

Carrie Waters' Week of: November 06-10, 2023 - Whole Group Lesson Plans

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

GRAMMAR Unit 2 Punctuation Concentration Week 5 Lesson(s) 23-25 Review & Practice End of Unit Writing Task	READING Unit 4 Lesson(s) 1-5 Different Characters, Different Points of View	WRITING Volume 3 Week 1 Lesson(s) 1-5 Immersion Lessons Enchanted Tales	PHONICS Unit 3 Week 3 R-Controlled Vowels ER,IR,UR Government Working For Us	MATH Module 2 Lesson 12 (Topic B) Lessons 13-16 (Topic C)	SCIENCE Forces At Work Speed & Direction Week 2
Monday					
<p>Standard(s): L1f, L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting.</p>	<p>Standard(s): ELAGSE2RL1</p> <p>LT: I am learning to ask and answer questions to show understanding of key details in the text.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can list (generate) questions before reading. <input type="checkbox"/> I can work with a partner to evaluate my questions. <input type="checkbox"/> I can listen actively.</p> <p>Lesson/Activity: Unit 4, Lesson 1, TE pages 58-61.</p> <p>Introduce the unit, view and discuss multimedia.</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives telling what happened in order.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can develop characters and settings using sensory details (descriptive adjectives and strong verbs). <input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events). <input type="checkbox"/> I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.</p> <p>Lesson/Activity: Volume 3, Lesson 1, TE pages 10-13.</p>	<p>Standard(s): ELAGSE2RF3</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> <input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).</p> <p>Suggested Key Vocabulary: word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent,</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies.</p> <p>Lesson/Activity: Lesson 12-Use place</p>	<p>Standard(s): S2P2</p> <p>LT: We are learning to design a device to change the speed and direction of an object.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can explore and explain how inclined planes and ramps change the speed of an object. <input type="checkbox"/> I can explore and explain how sand and sand paper change the speed of an object. <input type="checkbox"/> I can explore and explain how slick materials or wet materials change the speed of an object. <input type="checkbox"/> I can design a device that: - Speeds up or slows down ... of an object. - Changes the direction ... of an object.</p>

❑ I can determine where the comma is placed in a closing.

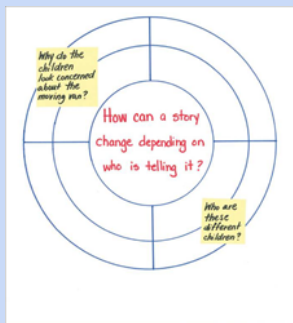
Key Terms:

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

Lesson/Activity:

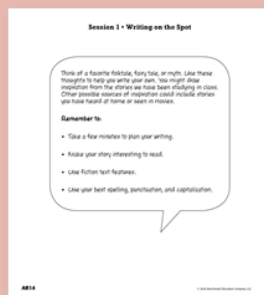
Week 5 Transfer:
Explore Session 23
Shared Writing:
Revise the Letter
TE pages

Teachers & students use the "Revision Checklist" to revise the shared writing letter. Invite students to revise the letter by combining sentences to make compound or complex sentences.



Pass out new mentor texts and

Part 1- Write on the spot.
15-20 min.



Part 2- Study Mentor text,
Yeh-Shen. 10-15 min.

suffix, root word,
meaning

Lesson/Activity:

Unit 3, Week 3, Day 11
TE pages 140-143
Word Study Resource
Book, p. 34
My Word Study, Volume
1, p. 26
Phonics Songs: Er/Ir/Ur

Read HFWs: all, away,
better, by, change, done,
even, found, learn, only.

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

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

value drawings to
compose a ten and a
hundred with two-and
three-digit addends.
Relate to written
recordings.

Fluency:

Choral Response-Make
the Next Ten: Students
identify the next ten and
how many more to make
the next ten. $29 + 1 = 30$
 $129 + 1 = 130$

Repeat with the
following:


38	138	17	117	6	106
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Choral Response-Add in
Unit Form: Students add
ones or tens in unit form
to build place value
understanding.
 $7 \text{ ones} + 3 \text{ ones} = 10 \text{ ones}$
Repeat with the
following:

$7 \text{ ones} + 4 \text{ ones} = \underline{11 \text{ ones}}$	$7 \text{ ones} + 6 \text{ ones} = \underline{13 \text{ ones}}$	$\underline{10 \text{ ones}} + 3 \text{ ones} = 7 \text{ ones}$	$\underline{10 \text{ ones}} + 7 \text{ ones} = 9 \text{ ones}$
$7 \text{ tens} + 1 \text{ ten} = \underline{8 \text{ tens}}$	$7 \text{ tens} + 4 \text{ tens} = \underline{11 \text{ tens}}$	$\underline{10 \text{ tens}} + 5 \text{ tens} = 7 \text{ tens}$	$\underline{10 \text{ tens}} + 7 \text{ tens} = 9 \text{ tens}$

Whiteboard
Exchange-Model
Numbers with Place
Value Drawings: Students
use place value drawings
to model two- or
three-digit numbers, say
the number in unit form,
and write the number in
expanded form.
Draw dots to show 54
 $5 \text{ tens } 4 \text{ ones}$
 $50 + 4$
Repeat with the
following:

Lesson/Activity:

 **Mystery Science:** [How is your body similar to a car?](#)

Cars and Ramps-

Students will design a way
for a toy car to travel from
point A to point B (a length
determined by available
space 2-4 meters) the
fastest.

