

Week of: May 01-05, 2023

*for additional curriculum information, please visit the district's resource

[Elementary Teaching Resources](#) or [Georgia Standards of Excellence](#)

GRAMMAR Unit 5 Week 5 Lessons 24-25 Post Assessment/Review Capitalization, Using Quotations, Commas, & Dialogue	READING Unit 10 Lessons 1-5 Changing Matter	WRITING Volume 6 Lessons 26, 27, and 28 Publishing/Celebrating 2 Fun, quiet activities for Testing Days	PHONICS Unit 10 Week 1 Possessives Singular & Plural Changing Matter	MATH Module 8 Lessons 1-11 (WG) Skipped 3, 6 (Conduct SG) Lesson(s) 4&5 - ART Attributes & Partitioning of Geometric Shapes	SOCIAL STUDIES Georgia's Leaders Juliette Gordon Low
Monday					
Standard(s): ELAGSE2L2a ELAGSE2L2c LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where	Standard(s): ELAGSE2RI1 LT: I am learning to ask and answer questions to show understanding of key details in the text. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can list (generate) questions before, during, and after reading. <input type="checkbox"/> I can ask and answer questions to understand key details. <input type="checkbox"/> I can ask and answer questions to understand the main ideas. Lesson/Activity: Unit 10, Lesson 1, Pages 58-61.	Standard(s): ELAGSE2W6 LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults). SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can use paper, pencil, and digital media to produce a writing piece. <input type="checkbox"/> I can collaborate with (peers, teachers, and adults) to proofread my writing. <input type="checkbox"/> I can use tools (such as a book cover and title) to organize information. Lesson/Activity: Volume 6, Lesson 26, Pages 112-115.	Standard(s): ELAGSE2RF3 ELAGSE2L2cd LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning to use the spelling patterns I know to write words. 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 how apostrophes are used in contractions and possessives through literature. <input type="checkbox"/> I can determine where	Standard(s): MGSE2.G.1 LT: I am learning to identify shapes. I am learning to draw shapes with certain attributes. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can count and name the number of sides and angles in a shape. <input type="checkbox"/> I can identify the number of sides and angles in a: triangle, quadrilateral, pentagon, and hexagon. <input type="checkbox"/> I can draw a triangle. <input type="checkbox"/> I can draw a quadrilateral (square, rectangle, or trapezoid). <input type="checkbox"/> I can draw a pentagon. <input type="checkbox"/> I can draw a hexagon. Key Vocabulary:	Standard(s): SS2G2 LT: I can locate on a map the places that were important in the life of Juliette Gordon Low. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify where Juliette Gordon Low was born. <input type="checkbox"/> I can locate and label Savannah on a map of Georgia. <input type="checkbox"/> I can identify the region of Georgia in which Savannah is located. <input type="checkbox"/> I can identify England on a map of the world. Lesson/Activity: Here Comes the Girl Scouts- Read Aloud MAP

an apostrophe is needed to form contractions.
☐ I can determine where an apostrophe is placed to form possessives.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives

Lesson/Activity:

Unit 5 Week 5 Day 24
Explore - Shared Writing:
Revision Checklist
Lesson 24, TE pgs.264-265

Explore

Shared Writing: Revision Checklist

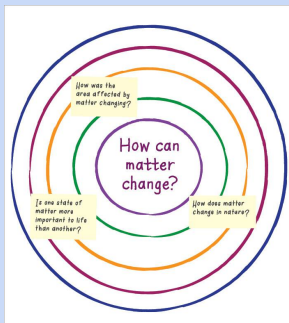
As a class, review the Revision Checklist used in previous units and add to it based on this unit's focus.

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.



Strategy: Creating a Clever Title

1. Read over your book. Think about the main topic. Think of titles that tell about this main topic.
2. Make a list of all the titles you think of.
3. Decide which title is your favorite.
4. Use the title on the cover of your book.

an apostrophe is placed to form possessives.
☐ I can use spelling patterns to recognize words.

