

# Carrie Waters' Week of: May 22-26, 2023 - Whole Group Lesson Plans

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

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

GRAMMAR Complete Sentences Language, Mechanics, Grammar, & Writing Review	READING Literary, Informational, & Poetry	WRITING Handwriting Practice Print & Cursive Writing	PHONICS 2nd-3rd Grade Fluency Review Connection to Comprehension	MATH Fact Fluency, 3-Digit Addition & Subtraction, Word Problems & Multiplication	SOCIAL STUDIES Character & Team Building Conflict Resolution
<b>Monday - "Camping Out!" 3rd Grade Boot Camp! Getting Students Ready for Third Grade!</b>					
<p>Standard(s): ELAGSE2L1 ELAGSE2L6 ELAGSE2W5 ELAGSE3L3</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use new words and phrases to show what I know. I am learning to focus on a topic in my 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 will identify a clear topic (not too broad or too narrow).  <input type="checkbox"/> I can listen and</p>	<p>Standard(s): ELAGSE2RL1 ELAGSE2RL10</p> <p>LT: I am learning to ask and answer questions to show that I understand the key details in a text. I am learning to read stories and poems (on and above grade level) with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can ask questions about a text (who, what, where, when, why, and how).  <input type="checkbox"/> I can answer questions about a text (who, what, where, when, why, and how).  <input type="checkbox"/> I can understand which details are more important to the story.  <input type="checkbox"/> I can participate in group reading activities (e.g., Read-alouds,</p>	<p>Standard(s): ELAGSE2L1g ELAGSE3L1j (Writes legibly in cursive.)</p> <p>LT: I am learning to write neatly.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can hold my pencil correctly.  <input type="checkbox"/> I can form letters and words correctly.  <input type="checkbox"/> I can put spaces between my words.</p> <p>Lesson/Activity: Introduce: <a href="#">Cursive Writing Focus Points</a>.</p> <p>Students will practice "STAR" writer focus points. (posture, paper position, pencil position, and</p> <p>Students will practice the</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE3RF3 ELAGSE3RF4</p> <p>LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to read on-level text with purpose and understanding.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.  <input type="checkbox"/> I can determine my purpose for reading (for entertainment, to learn more about a topic, to complete a procedure, etc.).</p> <p><u>Key Vocabulary:</u> word analysis, decode,</p>	<p>Standard(s): MGSE2.OA.1 MGSE2.OA.2 MGSE2.NBT.5 MGSE2.NBT.7</p> <p>LT: I can build fluency with addition and subtraction. I am learning to add and subtract within 100. I am learning to add and subtract within 1000 using written strategies. I am learning to solve one and two step word problems within 100.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can solve all addition and subtraction problems within 20 by memory!  <input type="checkbox"/> I know my partners to 10 and 10 plus sums.  <input type="checkbox"/> I can add and subtract within 20.  <input type="checkbox"/> I can compose and decompose numbers within 10 and 100.  <input type="checkbox"/> I can write the</p>	<p>Standard(s): ELAGSE2SL1 ELAGSE2SL6</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p> <p>SC: <i>I know I am successful when...</i>  <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</p>

<p>recognize when I hear new words (either when reading, being read to, responding to literature, or in conversation).</p> <p><input type="checkbox"/> I can experiment with and practice using new words in conversation and writing.</p> <p><input type="checkbox"/> I will write text of a length appropriate to address the topic.</p> <p><u>Key Vocabulary:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, adjectives, adverbs, conversation, phrases, revising, draft, editing, focus, topic, prewriting</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Put the Question in the Answer</a> (Complete as Independent Practice)</p> <p>Guided Practice: Prompt - <a href="#">When You Go Camping</a></p> <p>Students will write their own <a href="#">campfire story</a>. Emphasizing good writers include certain items in their stories. Students will use the rubric provided to check over their <a href="#">Campfire story</a>.</p>	<p>Reader's Theater).</p> <p><input type="checkbox"/> I can read with appropriate pacing, intonation, accuracy, and expression.</p> <p><input type="checkbox"/> I can use a variety of strategies to gain meaning from grade-level texts.