Students will use ramps to
move a toy car. Ramps can
be made from insulation
tubing, pool noodles, paper
towel tubing, or
commercial toy ramps.

Students should record the
amount of time in seconds
it took for the car to travel
from each point.

After students have moved
the toy car successfully
from point A to B, students
will design a way to have
their car change direction.

Students should design a
new way for the car to
travel from point B to point
C.

Students should record
their results in a chart (see
handout- Cars and Ramps).

Explore

Shared Writing: Revise the Letter

Partnerships use the checklist and revise the letter from the previous session with compound and complex sentences.

October 21, 2020

Dear Friends,

We are writing to you from our school in the city. We're in second grade, and there are many great things about our school. Some of us love to eat hot lunch, and we all agree that pizza day is the best!


Because we get to play outside, recess is the best part of the school day. While some kids like to play sports like basketball, others like to jump rope. Once in a while, we all start a big game of kickball.

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

Will you tell us something about your school?

Sincerely,

Class 201



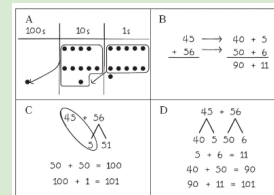
Name: _____ Date: _____

Revision Checklist

Area of Revision	What I Should Like to Do with It	Reminders for Myself	Status
Beginning	Work on: (1) using and punctuation (2) adding commas (3) using joining words and sentence classifiers (4) forming compound and complex sentences (5) _____ (6) _____		
Middle (one or more paragraphs)	Work on: (1) using and punctuation (2) adding commas (3) using joining words and sentence classifiers (4) forming compound and complex sentences (5) _____ (6) _____		
End	Work on: (1) using and punctuation (2) adding commas (3) using joining words and sentence classifiers (4) forming compound and complex sentences (5) _____ (6) _____		

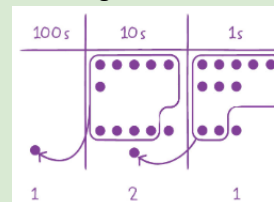
154	17	117	107
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Launch: Students reason about the similarities and differences between various recordings.



Learn:

Use Place Value Drawings to Add: Students will use place value drawings to add and relate the compositions to written recordings. $68 + 53 = ?$



Relate Place Value Drawings to Written Recordings: Students compare written recordings and reason about finding the sum of two-digit numbers.

Cars and Ramps

Directions: With your group design a way for the car to travel from point A to point B the fastest. Use a stopwatch to record the amount of time in seconds the car took to travel. Record your results in the chart below.

Attempt	Length of track	Amount of time in seconds
1		
2		
3		

Which attempt was the fastest? _____

Which attempt used the least amount of track? _____

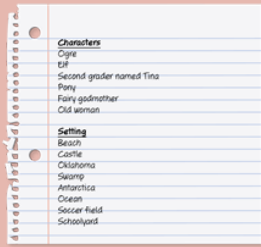
Now: your car must change direction. Design a new way for the car to travel from point B to point C. Use a stopwatch to record the amount of time in seconds the car took to travel. Record your results in the chart below.

Attempt	Length of track	Amount of time in seconds
1		
2		
3		

Which attempt was the fastest? _____

Which attempt used the least amount of track? _____

				$\begin{array}{r} 84 \\ + 47 \\ \hline 120 \\ 11 \\ \hline 131 \end{array}$ $\begin{array}{r} 84 \longrightarrow 80 + 4 \\ + 47 \longrightarrow 40 + 7 \\ \hline 120 + 11 \\ 131 \end{array}$ <p>Gradual release to the Problem Set.</p> <p>Land/Debrief: Refer to problem #4. Turn and talk about how you found your answer. When we use other strategies, such as compensation, do we still compose new units? How do you know? When do we compose new units? How do written recordings show place value understanding?</p> <p>Students will complete and turn in Topic Ticket B for a summative grade.</p>	
Tuesday - Election Day					
Standard(s): L1f, L2b LT: I am learning to produce and expand complete and compound sentences. I am learning to use	Standard(s): ELAGSE2RL7 LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters,	Standard(s): ELAGSE2SL1 LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small	Standard(s): ELAGSE2RF3 ELAGSE2RF4 LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent)	Standard(s): 2.NR.2.3 LT: We are learning to subtract numbers using different strategies. SC: <i>I know I am</i>	Standard(s): S2P2 LT: We are learning to design a device to change the speed and direction of an object.