Key Vocabulary:

apostrophe, possessives, spelling patterns, spelling rules, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns

Lesson/Activity:

Unit 10 Week 1 Day 1
TE pages 212-215

Word Study Resource Book, p. 110
My Word Study, Volume 2, p. 38

Read HFWs:

Brought, contain, front, gave, inches, material, noun, ocean, strong, verb.

Possessives

- Phonological Awareness: Substitute initial and final sounds
- Word Study
- Blend Build Words
- Reading Big Words Strategy
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

shape, side, angle, attribute, triangle, quadrilateral, square, rectangle, trapezoid, pentagon, hexagon

Lesson/Activity:

Module 8 Attributes of Geometric Shapes: Lessons 1&2 Combined TE pages 11-38

Lessons 1: Describe two-dimensional shapes based on attributes.
Lesson 2: Build, identify, and analyze two-dimensional shapes with specified attributes.

Problem Set(s):

Must Do: Lesson 1- 1d, f, g, h, i, 2e Lesson 2 - 1a-d, 3a, 4, 2b
Could Do: Lesson 1- 1a, b, c, e, 2a Lesson 2 - 1e-g, 1k, 1l
Extended: Lesson 1- 2b, c, d, 3, 4 Lesson 2- 1i, 1h, 1j, 3b

Embarc:

<https://youtu.be/Dg4rAcb60l8> &

https://youtu.be/_Jolig8cDS4

Video Link:

<https://youtu.be/Hbb3Kph6Blg> &
<https://youtu.be/ccj4m461upg>

Name: _____

Date: _____

Revision Checklist

Area of Revision	What I Would Like to Do with It	Reminders for Myself	Status
Beginning	<div>Work on:</div> <div> <input type="checkbox"/> Using apostrophe and comma <input type="checkbox"/> Adding apostrophes <input type="checkbox"/> Contracting capital letters <input type="checkbox"/> Expanding sentences <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Other ideas </div>		
Middle	<div>Work on:</div> <div> <input type="checkbox"/> Using apostrophe and comma <input type="checkbox"/> Adding apostrophes <input type="checkbox"/> Contracting capital letters <input type="checkbox"/> Expanding sentences <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Other ideas </div>		
End	<div>Work on:</div> <div> <input type="checkbox"/> Using apostrophe and comma <input type="checkbox"/> Adding apostrophes <input type="checkbox"/> Contracting capital letters <input type="checkbox"/> Expanding sentences <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Other ideas </div>		

Tuesday

<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. <input type="checkbox"/> I can determine where an apostrophe is placed to 	<p>Standard(s): ELAGSE2RI1</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></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can list (generate) questions before, during, and after reading. <input type="checkbox"/> I can ask and answer questions to understand key details. <input type="checkbox"/> I can ask and answer questions to understand the main ideas. <p>Lesson/Activity: Unit 10, Lesson 2, Pages 62-65.</p>	<p>Standard(s): ELAGSE2W2 MGSE2.G.1</p> <p>LT: I am learning to identify shapes.</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 number of sides and angles in a: triangle, trapezoid, square, rectangle, pentagon, hexagon, octagon, and rhombus. <p>Lesson/Activity: N/A TESTING - Students will choose a Robot from the Roll A Robot TPT resource and preview math vocabulary for geometry. Afterwards, students will create their own robot and write an informational text about him/her.</p>	<p>Standard(s): ELAGSE2RF3, RF4 ELAGSE2L1 ELAGSE2L2cd</p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning to use the spelling patterns I know to write words. I am learning to use words in a sentence to help me understand or self-correct words I do not know. I am learning to use collective nouns correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature. <input type="checkbox"/> I can determine where an apostrophe is placed to 	<p>Standard(s): MGSE2.G.1 MGSE2.G.3</p> <p>LT: I am learning to identify shapes. I am learning to recognize halves, thirds, and fourths.</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 attributes of the following quadrilaterals: <ul style="list-style-type: none"> - Squares (4 equal sides and 4 square corners) - Rectangles (4 square corners) - Trapezoids (1 pair of parallel lines) <input type="checkbox"/> I can tell whether a shape is partitioned into equal or unequal shares. <input type="checkbox"/> I can identify halves, thirds, and fourths. <input type="checkbox"/> I can name how many halves, thirds, and fourths make a whole. <p>Key Vocabulary:</p>	<p>Standard(s): SS2H1</p> <p>LT: I am learning about the life and contributions of Juliette Gordon Low.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe Juliette's childhood and young adult life in a wealthy family. <input type="checkbox"/> I can describe Juliette's childhood and young adult life in a wealthy family. <input type="checkbox"/> I can describe the other places that Juliette traveled to as an adult. <input type="checkbox"/> I can explain the significance of her trip to England. <input type="checkbox"/> I can explain how and why Juliette started the Girl Scouts in America. <p>Lesson/Activity: 📺 The Mother of the ... Juliette Gordon Low Powerpoint</p>
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form possessives.

