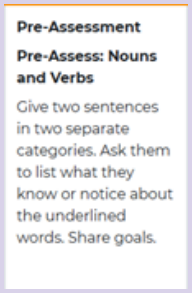
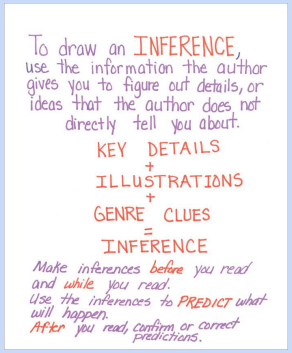
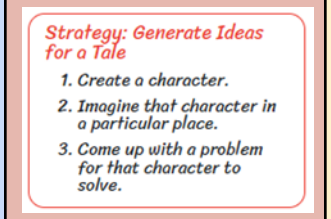
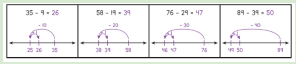
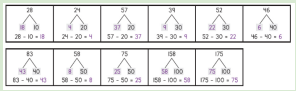
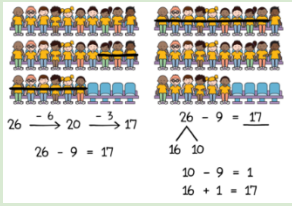
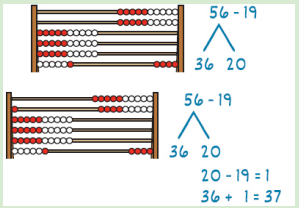
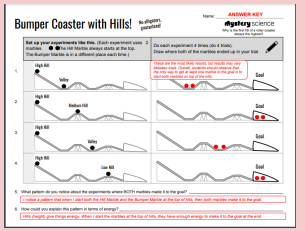
Carrie Waters' Week of: November 13-17, 2023 - Whole Group Lesson Plans

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

GRAMMAR Unit 3 Week 1 Intro/Immersion Study of Nouns & Verbs Word Work Week 1	READING Unit 4 Week 2 Lesson(s) 6-10 Different Characters, Different Points of View	WRITING Volume 3 Week 2 Lesson(s) 6-10 Enchanted Tales	PHONICS Unit 4 Week 2 Days 6-10 Different Characters, Different Points of View R-Controlled Vowels ear, eer, ere	MATH Lessons 17-19 (Topic C) Lesson 20 (Topic D) Thanksgiving Add/Subtract	SCIENCE Forces At Work Week 3 End of Unit Writing Task
Monday					
Standard(s): **ELASGE2L1** LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs when speaking or writing. SC: *I know I am successful when:* ❑ I can identify a noun. ❑ I can identify a collective noun. ❑ I can identify an irregular plural noun. ❑ I can identify a verb. ❑ I can identify a past tense verb. Suggested Key Terms: conventions, grammar, nouns, parts of speech, common nouns, plural nouns, collective nouns, verbs, geographic	Standard(s): **ELAGSE2RL7** LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story. SC: *I know I am successful when…* ❑ I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers). ❑ I can gather information about characters, setting, or plot from words in the text (print or digital). ❑ I can use the information gathered to understand characters, setting, and plot.	Standard(s): **ELAGSE2W5** LT: I am learning to focus on a topic in my writing. (prewriting) SC: *I know I am successful when:* ❑ I can identify a clear topic. ❑ I can create a character. ❑ I can imagine that character in a particular place. ❑ I can come up with a problem for that character to solve. Lesson/Activity: Volume 3, Lesson 6, TE pages 34-37.	Standard(s): **ELAGSE2RF3** LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling -sound correspondences. SC: *I know I am successful when:* ❑ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). Suggested Key Vocabulary: word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated, choral	Standard(s): **2.NR.2.3** LT: We are learning to subtract numbers using different strategies. SC: *I know I am successful when…* *-I can subtract two two-digit numbers using the part-whole strategy.* *-I can solve one-step word problems using the part-whole strategy.* *-I can solve two-step word problems using the part-whole strategy.* Lesson/Activity: Lesson 17-Take from a ten to subtract within 200. Fluency: Number Line Hop-Use Compensation to Subtract: Students subtract a	Standard(s): **S2P2** LT: We are learning to record and analyze data about my designed device SC: *I will know I'm successful when I can…* ❑ I can conduct an experiment on how my device changed the speed and/or direction of the object. ❑ I can collect and analyze data on how my device changed the speed and/or direction of the object. ❑ I can describe whether my designed device was a solution to changing the speed and/or direction of the object. ❑ I can predict one way to

