

Carrie Waters' Week of: February 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 3 Week 5 Exploring Verb Tenses Lessons 21-25 Post Assessment Nouns & Verbs	READING Unit 6 Week 2 Lessons 6-10 Tales That Teach Us	WRITING Volume 4 Week 3 Sessions 11-15 Poems with Perspective	PHONICS Unit 6 Week 2 Lessons 6-10 Vowel Team /oo/: oo, u Tales That Teach Us	MATH Module 5 Lessons 20, Review, & End of Module Assessment Module 6 Lessons 1-3 Foundations of Multiplication and Division Formation of Equal Groups	SOCIAL STUDIES Georgians and Civil Rights Jackie Robinson
Monday					
<p>Standard(s): ELAGSE2L1a-d, f ELAGSE2W5 ELAGSE2SL1</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. I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use frequently occurring irregular plural nouns. <input type="checkbox"/> I can use collective nouns (e.g. group)</p>	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can gain information from the pictures and words of a text. <input type="checkbox"/> I can use that information to make connections to the text.</p> <p>Lesson/Activity: Unit 6, Lesson 6, TE pages 78-81.</p>	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can include interesting words and phrases that make my piece better. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can work with a partner and reread my writing to determine if there are additional changes I want to make.</p> <p>Lesson/Activity: Volume 4, Session 11, TE pages 56-59.</p>	<p>Standard(s): ELAGSE2RF3b,e ELAGSE2RF4d</p> <p>LT: I am learning to read and spell words with vowel teams. 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> <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can identify the difference between the different sounds of the</p>	<p>Standard(s): MGSE2.NBT.7 MGSE2.NBT.9</p> <p>LT: I am learning to add and subtract within 1000 using place value models. I am learning to add and subtract within 1000 using written strategies. I am learning to explain my addition and subtraction strategies.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can model the total (place value chart, straws and bundles, chip models, etc.). <input type="checkbox"/> I can explain which strategy I chose to solve and how I solved it, and I can listen to others' strategies to compare. <input type="checkbox"/> I can compare my strategy with others'</p>	<p>Standard(s): SS2H1c</p> <p>LT: I am learning about the life and contributions of Jackie Robinson.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can describe Jackie's childhood in Georgia during the time of segregation. <input type="checkbox"/> I can describe Jackie's contributions to civil rights as the first African American player in major league baseball. <input type="checkbox"/> I can describe Jackie's success as an athlete.</p> <p>Lesson/Activity: Intro: BrainPop Jackie Robinson Read Aloud: Jackie Robinson- Epic Exit Ticket- Write one fact</p>

❑ I can distinguish between different tenses of verbs (past, present, future).

❑ 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.).

❑ I can maintain a focus on a particular topic or text.

Lesson/Activity:

Unit 3 Week 5 Day 21

TE pages 150-151

Transfer - Week 5 Explore:

Shared Writing - Nouns, Verbs, and Tenses

Explore

Shared Writing: Nouns, Verbs, and Tenses

Using a shared topic, write a few sentences trying out different types of nouns, verbs, and verb tenses explored in the unit.

Snowflakes

Snowflakes danced. My little brother shouted.
"Ahmed will get my snowsuit!" We went to King Park. Our family has started a fun winter!

Sample Shared Writing

Public Writing

Public Writing is the opportunity for students to "speak" with a larger group. They will use and build on what they would write down. As teachers, we take it and choose but also write with the shared purpose of the writing experience, write that down so students can follow, and then gather the group back to see what was created. Sometimes we encourage the writing a bit by adding some of our own ideas to make the writing an interesting and fun one.

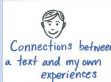
Choose a topic for

Make Connections



Connections between a text and the real world

The end of _____ made me think of when _____ happened in the real world.



Connections between a text and my own experiences

When I read about _____ it reminds me of when I _____.



Connections between a text and another text

The characters _____ and _____ remind me of the story _____.

Strategy: Using Feedback to Edit

1. Put your poem on the table where your partner can see it and read it aloud.
2. Listen to what your partner notices.
3. Think about any questions your partner asks and make any changes you want.
4. Switch roles and listen carefully to your partner.

same vowel or vowel team.

❑ I can identify the difference between the different sounds of the same vowel or vowel team.

❑ I can read words containing irregular vowel patterns.

❑ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 6 Week 2 Day 1

TE pages 20-23

Vowel Teams /OO/: oo, u

Word Study Resource

Book, p. 66

My Word Study, Volume 2, p. 5

Read HFWS: add, between, close, example, food, group, hear, home, left, mountain.