Key Vocabulary:
geographic names,
capitalization, holiday,
product names, proper
nouns, apostrophe,
contractions, possessives

Lesson/Activity:
Unit 5 Week 5 Day 25
Transfer - Post Assessment
Assess What Students
Know About Capitalization
& Punctuation
Lesson 25, TE pgs. 266-267

Post-Assessment

Assess What Students Know About Capitalization and Punctuation

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

Choice 2: Write a selection with capital letters, apostrophes, and dialogue.

Show What You Know About Capitalization and Punctuation

1. Write a text about one of these ideas:

- A cousin from another city is coming to visit.
- A student comes up with an idea for a new safety helmet.
- A teacher asks students to choose a place on a map for a group project.

2. Make sure to include each of these:

- at least three kinds of capitalized words
- at least one sentence with dialogue
- at least one noun that shows ownership
- at least two contractions

My mom's favorite cousin, Vinny, is coming to visit us for Christmas. He's driving all the way from Brooklyn, New York. I talked to him on the telephone. He said, "Get ready! We're going to have lots of fun!"

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Revisit the

ASK QUESTIONS	
WHEN?	WHY?
BEFORE READING	<ul style="list-style-type: none">• To set a purpose for my reading• To make inferences about what I will read• To activate my prior knowledge
DURING READING	<ul style="list-style-type: none">• To clarify my understanding• To think more deeply about the topic
AFTER READING	<ul style="list-style-type: none">• To review what I have learned• To identify other questions I might have on the topic

form possessives.

- ❑ I can use spelling patterns to recognize words.
- ❑ I can distinguish between different kinds of nouns (common/proper, singular/plural).
- ❑ I can apply letter-sound knowledge to decode words.

Lesson/Activity:
Unit 10 Week 1 Day 2
TE pages 216-219
Word Study Resource Book, p. 112-113
My Word Study, Volume 2, p. 40

Read HFWs:
brought, contain, front, gave, inches, material, noun, ocean, strong, verb.

Possessives

- Phonological Awareness: Substitute medial vowel sounds
- Blend and Build Words
- Read Interactive Text "Lemonade"
- Spelling
- High-Frequency Words
- Share and Reflect

shape, side, angle, attribute, triangle, quadrilateral, square, rectangle, trapezoid, pentagon, hexagon

Lesson/Activity:
Module 8 Composite Shapes and Fraction Concepts

Lesson(s) 4&5
ART- Mrs. Carter
Focus-CUBE
TE pages 97-106

Lesson 7 - Interpret equal shares in composite shapes as halves, thirds, and fourths.

Problem Set:
Must Do: 1a, 1c, 1e, 2, 3b, 4, 6
Could Do: 1d, 1f, 3a
Extended: 1b, 3, 5a-b

Embarc:
<https://youtu.be/5xUhXovV3c>
Video Link:
<https://youtu.be/wEtG66ayHI8>

Early Finisher: [Juliette Gordon Low Word Search pg. 6](#)

pre-assessment.
Students show what they know now about capitalization and punctuation of dialogue that they did not know at the beginning of the unit.

Name: _____ Date: _____

Show What You Know About Capitalization and Punctuation

1. Write a text about one of these ideas:

- A cousin from another city is coming to visit.
- A student comes up with an idea for a new safety helmet.
- A teacher asks students to choose a place on a map for a group project.

