

## 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
<b>Monday</b>					
<p>Standard(s): <b>ELASGE2L1</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify a noun.</li> <li><input type="checkbox"/> I can identify a collective noun.</li> <li><input type="checkbox"/> I can identify an irregular plural noun.</li> <li><input type="checkbox"/> I can identify a verb.</li> <li><input type="checkbox"/> I can identify a past tense verb.</li> </ul> <p><u>Suggested Key Terms:</u> conventions, grammar, nouns, parts of speech, common nouns, plural nouns, collective nouns, verbs, geographic</p>	<p>Standard(s): <b>ELAGSE2RL7</b></p> <p>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.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers).</li> <li><input type="checkbox"/> I can gather information about characters, setting, or plot from words in the text (print or digital).</li> <li><input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot.</li> </ul>	<p>Standard(s): <b>ELAGSE2W5</b></p> <p>LT: I am learning to focus on a topic in my writing. (prewriting)</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 a clear topic.</li> <li><input type="checkbox"/> I can create a character.</li> <li><input type="checkbox"/> I can imagine that character in a particular place.</li> <li><input type="checkbox"/> I can come up with a problem for that character to solve.</li> </ul> <p>Lesson/Activity: Volume 3, Lesson 6, TE pages 34-37.</p>	<p>Standard(s): <b>ELAGSE2RF3</b></p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>SC: <i>I know I am successful when:</i></p> <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> </ul> <p><u>Suggested Key Vocabulary:</u> 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</p>	<p>Standard(s): <b>2.NR.2.3</b></p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can subtract two two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using the part-whole strategy.</li> <li>-I can solve two-step word problems using the part-whole strategy.</li> </ul> <p>Lesson/Activity: Lesson 17-Take from a ten to subtract within 200.</p> <p>Fluency: Number Line Hop-Use Compensation to Subtract: Students subtract a</p>	<p>Standard(s): <b>S2P2</b></p> <p>LT: We are learning to record and analyze data about my designed device</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 conduct an experiment on how my device changed the speed and/or direction of the object.</li> <li><input type="checkbox"/> I can collect and analyze data on how my device changed the speed and/or direction of the object.</li> <li><input type="checkbox"/> I can describe whether my designed device was a solution to changing the speed and/or direction of the object.</li> <li><input type="checkbox"/> I can predict one way to</li> </ul>

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

Below are two sets of sentences. List down what you know about the underlined words in Set 1. Then jot down what you notice about the underlined words in Set 2.

- Set 1
- My sister loves basketball. Her team is the Wolves.
  - Food looks in the coolest State Street was the coolest hot bill.

- Set 2
- Today, the team is practicing. They have practiced for two hours.
  - On Monday, the team went to a game at another school. Next week, they will play a game at our school.

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

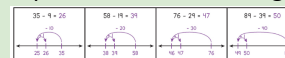
### r-controlled vowel syllable type: /ir/

- 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.

$$27 - 9 = ?$$

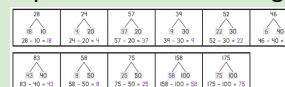
Repeat with the following:



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?*



$$\begin{array}{r} 26 \\ - 9 \\ \hline 26 - 9 = 17 \end{array}$$
$$\begin{array}{r} 26 \\ - 9 \\ \hline 16 \quad 10 \\ 16 - 9 = 7 \\ 10 - 9 = 1 \\ 16 + 1 = 17 \end{array}$$

**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?*

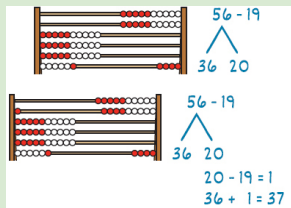
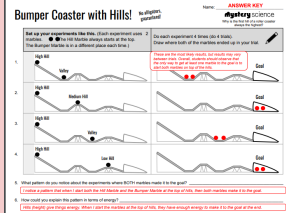
Optional: Example Video: [Build a Marble Run With Straws](#)

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).

