

# Carrie Waters' Week of: November 27-December 01, 2023 - Whole Group Lesson Plans

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

<b>GRAMMAR</b> Unit 3 Week 1 Immersion Study of Nouns & Verbs Word Work Week 2	<b>READING</b> Unit 4 Week 3 Lesson(s) 11-15 Different Characters, Different Points of View	<b>WRITING</b> Volume 3 Week 3 Lessons 11-15 Narrative Writing Enchanted Tales	<b>PHONICS</b> Unit 4 Week 3 Days 11-15 Different Characters, Different Points of View R-Controlled Vowels air, are, ear, ere	<b>MATH</b> Lessons 21-25 Topic D: Strategies for Decomposing a Ten and a Hundred to Subtract	<b>SOCIAL STUDIES</b> Georgia Becomes A Colony Unit 3 Week 1 James Oglethorpe, Tomochichi, & Mary Musgrove
<b>Monday - PLC/GOAL SETTING/Review for DISTRICT MAP TESTING (Next Week)</b>					
<b>Standard(s):</b> <b>ELASGE2L1</b>  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>I know I am successful when:</i> <input type="checkbox"/> I can identify a noun. <input type="checkbox"/> I can identify a collective noun. <input type="checkbox"/> I can identify an irregular plural noun. <input type="checkbox"/> I can identify a verb. <input type="checkbox"/> I can identify a past tense verb.  <u>Suggested Key Terms:</u> conventions, grammar, nouns, parts of speech, common nouns, plural nouns, collective nouns, verbs, geographic names, capitalization,	<b>Standard(s):</b> <b>ELAGSE2RI10</b>  LT: I am learning to read and understand different kinds of grade-level narrative texts.  SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify the point of view of the narrator or character. <input type="checkbox"/> I can identify the characteristics of a third-person point of view. <input type="checkbox"/> I can identify the character's point of view affects how the story is told.  <b>Lesson/Activity:</b> Unit 4, Lesson 11, TE Pages 98-101.	<b>Standard(s):</b> <b>ELAGSE2W3</b>  LT: I am learning to include details to describe actions, thoughts, and feelings in my narrative writing.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can develop characters through thoughts and feelings. <input type="checkbox"/> I can add typical fairy tale language.  <b>Lesson/Activity:</b> Volume 3, Session 11, TE pages 54-57.	<b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2L4</b>  LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.  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 determine the meaning of a word based on the prefix or suffix.  <u>Suggested Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns,	<b>Standard(s):</b> <b>2.NR.2.3</b>  LT: We are learning to subtract numbers using different strategies.  SC: <i>I will know I'm successful when I can...</i> -I can subtract two two-digit numbers using the part-whole strategy. -I can solve one-step word problems using subtraction strategies. -I can solve two-step word problems using subtraction strategies.  <b>Lesson/Activity:</b> Lesson 21- Use concrete models to decompose a ten with two-digit totals.  <b>Fluency:</b> Take Away All At Once-Students model subtraction equations with their fingers.	<b>Standard(s):</b> <b>SS2G2</b> <b>SS2H1</b>  LT: I can locate on a map the places that were important in the life of James Oglethorpe. I am learning about the role of James Oglethorpe in the founding of Georgia.  SC: <i>I will know I'm successful when I can...</i> <input type="checkbox"/> I can locate England, Georgia, and Savannah on a map. <input type="checkbox"/> I can describe James Oglethorpe's role and his reasons for the founding of the Georgia colony. <input type="checkbox"/> I can explain why James Oglethorpe chose to settle in Savannah.  <b>Lesson/Activity:</b> <a href="#">Get to Know James Edward Oglethorpe, Part 1 (1696-1717)</a>



holiday, product names,  
proper nouns

## Lesson/Activity:

Unit 3 Week 1 Day 1

TE pages 110-111

Immersion: Nouns & Verbs

Review Pre-Assessment

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

What We Know About Nouns and Verbs

Before we start, let's see how well you know about the words in this story. Then you'll learn what you know about the words in this story.