names, capitalization, holiday, product names, proper nouns Lesson/Activity: Unit 3 Week 1 Day 1 TE pages 110-111 Immersion: Nouns & Verbs Pre-Assessment  **Pre-Assessment** **Pre-Assess: Nouns and Verbs** Give two sentences in two separate categories. Ask them to list what they know or notice about the underlined words. Share goals. Name _____ Date _____ What We Know About Nouns and Verbs After students complete the pre-assessment, they may work in partnerships to talk over their discoveries, prior knowledge, and points of confusion. They may begin to jot down questions that they would like to explore in this study.	Key Vocabulary: illustrations, story details, events, characters, setting, plot, diagrams, charts, graphs Lesson/Activity: Unit 4, Lesson 6, TE pages 78-81.  To draw an INFERENCE, use the information the author gives you to figure out details, or ideas that the author does not directly tell you about. KEY DETAILS + ILLUSTRATIONS + GENRE CLUES = INFERENCE Make inferences *before* you read and *while* you read. Use the inferences to PREDICT what will happen. *After* you read, confirm or correct predictions. Students will draw inferences and make predictions about a story. Students will use information in the text and illustrations to understand something the author doesn't tell us directly.	 *Strategy: Generate Ideas for a Tale* 1. *Create a character.* 2. *Imagine that character in a particular place.* 3. *Come up with a problem for that character to solve.*	reading, partner reading, self correct, word recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words Lesson/Activity: Unit 4, Week 2, Day 6 TE pages 176-179 Word Study Resource Book, p. 42 My Word Study, Volume 1, p. 32 Read HFWs: always, any, blue, buy, city, draw, four, great, how, live **r-controlled vowel syllable type: /ĭr/** • Spelling-Sound Correspondences • Blend Words • Transition to Multisyllabic Words • Spelling Patterns Quick Check • High-Frequency Words • Share and Reflect	multiple of 10 from a two-digit number, then hop forward 1. 27 - 9 = ? Repeat with the following:  Choral Response- Take Out Multiples of 10: Students subtract a multiple of 10 from a two- or three-digit number. 13 - 10 = 3 Repeat with the following:  Launch: Students reason about an efficient strategy for solving a subtraction problem with regrouping. *26 students are in the auditorium. 9 students go to get a snack. How many students are still in the auditorium?*  26 - 6 → 20 - 3 → 17 26 - 9 = 17 26 - 9 = 17 16 10 10 - 9 = 1 16 + 1 = 17 Learn: Take from Tens-Students decompose the total to subtract from a benchmark number. 56-19 = ?	improve my device to cause more change in speed and/or direction of the object. Lesson/Activity: Mystery Science: Why is the first hill of a roller coaster always the highest? Optional: Example Video: Build a Marble Run With Straws In this lesson, students will explore how high the hills of a roller coaster can be. Materials in this lesson will include marbles, printouts, and any box measuring 20 cm (or 8") high will work. The most important thing is to have enough space for the track and the students to work. A stack of books will also work. You can even use empty space on the wall to attach the roller coaster, as long as the track sits at 20 cm (8" high).