<p>commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. <p><u>Key Terms:</u></p> <p>Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization</p> <p>Lesson/Activity: Week 5 Transfer: Explore Session 24 Try Out Commas In Your Writing TE pages</p>	<p>setting, and plot of a story.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers). <input type="checkbox"/> I can gather information about characters, setting, or plot from words in the text (print or digital). <input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot. <p><u>Key Vocabulary:</u></p> <p>illustrations, story details, events, characters, setting, plot, diagrams, charts, graphs</p> <p>Lesson/Activity: Unit 4, Lesson 2, TE pages 62-65.</p> <p>Students will draw inferences and make predictions about a story.</p> <p>Students will use information in the text and illustrations to understand something the author doesn't tell us directly.</p>	<p>or large groups.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can build on others' ideas by linking their comments to others or my own ideas. <input type="checkbox"/> I can ask for clarification and further explanation if I'm confused. <input type="checkbox"/> I can maintain a focus on a particular topic or text. <p>Lesson/Activity: Volume 3, Session 2, TE pages 14-17.</p> <p>Part 1- Studying Yeh-shen for characteristics of enchanted tales. 10-15 min.</p> <p>Part 2- Make a list of characters and settings you might use in an enchanted tale. 5-8 min.</p>  <p>Choosing Characters and Setting Example</p>	<p>but have common spelling-sound correspondences.</p> <p>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"> <input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text. <p><u>Suggested Key Vocabulary:</u></p> <p>word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent</p> <p>Lesson/Activity: Unit 3, Week 3, Day 12 TE pages 144-147 Word Study Resource Book, p. 35 My Word Study, Volume 1, p. 27</p> <p>Read and write HFWs: all, away, better, by, change, done, even, found, learn, only.</p>	<p><i>successful when...</i></p> <p><i>-I can subtract two two-digit numbers using the part-whole strategy.</i></p> <p><i>-I can solve one-step word problems using the part-whole strategy.</i></p> <p><i>-I can solve two-step word problems using the part-whole strategy.</i></p> <p>Lesson/Activity: Lesson 13-Represent and solve take from word problems.</p> <p>Fluency: Beep Counting- 100 More, 100 Less: Students complete a number sequence to build fluency with mentally add or subtracting 100. 100, 200, beep Students raise hands to answer what number belongs in the beep spot. Repeat with the following:</p> <table border="1" data-bbox="1386 1068 1656 1104"> <tr> <td>40, 20, 70</td> <td>1, 30, 20</td> <td>300, 300, 200</td> <td>245, 250, 10</td> <td>200, 80, 30</td> <td>207, 200, 7</td> </tr> </table> <p>Whiteboard Exchange-Related Facts Within 20: Students complete a number bond and write equations. 11 is 4 and what number? Write the number bond and the fact family. Repeat with the following:</p>	40, 20, 70	1, 30, 20	300, 300, 200	245, 250, 10	200, 80, 30	207, 200, 7	<p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explore and explain how inclined planes and ramps change the speed of an object. <input type="checkbox"/> I can explore and explain how sand and sand paper change the speed of an object. <input type="checkbox"/> I can explore and explain how slick materials or wet materials change the speed of an object. <input type="checkbox"/> I can design a device that: <ul style="list-style-type: none"> - Speeds up or slows down ... of an object. - Changes the direction ... of an object. <p>Lesson/Activity: Mystery Science: How is your body similar to a car?</p> <p>Cars and Ramps- Students will discuss how they can change the direction of the car.</p> <p>Students will problem solve to change their ramps to change the direction of the cars.</p> <p>Students will reflect on the different ramps the other groups made and determine what ramp was the most effective at getting the car from each</p>
40, 20, 70	1, 30, 20	300, 300, 200	245, 250, 10	200, 80, 30	207, 200, 7						

Teachers will circulate and guide students with revision checklists. Students will work by looking back at their writing and revising it for correct comma use. Students may choose to rewrite the sentences with commas or simply add commas to the existing writing.

Share with partners.

Explore

Try Out Commas in Your Writing

Individual students revise an original piece of writing to include commas.

Professional Development

Revision Checklist

This is used to help make plans for revising each part of the writing. Share this strategy for using it:

- 1. Read one section of your writing piece.
- 2. Check off only the items you want to go back and revise.
- 3. Repeat this process for all parts of your piece.
- 4. Revise the parts you checked off.

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.

r-controlled vowel syllable type: /ûr/

- Build Words
- Read Interactive Text "The New Guy"
- Spelling
- High-Frequency Words
- Share and Reflect

Choral Response-Rename Place Value Units- Students rename tens to build fluency with strategies that require decomposing larger units. 20 is equal to how many tens? 20 is equal to 1 ten and how many ones?

20 = 2 tens

20 = 1 ten 10 ones

Launch: Students make sense of a *take from with change unknown* situation and discuss different representations. *There are 78 people on a plane. Then some people get off. Now there are 47 people on the plane. How many people got off?*

Sal

78 - 31 = 47

Jill

47 + 31 = 78

What do you notice?
What do you wonder?

Learn: Represent and Solve a Problem- Students represent and solve a *take from with change unknown* word

point.

Students should then draw the ramp with any changes they would make to the design.

Cars and Ramps

Directions: With your group design a way for the car to travel from point A to point B the fastest. Use a stopwatch to record the amount of time in seconds the car took to travel. Record your results in the chart below.

Attempt	Length of track	Amount of time in seconds
1		
2		
3		

Which attempt was the fastest?

Which attempt used the least amount of track?

Now your car must change direction. Design a new way for the car to travel from point B to point C. Use a stopwatch to record the amount of time in seconds the car took to travel. Record your results in the chart below.