2. Make sure to include each of these:

- at least three kinds of capitalized words
- at least one sentence with dialogue
- at least one noun that shows ownership
- at least two contractions

Students show what they know about capitalization and punctuation of dialogue, possessive nouns, and contractions by composing a text that includes all of these.

Name: _____ Date: _____

Read the text about a visit from a special friend. Read Sue's text. Watch for changes she needs to make. Then answer the questions.

Coming Home

(1) My friend Tina moved to a nearby city last month. (2) We talk on the phone every time we have the chance. (3) I have really missed her. (4) She and I talked on the phone last week about her new Super Duper Helmet. (5) She said, "This helmet keeps me safe when I ride my bike". (6) She had a big surprise for me. (7) She's coming to visit. (8) She'll be here in May. (9) My family has been taking care of Tina's cat since she left. (10) Her dad is driving on the trip, so she can take the cat back to her new home. (11) Her cat's new toys will be in the car. (12) She said, "We'll be there before you know it." (13) I can hardly wait! (14) I'll be counting the days until she gets here.

Answer the following questions.

1. Which of these sentences from Sue's text has a contraction?

A. My friend Tina moved to a nearby city last month.
B. I have really missed her.
C. She's coming to visit.
D. My family has been taking care of Tina's cat since she left.

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State Assessment Practice

Wednesday

Standard(s):
ELAGSE2L1-6
ELAGSE2W1-8

LT: I am learning to show what I know and review

Standard(s):
ELAGSE2R15

LT: I am learning to identify and use text features to locate helpful

Standard(s):
ELAGSE2W2

LT: I am learning to explain a topic using facts and definitions to develop

Standard(s):
ELAGSE2RF3
ELAGSE2L1
ELAGSE2L2cd

LT: I am learning to use an

Standard(s):
MGSE2.G.1
MGSE2.G.3

LT: I am learning to draw shapes with certain

Standard(s):
SS2H1

LT: I am learning about the life and contributions of Juliette Gordon Low.