Vowel Team /oo/: oo, u

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

strategies, naming what is the same and different.

Key Vocabulary:

add, subtract, sum, total, difference, part-part-whole, place value, bundle, compose, decompose, difference, equal, equation, fewer, greater, ones, tens, hundreds, thousand, number line, missing addend

Lesson/Activity:

Module 5 Lesson 20

TE pages 260-269

Strategies for

Decomposing Within

1,000: Choose and explain solution strategies and record with a written addition or subtraction method.

Problem Set:

Must Do: 2, 4, 5

Could Do: 1, 3

about Jackie Robinson.

<p>students to consider, share ideas for sentences, and include a variety of tenses and types of nouns.</p> <p>Students may work to develop a topic and sentence ideas in partnerships and small groups.</p> <p>Teachers will circulate and check for accuracy before any sentences are shared.</p> <p><u>Weekly Key Vocabulary:</u> conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns, verbs, irregular verbs, past tense, present tense, future tense, sentences, produce, complete, appropriate, task, clarification, visual displays, feelings, audio recordings, purpose, recite</p>					
Tuesday					
<p>Standard(s): ELAGSE2L1a-d, f ELAGSE2W5 ELAGSE2SL1</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</p>	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can gather</p>	<p>Standard(s): ELAGSE2W6</p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others.</p> <p>SC: <i>I know I am successful when:</i></p>	<p>Standard(s): ELAGSE2RF3b,e ELAGSE2RF4d</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have</p>	<p>Standard(s): MGSE2.NBT.7 MGSE2.NBT.8 MGSE2.NBT.9</p> <p>LT: I can review and practice addition and subtraction strategies using models or drawings and relate the strategy to vertical form.</p>	<p>Standard(s): SS2H1c</p> <p>LT: I am learning about the life and contributions of Jackie Robinson.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can describe Jackie's childhood in Georgia during the time of</p>

or writing.
I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.

SC: I know I am successful when:

- ☐ I can use frequently occurring irregular plural nouns.
- ☐ I can use collective nouns (e.g. group)
- ☐ I can distinguish between different tenses of verbs (past, present, future).
- ☐ 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.).
- ☐ I can maintain a focus on a particular topic or text.

Lesson/Activity:

Unit 3 Week 5 Day 22
TE pages 152-153

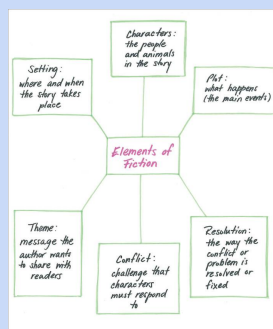
Transfer - Week 5 Explore:
Paired Writing: Writing Different Nouns, Verbs, and Tenses

information about characters, setting, or plot from pictures and words.

- ☐ I can describe the importance of the setting in a text).
- ☐ I can use the information gathered to understand characters, setting, and plot, including main events, conflict and resolution.

Lesson/Activity:

Unit 6, Lesson 7,
TE pages 82-85.



- ☐ I can use paper, pencil, and digital media to produce a writing piece.
- ☐ I can collaborate with (peers, teachers, and adults) to proofread my writing.
- ☐ I can publish and present my writing to an audience.

Lesson/Activity:

Volume 4, Session 12,
TE pages 60-63.

Strategy: Getting Your Poem Ready to Publish

1. Look at your poem and decide if you need to retype or recopy anything.
2. Give your poem a title.
3. Add any artwork you want.

common spelling-sound correspondences.

SC: I know I am successful when:

- ☐ I can identify the sounds for common vowel teams.
- ☐ I can identify the difference between the different sounds of the same vowel or vowel team.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 6 Week 2 Day 2

TE pages 24-27

Vowel Teams /OO/: oo, u

Word Study Resource Book, p. 67

My Word Study, Volume 2, p. 6

Read & Write HFWs: add, between, close, example, food, group, hear, home, left, mountain.

Vowel Team /oo/:

oo, u

- Blend and Build Words
- Read Interactive Text "The Boy Who Cried Wolf"
- Spelling
- High-Frequency Words
- Homophones
- Share and Reflect

SC: I know I am successful when:

- ☐ I can add and subtract within 1,000 using a variety of strategies.
- ☐ I can compose and decompose ones, tens, and hundreds when necessary.
- ☐ I can mentally add and subtract 10 or 100 to a given number.
- ☐ I can use addition or subtraction to explain why my method works and to support my drawing.