Unit 3

1. My sister often (sits/stands) her legs in the (kitchen/dining room).

2. Fred (sits/stands) in the (kitchen/dining room) with the (kitchen/dining room) table.

Unit 4

1. Today, the team is (practicing/playing) their (baseball/softball) for two hours.

2. On Monday, the team went to a game of (baseball/softball) at our school. They (sitting/standing) in (the stands/the bleachers).

P Word Work week 2....

## POINT of VIEW

### FIRST-PERSON NARRATOR

- is a character in the story or narrative
- shares thoughts, feelings, and opinions
- doesn't know what other characters think and feel
- \* key words: I, me, my, we, us, our

### THIRD-PERSON NARRATOR

- is not involved in events or is not a character in the story
- may share thoughts, feelings, and opinions
- can sometimes know what other characters think and feel
- \* key words: he, she, they, them, [names of characters]

## Strategy: Adding Typical Fairy Tale Language

1. Reread your mentor text. Notice the typical fairy tale language used for transitions.
2. List these phrases on a piece of paper.
3. Brainstorm other typical fairy tale language. You might think of other stories we have read, or similar words and phrases you have heard.
4. Add these phrases to your list.
5. Look at your own story and decide where you could add some of this fairy tale language.

inconsistent, orally,  
expression, accuracy,  
repeated, choral  
reading, partner reading,  
self correct, word  
recognition, context,  
irregular vowel pattern,  
high frequency words,  
irregularly spelled  
words, root word,  
meaning, word parts,  
unknown word

## Lesson/Activity:

Unit 4, Week 3 Day 11

TE pages 192-195

Word Study Resource

Book, p. 46

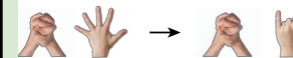
My Word Study, Volume 1,  
p. 35

Read HFWs:

another, boy, could, every,  
far, from, hurt, over, out,  
these.

## 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



$$15 - 4 = 11$$

Repeat with the following:

16 - 5	16 - 9	18 - 8	17 - 9
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Choral Response: Subtract in  
Unit and Standard  
Form-Students subtract ones  
in unit form and say an  
equation in standard form.

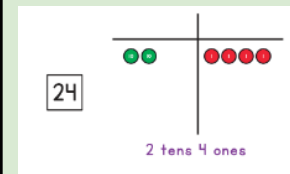
$$5 \text{ ones} - 4 \text{ ones} = 1 \text{ one}$$

$$5 - 4 = 1$$

Repeat with the following:

7 ones - 2 ones	8 ones - 5 ones	8 ones - 2 ones	5 ones - 6 ones	17 ones - 9 ones
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Choral Response: Model  
Numbers with Place Value  
Disks-Students use place  
value disks to model a  
two-digit number and say the  
number in unit form.



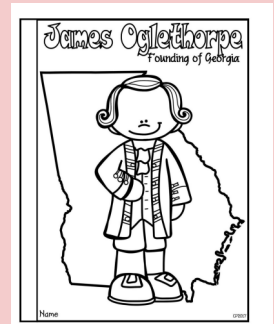
Repeat with the following:

27	36	45	52	60	71	89
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Launch: Students reason  
about a *take from* situation  
when they need to unbundle  
a unit of ten.

Learn:

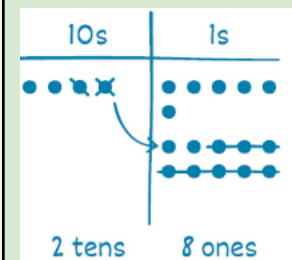
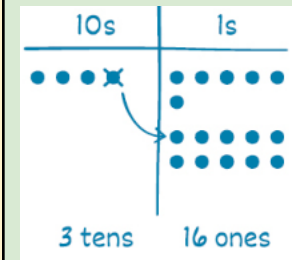
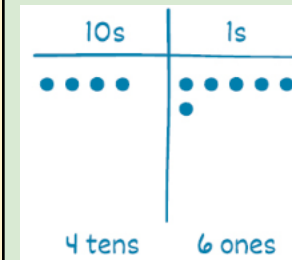
Decompose a Ten to  
Subtract-Students  
decompose a ten to subtract





two-digit numbers by using place value disks.