Attempt	Length of track	Amount of time in seconds
1		
2		
3		

Which attempt was the fastest?

Which attempt used the least amount of track?

BEFORE REVISION:

I haven't been on a real horse but I do have a stuffed animal horse named Lulu. She loves to eat apples, carrots and marshmallows. I don't have a real horse. I want to have one someday. For now I am happy to have Lulu.

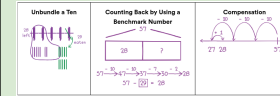
AFTER REVISION:

I haven't been on a real horse, but I do have a stuffed animal horse named Lulu. She loves to eat apples, carrots, and marshmallows. Even though I don't have a real horse, I want to have one someday. For now, I am happy to have Lulu, and we can pretend to go on rides together.



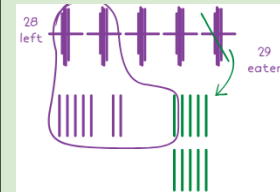
problem.

There are 57 tacos in the lunchroom. Then some tacos are eaten. Now there are 28 tacos left for the next class. How many tacos were eaten?

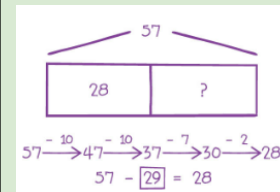


Share, Compare, Connect: Students share strategies and reason about ways to combine addends to make an easier problem.

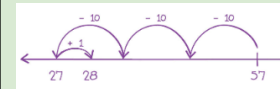
Unbundle a Ten



Counting Back by Using a Benchmark Number



Compensation



Land/Debrief:

Represent and solve *take from* problems.

What equation did you use to represent problem 2? What strategies did you use? Was your

				<p>strategy similar to or different from the one you used for the taco problem. Why?</p> <p>Students will complete and turn in Exit Ticket 13 for a formative grade.</p>	
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Wednesday - Career Month Community Workers - Parent Video (2 minutes) Deadline Friday!

<p>Standard(s): L1f, L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. 	<p>Standard(s): ELAGSE2RI10</p> <p>LT: I am learning to read and understand different kinds of grade-level narrative texts.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the point of view of the narrator or character. <input type="checkbox"/> I can identify the characteristics of first-person point of view. <input type="checkbox"/> I can identify the character's point of view affects how the story is told. <p>Lesson/Activity: Unit 4, Lesson 3, TE pages 66-69.</p>	<p>Standard(s): ELAGSE2RL5</p> <p>LT: I am learning to describe how a story is written including the beginning, middle, and ending.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe how the beginning introduces the story. <input type="checkbox"/> I can describe how the middle provides major events and challenges. <input type="checkbox"/> I can describe how the ending concludes the story. <input type="checkbox"/> I can explain the structure of a story (cause/effect, sequencing, compare/contrast, problem/solution). <p>Lesson/Activity: Volume 3, Session 3, TE pages 20-23.</p> <p>Part 1- studying the structure of an enchanted</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</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"> <input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <p><u>Suggested Key Vocabulary:</u></p>	<p>Standard(s): 2.NR.2.3</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"> -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. <p>Lesson/Activity: Lesson 14-Use addition and subtraction strategies to find an unknown part.</p> <p>Fluency: Beep Counting- 10 More, 10 Less 159, 169, beep Students raise their hand</p>	<p>Standard(s): S2P2</p> <p>LT: We are learning to design a device to change the speed and direction of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explore and explain how inclined planes and ramps change the speed of an object. <input type="checkbox"/> I can explore and explain how sand and sand paper change the speed of an object. <input type="checkbox"/> I can explore and explain how slick materials or wet materials change the speed of an object. <input type="checkbox"/> I can design a device that: <ul style="list-style-type: none"> - Speeds up or slows down ... of an object. - Changes the direction ... of an object. <p>Lesson/Activity: Read Aloud</p>
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Key Terms:

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

Lesson/Activity:

Week 5 Transfer
Session 25
Post-Assessment
Assess What Students
Know About Punctuation

Students show what they
have learned about
punctuation since the
beginning of the unit.

Post-Assessment

Assess What Students Know About Punctuation

Choice 1: Revisit the
punctuation pre-
assessment and add
new learning.

Choice 2: Write a
letter with three
types of end
punctuation and
commas.

Review:

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]

tale. (20 min)

Part 2- Shared Writing- As a
class, write a beginning,
middle, and end. Students
do not write independently.
(20 min)

Sketching and Writing a Beginning, Middle, and End Example



Example, Page 1



Example, Page 2



Example, Page 3

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 reading, partner
reading, self correct,
word recognition,
context, irregular vowel
pattern, high frequency
words, irregularly spelled
words

Lesson/Activity:

Unit 3, Week 3, Day 13
TE pages 148-151
Word Study Resource
Book, pp. 36-37
My Word Study, Volume
1, p. 28

Practice HFWs: all, away,
better, by, change, done,
even, found, learn, only.

r-controlled vowel
syllable type: /ûr/
• Read Multisyllabic Words
• Decode by Analogy
• Read Accountable Text
"The President's Houser"
and/or "Here Comes
the Mail"
• Share and Reflect

and wait for signal to
answer. Repeat with the
following:

12, 22, 32	14, 24, 34	16, 26, 36	18, 28, 38	20, 30, 40
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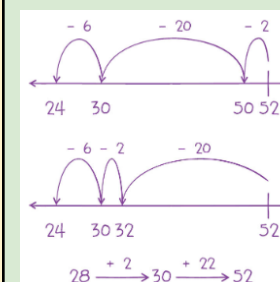
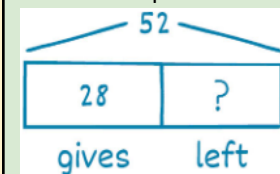
Sprint: Add Within 20

1.	9 + 6	15
2.	4 + 8	12

Launch: Students make
sense of a *take from with*
result unknown word
problem.

Mrs. King makes 52 cups
of ice cream. She gives
28 cups of ice cream to
the students. How many
cups are left?

Let's use the
Read-Draw-Write process
to solve this problem.



Learn:

Relate Solution
Strategies- Students
analyze work samples to
see the relationship
between addition and
subtraction strategies to

Penny & Her Marble by Kevin Henkes

Marble Mazes-

Students will design a path
for a marble to travel.

Using paper plates or
shoebox lids, students will
map out a path with turns
to vary the direction of the
marble. Students will use
clay or soft dough to plan
the path.

Students will test out their
paths by placing their
marble and moving the
plate back and forth to
move the marble through
the maze.

Students can also push the
marble through the path
with their fingers and/or
hands.

Students will write about
the paths the marble took.

- * How did the marble
change direction?
- * Was a new force needed
to move the marble when it
hit a wall?

Students will swap their
marble maze with a
partner.

Students will try their
partner's maze and write
about the movement of the

<p>EXERCISE: WHAT YOU KNOW ABOUT PUNCTUATION</p> <p>Write one sentence that includes different punctuation. At least what you know about the punctuation you use. The one include the name of the punctuation mark, what it's job is in a sentence, or anything else you know.</p> <p>Sentence #1: Whelton is the main character in the Chinese folklore named for her.</p> <p>This sentence ends with a period.</p>	<p>This sentence has a period because it is a statement.</p>
<p>Sentence #2: She does the cooking, cleaning, and washing.</p> <p>This sentence has commas.</p>	<p>This sentence has commas that separate words in a list.</p>
<p>Sentence #3: Do you like apples, bananas, or oranges?</p> <p>This sentence ends with a question mark.</p>	<p>This sentence has a question mark because it's asking a question. It also has commas after the words in a list.</p>
<p>Sentence #4: That is the best orange I have ever had!</p> <p>This sentence ends with an exclamation mark.</p>	<p>This sentence ends with an exclamation mark because it shows a strong feeling.</p>

Show What You Know:

Show What You Know About End Punctuation and Commas

Write a letter to a family member or friend describing your favorite holiday and why. Use the following:

- at least one period, exclamation mark, and question mark
- one set of words listed in a sentence with commas placed correctly
- one interjection
- one transition word
- one or more compound sentences
- one or more complex sentences

December 8, 2021
Dear Mom,

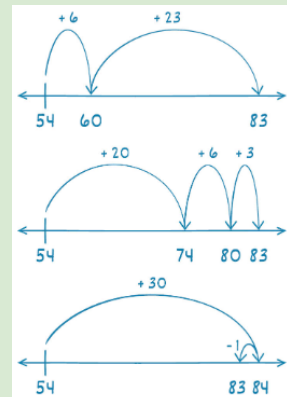
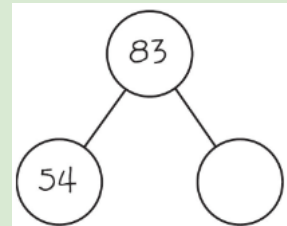
I want to tell you about my favorite holiday. Thanksgiving is my favorite holiday, and I want to know why I love this holiday so much. I love spending the day with my family and eating delicious food! Well, the best part of Thanksgiving is sharing the day with you. When you come back like Christmas and Easter, I like Thanksgiving better. When my family is together, I am very happy.

I love the delicious food that we eat on Thanksgiving. Turkey, cranberry sauce, and apple pie are some of my favorites. Even though it takes a lot of time to cook in the food, everyone is thankful to share it with each other. What is your favorite holiday?

From,
Your Grandson

find the unknown.

Find the Unknown-
Students analyze work samples to see the relationship between addition and subtraction strategies to find the unknown. 83-54 number bond.



$$83 - 3 \rightarrow 80 - 1 \rightarrow 79 - 50 \rightarrow 29$$

$$83 - 50 \rightarrow 33 - 3 \rightarrow 30 - 1 \rightarrow 29$$

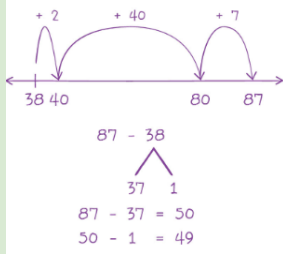
$$83 - 53 \rightarrow 30 - 1 \rightarrow 29$$

Gradual Release to the Problem Set.