Key Vocabulary:

add, subtract, sum, total, difference, part-part-whole, place value, bundle, compose, decompose, difference, equal, equation, fewer, greater, ones, tens, hundreds, thousand, number line, missing addend

Lesson/Activity:

Module 5 End-of-Module Assessment Task Review
TE pages 274-280


Topics A–D (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)
Must Do: Topic C - Strategies for Decomposing Tens and Hundreds Within 1,000

segregation.

- ☐ I can describe Jackie's contributions to civil rights as the first African American player in major league baseball.
- ☐ I can describe Jackie's success as an athlete.

Lesson/Activity:

[Jackie Robinson- Google Slides](#)

<p>Explore</p> <p>Paired Writing: Writing Different Nouns, Verbs, and Tenses</p> <p>Partnerships decide on a topic and write sentences with different nouns, verbs, and verb tenses.</p>  <p>Offer partnerships a choice of three topics to write about. Each partner may develop sentences and then share them with the other partner as they explore the verb tenses and types of nouns in each other's sentences.</p> <p>Students choose one, or a self-chosen topic. Students then write sentences with a variety of tenses and types of nouns.</p>				<p>https://docs.google.com/document/d/1XM_ERAV32aUsgwDpXU73_LZ50mDAXQC93fXNAKxAFBE/edit?usp=sharing</p> <p>Could Do: Topic D - Explanations for Choice of Solutions</p> <p>https://docs.google.com/document/d/1rCYdyiiO97ffl0XhNFSzUU2CqH3FtQW3KDpB5YBB1oE/edit?usp=sharing</p> <p>End of Module 5</p> <p>Reviewer:</p> <p>https://docs.google.com/presentation/d/1KY5HNSH3GgbkCCI6hUxKDQ_QKCLIHCB2CbZusQRJDeA/edit</p>	
Wednesday					
<p>Standard(s): ELAGSE2L1a-d, f ELAGSE2W5a</p> <p>LT: I am learning to focus on a topic in my writing. I am learning to use collective nouns correctly when speaking or writing.</p>	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to use context clues or the strategies I know to figure out the meaning of a word or phrase.</p>	<p>Standard(s): ELAGSE2W6</p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others.</p>	<p>Standard(s): ELAGSE2RF3b ELAGSE2RF4d</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to recognize and read grade-</p>	<p>Standard(s): MGSE2.NBT.7 MGSE2.NBT.8 MGSE2.NBT.9</p> <p>LT: I can demonstrate my understanding of addition and subtraction strategies using models or drawings and relate the strategy to</p>	<p>Standard(s): SS2H1c</p> <p>LT: I am learning about the life and contributions of Jackie Robinson.</p> <p>SC: <i>I know I am successful when:</i></p> <p><input type="checkbox"/> I can describe Jackie's</p>

(elements a/b)
I am learning to make and use verbs when speaking or writing.

SC: *I know I am successful when:*

- ☐ I can use frequently occurring irregular plural nouns.
- ☐ I can use collective nouns (e.g. group)
- ☐ I can distinguish between different tenses of verbs (past, present, future).
- ☐ I will identify a clear topic (not too broad or too narrow).
- ☐ I will write text of a length appropriate to address the topic.

Lesson/Activity:

Unit 3 Week 5 Day 23

TE pages 154-155

Transfer - Week 5 Explore:
Try Out Some Sentences

Explore

Try Out Some Sentences

Individual students choose a topic and try out sentences that include the types of nouns, verbs, and verb tenses they learned about in the unit.

Classroom Zoo	
We are students at Stanton School. Our teacher asked us for ideas for a classroom zoo. We will call it Stanton Zoo.	
We have three teams. Each team will draw a zoo, like went to the library to learn more about animals. We have worked on our zoo today. We are excited to show everyone!	

SC: *I know I am successful when:*

- ☐ I can define 'antonym' and 'synonym'.
- ☐ I can identify an antonym or synonym in texts.
- ☐ I can use prior knowledge to help determine the meaning of a word or phrase.
- ☐ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

Lesson/Activity:

Unit 6, Lesson 8,

TE pages 86-89.

ANTONYMS	and	SYNONYMS
are opposite		are similar
naughty, polite		yell, shout
take, give		nasty, horrible
opposite, same		old, ancient
neat, messy		nice, friendly
young, old		yelp, bark
Means the opposite!		Means the same!