Connect Concrete Disks to a Pictorial Model-Students decompose a ten to subtract and relate concrete and pictorial models.



Gradual Release to the Problem Set.

### Land/Debrief:

Use concrete models to decompose a ten with two-digit totals. For  $73 - 39$ , did you exchange, or rename, a unit of ten for 10 ones to



				<p>subtract? Why? How did you rename the total with your place value disks? Does the total change when we exchange, or rename, units?</p> <p>Students will complete and turn in Exit Ticket 21 for a formative grade.</p>	
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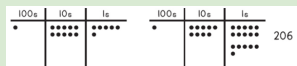

## Tuesday - Leadership Meeting

<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)</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 plural noun.</li> <li><input type="checkbox"/> I can identify an irregular plural noun.</li> </ul> <p><u>Suggested Key Terms:</u> conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns, proper</p> <p><b>Lesson/Activity:</b> <b>Unit 3 Week 1 Day 2</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to use context clues to figure out the meaning of a compound word.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify individual words within a compound word.</li> <li><input type="checkbox"/> I can identify the meaning of each individual word within a compound word.</li> <li><input type="checkbox"/> I can use prior knowledge to help determine the meaning of a compound word phrase.</li> <li><input type="checkbox"/> I can think about what is happening in a sentence to help me determine the meaning of a compound word.</li> </ul> <p><b>Lesson/Activity:</b> <b>Unit 4, Lesson 12, TE Pages 102-105.</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2W6</b></p> <p>LT: I am learning to use a variety of tools to produce writing with guidance and support from others (peers, teachers).</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 paper, pencil, and previous ideas to produce a different writing piece with the same characters.</li> <li><input type="checkbox"/> I can collaborate with others to proofread my writing.</li> </ul> <p><b>Lesson/Activity:</b> <b>Volume 3, Session 12, TE pages 58-61.</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>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 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 read words containing irregular vowel patterns.</li> </ul> <p><b>Lesson/Activity:</b> <b>Unit 4, Week 3 Day 12 TE pages 196-199</b> Word Study Resource</p>	<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 will know I'm successful when I can...</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 subtraction strategies.</li> <li>-I can solve two-step word problems using subtraction strategies.</li> </ul> <p><b>Lesson/Activity:</b> <b>Lesson 22-Use place value drawings to decompose a ten and relate them to written recordings.</b></p> <p><b>Fluency:</b> Choral Response: Subtract in Unit and Standard Form-Students will subtract tens in unit form and say an equation in standard form.</p>	<p><b>Standard(s):</b> <b>SS2G2</b> <b>SS2H1</b></p> <p>LT: I can locate on a map the places that were important in the life of James Oglethorpe. I am learning about the role of James Oglethorpe in the founding of Georgia.</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 locate England, Georgia, and Savannah on a map.</li> <li><input type="checkbox"/> I can describe James Oglethorpe's role and his reasons for the founding of the Georgia colony.</li> <li><input type="checkbox"/> I can explain why James Oglethorpe chose to settle in Savannah.</li> </ul> <p><b>Lesson/Activity:</b> <b><a href="#">Get to Know James Edward Oglethorpe, Part 1 (1696-1717)</a></b></p>
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				 <p><b>Learn:</b> Rename a Ten to Subtract-Students rename a ten as ones to subtract by using place value drawings. <math>40 - 25 = ?</math></p> <p>Connect Pictorial Models to Written Recordings: Students relate place value drawings to a written method and rename a ten to subtract. <math>126 - 19 = ?</math></p>  <p>Gradual Release to the Problem Set.</p> <p><b>Land/Debrief:</b> Use place value drawings to decompose a ten and relate them to written recordings. <i>How do place value drawings help us subtract? How are a place value drawing and a written recording related?</i></p> <p>Students will complete and turn in Exit Ticket 22 for a formative grade.</p>	
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### Wednesday - Eureka Math Squared Walk-Throughs