				 <p>Gradual Release to the Problem Set.</p> <p>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?</p> <p>Students will complete and turn in Exit Ticket 17 for a formative grade.</p>	
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## Tuesday

<p><b>Standard(s): ELASGE2L1</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a noun.</li> <li><input type="checkbox"/> I can identify a noun.</li> <li><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</li> <li><input type="checkbox"/> I can define an irregular</li> </ul>	<p><b>Standard(s): ELAGSE2L4</b></p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize grade-appropriate words and their meaning.</li> <li><input type="checkbox"/> I can use prior knowledge to help</li> </ul>	<p><b>Standard(s): ELAGSE2W5</b></p> <p>LT: I am learning to focus on a topic in my writing. (prewriting)</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 a clear topic.</li> <li><input type="checkbox"/> I can create a character (hero or villain).</li> <li><input type="checkbox"/> I can choose a setting.</li> <li><input type="checkbox"/> I can come up with a problem for that character to solve.</li> </ul>	<p><b>Standard(s): ELAGSE2RF3 ELAGSE2RF4</b></p> <p>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.</p> <p>SC: <i>I know I am successful</i></p>	<p><b>Standard(s): 2.NR.2.3</b></p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><i>-I can subtract two two-digit numbers using the part-whole strategy.</i></li> <li><i>-I can solve one-step word problems using the part-whole strategy.</i></li> <li><i>-I can solve two-step word problems using the</i></li> </ul>	<p><b>Standard(s): S2P2</b></p> <p>LT: We are learning to record and analyze data about my designed device</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 conduct an experiment on how my device changed the speed and/or direction of the object.</li> <li><input type="checkbox"/> I can collect and analyze data on how my</li> </ul>
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☐ I can identify an irregular plural noun.

Suggested Key Terms:  
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









Some nouns name only one person or thing.	Some nouns name a group.
Some nouns name more than one person or thing.	Why does "kids" end in the letter "s," but "children" does not?
Why do some nouns begin with a capital letter, but others do not?	

 Word Work.pptx

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

Key Vocabulary:  
multiple-meaning words,  
phrase, context,  
sentence-level, clue

Lesson/Activity:  
Unit 4, Lesson 7,  
TE pages 82-85.

<h1 style="text-align: center;">HOMOGRAPHS AND HOMOPHONES</h1>	
<p><u>Homographs</u> are spelled the same but have different meanings and sometimes pronunciations.</p>	<p><u>Homophones</u> sound the same but have different meanings and spellings.</p>
<p><b>bat</b></p> 	<p><b>bat</b></p> 
<p><b>pair</b></p> 	<p><b>pear</b></p> 
<p><b>tear</b></p> 	<p><b>tear</b></p> 
<p><b>sea</b></p> 	<p><b>see</b></p> 

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.

### Strategy: Generate Ideas from Settings

1. Choose a setting you'd like to explore.
2. Create a hero and a villain to go in that setting.
3. Think of a problem that involves the hero and the villain.
4. Create a solution to the problem.
5. Use your ideas to create a story.

☐ 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

r-controlled vowel  
syllable type: /îr/

- Build Words
- Read Interactive Text  
"The Shoemaker  
and the Elves"
- Spelling
- High-Frequency Words
- Contractions
- Share and Reflect

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.

12	13	14	15
$3 \times 4 = 12$ $12 \div 3 = 4$ $12 \div 4 = 3$	$3 \times 4 = 12$ $12 \div 3 = 4$ $12 \div 4 = 3$	$3 \times 11 = 33$ $33 \div 3 = 11$ $33 \div 11 = 3$	$3 \times 4 = 12$ $12 \div 3 = 4$ $12 \div 4 = 3$

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:

Figure 1 illustrates the evolution of a population of 100 individuals over 12 generations. The diagrams show the spread of a trait (represented by a green box) through the population. The trait is initially present in 20 individuals (20%) and spreads to 100 individuals (100%) by generation 12.

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

20 ÷ 4 = 5

30 ÷ 4 = 7

40 ÷ 4 = 10



50 ÷ 4 = 12

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




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

## Distance and Height Experiments!


**Always release the 1st Marble from the "High" mark**



20 cm



32 cm



44 cm


**Change the distance of the Burger Marlin from the catapult**

1st Trial	2nd Trial	3rd Trial
safe	safe	safe
safe	safe	safe
safe	safe	safe
safe	safe	safe
safe	safe	safe

**Did the 1st Marble get eaten?**  
(Y/N at 1st Burger Marlin getting eaten)

1st Trial	2nd Trial	3rd Trial
safe	safe	safe
safe	safe	safe
safe	safe	safe
safe	safe	safe
safe	safe	safe


**DISTANCE RESULTS:** Moving the Burger Marlin farther away from the catapult / always / **increases** / 1st trial the 1st Marble getting eaten. Currently, the Burger Marlin is too far (too far / too close / too close / too far).