SC: *I know I am successful when:*

- ☐ I can use paper, pencil, and digital media to produce a writing piece.
- ☐ I can collaborate with (peers, teachers, and adults) to proofread my writing.
- ☐ I can use tools to find and organize information.
- ☐ I can publish and present my writing to an audience.

Lesson/Activity:

Volume 4, Session 13,

TE pages 64-67.

Strategy: Preparing for a Poetry Podcast

1. Choose your favorite poem to share.
2. Give your poem to a partner.
3. Look at your partner's poem and write a few questions. Then exchange poems.
4. Use your partner's questions to say something about your work.



Preparing for a Poetry Podcast Graphic

appropriate irregularly spelled words.

SC: *I know I am successful when:*

- ☐ I can identify the sounds for common vowel teams.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 6 Week 2 Day 3

TE pages 28-31

Vowel Teams /OO/: oo, u

Word Study Resource

Book, p. 68-69

My Word Study, Volume 2, p. 7

Practice HFWs: **add, between, close, example, food, group, hear, home, left, mountain.**

Vowel Team /oo/:

- oo, u
- Read Accountable Text "Stone Soup"
- Spelling
- High-Frequency Words
- Share and Reflect

vertical form.

SC: *I know I am successful when:*

- ☐ I can add and subtract within 1,000 using a variety of strategies.
- ☐ I can compose and decompose ones, tens, and hundreds when necessary.
- ☐ I can mentally add and subtract 10 or 100 to a given number.
- ☐ I can use addition or subtraction to explain why my method works and to support my drawing.

Key Vocabulary:

add, subtract, sum, total, difference, part-part-whole, place value, bundle, compose, decompose, difference, equal, equation, fewer, greater, ones, tens, hundreds, thousand, number line, missing addend

Lesson/Activity:

Module 5 End-of-Module

Assessment Task

TE pages 274-280

Topics A-D (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)

Must Do: ALL

Could Do: Modified

childhood in Georgia during the time of segregation.

- ☐ I can describe Jackie's contributions to civil rights as the first African American player in major league baseball.
- ☐ I can describe Jackie's success as an athlete.

Lesson/Activity:

[Jackie Robinson- Google Slides](#)

Jackie Robinson- Fact/Opinion Activity

Students will choose a topic or quickly come up with their own. Students will think about the topic and independently write sentences, making sure to include a variety of tenses and types of nouns.				Assessment Assessment Link: https://drive.google.com/drive/folders/1VQLyWaVA1rxMrEPTgoHHdLtz0wtRIQjZ	
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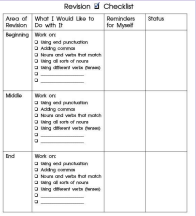
Thursday

Standard(s): ELAGSE2L1a-d, f ELAGSE2W5b ELAGSE2SL6 LT: I am learning to focus on a topic in my writing. 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. I am learning to produce complete sentences to provide detail or clarification when someone asks me a question. <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can use frequently occurring irregular plural nouns. <input type="checkbox"/> I can use collective nouns (e.g. group) <input type="checkbox"/> I can distinguish between different tenses	Standard(s): ELAGSE2RL3 LT: I am learning to describe how the characters in a story react to important (major) events or challenges in stories. <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can describe characters using character traits/feelings. <input type="checkbox"/> I can identify the major events or challenges in a story. <input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges. Lesson/Activity: Unit 6, Lesson 9, TE pages 90-93.	Standard(s): ELAGSE2W5 LT: I am learning to focus on a topic in my writing. <i>SC: I know I am successful when:</i> <input type="checkbox"/> I will write a new poem in response to another poem. <input type="checkbox"/> I will identify a clear topic (not too broad or too narrow). <input type="checkbox"/> I will write poems from different points of view. Lesson/Activity: Volume 4, Session 14, TE pages 70-73.	Standard(s): ELAGSE2RF3b ELAGSE2RF4d LT: I am learning to read and spell words with vowel teams. I am learning to recognize and read grade-appropriate irregularly spelled words. <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns. Lesson/Activity: Unit 6 Week 2 Day 4 TE pages 32-33 Vowel Teams /OO/: oo, u Word Study Resource	Standard(s): MGSE2.OA.4 LT: I am learning to find the total number of objects in a rectangular array. <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can write a repeated addition equation to match the number of objects in each row, or the number of objects in each column, and solve to find the total. Key Vocabulary: pairs, groups, array, rows, columns, total, repeated addition, skip counting Lesson/Activity: Module 6 Foundations of Multiplication and Division Formation of Equal Groups TE pages 11-25/26-36 Lessons 1&2 Combined: Use manipulatives and	Standard(s): SS2G2a LT: I can locate on a map the places that were important in the life of Jackie Robinson. <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can locate Cairo, Georgia, the birthplace of Jackie Robinson on a map of Georgia. <input type="checkbox"/> I can locate Los Angeles, CA, Montreal CA, Kansas City, KA and New York, NY on maps of the United States and Canada. <input type="checkbox"/> I can explain why Cairo, GA, Los Angeles, CA, Montreal CA, Kansas City, KA and New York, NY were important in the life of Jackie Robinson. Lesson/Activity: Jackie Robinson- Google Slides Jackie Robinson-
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- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text
"Stone Soup" and/or
"The Many Tales of Red
Riding Hood"
- Share and Reflect

