



Choral Response: Add in Unit and Standard Form- Students add tens in unit form and say an equation in standard form.

8 tens + 2 tens = 10 tens  
80 + 20 = 100

8 tens + 2 tens = 10 tens  
80 + 20 = 100

Repeat with the following:

8 tens + 3 tens	8 tens + 5 tens	8 tens + 6 tens	4 tens + 8 tens	7 tens + 8 tens
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Launch- Students use place value disks to model an addition problem and

### Optional:

Force and Motion Review Game for Elementary School Students-1.ppt

Use this chart to help you focus on your goals for this unit.

Goal	What I Measure	What I Did Well	How I Can Still Grow
When writing an essay, I can use evidence from the text to support my claim.	I was able to come up with ideas that were related to what I wrote about.	I brainstormed topics I loved well and came up with ideas I really wanted to write about.	I could come up with a few more statistics and ideas.
When writing an essay, I can use evidence from the text to support my claim.	I thought about a claim, my evidence, and what I wanted to say and wrote it clearly.	I chose a topic that I thought my reader would be excited to read about.	I could write more than just a sentence.
When writing an essay, I can use evidence from the text to support my claim.	I used a lot of evidence to support my claim and wrote it clearly.	I used a lot of evidence to support my claim and wrote it clearly.	I could include more than just a sentence.
When writing an essay, I can use evidence from the text to support my claim.	I used a lot of evidence to support my claim and wrote it clearly.	I used a lot of evidence to support my claim and wrote it clearly.	I could include more than just a sentence.
When writing an essay, I can use evidence from the text to support my claim.	I used a lot of evidence to support my claim and wrote it clearly.	I used a lot of evidence to support my claim and wrote it clearly.	I could include more than just a sentence.
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When writing an essay, I can use evidence from the text to support my claim.	I used a lot of evidence to support my claim and wrote it clearly.	I used a lot of evidence to support my claim and wrote it clearly.	I could include more than just a sentence.

- ☐ What is a moment of learning you had?
- ☐ How do you think you've grown as a writer during this unit?
- ☐ What is something you're proud of?
- ☐ How do you plan on sharing your writing with a grown-up in your life?

relate their models to a place value drawing. Which One Doesn't Belong?

Learn- Students relate concrete models to pictorial place value drawings. What is 74 in unit form? What is 43 in unit form? How many ones in all? Can we compose a new ten? Why? Can we compose a new unit of tens? Why?

100s	10s	1s
	•••••	•••••
	•••••	•••••
	•••••	•••••
	•••••	•••••
	•••••	•••••
	•••••	•••••
	•••••	•••••
	•••••	•••••
	•••••	•••••
	•••••	•••••

Add by Using Place Value Drawings: Students make place value drawings to represent and solve addition problems. 86 + 53

Relate Place Value Drawings to Written Recordings: Write 86 + 53 vertically and in expanded form.



$$\begin{array}{r}
 86 \rightarrow 80 + 6 \\
 + 53 \rightarrow 50 + 3 \\
 \hline
 130 + 9 \\
 139
 \end{array}$$

Gradual release to the Problem Set.

Land- How is your place value drawing for  $164 + 51$  similar to this expanded form drawing? What is the unit form for each number? What is the sum of  $164 + 51$ ?

$$\begin{array}{r}
 164 \rightarrow 100 + 60 + 4 \\
 + 51 \rightarrow 50 + 1 \\
 \hline
 100 + 100 + 10 + 5 \\
 215
 \end{array}$$

Exit Ticket- Students will complete and turn in ET 11 for a formative grade.