Land/Debrief: Use addition and subtraction strategies to find an

marble.

Students will critique the marble's movements and make suggestions for changing the path.

				<p>unknown part. $87 - 38 = ?$ How do benchmark numbers help us find the unknown? Will addition always work when finding an unknown part?</p>  <p>Students complete and turn in Exit Ticket 14 for a formative grade.</p>	
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Thursday - Mystery Themed Book Fair Kick-Off

<p>Standard(s): L1f, L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or</p>	<p>Standard(s): ELAGSE2L4</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> <input type="checkbox"/> I can identify individual words within a compound word. <input type="checkbox"/> I can identify the meaning of each individual word within a compound word. <input type="checkbox"/> I can use prior knowledge to help determine the meaning of a compound word phrase.</p>	<p>Standard(s): ELAGSE2L1</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</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 read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er,</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i> -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.</p> <p>Lesson/Activity: Lesson 15- Use</p>	<p>Standard(s): S2P2</p> <p>LT: We are learning to design a device to change the speed and direction of an object.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can explore and explain how inclined planes and ramps change the speed of an object. <input type="checkbox"/> I can explore and explain how sand and sand paper change the speed of an object. <input type="checkbox"/> I can explore and explain how slick materials or wet materials change the speed</p>
--	--	---	---	---	---

revising sentences.

- I can recognize that a comma indicates a pause in text.
- I can determine where the comma is placed in a greeting.
- I can determine where the comma is placed in a closing.

Key Terms:

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

Lesson/Activity:

Review Unit 2:
Practice - Letter Writing & Show What You Know About Punctuation

Review:

Write a letter from _____.

Holiday Ideas:

Writing Letters from a Character's Point of View?

Today students will participate in a directed drawing of _____

Prompt: Write a letter from a surprised

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

Lesson/Activity:

Unit 4, Lesson 4,
TE pages 70-73.

COMPOUND WORDS are formed by combining two other words.	
EXAMPLES	
after + noon	= afternoon
back + yard	= backyard
bath + room	= bathroom
bath + robe	= bathrobe
book + mark	= bookmark
foot + path	= footpath
foot + ball	= football
hand + work	= handwork
light + house	= lighthouse
gold + fish	= goldfish
pan + cakes	= pancakes

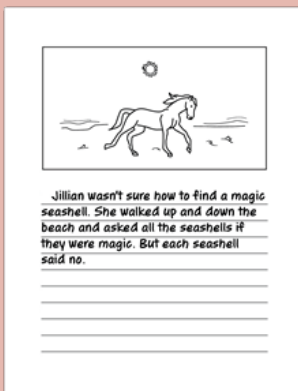
sentences.

Lesson/Activity:
Volume 3, Session 4,
TE pages 24-27.

Part 1- Studying mentor text for sentence length (10-15 min).

Part 2- Shared Writing- As a class, add dialogue to the enchanted tale you began yesterday.

Students do not write independently (15-30 min).



Portion Without Dialogue Example

ir, or, ur).

- I can read words containing irregular vowel patterns.
- I can spell words containing irregular vowel patterns.

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 reading, partner reading, self correct, word recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

Unit 3, Week 3, Day 14
TE pages 152-153
Word Study Resource Book, pp. 36-37
My Word Study, Volume 1, p. 28

Read HFWs: all, away, better, by, change, done, even, found, learn, only.

compensation to subtract within 100.

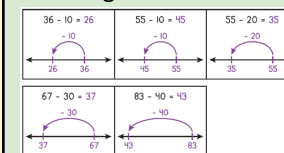
Fluency:

Whiteboard
Exchange-Related Facts
Within 20: Students complete a number bond and write equations. 11 and 5 is what number?
Write the number bond. Then write the fact family. Repeat with the following:

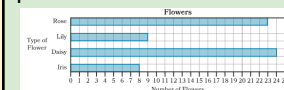
12 5 7	8 5 3	9 5 4	6 7
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Number Line Hop-Select Multiples of 10: Students subtract a multiple of 10 from a two-digit number. 26 - 10 = ?

Repeat with the following:



Launch: Students use data from a bar graph as context for a subtraction problem.



What do you notice about the graph? What do you wonder? Let's find out how many fewer lilies there are than daisies.

of an object.

- I can design a device that:
- Speeds up or slows down ... of an object.
- Changes the direction ... of an object.

Lesson/Activity:

GPB Let's Learn
Video/Activity: Life on a Farm

Pig Pen Push-

Students will explore forces as they attempt to get a paper pig to move into a paper fence/pen.

Pig Pen Push (Pigs and Fences)
Each Group will need one row of pigs and 3 rows of fences.

Materials:

- Pigs and fences
- Golf ball, ping pong ball, or marble
- Paper cup
- Paper towel roll
- Scissors
- Tape

1. Cut out the rows of cards on the next two pages.
2. Fold each line of the three pigs to make a triangle and tape closed. That would make 4 separate triangles of pigs for the rolling ball to move.
3. Tape each row of fences to make a three-sided fence open toward the ramp.
4. Cut a paper towel roll in half to make the ramp for the golf ball, ping pong ball, or marble.
5. Tape one side of the half of a paper towel roll ramp to the top of an upturned cup to give an angle to the ramp.