MAP/Timeline

					
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Friday

<p>Standard(s): ELAGSE2L1 ELAGSE2W5, 6 ELAGSE2SL5, 6</p> <p>LT: I am learning to make and use verbs when speaking or writing. I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to focus on a topic in my writing. I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults). I am learning to create audio recordings of stories, poems, or experiences.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use frequently occurring irregular plural nouns. <input type="checkbox"/> I can use collective nouns (e.g. group) <input type="checkbox"/> I can distinguish</p>	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from the pictures and words in a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can determine how a main character's internal and external traits connect to the plot. <input type="checkbox"/> I can determine the theme (central message) using supporting evidence.</p> <p>Lesson/Activity: Unit 6, Lesson 10, TE pages 94-97.</p>	<p>Standard(s): ELAGSE2W8</p> <p>LT: I can show what I know about writing poetry.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can write a poem that has a clear speaker and point of view. <input type="checkbox"/> I can write a poem that uses repetition, rhyming words, or alliteration. <input type="checkbox"/> I can write a poem that has a clear feeling. <input type="checkbox"/> I can revise and edit my poem to make it clear.</p> <p>Lesson/Activity: Volume 4, Session 15, TE pages 74-77. Parts 1 and 2 (new poems, revise, Write on the Spot- post writing assessment)</p>	<p>Standard(s): ELAGSE2RF3b ELAGSE2RF4bd</p> <p>LT: I am learning to read and spell words with vowel teams. 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> <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can reread to improve my reading. <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns.</p> <p>Lesson/Activity:</p>	<p>Standard(s): MGSE2.OA.4</p> <p>LT: I am learning to find the total number of objects in a rectangular array.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can write a repeated addition equation to match the number of objects in each row, or the number of objects in each column, and solve to find the total.</p> <p><u>Key Vocabulary:</u> pairs, groups, array, rows, columns, total, repeated addition, skip counting</p> <p>Lesson/Activity: Module 6 Foundations of Multiplication and Division Formation of Equal Groups TE pages 37-48 Lesson 3: Use math drawings to represent equal groups and relate to repeated addition.</p>	<p>Teacher Selected Strategy Reading Intercession</p>
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- ☐ I can use correct grammar.
- ☐ I can publish and present my writing to an audience.
- ☐ I can recite or tell the story, poem, or experience in a way that reflects the author's purpose.

Unit 3 Week 5 Day 5
TE pages 158-159
Transfer - Week 5
Post Assessment: Assess
What Students Know
About Nouns & Verbs

Choice 2: Write a selection that includes the types of nouns and verbs studied.

1. A child discovers something fun in the park.
Jamie was in the park playing baseball. He hasn't played games there every Saturday since the beginning of the season. He sees Willie Kays, a famous baseball player. He is at the ballpark. He is giving his autograph to a group of children. "I will get Willie Kays to sign my baseball," Jamie says as he runs over to the ballpark.

Crime doesn't pay Overcoming the odds
Your own worst enemy Love conquers all
Coming of age Pride goes before a fall

Unit Goal	Observations	Groupings	Other Notes
Students write down several different points of view.			
Students compare their work with others for points that they agreed around them.			
Students use details and examples to support their points to life.			
Students add their writing to make a 1 class			

- Read Accountable Text "Stone Soup" and/or "The Many Tales of Red Riding Hood"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

- Cumulative Assessment

Extended: 1c

know now about verbs and nouns in sentences that they did not know at the beginning of the unit. They may revisit the pre-assessment as a review.

If time permits, students might voice-record or video-record their learning.