<p><b>Standard(s):</b> <b>ELASGE2L1</b></p> <p>LT: I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful</i></p>	<p><b>Standard(s):</b> <b>ELAGSE2RL6</b></p> <p>LT: I am learning about the characters' points of view in a story.</p> <p>SC: <i>I know I am successful</i></p>	<p><b>Standard(s):</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to strengthen my writing through revising and editing.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but</p>	<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 will know I'm</i></p>	<p><b>Standard(s):</b> <b>SS2G2</b> <b>SS2H1</b></p> <p>LT: I can locate on a map the places that were important in the life of Tomochichi.</p>
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when:

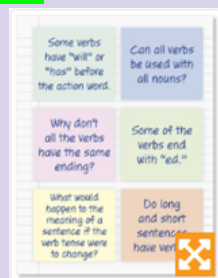
- ☐ I can define a verb.
- ☐ I can identify a verb.
- ☐ I can distinguish between different tenses of verbs (past, present, future).
- ☐ I can identify a past tense verb.
- ☐ I can recognize that some past tense verbs have irregular spellings.

#### 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



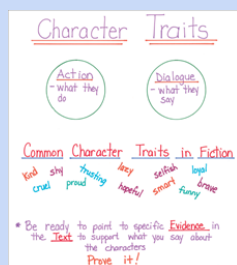
P Word Work week 2....

when:

- ☐ I can identify who is telling the story at different (various) points.
- ☐ I can recognize what characters are thinking and/or feeling at different parts of the story.
- ☐ I can recognize characters' internal and external traits to determine their point of view.
- ☐ I can recognize the difference between first person (e.g., I, we, she, he) and third person (e.g., they, us) narration.

#### Lesson/Activity:

Unit 4, Lesson 13,  
TE pages 106-109.



SC: I know I am successful when:

- ☐ I can include interesting words and phrases that make my piece better.
- ☐ I can develop fairy tale characters and settings using sensory details (descriptive adjectives and strong verbs).
- ☐ I can decide if I want to continue my current draft or begin a new one.

#### Lesson/Activity:

Unit 3, Session 13,  
TE pages 62-65.

#### Strategy: Sketching and Drafting with Common Fairy Tale Characters

1. Think of characters often found in fairy tales, such as ogres, trolls, or meddling fairies.
2. Choose the new characters you'd like to include in a story.
3. Decide if you'd like to add them to a current draft or start a new story.
4. Begin sketching and drafting.

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.

#### Lesson/Activity:

Unit 4, Week 3 Day 13  
TE pages 200-203

Word Study Resource

Book, p. 48-49

My Word Study, Volume 1,  
p. 37

Practice HFWs:

another, boy, could, every,  
far, from, hurt, over, out,  
these.

r-controlled vowel  
syllable type: /ar/  
• Read Accountable Text  
"Far from Earth"  
• Spelling  
• High-Frequency Words  
• Share and Reflect

successful when I can ...

- I can subtract two two-digit numbers using the part-whole strategy.
- I can solve one-step word problems using subtraction strategies.
- I can solve two-step word problems using subtraction strategies.

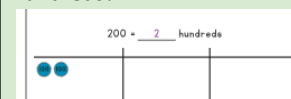
#### Lesson/Activity:

Lesson 23-Use concrete models and drawings to decompose a hundred.  
\*gather 1 hundred-dollar bill, 14 ten-dollar bills, and 8 one-dollar bills from the money kit.

#### Fluency:

Counting on the Number Line by Tens Within 150- Students count by tens in unit and standard form.  
5 tens, 6 tens..., 15 tens

Choral Response: Rename Place Value Units-Students rename hundreds.  
200 is equal to how many hundreds?



Repeat with the following:

100 = 1 hundred	100 = 10 tens	100 = 10 tens 10 ones	100 = 10 tens 10 ones
100 = 10 tens 10 ones	100 = 10 tens 10 ones	100 = 10 tens 10 ones	100 = 10 tens 10 ones

Whiteboard Exchange: Model Numbers with Place Value Drawings-Students use place value drawings to model a

I am learning about the role of Tomochichi in the founding of Georgia.

SC: I will know I'm successful when I can ...

- ☐ I can locate Savannah (Yamacraw Bluff) on a map.
- ☐ I can describe Tomochichi's life as the chief of the Yamacraw Indian tribe.
- ☐ I can explain Tomochichi's role in the founding of Georgia, including the land given to Oglethorpe.
- ☐ I can tell you about his good relationship with James Oglethorpe and the colonists.