<p>for my upcoming EOY MAP test.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can focus, try hard, and persist.</p> <p>Lesson/Activity: Review Units 1-5 Teacher Selected Skills based on students’ needs.</p> <p>Reader’s Theatre: <i>A Trip to Washington D.C.: A Capital Idea</i></p>	<p>parts (key facts or information) in a text.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can identify text features and their purposes.</p> <p><input type="checkbox"/> I can use captions to help me understand pictures and words on a page.</p> <p><input type="checkbox"/> I can recognize that words in bold highlight key ideas and concepts.</p> <p><input type="checkbox"/> I can use text features to preview text and to locate information quickly.</p> <p>Lesson/Activity: Unit 10, Lesson 3, Pages 66-69.</p> <div><p><i>GRAPHICS AND TEXT FEATURES</i></p><table><tr><th>FEATURE</th><th>PURPOSE</th></tr><tr><td>titles/headings</td><td>tell what a text or a section of a text is about</td></tr><tr><td>photographs/illustrations</td><td>provide visual information</td></tr><tr><td>captions</td><td>explain photographs</td></tr><tr><td>maps</td><td>show location</td></tr><tr><td>diagrams</td><td>show steps in a process or how something works</td></tr><tr><td>time line</td><td>a diagram that shows events in time order</td></tr><tr><td>bold and italic type</td><td>highlight important words and ideas</td></tr></table></div>	FEATURE	PURPOSE	titles/headings	tell what a text or a section of a text is about	photographs/illustrations	provide visual information	captions	explain photographs	maps	show location	diagrams	show steps in a process or how something works	time line	a diagram that shows events in time order	bold and italic type	highlight important words and ideas	<p>points.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can identify facts and details that give information about my topic.</p> <p><input type="checkbox"/> I can identify important words I have learned that I will define for my reader.</p> <p><input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic.</p> <p>Lesson/Activity: N/A TESTING - Students will use the Monster Glyph TPT resource to create a robot (or monster) and write about it. They can add to the text from yesterday or begin a new one. This is also previewing geometry vocabulary.</p>	<p>apostrophe to form contractions and frequently occurring possessives.</p> <p>I am learning to use the spelling patterns I know to write words.</p> <p>I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to use collective nouns correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature.</p> <p><input type="checkbox"/> I can determine where an apostrophe is placed to form possessives.</p> <p><input type="checkbox"/> I can use spelling patterns to recognize words.</p> <p><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</p> <p><input type="checkbox"/> I can use frequently occurring irregular plural nouns.</p> <p>Lesson/Activity: Unit 10 Week 1 Day 3 TE pages 220-223 Word Study Resource</p>	<p>attributes.</p> <p>I am learning to recognize halves, thirds, and fourths.</p> <p>I am learning to partition circles and rectangles into equal shares.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can draw a triangle.</p> <p><input type="checkbox"/> I can draw a quadrilateral (square, rectangle, or trapezoid).</p> <p><input type="checkbox"/> I can draw a pentagon.</p> <p><input type="checkbox"/> I can draw a hexagon.</p> <p><input type="checkbox"/> I can identify halves, thirds, and fourths.</p> <p><input type="checkbox"/> I can name how many halves, thirds, and fourths make a whole.</p> <p>Lesson/Activity: Module 8 Composite Shapes and Fraction Concepts</p> <p>Lesson(s) 4&5 ART- Mrs. Carter Focus-CUBE TE pages 107-116</p> <p>Lesson 8 - Interpret equal shares in composite shapes as halves, thirds, and fourths.</p> <p>Problem Set: Must Do: 5a-e Could Do: 6 Extended: 1-4</p> <p>Embarc:</p>	<p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can describe Juliette’s childhood and young adult life in a wealthy family.</p> <p><input type="checkbox"/> I can describe Juliette’s childhood and young adult life in a wealthy family.</p> <p><input type="checkbox"/> I can describe the other places that Juliette traveled to as an adult.</p> <p><input type="checkbox"/> I can explain the significance of her trip to England.</p> <p><input type="checkbox"/> I can explain how and why Juliette started the Girl Scouts in America.</p> <p>Lesson/Activity: Juliette Gordon Low-Letters Collab with Satilla 2nd Grade</p> <p>Early Finisher: Juliette Gordon Low Word Search pg. 6</p>
FEATURE	PURPOSE																				
titles/headings	tell what a text or a section of a text is about																				
photographs/illustrations	provide visual information																				
captions	explain photographs																				
maps	show location																				
diagrams	show steps in a process or how something works																				
time line	a diagram that shows events in time order																				
bold and italic type	highlight important words and ideas																				

			<p>Book, p. 112-113 My Word Study, Volume 2, p. 40</p> <p>Practice HFWs: <i>brought, contain, front, gave, inches, material, noun, ocean, strong, verb.</i></p> <div> <p>Possessives</p> <ul style="list-style-type: none"> • Read Multisyllabic Words • Review Consonant -le syllables • Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!" • Share and Reflect </div>	<p>https://youtu.be/lIgfMpdF6qI Video Link: Homework https://youtu.be/LIToCCJPmkQ</p>	
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Thursday