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

## Distance and Height


**Always release the 1st Marble from the "High" mark**



20 cm



32 cm



44 cm

**Change the distance of the Burger Marlin from the catapult**

1st Trial	2nd Trial	3rd Trial
safe	safe	safe
safe	safe	safe
safe	safe	safe
safe	safe	safe
safe	safe	safe

**Did the 1st Marble get eaten?**  
(Y/N at 1st Burger Marlin getting eaten)

1st Trial	2nd Trial	3rd Trial
safe	safe	safe
safe	safe	safe
safe	safe	safe
safe	safe	safe
safe	safe	safe

**DISTANCE RESULTS:** Moving the Burger Marlin farther away from the catapult / always / **increases** / 1st trial the 1st Marble from getting eaten. Currently, the Burger Marlin is too far (too far / too close / too close / too far).

decomposing the total into 100 and another part.  
 $174 - 99 = ?$

$$\begin{array}{r}
 174 - 99 = \underline{\quad} \\
 \swarrow \quad \searrow \\
 74 \quad 100 \\
 100 - 99 = 1 \\
 74 + 1 = 75
 \end{array}$$

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.

$$\begin{array}{r}
 153 - 48 = \\
 \swarrow \quad \searrow \\
 103 \quad 50 \\
 50 - 48 = 2 \\
 103 + 2 = 105
 \end{array}
 \qquad
 \begin{array}{r}
 153 - 80 = \\
 \swarrow \quad \searrow \\
 53 \quad 100 \\
 100 - 80 = 20 \\
 53 + 20 = 73
 \end{array}$$

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.

**DISTANCE RESULTS:** Moving the Burger Marbles farther away from the alligator (always / sometimes / never) kept the Hit Marble from getting eaten. Currently, the Burger Coaster ride has (too much / just enough / too little) energy.

Change the height from where you released the Hit Marble:	Always place the Burger Marbles 22 cm from the alligator:	Did the Hit Marble get eaten? (If it did the Burger Marbles got eaten.)			
		Trial 1	Trial 2	Trial 3	Trial 4
High	32 cm	eaten	eaten	eaten	eaten
Medium	22 cm	eaten	eaten	eaten	eaten
Low	22 cm	eaten	eaten	eaten	eaten

**HEIGHT RESULTS:** Moving the Hit Marble lower on the Hit (always / sometimes / never) kept it from getting eaten. Currently, the Burger Coaster ride has (too much / just enough / too little) energy.

**DISTANCE RESULTS:** Moving the Burger Marbles farther away from the alligator (always / sometimes / never) kept the Hit Marble from getting eaten. Currently, the Burger Coaster ride has (too much / just enough / too little) energy.

Change the height from where you released the Hit Marble:	Always place the Burger Marbles 22 cm from the alligator:	Did the Hit Marble get eaten? (If it did the Burger Marbles got eaten.)			
		Trial 1	Trial 2	Trial 3	Trial 4
High	32 cm	eaten	eaten	eaten	eaten
Medium	22 cm	eaten	eaten	eaten	eaten
Low	22 cm	eaten	eaten	eaten	eaten

**HEIGHT RESULTS:** Moving the Hit Marble lower on the Hit (always / sometimes / never) kept it from getting eaten. Currently, the Burger Coaster ride has (too much / just enough / too little) energy.

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:

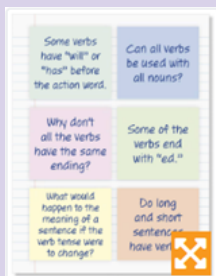
Unit 3 Week 1 Day 3

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.

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

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.

Strategy: Generate Ideas from Problems and Sketch Across Pages

1. Choose a problem that involves a villain.
2. Create two characters that work out the problem.
3. Plan and sketch the story across pages.

**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:

142	332	402	222	304	39	322	401	37	746	734	332	444	322	303	40	322	402	32
-----	-----	-----	-----	-----	----	-----	-----	----	-----	-----	-----	-----	-----	-----	----	-----	-----	----

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:

142	332	402	222	304	39	322	401	37	746	734	332	444	322	303	40	322	402	32
-----	-----	-----	-----	-----	----	-----	-----	----	-----	-----	-----	-----	-----	-----	----	-----	-----	----


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: /ir/**

- 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:

$67 - 20 = 67$	$94 - 30 = 9$	$72 - 30 = 2$	$34 - 40 = 8$	$83 - 40 = 3$	$62 - 50 = 2$
$85 - 50 = 35$	$98 - 100 = 18$	$85 - 100 = 85$			