#### Lesson/Activity:

[Oglethorpe & Tomochichi](#)





two- or three- digit numbers, say the number in unit form, and write the number in expanded form. 123  
Repeat with the following:

135	146	171	102
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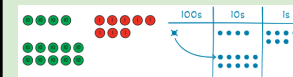
**Launch:** Students reason about a *take from* situation that necessitates unbundling a hundred.

*Senji plays a board game with play money. He has \$148. On his next turn, he has to pay \$65 to another player. He needs to find a way to exchange his hundred for 10 tens so he has enough to pay the \$65.*

**Learn:**

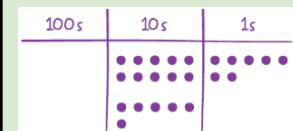
Decompose a Hundred to Subtract-Students decompose a hundred to subtract by using place value disks and relate models.

$$148 - 65 = ?$$



Three-Digit Totals as Tens and Ones: Students rename three-digit totals as tens and ones in unit form and subtract like units.

$$167 - 82 = ?$$



Gradual Release to the Problem Set.

**Land/Debrief:**



				<p>Use concrete models and drawings to decompose a hundred. Facilitate a think aloud for <math>146 - 55 = ?</math></p> <p>Students will complete and turn in Exit Ticket 23 for a formative grade.</p>	
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## Thursday - 2nd Grade PTA Performance

<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></p> <p>LT: I am learning to describe how words and phrases in poems 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> Unit 4, Lesson 14, TE pages 110-113</p>	<p><b>Standard(s):</b> <b>ELAGSE2W3</b></p> <p>LT: I am learning to include details to describe actions, thoughts, and feelings in my narrative 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 develop characters through thoughts and feelings.</li> <li><input type="checkbox"/> I can add dialogue when characters are talking or thinking.</li> <li><input type="checkbox"/> I can add details that describe people's actions or the setting.</li> </ul> <p><b>Lesson/Activity:</b> Volume 3, Session 14, TE pages 66-69.</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 my reading.</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 will know I'm successful when I can...</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 subtraction strategies.</li> <li>-I can solve two-step word problems using subtraction strategies.</li> </ul> <p><b>Lesson/Activity:</b> Lesson 24- Use place value drawings to decompose a hundred and relate them to written recordings.</p> <p><b>Fluency:</b> Take Away All At Once-Students model subtraction equations with their fingers. <math>25 - 4 = ?</math> <math>25 - 7 = ?</math></p>	<p><b>Standard(s):</b> <b>SS2G2</b> <b>SS2H1</b></p> <p>LT: I can locate on a map the places that were important in the life of Tomochichi. I am learning about the role of Tomochichi in the founding of Georgia.</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 locate Savannah (Yamacraw Bluff) on a map.</li> <li><input type="checkbox"/> I can describe Tomochichi's life as the chief of the Yamacraw Indian tribe.</li> <li><input type="checkbox"/> I can explain Tomochichi's role in the founding of Georgia, including the land given to Oglethorpe.</li> <li><input type="checkbox"/> I can tell you about his good relationship with James Oglethorpe and the colonists.</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



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

**P** Word Work week 2....

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

### Strategy: Adding Thoughts, Action, Dialogue, and Description

1. Reread a page. Ask yourself: "Could I include additional thoughts on this page? Action? Dialogue? Description?"
2. Choose a couple of places to add more information.
3. Imagine the scene in your head. Think of the words that describe what you're envisioning.
4. Add your new words, phrases, and sentences as appropriate.
5. Repeat as necessary on each page.

### Lesson/Activity:

Unit 4, Week 3 Day 14

TE pages 204-206

Word Study Resource

Book, p. 48-49

My Word Study, Volume 1, p. 37

Read HFWS:

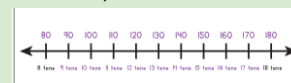
another, boy, could, every, far, from, hurt, over, out, these.