After assembly students should use a ping pong ball and a rubber ball to attempt to get the pig into the pen.

Variations of this activity can include changing the surface of the table by placing something that will provide friction.

Students can also explore how moving the pig and the fence changes the result.

* Would changing the

_____ (Turkey)
regarding a normal
_____ (November)
night when all of a
sudden (use
onomatopoeia here-
Boom, Bang, Crash!! etc.
Make sure to include
thoughts, actions, events,
and dialogue. Also make
sure to include a closing
and signature.

Students share their
drawings and letters with
a partner.

Assessment Practice:

Read the selection and choose the best answer to each question. Mikayla wrote a journal entry for a class assignment. Read Mikayla's journal entry, and look for the evidence she needs to make. Then answer the questions that follow.

November 17, 2020

(1) I did a lot of different things over the weekend. (2) I went to my grandfather's house to help him look for a school fun night. (3) We made chocolate chip cookies, brownies, and cupcakes. (4) She let me have some of the treats. (5) He made me very happy. (6) Because we had so many treats, my cousin helped us load them all up in the car. (7) After we brought them to the school, I played on the park.

Yours truly,
Mikayla

Answer the following questions.

1. Which is the correct way to write the date of the journal entry?

A. November, 17, 2020
B. November 17, 2020
C. November 17, 2020.
D. No change should be made.

End of Unit Writing Task:

Name: _____ Date: _____

Show What You Know About End Punctuation and Commas

Write a letter to a family member or friend describing your favorite hobby and why. Use the following:

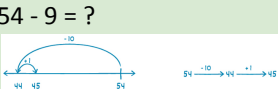
- at least one period, exclamation mark, and question mark
- one set of words listed in a sentence with commas placed correctly
- one interjection
- one transition word
- one or more compound sentences
- one or more complex sentences

r-controlled vowel syllable type: /ûr/

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "The President's Houser" and/or "Here Comes the Mail"
- Share and Reflect

$$24 - 9 = \underline{\quad}$$
$$9 + \underline{\quad} = 24$$

Learn: Use Compensation to Subtract 9 or 8 on a Number Line. Students use a measuring tape as a number line to reason about why the compensation strategy works.



Use Compensation to Subtract a Two-Digit Number on a Number Line

45 - 9	45 - 19
45 - 10	45 - 20

Gradual Release to the Problem Set

Land/Debrief: Use compensation to subtract within 100. How does knowing 34-10 help you find the answer for 34 - 9? When we use compensation for 95-38= ?, why do we add back 2 and not 1? How do benchmark numbers help us subtract?

height of the ramp make a difference?

Cube

Name: _____ Date: _____

Pig Pen Push

Directions: Assemble your pig and fence. Arrange your fence on your table and tape in place. Place your cardboard ramp on top of your paper cup and tape in place. The bottom of your ramp and the end of your gate should be 50 centimeters.

1. Roll your ping pong ball down the ramp starting at the middle of the ramp. Use a centimeter ruler to record your results. Fill in your chart.
2. Roll your ping pong ball down the ramp starting at the top of the ramp. Use a centimeter ruler to record your results. Fill in your chart.
3. Roll your rubber ball down the ramp starting at the middle of the ramp. Use a centimeter ruler to record your results. Fill in your chart.
4. Roll your rubber ball down the ramp starting at the top of the ramp. Use a centimeter ruler to record your results. Fill in your chart.

Roll #	Position of ramp	Distance pig traveled	Did the pig make it in the pen?
1-ping pong ball	Middle/Top	cm	Yes/No
2-ping pong ball	Middle/Top	cm	Yes/No
3-rubber ball	Middle/Top	cm	Yes/No
4-rubber ball	Middle/Top	cm	Yes/No

As students complete the challenge they will communicate with their table about their results.

*When were you able to successfully get the pig in the pen?

*How would moving the pig pen affect your results?

*What caused the pig to move?

Students will discuss the distance (amount of cm) the pig traveled.

Turn & Talk:

The pig successfully entered the pen when we

_____. The weight of the balls made a difference in the distance the pig traveled because _____. The force that was applied to the pig was _