**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.

<b>Count Back with Benchmark Numbers</b>	<b>Count On with Benchmark Numbers</b>	<b>Compensation</b>	<b>Take from a Ten</b>
$85 \rightarrow 80 \rightarrow 85 - 19 = 66$	$85 \rightarrow 90 \rightarrow 90 - 19 = 71$	$85 - 20 = 65 \rightarrow 65 + 1 = 66$	$85 - 10 = 75 \rightarrow 75 - 9 = 66$

**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

mystery science		Name: _____			
Collisions Experiments!					
Always release the Hit Marble at the "Start" mark.	Change the number of Bumper Marbles on the track.	Did the Hit Marble get eaten? (If so, list how many Bumper Marbles got eaten.)			
High	44 cm 32 cm	eaten	eaten	eaten	eaten
High	44 cm 32 cm 28 cm	eaten	eaten	eaten	eaten

**COLLISIONS RESULTS:** Adding more Bumper Marbles (always / sometimes / never) kept the Hit Marble from getting eaten. Why do you think this happened? Explain your results in terms of energy.

mystery science		Name: _____ <b>ANSWER KEY</b>			
Collisions Experiments!					
Always release the Hit Marble at the "Start" mark.	Change the number of Bumper Marbles on the track.	Did the Hit Marble get eaten? (If so, list how many Bumper Marbles got eaten.)			
High	44 cm 32 cm	eaten	eaten	eaten	eaten
High	44 cm 32 cm 28 cm	eaten	eaten	eaten	eaten

**COLLISIONS RESULTS:** Adding more Bumper Marbles (always / sometimes / never) kept the Hit Marble from getting eaten. Why do you think this happened? Explain your results in terms of energy.

				<p>subtraction. How do simplifying strategies help us solve problems? How do you decide which strategy to use?</p> <p>Students will complete and turn in Topic Ticket C for a summative grade.</p>	
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## Thursday

<p><b>Standard(s):</b> <b>ELASGE2L1</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</li> <li><input type="checkbox"/> I can define an irregular plural noun.</li> <li><input type="checkbox"/> I can define a collective noun.</li> <li><input type="checkbox"/> I can distinguish between different tenses of verbs (past, present, future).</li> <li><input type="checkbox"/> I can identify a past tense verb.</li> <li><input type="checkbox"/> I can recognize that some past tense verbs have irregular spellings.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RL4</b> <b>ELAGSE2L4</b></p> <p>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.</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 literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way.</li> <li><input type="checkbox"/> I can describe how word choices can affect the meaning of a story.</li> <li><input type="checkbox"/> I can recognize grade-appropriate words and their meaning.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2L2</b></p> <p>LT: I am learning to demonstrate command of the conventions of standard English 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 correct capitalization for the beginning of sentences and proper nouns.</li> <li><input type="checkbox"/> I can use punctuation correctly (commas and ending punctuation).</li> <li><input type="checkbox"/> I can check my spelling.</li> </ul> <p><b>Lesson/Activity:</b> Volume 3, Lesson 9, TE pages 46-49.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>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.</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 words.</li> <li><input type="checkbox"/> I can read words containing irregular vowel patterns.</li> <li><input type="checkbox"/> I can reread to improve</li> </ul>	<p><b>Standard(s):</b> <b>2.NR.2.3</b></p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can subtract two two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using the part-whole strategy.</li> <li>-I can solve two-step word problems using the part-whole strategy.</li> </ul> <p><b>Lesson/Activity:</b> Lesson 20-Reason about when to unbundle a ten to subtract.</p> <p><b>Fluency:</b> Take Away All At Once-Students model subtraction equations with their fingers. (partners)</p>	<p><b>Standard(s):</b> <b>S2P2</b></p> <p>LT: We are learning to record and analyze data about my designed device</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 conduct an experiment on how my device changed the speed and/or direction of the object.</li> <li><input type="checkbox"/> I can collect and analyze data on how my device changed the speed and/or direction of the object.</li> <li><input type="checkbox"/> I can describe whether my designed device was a solution to changing the speed and/or direction of the object.</li> <li><input type="checkbox"/> I can predict one way to improve my device to cause more change in</li> </ul>
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### 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

#### Explore

#### Compare Mentor Texts

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

Questions

- Circle a word from before a noun, or after a verb. (underline)
- Write the word from the list below.
- Write the word from the list below.
- Write the word from the list below.
- Write the word from the list below.
- Write the word from the list below.

Word	Context
Some words from the list below.	Some words from the list below.
Some words from the list below.	Some words from the list below.
Some words from the list below.	Some words from the list below.
Some words from the list below.	Some words from the list below.
Some words from the list below.	Some words from the list below.
Some words from the list below.	Some words from the list below.