**r-controlled vowel syllable type: /ār/**  
• Read Multisyllabic Words  
• Decode by Analogy  
• Read Accountable Text "Far from Earth" and/or "The Three Bears"  
• Share and Reflect

Repeat with the following:

25 - 10	28 - 3	28 - 8	28 - 9	28 - 10	23 - 5	23 - 15
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Counting on the Number Line by Tens Within 180-Students count by tens in unit and standard form. 8 tens, 9 tens, 10 tens..., 18 tens.



Choral Response: Rename Place Value Units-Students rename hundreds.

100 = \_\_\_\_ tens

100 = 9 tens and how many ones?

Repeat with the following:

102 = 10 tens 2 ones	105 = 10 tens 5 ones	110 = 11 tens
102 = 9 tens 12 ones	105 = 9 tens 15 ones	110 = 10 tens 10 ones

Launch:

Students apply place value concepts to rename a three-digit number in unit form in multiple ways by unbundling hundreds or tens.

105	240	307
____ ones	____ ones	____ ones
1 hundred 2 tens ____ ones	2 hundreds 4 tens ____ ones	3 hundreds 0 tens ____ ones
1 hundred 1 ten ____ ones	2 hundreds ____ tens 10 ones	2 hundreds ____ tens 7 ones
0 hundreds ____ tens 5 ones	1 hundred ____ tens 0 ones	

What do you notice? What do you wonder?

Learn:

Rename a Hundred to Subtract-Students rename a hundred as tens to subtract by using place value drawings.

114 - 51 = ?

100s	10s	1s	
1	1	4	1 hundred 1 ten 4 ones
		5	5 tens 1 one


Connect Pictorial Models to a Written Method-  
108 - 32 = ?

### Lesson/Activity:

Oglethorpe & Tomochichi





				 <p>Gradual Release to the Problem Set.</p> <p><b>Land/Debrief:</b> How do place value drawings help us subtract? How do the place value drawings relate to written recordings?</p> <p>Students will complete and turn in Exit Ticket 24 for a formative grade.</p>	
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**Friday - Parents Night Out! 5:30 pm - 8:30 pm**

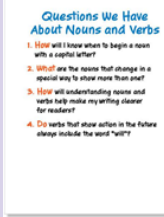
<p><b>Standard(s):</b> <b>ELASGE2L1</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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> </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 4 Wrap-Up: Real World Perspectives Lesson 15, TE pages 114-117 Benchmark Unit 4</p>	<p><b>Standard(s):</b> <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></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can include interesting words and phrases that make my piece better.</li> <li><input type="checkbox"/> I can listen to a partner's writing and provide feedback.</li> <li><input type="checkbox"/> I can work with a partner to reread my writing to determine if there are additional changes I want to make.</li> </ul> <p><b>Lesson/Activity:</b> Volume 3, Session 15, TE pages 70-73.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>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. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).</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 will know I'm successful when I can ...</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 subtraction strategies.</li> <li>-I can solve two-step word problems using subtraction strategies.</li> </ul> <p><b>Lesson/Activity:</b> Lesson 25-Use place value drawings to subtract with two decompositions. *prepare 4 pieces of chart paper with 154 written in the center of</p>	<p><b>Standard(s):</b> <b>SS2G2</b> <b>SS2H1</b></p> <p>LT: I can locate on a map the places that were important in the life of Mary Musgrove. I am learning about the life and the role of Mary Musgrove in the founding of Georgia.</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 locate the Savannah River on a map.</li> <li><input type="checkbox"/> I can describe Mary Musgrove's life as the daughter of a Creek Indian mother and English father.</li> <li><input type="checkbox"/> I can explain Mary Musgrove's role in the founding of Georgia - as a translator for James</li> </ul>
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- ☐ I can identify a past tense verb.
- ☐ I can recognize that some past tense verbs have irregular spellings.

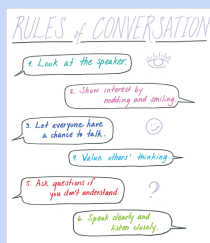
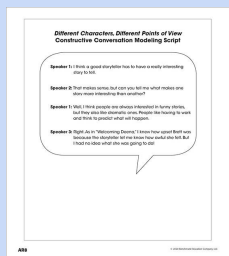
**Suggested Key Terms:**  
conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns, verbs, irregular verbs, past tense, present tense, future tense.