</p> <p><u>Key Vocabulary:</u> key details, main idea, character, text, title, questions, setting, bonfire, roasting, understand, purpose, storybooks, fables, folktales, fantasy, poetry, informational text, narrative</p> <p><b>Lesson/Activity:</b> Greet students in the morning by welcoming them to "Third Grade Training Camp".</p> <p><i>Introduction:</i> <i>Watch video:</i> <i><a href="#">A Camping Trip</a> or <a href="#">The Camping Trip</a></i> <i><a href="#">3rd Grade Comprehension</a>.</i> <i>(May choose a different camping video.)</i> <i>Amelia Bedelia Goes Camping, Scaredy Squirrel, A Camping Spree with Mr. Magee, or Arthur Goes to Camp (etc.)</i></p> <p>Turn &amp; Talk: After watching the video, discuss the materials needed and details about</p>	<p>six cursive handwriting strokes.</p> <p>(Uppercurve, slide to the right, slant, downcurve, overcurve, and checkstroke)</p>	<p>long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated reading, choral reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words</p> <p><b>Lesson/Activity:</b> <a href="#">Hiking Through Fluency</a> <a href="#">The Hike Passage</a></p> <p>Students will read the passage the best they can. Teachers will encourage them to use expression as they read. Provide students with a buddy time you to see how long it takes them to read the passage.</p> <p>Students will practice reading like third graders! Students will monitor their independent reading for at least 30 minutes. Students will track their reading each day by coloring a star. Students will work to beat their</p>	<p>difference in standard form, using the total values remaining in my model.</p> <p><input type="checkbox"/> I can relate my model to a written method.</p> <p><input type="checkbox"/> I can determine whether a word problem has one or two steps.</p> <p><input type="checkbox"/> I can determine whether it is a part/part/whole or a comparison problem.</p> <p><input type="checkbox"/> I can draw a picture or model to match the word problem.</p> <p><input type="checkbox"/> I can write an equation to solve for the unknown value.</p> <p><input type="checkbox"/> I can solve one and two-step problems.</p> <p><input type="checkbox"/> I can solve problems using mental strategies.</p> <p><input type="checkbox"/> I can use the RDW method to solve word problems.</p> <p><u>Key Vocabulary:</u> add, addition, plus, sum (total), addend, subtract, subtraction, minus, difference, compose, decompose, solve, equal, equation, fact family (related addition fact)</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Numberock</a> Math Facts Song or <a href="#">Addition &amp; Subtraction Rap</a></p> <p><a href="#">Addition &amp; Subtraction Camp</a></p>	<p>own ideas.</p> <p><input type="checkbox"/> I can ask for clarification and further explanation if I'm confused.</p> <p><input type="checkbox"/> I can maintain a focus on a particular topic or text.</p> <p><input type="checkbox"/> I can use complete sentences to make my message clear.</p> <p><input type="checkbox"/> We know how to solve a conflict using our words.</p> <p><input type="checkbox"/> We can work with 2-4 other students to create... _____.</p> <p><input type="checkbox"/> We can work collaboratively to problem solve.</p> <p><u>Key Vocabulary:</u> collaborative, listening, respectful, discussions, rules, linking, remarks, clarifications, explanation, conversations, sentences, produce, complete, appropriate, task</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Team Banner Challenge</a></p> <p>*Knows how to solve conflict using their words.</p> <p>*Can work with 2-4 other students to create a Team Banner.</p> <p>Students will use a planning sheet to include</p>
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Teachers will encourage students to include all of the items. Students will work to revise their piece.	the camping trip or going camping.		time as the week passes.  Optional: <a href="#">2nd Grade Fluency Practice</a> Or <a href="#">3rd Grade Fluency Practice</a>	*Knows basic facts up to 20.  <a href="#">Three Digit Addition &amp; Subtraction Hike</a> *Can add or subtract up to 3 digit numbers using a variety of strategies.  Intro: <a href="#">Thinking Blocks Math Playground</a>  <a href="#">Camping Word Problems</a> *Can solve multi-step word problems. Students will work to represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.  Extended: Multiplication Fractions Area & Perimeter	team name, members, and cheer.  Banner must include a team name and incorporate team colors.  *Can work collaboratively to problem solve. Students will use rubric to rate their ability to work together using a (1-5) scale rating.