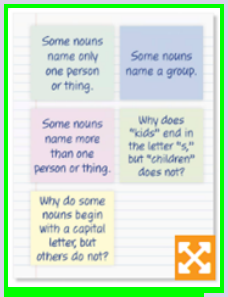
				 Gradual Release to the Problem Set. Land/Debrief: Take from a ten to subtract within 200. Is it simpler to subtract from a benchmark number? Why? How did you find 147-28? Why? Students will complete and turn in Exit Ticket 17 for a formative grade.	
Tuesday					
Standard(s): **ELASGE2L1** LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) SC: *I know I am successful when:* ❑ I can define a noun. ❑ I can identify a noun. ❑ I can distinguish between different kinds of nouns (common/proper, singular/plural). ❑ I can define an irregular	Standard(s): **ELAGSE2L4** LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase. SC: *I will know I'm successful when I can…* ❑ I can recognize grade-appropriate words and their meaning. ❑ I can use prior knowledge to help	Standard(s): **ELAGSE2W5** LT: I am learning to focus on a topic in my writing. (prewriting) SC: *I know I am successful when:* ❑ I can identify a clear topic. ❑ I can create a character (hero or villain). ❑ I can choose a setting. ❑ I can come up with a problem for that character to solve.	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4** LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words. SC: *I know I am successful*	Standard(s): **2.NR.2.3** LT: We are learning to subtract numbers using different strategies. SC: *I know I am successful when…* *-I can subtract two two-digit numbers using the part-whole strategy.* *-I can solve one-step word problems using the part-whole strategy.* *-I can solve two-step word problems using the*	Standard(s): **S2P2** LT: We are learning to record and analyze data about my designed device SC: *I will know I'm successful when I can…* ❑ I can conduct an experiment on how my device changed the speed and/or direction of the object. ❑ I can collect and analyze data on how my

plural noun.
❑ I can identify an irregular plural noun.

<u>Suggested Key Terms:</u>
conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns, proper

Lesson/Activity:

Unit 3 Week 1 Day 2
TE pages 112-113
Explore: Nouns & Verbs
Look at a Mentor Text
Or Word Study Word Work Week 1



Word Work.pptx

determine the meaning of a word or phrase.
❑ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

<u>Key Vocabulary:</u>
multiple-meaning words, phrase, context, sentence-level, clue

Lesson/Activity:

Unit 4, Lesson 7,
TE pages 82-85.

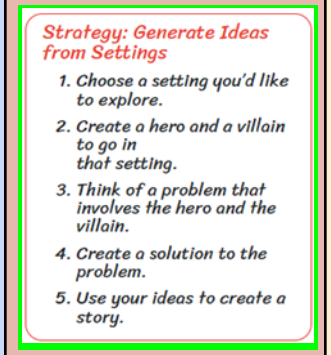
Students will use context clues to determine the meaning of homographs.

Though we might know the correct definitions of two homographs, we need to use context to figure out which meaning is being used in a particular sentence.

❑ I can come up with a solution and brainstorm a story.

Lesson/Activity:

Volume 3, Lesson 7,
TE pages 38-41.

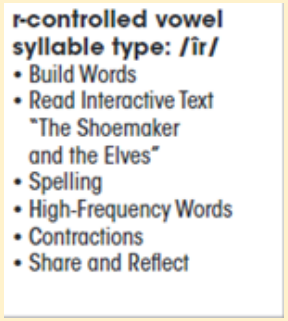


when:
❑ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
❑ I can read words containing irregular vowel patterns.

Lesson/Activity:

Unit 4, Week 2, Day 7
TE pages 180-183
Word Study Resource Book, p. 43
My Word Study, Volume 1, p. 33

Read & Write HFWs:
always, any, blue, buy, city, draw, four, great, how, live



part-whole strategy.

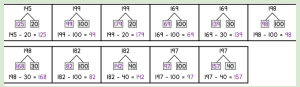
Lesson/Activity:

Lesson 18-Take from a hundred to subtract within 200.