**Lesson/Activity:**  
Unit 3 Week 1 Day 5  
TE pages 118-119  
Reflect: Shared Writing -  
Ask Questions about  
Nouns & Verbs



**P** Word Work week 2...

## Assessment



Students and teachers will conduct constructive conversations about the different characters and their different points of view.

Students will share ideas, ask questions to clarify ideas, and use information from the texts to support and build up ideas.

**Strategy: Providing Feedback to a Partner**

1. First, ask your partner if there are any particular areas he or she would like feedback on.
2. Listen as your partner reads the story. Keep in mind any areas of focus.
3. Think of two things you really like and one thing your partner may want to consider changing.
4. Share what you liked.
5. Give advice by saying, "You may want to..."

- ☐ 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 3 Day 15  
TE pages 207-209  
Word Study Resource Book, p. 48-49  
My Word Study, Volume 1, p. 37

Read HFWs:  
another, boy, could, every, far, from, hurt, over, out, these.

**Review and Assess**  
**r-controlled vowel syllable type: /âr/**

- Read Accountable Text "Far from Earth" and/or "The Three Bears"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words
- Cumulative Assessment

each chart. Gather 4 different colored stacks of post-it notes, one color per group.

**Fluency:**  
Happy Counting by Ones  
Within 530-Students visualize a number line while counting aloud. 495 - 506



Take Away All at Once-Students model subtraction equations with their fingers.



Repeat with the following:

23 - 10	26 - 4	26 - 7	26 - 10	25 - 3	25 - 8	25 - 10	25 - 18
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Choral Response: Subtract in Unit Form-Students subtract ones or tens in unit form.

5 ones - 2 ones = \_\_\_\_ ones  
5 tens - 2 tens = \_\_\_\_ tens

Repeat with the following:

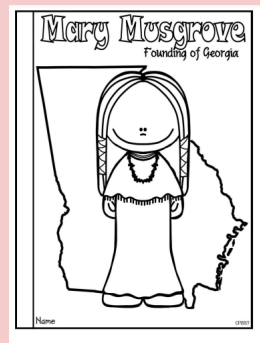
5 ones - 2 ones = 3 ones	5 tens - 2 tens = 3 tens	5 ones - 2 ones = 3 ones	5 tens - 2 tens = 3 tens	5 ones - 2 ones = 3 ones	5 tens - 2 tens = 3 tens
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**Launch:**  
Students work collaboratively to rename a three-digit number. (chart paper) *How many ways can we rename 154?*

**Learn:**  
Subtract From a Three-Digit Total with Two Decompositions-Students subtract from a three-digit total requiring the

Oglethorpe and Tomochichi.

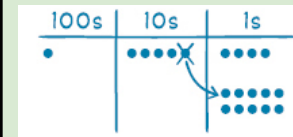
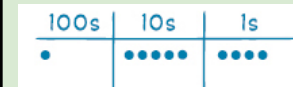
**Lesson/Activity:**  
[Mary Musgrove, Colonial Go-Between | Georgia Stories](#)





decomposition of a ten and a hundred.

$$154 - 87 = ?$$



Relate Place Value Drawings to Written Recordings-Students relate place value drawing to written recordings for subtraction problems that require two decompositions. Say  $120 - 46$  in unit form. Work it out as a written recording.

	1 hundred	2 tens	0 ones
-		4 tens	6 ones
<hr/>			

	<del>1 hundred</del>	11 tens	10 ones
		<del>2 tens</del>	<del>0 ones</del>
-		4 tens	6 ones
<hr/>			
		7 tens	4 ones
 120 - 46 = 74			

Gradual release to the problem set.

### Land/Debrief:

*How do place value drawings help us subtract when we don't have enough tens and ones? How does renaming help us subtract? What strategy did you use to subtract? Why did you choose that strategy? Why*



				<p><i>was it efficient for you?</i></p> <p>Students will complete and turn in Exit Ticket 25 for a formative grade.</p>	
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