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**Tuesday - "Picnic in the Park" - Water Day & EOY PBIS Celebration**

Standard(s): ELAGSE2L1 ELAGSE2L6 ELAGSE2W5 ELAGSE3L3	Standard(s): ELAGSE2RL1 ELAGSE2RI1  LT: I am learning to ask	Standard(s): ELAGSE2L1g ELAGSE3L1j (Writes legibly in cursive.)	Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE3RF3 ELAGSE3RF4	Standard(s): MGSE2.OA.1 MGSE2.OA.2 MGSE2.NBT.5 MGSE2.NBT.7	Standard(s): ELAGSE2SL1 ELAGSE2SL6  LT: I am learning to
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<p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use new words and phrases to show what I know. I am learning to focus on a topic in my writing.</p> <p>SC: I know I am successful when...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I will identify a clear topic (not too broad or too narrow).</li> <li><input type="checkbox"/> I can listen and recognize when I hear new words (either when reading, being read to, responding to literature, or in conversation).</li> <li><input type="checkbox"/> I can experiment with and practice using new words in conversation and writing.</li> <li><input type="checkbox"/> I will write text of a length appropriate to address the topic.</li> </ul> <p><u>Key Vocabulary:</u> Simple sentence, complete sentence, incomplete sentence, compound</p>	<p>and answer questions to show that I understand the key details in a text. 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"> <li><input type="checkbox"/> I can ask questions about a text (who, what, where, when, why, and how).</li> <li><input type="checkbox"/> I can answer questions about a text (who, what, where, when, why, and how).</li> <li><input type="checkbox"/> I can understand which details are more important to the story.</li> <li><input type="checkbox"/> I can participate in group reading activities (e.g., Read-alouds, Reader's Theater).</li> <li><input type="checkbox"/> I can use a variety of strategies to gain meaning from grade-level texts.</li> <li><input type="checkbox"/> I can ask and answer questions to understand key details.</li> <li><input type="checkbox"/> I can ask and answer questions to understand the main ideas.</li> <li><input type="checkbox"/> I can read a text with a partner and ask and answer questions about the story to help identify key details and main ideas.</li> </ul> <p><u>Key Vocabulary:</u> key details, answers,</p>	<p>LT: I am learning to write neatly.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can hold my pencil correctly.</li> <li><input type="checkbox"/> I can form letters and words correctly.</li> <li><input type="checkbox"/> I can put spaces between my words.</li> </ul> <p><b>Lesson/Activity:</b> Introduce: <a href="#">Cursive Writing Focus Points.</a></p> <p>Students will practice "STAR" writer focus points. (posture, paper position, pencil position, and</p> <p>Students will practice the six cursive handwriting strokes. (Uppercurve, slide to the right, slant, downcurve, overcurve, and checkstroke)</p>	<p>LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to read on-level text with purpose and understanding.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</li> <li><input type="checkbox"/> I can determine my purpose for reading (for entertainment, to learn more about a topic, to complete a procedure, etc.).</li> </ul> <p><u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated reading, choral reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words,</p>	<p>LT: I can build fluency with addition and subtraction. I am learning to add and subtract within 100. I am learning to add and subtract within 1000 using written strategies. I am learning to solve one and two step word problems within 100.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can solve all addition and subtraction problems within 20 by memory!</li> <li><input type="checkbox"/> I know my partners to 10 and 10 plus sums.</li> <li><input type="checkbox"/> I can add and subtract within 20.</li> <li><input type="checkbox"/> I can compose and decompose numbers within 10 and 100.</li> <li><input type="checkbox"/> I can write the difference in standard form, using the total values remaining in my model.</li> <li><input type="checkbox"/> I can relate my model to a written method.</li> <li><input type="checkbox"/> I can determine whether a word problem has one or two steps.</li> <li><input type="checkbox"/> I can determine whether it is a part/part/whole or a comparison problem.