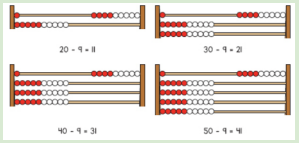
Fluency:

Whiteboard Exchange-Related Facts Within 20
Students complete a number bond and write equations.
11 and 3 is what number? Write the number bond and the fact family.
Repeat with the following:

Choral Response-Take Out Multiples of 10: Students subtract a multiple of 10 from a three-digit number. 145 is the total. Let's take out 100. What is 100 less than 145?
Repeat with the following:



Launch: Students relate pictorial representations to equations (rekenreks).



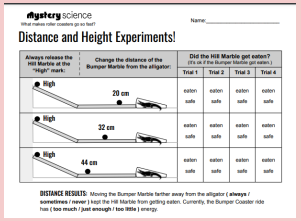
Learn: Take from a Hundred-Students simplify subtraction problems by

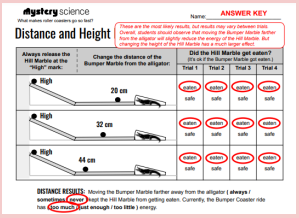
device changed the speed and/or direction of the object.
❑ I can describe whether my designed device was a solution to changing the speed and/or direction of the object.
❑ I can predict one way to improve my device to cause more change in speed and/or direction of the object.

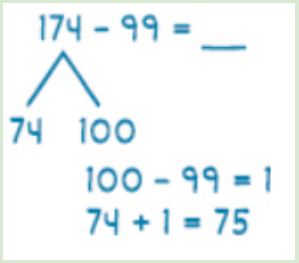
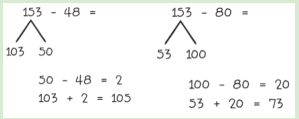
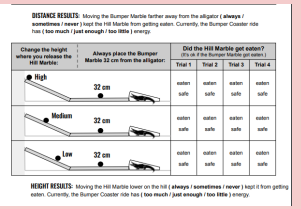
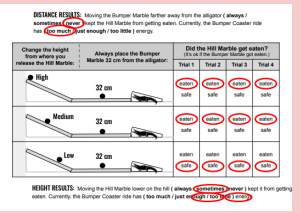
Lesson/Activity:

Mystery Science: Why is the first hill of a roller coaster always the highest?

Bumper Coaster Tracks and Alligator from Energizing Everything Lesson 2





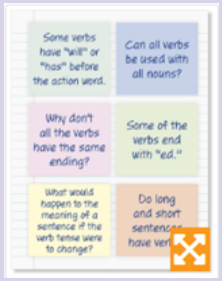
				decomposing the total into 100 and another part. 174-99 = ?  Relate Take from a Ten and Take from a Hundred-Students look for similarities and differences between the take from a ten and take from a hundred strategies.  Gradual Release to the Problem Set. Land/Debrief: Take from a hundred to subtract within 200. What is the same about take from a ten and take from a hundred strategies? What is different? How are they related? Students will complete and turn in Exit Ticket 18 for a formative grade.	 
Wednesday					
Standard(s): **ELASGE2L1**	Standard(s): **ELAGSE2RL4**	Standard(s): **ELAGSE2W3**	Standard(s): **ELAGSE2RF3**	Standard(s): **2.NR.2.3**	Standard(s): **S2P2**

LT: I am learning to make and use verbs when speaking or writing.

SC: *I know I am successful when:*
❑ I can define a verb.
❑ I can identify a verb.
❑ I can distinguish between different tenses of verbs (past, present, future).
❑ I can identify a past tense verb.
❑ I can recognize that some past tense verbs have irregular spellings.

Suggested key Terms:
Parts of speech, verbs, irregular verbs, past tense, present tense, future tense

Lesson/Activity:
Unit 3 Week 1 Day 3
TE pages 114-115
Explore: Nouns & Verbs
Look at Second Mentor Text



Word Work.pptx

LT: I am learning to describe how words and phrases in a poem can supply rhythm and meaning.