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

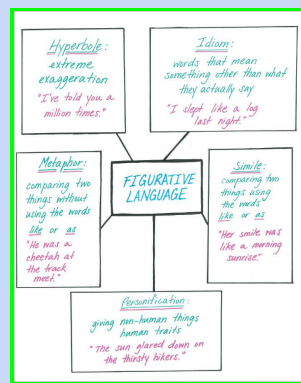
Word Work.pptx

- ☐ 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.



### Strategy: Editing for Capitalization, Punctuation, and Spelling on the Go

1. Write a few sentences.
2. Pause and pick a focus: capitalization, punctuation, or spelling.
3. Reread your sentences and look for your focus.
4. Make any changes or corrections.
5. Repeat the steps with a new focus.

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

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

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Fearless Jess" and/or "City Mouse and Country Mouse"
- Share and Reflect

$$13-4=9$$



Repeat with the following:

13 - 7	16 - 2	16 - 5
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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?

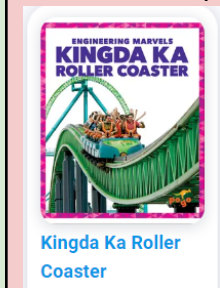
Mr. Webb has 43 pencils. He gives a pencil to 6 students. How many pencils does Mr. Webb have left?

$$\begin{array}{r} 43 - 6 = 37 \\ \begin{array}{r} 43 \\ - 6 \\ \hline 37 \end{array} \end{array}$$
$$\begin{array}{r} 43 - 6 = 37 \\ \begin{array}{r} 43 \\ - 6 \\ \hline 37 \end{array} \end{array}$$
$$\begin{array}{r} 43 - 6 = 37 \\ \begin{array}{r} 43 \\ - 6 \\ \hline 37 \end{array} \end{array}$$

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.

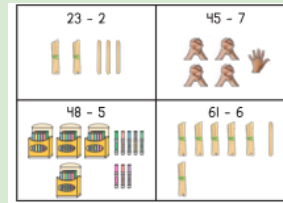
### Lesson/Activity:



[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.

### 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

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.

**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

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.

**Strategy: Sketching and Adding More Information to the Beginning, Middle, or End**

1. Choose a section to focus on: the beginning, middle, or end.
2. Ask yourself, "Have I included all the characteristics of this section? Is there a place I could add more information?"
3. List on your fingers possible new details you could add to the section. Pick your favorites to add to the story.
4. Add to your sketch. Or draw a new sketch that has the new story details you've come up with.
5. Begin writing sentences to match the details you drew in your sketch.

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.

<p><b>Lesson/Activity:</b>  <b>Unit 3 Week 1 Day 5</b>  <b>TE pages 118-119</b>  <b>Reflect: Shared Writing -</b>  <b>Ask Questions about</b>  <b>Nouns &amp; Verbs</b></p> <div data-bbox="113 355 256 583"> <p><b>Reflect</b>  <b>Shared Writing: Ask Questions About Nouns and Verbs</b>          Design guiding questions for the grammar study. Revisit goals and generate questions that help meet those goals.</p> </div> <div data-bbox="113 594 298 818"> <p><b>Questions We Have About Nouns and Verbs</b></p> <ol style="list-style-type: none"> <li>1. How will I know when to begin a noun with a capital letter?</li> <li>2. What are the nouns that change in a special way to show more than one?</li> <li>3. How will understanding nouns and verbs help make my writing clearer for readers?</li> <li>4. Do verbs that show action in the future always include the word "will"?</li> </ol> </div> <p>In small groups, students may generate questions to support meeting the unit's goal.</p> <p> Word Work.pptx</p>			<p>Book, p. 44-45          My Word Study, Volume 1, p. 34</p> <p>Read HFWs: always, any, blue, buy, city, draw, four, great, how, live</p> <div data-bbox="1066 386 1356 760"> <p><b>Review and Assess</b>  <b>r-controlled vowel syllable type: /ir/</b></p> <ul style="list-style-type: none"> <li>• Read Accountable Text "Fearless Jess" and/or "City Mouse and Country Mouse"</li> <li>• Build Words</li> <li>• Review Multisyllabic Words</li> <li>• Spelling Patterns and Dictation</li> <li>• High-Frequency Words</li> </ul> <p>• Cumulative Assessment</p> </div>		<p>Students should draw how objects can change direction after an initial force was applied.</p> <div data-bbox="1705 315 1894 584">  <p>Roller Coasters</p> </div> <div data-bbox="1705 597 1894 880">  <p>Amazing Structures: Roller Coasters</p> </div>
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