</li> <li><input type="checkbox"/> I can draw a picture or model to match the word problem.</li> <li><input type="checkbox"/> I can write an equation</li> </ul>	<p>participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><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.).</li> <li><input type="checkbox"/> I can build on others' ideas by linking their comments to others or my own ideas.</li> <li><input type="checkbox"/> I can ask for clarification and further explanation if I'm confused.</li> <li><input type="checkbox"/> I can maintain a focus on a particular topic or text.</li> <li><input type="checkbox"/> I can use complete sentences to make my message clear.</li> <li><input type="checkbox"/> We know how to solve a conflict using our words.</li> <li><input type="checkbox"/> We can work with 2-4 other students to create... _____.</li> <li><input type="checkbox"/> We can work</li> </ul>
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<p>sentence, legible, produce, expand, rearrange, adjectives, adverbs, conversation, phrases, revising, draft, editing, focus, topic, prewriting</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Put the Question in the Answer</a> (Complete as Independent Practice)</p> <p>Guided Practice: Prompt - <a href="#">When You Go Camping</a></p> <p>Students will write their own <a href="#">campfire story</a>. Emphasizing good writers include certain items in their stories. Students will use the rubric provided to check over their <a href="#">Campfire story</a>.</p> <p>Teachers will encourage students to include all of the items. Students will work to revise their piece.</p>	<p>questions, who, what, when, how, where, why, connections</p> <p><b>Lesson/Activity:</b> Watch: <a href="#">Scaredy Squirrel Goes Camping</a></p> <p>Turn &amp; Talk: After watching the video, discuss Scaredy Squirrel's tips and suggestions, items/materials needed, and important details about camping or going camping.</p>		<p>irregularly spelled words</p> <p><b>Lesson/Activity:</b> <a href="#">Hiking Through Fluency The Hike Passage</a></p> <p>Students will read the passage the best they can. Teachers will encourage them to use expression as they read. Provide students with a buddy time you to see how long it takes them to read the passage.</p> <p>Students will practice reading like third graders! Students will monitor their independent reading for at least 30 minutes. Students will track their reading each day by coloring a star. Students will work to beat their time as the week passes.</p> <p>Optional: <a href="#">2nd Grade Fluency Practice</a> Or <a href="#">3rd Grade Fluency Practice</a></p>	<p>to solve for the unknown value.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can solve one and two-step problems.</li> <li><input type="checkbox"/> I can solve problems using mental strategies.</li> <li><input type="checkbox"/> I can use the RDW method to solve word problems.</li> </ul> <p><b>Key Vocabulary:</b> add, addition, plus, sum (total), addend, subtract, subtraction, minus, difference, compose, decompose, solve, equal, equation, fact family (related addition fact)</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Numberock Math Facts Song</a> or <a href="#">Addition &amp; Subtraction Rap</a></p> <p><a href="#">Addition &amp; Subtraction Camp</a> *Knows basic facts up to 20.</p> <p><a href="#">Three Digit Addition &amp; Subtraction Hike</a> *Can add or subtract up to 3 digit numbers using a variety of strategies.</p> <p>Intro: <a href="#">Thinking Blocks Math Playground</a></p> <p><a href="#">Camping Word Problems</a> *Can solve multi-step word problems.</p>	<p>collaboratively to problem solve.</p> <p><b>Key Vocabulary:</b> collaborative, listening, respectful, discussions, rules, linking, remarks, clarifications, explanation, conversations, sentences, produce, complete, appropriate, task</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Shelter Building Team Challenge</a></p> <p>Students are stuck in the forest and must create a shelter for the night.</p> <p>Students will work to design a tent or shelter.</p> <ul style="list-style-type: none"> <li>- Students must work as a team.</li> <li>- Use at least one of the materials provided.</li> <li>- Can't use additional materials.</li> <li>- Use time allotted.</li> <li>- Must have a covered roof.</li> </ul> <p>Students will use the provided rubric (1-5 scale rating) to assess how they did on the challenge.</p>