				Students complete and turn in Exit Ticket 15 for a formative grade.	
Friday - Decorate & Celebrate Psychologist Ms. King (Next Week) / Veterans' Day Observed					
<p>Standard(s): L1f, L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. <p>Lesson/Activity: End of Unit Writing Task:</p>	<p>Standard(s): ELAGSE2RL6</p> <p>LT: I am learning about the characters' points of view in a story.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify who is telling the story at different (various) points. <input type="checkbox"/> I can recognize what characters are thinking and/or feeling at different parts of the story. <input type="checkbox"/> I can recognize characters' internal and external traits to determine their point of view. <input type="checkbox"/> I can recognize the difference between first person (e.g., I, we, she, he) and third person (e.g., they, us) narration. <p>Lesson/Activity: Unit 4, Lesson 5, TE pages 74-77.</p>	<p>Standard(s): ELAGSE2RL2</p> <p>LT: I am learning to retell different types of stories to share what the author is trying to teach me.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read or listen to fables and folktales from diverse cultures. <input type="checkbox"/> I can use details and events from a story and explain the message (lesson/moral) the author is trying to teach me. <input type="checkbox"/> I can take notes while reading and use them as writing inspiration. <p>Lesson/Activity: Volume 3, Session 5, TE pages 28-31.</p> <p>Part 1- Read a variety of fairy tales, fables, folktales and take notes for writing inspiration (15-20 min).</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</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 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"> <input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <p>Suggested Key Vocabulary: word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common,</p>	<p>Standard(s): 2.NR.2.3</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"> - 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. <p>Lesson/Activity: Lesson 16-Use compensation to subtract within 200.</p> <p>Fluency: Beep Counting-100 More, 100 Less: Students complete a number sequence to build fluency with mentally adding or subtracting 100. 400, 500, beep Students raise their hand and wait for the signal to respond.</p>	<p>Standard(s): S2P2</p> <p>LT: We are learning to design a device to change the speed and direction of an object.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explore and explain how inclined planes and ramps change the speed of an object. <input type="checkbox"/> I can explore and explain how sand and sand paper change the speed of an object. <input type="checkbox"/> I can explore and explain how slick materials or wet materials change the speed of an object. <input type="checkbox"/> I can design a device that: <ul style="list-style-type: none"> - Speeds up or slows down ... of an object. - Changes the direction ... of an object. <p>Lesson/Activity: Read Aloud: If I Built A Car by Chris Van Dusen</p> <p>Traveling Beth-</p>

Write a letter to a family member or friend describing your favorite holiday and why. Use the following:

- at least one period, exclamation mark, and question mark
- one set of words listed in a sentence with commas placed correctly
- one interjection
- one transition word
- one or more compound sentences
- one or more complex sentences

Action
- what they do

Dialogue
- what they say

Kind shy trusting lazy selfish loyal
cruel proud hopeful smart funny brave

- * Be ready to point to specific Evidence in the Text to support what you say about the characters
Prove it!

- The hero has a magical power that helps the main character.
- Events of the story could not happen in real life.
- The characters have magical powers, but what if the setting is magical, too?
- The villain has a change of heart by the end of the story.
- The fairy godmother gave the main character three wishes.

Notes for Inspiration Example

Students do not write independently.

My Word Study, Volume
1, p. 28

Review and Assess
r-controlled vowel
syllable type: /ûr/

- Read Accountable Text "The President's House" and/or "Here Comes the Mail"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

- Cumulative Assessment

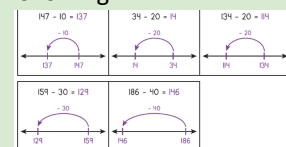
943, <u>643</u> , 743	<u>308</u> , 208, 308	<u>5</u> , 325, 205	900, 800, <u>300</u>	946, <u>646</u> , 746	<u>288</u> , 188, 88	<u>207</u> , 107, 7
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many ones?

$42 = 4 \text{ tens } \underline{2} \text{ ones}$	$42 = 3 \text{ tens } \underline{12} \text{ ones}$	$46 = 3 \text{ tens } \underline{16} \text{ ones}$	$64 = 5 \text{ tens } \underline{14} \text{ ones}$
---	--	--	--

75 = 6 tens <u>5</u> ones	80 = <u>7</u> tens 10 ones	96 = <u>8</u> tens 16 ones
---------------------------	----------------------------	----------------------------

following:

$$147 - 10 = 137$$
[illegible]

Sentence starter example:

Team used a

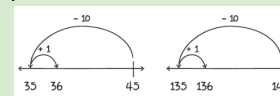
(push/pull) to move Beth.
They were

(successful/unsuccessful) in moving Beth one meter without falling out. Their plan to move Beth was to _____. Their vehicle looked like this:

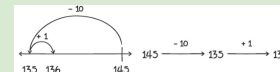
compensation
understanding to larger
numbers.

$$\begin{array}{r} 45 - 10 \\ 45 - 9 \\ 145 - 9 \\ 145 - 29 \end{array}$$

Learn: Reason About
Compensation-Students
reason about the
compensation strategy by
analyzing how it is used
to solve two analogous
problems.



What do you notice?
Wonder? What steps did
the student take? How
do you know?




**Model Compensation on
a Number Line-Students
use a number line to
model compensation
within 200.**

Optional:


[Runaway Turkey Trouble/](#)
[Build a Zipline Activity](#)

Subtract. Show how you know. [Example](#)

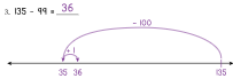
1. $126 - 19 = \underline{107}$



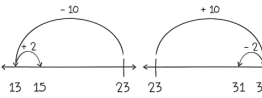
2. $142 - 28 = \underline{114}$



3. $135 - 99 = \underline{36}$



$23 - 8$ $23 + 8$



$23 \xrightarrow{-10} 13 \xrightarrow{+2} 15$ $23 \xrightarrow{+10} 33 \xrightarrow{-2} 31$

Gradual Release to the Problem Set.

Land/Debrief:

Use compensation to subtract within 200. How does compensation make it easier to subtract? How does a number line help us use benchmark numbers to subtract?

Students will complete and turn in Exit Ticket 16 for a formative grade.