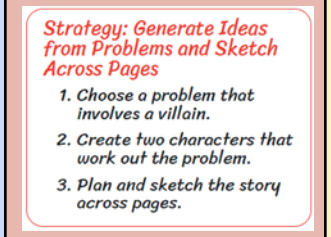
SC: *I know I am successful when:*
❑ I can identify words or phrases that repeat or rhyme.
❑ I can describe how word choice can affect the meaning of a story.
❑ I can describe how the shape or structure can affect the meaning of a story.

Lesson/Activity:
Unit 4, Lesson 8,
TE pages 86-89.

LT: I am learning to write narratives telling what happened in order.

SC: *I know I am successful when:*
❑ I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).
❑ I can use organizational structures (beginning, middle, end, and sequence of events).
❑ I can sketch across pages.

Lesson/Activity:
Volume 3, Lesson 8,
TE pages 42-45.



ELAGSE2RF4

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.
I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*
❑ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
❑ I can read words containing irregular vowel patterns.
❑ I can spell words containing irregular vowel patterns.

Lesson/Activity:
Unit 4, Week 2, Day 8
TE pages 184-187
Word Study Resource Book, p. 44-45
My Word Study, Volume 1, p. 34

Practice HFWs: always, any, blue, buy, city, draw, four, great, how, live

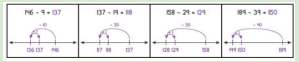
LT: We are learning to subtract numbers using different strategies.

SC: *I know I am successful when…*
-I can subtract two two-digit numbers using the part-whole strategy.
-I can solve one-step word problems using the part-whole strategy.
-I can solve two-step word problems using the part-whole strategy.

Lesson/Activity:
Lesson 19-Solve word problems with simplifying strategies for subtraction.

Fluency:
Beep Counting- 10 More, 10 Less: Students complete a number sequence to build fluency with mentally adding or subtracting 10.
Repeat with the following:

Number Line Hop-Use Compensation to Subtract: Students subtract a multiple of 10 from a two- or three-digit number, then hop forward 1.
46- 9 = ?
Repeat with the following:



Choral Response-Take Out

LT: We are learning to record and analyze data about my designed device

SC: *I will know I'm successful when I can…*
❑ I can conduct an experiment on how my device changed the speed and/or direction of the object.
❑ I can collect and analyze data on how my device changed the speed and/or direction of the object.
❑ I can describe whether my designed device was a solution to changing the speed and/or direction of the object.
❑ I can predict one way to improve my device to cause more change in speed and/or direction of the object.

Lesson/Activity:

Mystery Science: Why is the first hill of a roller coaster always the highest?

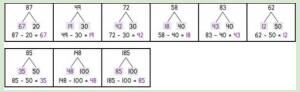
Bumper Coaster Tracks and Alligator from Energizing Everything

With partners, students may begin to read the mentor text and then share their discoveries with other partnerships.

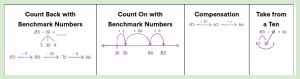
r-controlled vowel syllable type: /ĭr/

- Read Accountable Text "Fearless Jess"
- Spelling
- High-Frequency Words
- Share and Reflect

Multiples of 10: Students subtract a multiple of 10 from a two- or three-digit number. 34 - 20 = ?
What is 20 less than 34?
Repeat with the following:



Launch: Students share and discuss subtraction strategy solutions.
85 - 19 = ?
Count Back with Benchmark Numbers, Count On with Benchmark Numbers, Compensation, Take From a Ten.

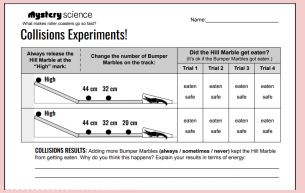


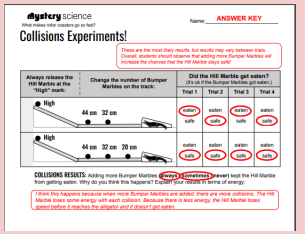
Learn: Represent and Solve a Word Problem-Students self-select a strategy to solve a word problem.
63 people are on a bus. 48 people get off the bus at the park. How many people are still on the bus?
After think time, students explain their reasoning for selecting a particular solution strategy (see Launch strategies listed above).