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				<p>Students will work to represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.</p> <p>Extended: Multiplication Fractions Area &amp; Perimeter</p>	
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### Wednesday - "Basic Training Obstacle Course"

<p>Standard(s): <b>ELAGSE2L1</b> <b>ELAGSE2L6</b> <b>ELAGSE2W5</b> <b>ELAGSE3L3</b></p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use new words and phrases to show what I know. I am learning to focus on a topic in my 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</p>	<p>Standard(s): <b>ELAGSE2RL3</b> <b>ELAGSE2RL7</b></p> <p>LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story. I am learning to describe how the characters in a story react to important (major) events or challenges in stories.</p> <p>SC: I know I am successful when... <input type="checkbox"/> I can gather information about characters, setting, or plot</p>	<p>Standard(s): <b>ELAGSE2L1g</b> <b>ELAGSE3L1j</b> <b>(Writes legibly in cursive.)</b></p> <p>LT: I am learning to write neatly.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can hold my pencil correctly. <input type="checkbox"/> I can form letters and words correctly. <input type="checkbox"/> I can put spaces between my words.</p> <p>Lesson/Activity: Introduce:</p>	<p>Standard(s): <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b> <b>ELAGSE3RF3</b> <b>ELAGSE3RF4</b></p> <p>LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to read on-level text with purpose and understanding.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</p>	<p>Standard(s): <b>MGSE2.OA.1</b> <b>MGSE2.OA.2</b> <b>MGSE2.NBT.5</b> <b>MGSE2.NBT.7</b></p> <p>LT: I can build fluency with addition and subtraction. I am learning to add and subtract within 100. I am learning to add and subtract within 1000 using written strategies. I am learning to solve one and two step word problems within 100.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can solve all addition and subtraction problems</p>	<p>Standard(s): <b>ELAGSE2SL1</b> <b>ELAGSE2SL6</b></p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can follow</p>
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<p>compound.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I will identify a clear topic (not too broad or too narrow).</li> <li><input type="checkbox"/> I can listen and recognize when I hear new words (either when reading, being read to, responding to literature, or in conversation).</li> <li><input type="checkbox"/> I can experiment with and practice using new words in conversation and writing.</li> <li><input type="checkbox"/> I will write text of a length appropriate to address the topic.</li> </ul> <p><u>Key Vocabulary:</u> simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, adjectives, adverbs, conversation, phrases, revising, draft, editing, focus, topic, prewriting</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Put the Question in the Answer</a> (Complete as Independent Practice)</p> <p>Guided Practice: Prompt - <a href="#">When You Go Camping</a></p>	<p>from words in the text (print or digital).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot.</li> <li><input type="checkbox"/> I can retell a story using details about the characters, setting, and plot from the story.</li> <li><input type="checkbox"/> I can describe characters using character traits/feelings.</li> <li><input type="checkbox"/> I can identify the major events or challenges in a story.</li> <li><input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges.</li> <li><input type="checkbox"/> I can name the turning point of the story when the main character does something to solve the problem.</li> </ul> <p><u>Key Vocabulary:</u> illustrations, story details, events, characters, setting, plot, diagrams, charts, graphs, describe, major events, challenges, character, cause, effect, respond, traits</p> <p><b>Lesson/Activity:</b> Optional: <a href="#">A Camping Trip with Mr. Magee</a>  <a href="#">Amelia Bedelia Goes Camping</a></p>	<p><a href="#">Cursive Writing Focus Points.</a></p> <p>Students will practice “STAR” writer focus points. (posture, paper position, pencil position, and</p> <p>Students will practice the six cursive handwriting strokes. (Uppercurve, slide to the right, slant, downcurve, overcurve, and checkstroke)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can determine my purpose for reading (for entertainment, to learn more about a topic, to complete a procedure, etc.).