<p>Standard(s): ELAGSE2L1-6 ELAGSE2W1-8</p> <p>LT: I am learning to show what I know and do my best on MAP tests.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can focus, try hard, and persist.</p> <p>Lesson/Activity: Review - Teacher Selected Skill based on students' needs. DISTRICT MAP SPRING EOY ASSESSMENTS OPEN</p>	<p>Standard(s): ELAGSE2RI4</p> <p>LT: I am learning to find the meanings of words and phrases from grade-level informational text.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can recognize new or unknown words. <input type="checkbox"/> I can use prior knowledge and experiences to determine and clarify word/phrase meanings. <input type="checkbox"/> I can use context clues to determine word/phrase meanings.</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 (peers, teachers, adults).</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can use paper, pencil, and digital media to produce a writing piece. <input type="checkbox"/> I can collaborate with (peers, teachers, and adults) to proofread my writing. <input type="checkbox"/> I can use tools (such as a book cover and title page) to find and organize</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2L1 ELAGSE2L2cd</p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>I am learning to use the spelling patterns I know to write words.</p> <p>I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to use collective nouns correctly when speaking or writing.</p>	<p>Standard(s): MGSE2.G.3</p> <p>LT: I am learning to recognize halves, thirds, and fourths.</p> <p>I am learning to partition circles and rectangles into equal shares.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can tell whether a shape is partitioned into equal or unequal shares. <input type="checkbox"/> I can identify halves, thirds, and fourths. <input type="checkbox"/> I can name how many halves, thirds, and fourths make a whole. <input type="checkbox"/> I can partition circles and rectangles into halves</p>	<p>Standard(s): SS2H1</p> <p>LT: I am learning about the life and contributions of Juliette Gordon Low.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can describe Juliette's childhood and young adult life in a wealthy family. <input type="checkbox"/> I can describe Juliette's childhood and young adult life in a wealthy family. <input type="checkbox"/> I can describe the other places that Juliette traveled to as an adult. <input type="checkbox"/> I can explain the significance of her trip to England. <input type="checkbox"/> I can explain how and</p>
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Lesson/Activity:
Unit 10, Lesson 4, Pages
70-73.

*REAL-LIFE CONNECTIONS
BETWEEN WORDS AND
THEIR USES*

WORD	MEANING	SYNONYMS	ANTONYMS	REAL-LIFE USES
warmth	"comfortable heat"	• heat	• chill	"Hot cocoa, sunshine, and a warm bath all provide me with warmth."
enjoy	"to get pleasure or happiness from something or someone"	• like • love	• hate • dislike	"I enjoy spending time with my friends and pets." "I enjoy playtime because it is really fun."

information.
☐ I can publish and present my writing to an audience.

Lesson/Activity:
Volume 6, Lesson 27,
Pages 116-119.

Strategy: Preparing to Share

1. Sit or stand with good posture.
2. Read a section of your book aloud to a partner, using your best expert-like voice. Your partner can jot down notes as you read.
3. Listen to your partner's feedback.
4. Read the same section again, trying to make it sound even better.
5. Switch roles with a partner.
6. Move on to the next section.

SC: *I know I am successful when...*

☐ I can identify how apostrophes are used in contractions and possessives through literature.

☐ I can determine where an apostrophe is placed to form possessives.

☐ I can use spelling patterns to recognize words.

☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).

Lesson/Activity:
Unit 10 Week 1 Day 4
TE pages 224-225

Word Study Resource Book, p. 112-113
My Word Study, Volume 2, p. 40

Read HFWs:
brought, contain, front, gave, inches, material, noun, ocean, strong, verb.

Possessives

- Read Multisyllabic Words
- Review Consonant -le syllables
- Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"
- Share and Reflect

in more than one way.
☐ I can partition circles and rectangles into thirds in more than one way.
☐ I can partition circles and rectangles into fourths in more than one way.

Key Vocabulary:

partition, circle, rectangle, equal shares, halves, thirds, fourths (quarters), half of, third of, fourth of (quarter of)

Lesson/Activity:
Module 8 Halves, Thirds, and Fourths of Circles and Rectangles

Lesson(s) 4&5
ART- Mrs. Carter
Focus-CUBE
TE pages 125-152

Lesson(s) 9&10 - Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.

Problem Set(s):

Must Do:

Lesson 9 - #s 2b, 2e, 2g, 2h, 2k

Lesson 10 - #s 3, 4 h-i

Could Do:

Lesson 10- #s 1a,-b, 2, 4a-c,

Extended: Lesson 9 - #3, Lesson 10 - #5

why Juliette started the Girl Scouts in America.