Gradual Release to the Problem Set.

Land/Debrief: Solve word problems with simplifying strategies for

Lesson 2



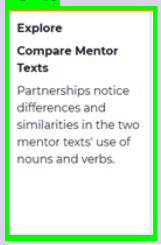


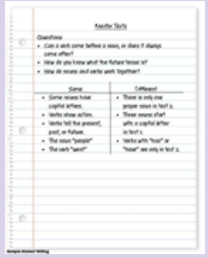
				subtraction. How do simplifying strategies help us solve problems? How do you decide which strategy to use? Students will complete and turn in Topic Ticket C for a summative grade.	
Thursday					
Standard(s): **ELASGE2L1** LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs when speaking or writing. SC: *I know I am successful when:* ❑ I can distinguish between different kinds of nouns (common/proper, singular/plural). ❑ I can define an irregular plural noun. ❑ I can define a collective noun. ❑ I can distinguish between different tenses of verbs (past, present, future). ❑ I can identify a past tense verb. ❑ I can recognize that some past tense verbs have irregular spellings.	Standard(s): **ELAGSE2RL4** **ELAGSE2L4** LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning. I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase. SC: *I know I am successful when…* ❑ I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way. ❑ I can describe how word choices can affect the meaning of a story. ❑ I can recognize grade-appropriate words and their meaning.	Standard(s): **ELAGSE2L2** LT: I am learning to demonstrate command of the conventions of standard English when writing. SC: *I know I am successful when:* ❑ I can use correct capitalization for the beginning of sentences and proper nouns. ❑ I can use punctuation correctly (commas and ending punctuation). ❑ I can check my spelling. Lesson/Activity: Volume 3, Lesson 9, TE pages 46-49.	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4** LT: I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to use words in a sentence to help me understand or self-correct words I do not know. 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 decode words. ❑ I can read words containing irregular vowel patterns. ❑ I can reread to improve	Standard(s): **2.NR.2.3** LT: We are learning to subtract numbers using different strategies. SC: *I know I am successful when…* *-I can subtract two two-digit numbers using the part-whole strategy.* *-I can solve one-step word problems using the part-whole strategy.* *-I can solve two-step word problems using the part-whole strategy.* Lesson/Activity: Lesson 20-Reason about when to unbundle a ten to subtract. Fluency: Take Away All At Once-Students model subtraction equations with their fingers. (partners)	Standard(s): **S2P2** LT: We are learning to record and analyze data about my designed device SC: *I will know I'm successful when I can…* ❑ I can conduct an experiment on how my device changed the speed and/or direction of the object. ❑ I can collect and analyze data on how my device changed the speed and/or direction of the object. ❑ I can describe whether my designed device was a solution to changing the speed and/or direction of the object. ❑ I can predict one way to improve my device to cause more change in

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

Lesson/Activity:

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





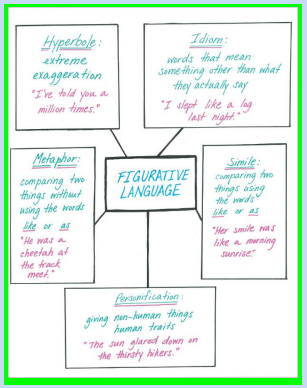
Partners may make observations and discoveries about how nouns and verbs work together in a few selected sentences.

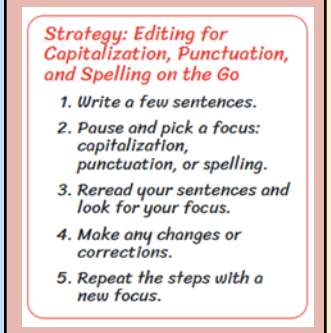
Word Work.pptx

❑ I can use prior knowledge to help determine the meaning of a word or phrase.
❑ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

Lesson/Activity:

Unit 4, Lesson 9,
TE Pages 90-93.