</li> </ul> <p><u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated reading, choral reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words</p> <p><b>Lesson/Activity:</b> <a href="#">Hiking Through Fluency</a> <a href="#">The Hike Passage</a></p> <p>Students will read the passage the best they can. Teachers will encourage them to use expression as they read. Provide students with a buddy time you to see how long it takes them to read the passage.</p>	<p>within 20 by memory!</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know my partners to 10 and 10 plus sums.</li> <li><input type="checkbox"/> I can add and subtract within 20.</li> <li><input type="checkbox"/> I can compose and decompose numbers within 10 and 100.</li> <li><input type="checkbox"/> I can write the difference in standard form, using the total values remaining in my model.</li> <li><input type="checkbox"/> I can relate my model to a written method.</li> <li><input type="checkbox"/> I can determine whether a word problem has one or two steps.</li> <li><input type="checkbox"/> I can determine whether it is a part/part/whole or a comparison problem.</li> <li><input type="checkbox"/> I can draw a picture or model to match the word problem.</li> <li><input type="checkbox"/> I can write an equation to solve for the unknown value.</li> <li><input type="checkbox"/> I can solve one and two-step problems.</li> <li><input type="checkbox"/> I can solve problems using mental strategies.</li> <li><input type="checkbox"/> I can use the RDW method to solve word problems.</li> </ul> <p><u>Key Vocabulary:</u> add, addition, plus, sum (total), addend, subtract, subtraction, minus, difference, compose, decompose, solve, equal, equation, fact family</p>	<p>agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can build on others’ ideas by linking their comments to others or my own ideas.</li> <li><input type="checkbox"/> I can ask for clarification and further explanation if I’m confused.</li> <li><input type="checkbox"/> I can maintain a focus on a particular topic or text.</li> <li><input type="checkbox"/> I can use complete sentences to make my message clear.</li> <li><input type="checkbox"/> We know how to solve a conflict using our words.</li> <li><input type="checkbox"/> We can work with 2-4 other students to create... _____.</li> <li><input type="checkbox"/> We can work collaboratively to problem solve.</li> </ul> <p><u>Key Vocabulary:</u> collaborative, listening, respectful, discussions, rules, linking, remarks, clarifications, explanation, conversations, sentences, produce, complete, appropriate, task</p> <p><b>Lesson/Activity:</b> <b>Team Building - “Basic Training Obstacle Course”</b></p>
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<p>Students will write their own <a href="#">campfire story</a>. Emphasizing good writers include certain items in their stories. Students will use the rubric provided to check over their <a href="#">Campfire story</a>.</p> <p>Teachers will encourage students to include all of the items. Students will work to revise their piece.</p>	<p><a href="#">Henry &amp; Mudge Starry Night</a></p> <p>or <a href="#">George Goes Camping</a></p>		<p>Students will practice reading like third graders! Students will monitor their independent reading for at least 30 minutes. Students will track their reading each day by coloring a star. Students will work to beat their time as the week passes.</p> <p>Optional:  <a href="#">2nd Grade Fluency Practice</a>  Or <a href="#">3rd Grade Fluency Practice</a></p>	<p>(related addition fact)</p> <p>Lesson/Activity:  Intro: <a href="#">Numberock</a> Math Facts Song or <a href="#">Addition &amp; Subtraction Rap</a></p> <p><a href="#">Addition &amp; Subtraction Camp</a>  *Knows basic facts up to 20.</p> <p><a href="#">Three Digit Addition &amp; Subtraction Hike</a>  *Can add or subtract up to 3 digit numbers using a variety of strategies.</p> <p>Intro: <a href="#">Thinking Blocks Math Playground</a></p> <p><a href="#">Camping Word Problems</a>  *Can solve multi-step word problems. Students will work to represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.</p> <p>Extended:  Multiplication  Fractions</p>	
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				Area & Perimeter	
<b>Thursday - "Salute to 2nd Grade Honor's Day" 8:30 am - Gym</b>					