Lesson/Activity:
[Juliette Gordon Low- Math Activity](#)
Early Finisher: [Juliette Gordon Low Word Search pg. 6](#)

				Embarc: https://youtu.be/HWgC0Mujc8M and https://youtu.be/7j7F7dPzVpI Video Links: https://youtu.be/X8pwwK GkXvs and https://youtu.be/-Wte1cc umo	
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Friday

<p>Standard(s): ELAGSE2L1-6 ELAGSE2W1-8</p> <p>LT: I am learning to show what I know and do my best on MAP tests.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can focus, try hard, and persist.</p> <p>Lesson/Activity: Review - Teacher Selected Skill based on students' needs. DISTRICT MAP SPRING EOY ASSESSMENTS OPEN</p>	<p>Standard(s): ELAGSE2RI2</p> <p>LT: I am learning to identify the main topic (main idea or central idea) of a text.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify important facts in a multi-paragraph text. <input type="checkbox"/> I can gather important facts to identify the main topic and focus of a paragraph. <input type="checkbox"/> I can gather important facts (ideas, details, and events) from many (multiple) paragraphs to identify the main topic of a text.</p> <p>Lesson/Activity: Unit 10, Lesson 5, Pages 74-77. Unit 10, Week 1 Assessment</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 (peers, teachers, adults).</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can use paper, pencil, and digital media to produce a writing piece. <input type="checkbox"/> I can collaborate with (peers, teachers, and adults) to proofread my writing. <input type="checkbox"/> I can publish and present my writing to an audience.</p> <p>Lesson/Activity: Volume 6, Lesson 28, Pages 120-123.</p>	<p>Standard(s): ELAGSE2RF3, RF4 ELAGSE2L2cd</p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning to use the spelling patterns I know to write 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 determine where an apostrophe is placed to form possessives. <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text. <input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</p>	<p>Standard(s): MGSE2.G.3</p> <p>LT: I am learning to recognize halves, thirds, and fourths. I am learning to partition circles and rectangles into equal shares.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can tell whether a shape is partitioned into equal or unequal shares. <input type="checkbox"/> I can identify halves, thirds, and fourths. <input type="checkbox"/> I can name how many halves, thirds, and fourths make a whole. <input type="checkbox"/> I can partition circles and rectangles into halves in more than one way. <input type="checkbox"/> I can partition circles and rectangles into thirds in more than one way. <input type="checkbox"/> I can partition circles and rectangles into fourths in more than one way.</p>	<p>Reading Intercession/Teacher Selected Strategy</p> <p>Room Recess</p> <p>Typing.com</p> <p>Nearpod Lesson- Retelling Key Details in a fictional text</p> <p>Nearpod- Nonfiction Text Features</p>
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Identify the Central Idea

- LOOK at the title, headings, and graphic features.
- READ the text and identify important evidence, details, and ideas.
- FOCUS on the topic of each section or paragraph.
- ASK: "What is this text mostly about?"
- STATE the central idea in your own words.

Strategy: Celebrating Your Work

1. Gather in your small group.
2. One writer reads aloud his or her book.
3. Each listener writes positive feedback on a self-stick note. Positive feedback means telling what you liked about the book.
4. Writers stick the notes to their book.
5. Repeat as another writer takes a turn.

Lesson/Activity:

Unit 10 Week 1 Day 5
TE pages 226-227

Word Study Resource
Book, p. 112-113
My Word Study, Volume 2,
p. 40

Read HFWS:

**brought, contain, front,
gave, inches, material,
noun, ocean, strong, verb.**

Review and Assess Possessives

- Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"
 - Blend and Build Words
 - Review Multisyllabic Words
 - Spelling and Dictation
 - High-Frequency Words
-
- Cumulative Assessment

Key Vocabulary:

partition, circle, rectangle, equal shares, halves, thirds, fourths (quarters), half of, third of, fourth of (quarter of)

Lesson/Activity:

Module 8 Halves, Thirds, and Fourths of Circles and Rectangles

Lesson(s) 4&5
ART- Mrs. Carter
Focus-CUBE
TE pages 153-165

Lesson 11 - Describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths.

Problem Set:

Must Do:

1b, 1d, 1e, 2a-f

Could Do: 1a, 1c, 1f

Extended: 3

Embarc:

<https://youtu.be/f80won5znvs>

Video Link:

<https://youtu.be/VtIO1wMjWZY>

**Mid-Module 8
Assessment: Topics
A–B incorporate when
you feel your students
are ready.
TE pages 117-122**