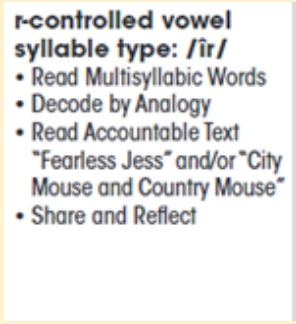


my reading.

Lesson/Activity:

Unit 4, Week 2, Day 9
TE pages 188-189
Word Study Resource Book, p. 44-45
My Word Study, Volume 1, p. 34

Read HFWs: always, any, blue, buy, city, draw, four, great, how, live

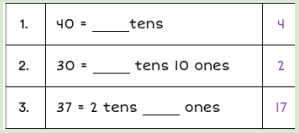


13-4=9

Repeat with the following:

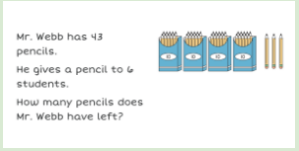
13 – 7	16 – 2	16 – 5

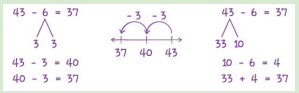
Sprint- Rename Place Value Units: Students rename tens to build fluency with strategies that require decomposing larger units.



1.	40 = ____ tens	4
2.	30 = ____ tens 10 ones	2
3.	37 = 2 tens ____ ones	17

Launch: Students self-select a strategy to subtract a one-digit number from a two-digit number.
Mr. Webb has 43 pencils. He gives a pencil to 6 students. How many pencils does Mr. Webb have left?





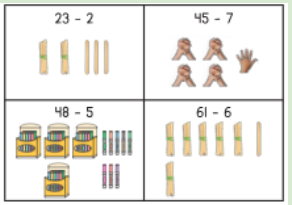
Learn: Reason About Unbundling a Ten-Students reason about when they need to unbundle a ten to subtract.
43-6= ?

speed and/or direction of the object.

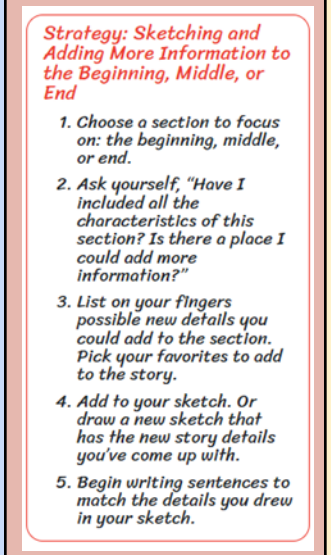
Lesson/Activity:

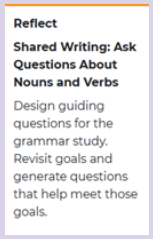
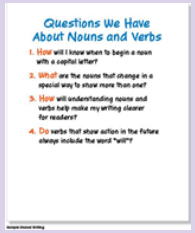
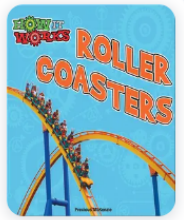
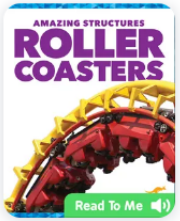
What Goes Up Must Come Down by Pat Murphy

ReadWorks - Up to Speed
King of Coasters
Top Thrill Dragster is the world's second fastest roller coaster. It is topped only by Kingda Ka.

				 Unbundle a Ten to Subtract-Students unbundle a ten and rename the total to subtract. 45- 7 = ? 4 tens 5 ones = 45 in unit form Unbundle to rename as 3 tens 15 ones Gradual Release to the Problem Set Land/Debrief: Reason about when to unbundle a ten to subtract. How do you know when you need to unbundle a ten? Look at problem #3. How did you rename 52 to subtract 6? Students will complete and turn in Exit Ticket 20 for a formative grade.	