<p><b>Standard(s):</b>  <b>ELAGSE2L1</b>  <b>ELAGSE2L6</b>  <b>ELAGSE2W5</b>  <b>ELAGSE3L3</b></p> <p>LT: I am learning to produce and expand complete and compound sentences.  I am learning to use new words and phrases to show what I know.  I am learning to focus on a topic in my 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 will identify a clear topic (not too broad or too narrow).  <input type="checkbox"/> I can listen and recognize when I hear new words (either when reading, being read to, responding to literature, or in conversation).  <input type="checkbox"/> I can experiment with and practice using new</p>	<p><b>Standard(s):</b>  <b>ELAGSE2RI1</b>  <b>ELAGSE2RI3</b></p> <p>LT: I am learning to ask and answer questions to show understanding of key details in the text.  I am learning to describe the connection between a series of historical events, scientific ideas/concepts, or steps in technical procedures.</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 list (generate) questions during reading.  <input type="checkbox"/> I can list (generate) questions 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.  <input type="checkbox"/> I can read a text with a partner and ask and answer questions about the story to help identify key details and main ideas.  <input type="checkbox"/> I can explain the sequence of two or more historical events in a text.</p>	<p><b>Standard(s):</b>  <b>ELAGSE2L1g</b>  <b>ELAGSE3L1j</b>  <b>(Writes legibly in cursive.)</b></p> <p>LT: I am learning to write neatly.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can hold my pencil correctly.  <input type="checkbox"/> I can form letters and words correctly.  <input type="checkbox"/> I can put spaces between my words.</p> <p><b>Lesson/Activity:</b>  Introduce:  <a href="#">Cursive Writing Focus Points.</a></p> <p>Students will practice "STAR" writer focus points. (posture, paper position, pencil position, and</p> <p>Students will practice the six cursive handwriting strokes.  (Uppercurve, slide to the right, slant, downcurve, overcurve, and checkstroke)</p>	<p><b>Standard(s):</b>  <b>ELAGSE2RF3</b>  <b>ELAGSE2RF4</b>  <b>ELAGSE3RF3</b>  <b>ELAGSE3RF4</b></p> <p>LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression.  I am learning to read on-level text with purpose and understanding.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.  <input type="checkbox"/> I can determine my purpose for reading (for entertainment, to learn more about a topic, to complete a procedure, etc.).</p> <p><b>Key Vocabulary:</b>  word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns,</p>	<p><b>Standard(s):</b>  <b>MGSE2.OA.1</b>  <b>MGSE2.OA.2</b>  <b>MGSE2.NBT.5</b>  <b>MGSE2.NBT.7</b></p> <p>LT: I can build fluency with addition and subtraction.  I am learning to add and subtract within 100. I am learning to add and subtract within 1000 using written strategies.  I am learning to solve one and two step word problems within 100.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can solve all addition and subtraction problems within 20 by memory!  <input type="checkbox"/> I know my partners to 10 and 10 plus sums.  <input type="checkbox"/> I can add and subtract within 20.  <input type="checkbox"/> I can compose and decompose numbers within 10 and 100.  <input type="checkbox"/> I can write the difference in standard form, using the total values remaining in my model.  <input type="checkbox"/> I can relate my model to a written method.  <input type="checkbox"/> I can determine</p>	<p><b>Standard(s):</b>  <b>ELAGSE2SL1</b>  <b>ELAGSE2SL6</b></p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.  I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p> <p>SC: <i>I know I am successful when...</i>  <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</p>

<p>words in conversation and writing.</p> <p><input type="checkbox"/> I will write text of a length appropriate to address the topic.</p> <p><u>Key Vocabulary:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, adjectives, adverbs, conversation, phrases, revising, draft, editing, focus, topic, prewriting</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Put the Question in the Answer</a> (Complete as Independent Practice)</p> <p>Guided Practice: Prompt - <a href="#">When You Go Camping</a></p> <p>Students will write their own <a href="#">campfire story</a>. Emphasizing good writers include certain items in their stories. Students will use the rubric provided to check over their <a href="#">Campfire story</a>.