Friday

Standard(s): **ELASGE2L1** LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs when speaking or writing. SC: *I know I am successful when:* ❑ I can distinguish between different kinds of nouns (common/proper, singular/plural). ❑ I can define an irregular plural noun. ❑ I can define a collective noun. ❑ I can distinguish between different tenses of verbs (past, present, future). ❑ I can identify a past tense verb. ❑ I can recognize that some past tense verbs have irregular spellings. <u>Suggested Key Terms:</u> conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns, verbs, irregular verbs, past tense, present tense, future tense	Standard(s): **ELAGSE2RL4** LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning. SC: *I know I am successful when*: ❑ I can identify words or phrases that repeat or rhyme. ❑ I can participate in discussions about rhyme, rhythm, alliteration, and repetition. ❑ I can tell a partner how the rhyming or repeating words in a poem or song help my understanding and enjoyment. Lesson/Activity: Unit 4, Lesson 10, TE Pages 94-97. 	Standard(s): **ELAGSE2W3** LT: I am learning to write narratives telling what happened in order. SC: *I know I am successful when:* ❑ I can use organizational structures (beginning, middle, end, and sequence of events). ❑ I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events. Lesson/Activity: Volume 3, Lesson 10, TE pages 50-53.  	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4** LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression. SC: *I know I am successful when:* ❑ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). ❑ I can read words containing irregular vowel patterns. ❑ I can spell words containing irregular vowel patterns. ❑ I can apply letter-sound knowledge to read grade-level text. Lesson/Activity: Unit 4, Week 2, Day 10 TE pages 190-191 Word Study Resource	Standard(s): **2.NR.2.3** LT: We are learning to add and subtract numbers using different strategies. SC: *I will know I'm successful when I can…* *-I can add or subtract two two-digit numbers using the part-whole strategy.* *-I can solve one-step word problems using addition or subtraction strategies.* Lesson/Activity: Thanksgiving Math Mystery Pictures Addition/Subtraction Teachers will choose differentiated problem sets and mystery pictures for students. May be completed independently, with partners, or in small groups. 	Standard(s): **S2P2** LT: We are learning to record and analyze data about my designed device SC: *I will know I'm successful when I can…* ❑ I can conduct an experiment on how my device changed the speed and/or direction of the object. ❑ I can collect and analyze data on how my device changed the speed and/or direction of the object. ❑ I can describe whether my designed device was a solution to changing the speed and/or direction of the object. ❑ I can predict one way to improve my device to cause more change in speed and/or direction of the object. Lesson/Activity: **End of Unit Writing Task** In student journals, students should give examples of the different kinds of forces.

Lesson/Activity: Unit 3 Week 1 Day 5 TE pages 118-119 Reflect: Shared Writing - Ask Questions about Nouns & Verbs  Reflect **Shared Writing: Ask Questions About Nouns and Verbs** Design guiding questions for the grammar study. Revisit goals and generate questions that help meet those goals.  Questions We Have About Nouns and Verbs 1. How will I know when to begin a noun with a capital letter? 2. What are the nouns that change in a special way to show more than one? 3. How will understanding nouns and verbs help make my writing clearer for readers? 4. Do verbs that show action in the future always include the word "will"? In small groups, students may generate questions to support meeting the unit's goal. Word Work.pptx			Book, p. 44-45 My Word Study, Volume 1, p. 34 Read HFWs: always, any, blue, buy, city, draw, four, great, how, live **Review and Assess r-controlled vowel syllable type: /ĭr/** • Read Accountable Text "Fearless Jess" and/or "City Mouse and Country Mouse" • Build Words • Review Multisyllabic Words • Spelling Patterns and Dictation • High-Frequency Words • Cumulative Assessment		Students should draw how objects can change direction after an initial force was applied.  Roller Coasters  Amazing Structures: Rolle...