</p> <p>Teachers will encourage students to include all of the items. Students will work to revise their piece.</p>	<p><input type="checkbox"/> I can explain the connections between two or more scientific concepts and ideas in a text.</p> <p><input type="checkbox"/> I can explain the connection between a series of steps from technical procedures.</p> <p><input type="checkbox"/> I can read a variety of informational texts.</p> <p><u>Key Vocabulary:</u> key details, answers, questions, who, what, when, how, where, why, connections, ideas, historical events, concepts, events, procedures, steps</p> <p><b>Lesson/Activity:</b> Optional: <a href="#">Step-By-Step How to Set-up a Tent</a></p> <p><a href="#">Smokey the Bear</a></p> <p><a href="#">Smokey Bear: A True Story</a></p> <p><a href="#">Smokey Bear</a></p>		<p>inconsistent, orally, expression, accuracy, repeated reading, choral reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words</p> <p><b>Lesson/Activity:</b> <a href="#">Hiking Through Fluency</a> <a href="#">The Hike Passage</a></p> <p>Students will read the passage the best they can. Teachers will encourage them to use expression as they read. Provide students with a buddy time you to see how long it takes them to read the passage.</p> <p>Students will practice reading like third graders! Students will monitor their independent reading for at least 30 minutes. Students will track their reading each day by coloring a star. Students will work to beat their time as the week passes.</p> <p>Optional: <a href="#">2nd Grade Fluency Practice</a> Or <a href="#">3rd Grade Fluency Practice</a></p>	<p>whether a word problem has one or two steps.</p> <p><input type="checkbox"/> I can determine whether it is a part/part/whole or a comparison problem.</p> <p><input type="checkbox"/> I can draw a picture or model to match the word problem.</p> <p><input type="checkbox"/> I can write an equation to solve for the unknown value.</p> <p><input type="checkbox"/> I can solve one and two-step problems.</p> <p><input type="checkbox"/> I can solve problems using mental strategies.</p> <p><input type="checkbox"/> I can use the RDW method to solve word problems.</p> <p><u>Key Vocabulary:</u> add, addition, plus, sum (total), addend, subtract, subtraction, minus, difference, compose, decompose, solve, equal, equation, fact family (related addition fact)</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Numberock</a> Math Facts Song or <a href="#">Addition &amp; Subtraction Rap</a></p> <p><a href="#">Addition &amp; Subtraction Camp</a> *Knows basic facts up to 20.</p> <p><a href="#">Three Digit Addition &amp; Subtraction Hike</a> *Can add or subtract</p>	<p>text.</p> <p><input type="checkbox"/> I can use complete sentences to make my message clear.</p> <p><input type="checkbox"/> We know how to solve a conflict using our words.</p> <p><input type="checkbox"/> We can work with 2-4 other students to create... _____.</p> <p><input type="checkbox"/> We can work collaboratively to problem solve.</p> <p><u>Key Vocabulary:</u> collaborative, listening, respectful, discussions, rules, linking, remarks, clarifications, explanation, conversations, sentences, produce, complete, appropriate, task</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Mr. Men Go Camping</a></p> <p>Activity: <a href="#">What would you do? Conflict Resolution</a></p> <p>Students will work to solve a problem that makes you a better team player.</p> <p>Partnerships will read the following scenarios and decide what they would do in each situation.</p>
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				<p>up to 3 digit numbers using a variety of strategies.</p> <p>Intro: <a href="#">Thinking Blocks Math Playground</a></p> <p><a href="#">Camping Word Problems</a></p> <p>*Can solve multi-step word problems. Students will work to represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.</p> <p>Extended: Multiplication Fractions Area &amp; Perimeter</p>	
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**Friday - "Making S'MORE Memories!" - Last Day of School**

<p>Standard(s): <b>ELAGSE2L1</b> <b>ELAGSE2L6</b> <b>ELAGSE2W5</b> <b>ELAGSE3L3</b></p> <p>LT: I am learning to produce and expand complete and compound sentences.</p>	<p>Standard(s): <b>ELAGSE2RL2</b> <b>ELAGSE2RL4</b></p> <p>LT: I am learning to retell different types of stories to share what the author is trying to teach me. I am learning to describe how words and phrases in</p>	<p>Standard(s): <b>ELAGSE2L1g</b> <b>ELAGSE3L1j</b> <b>(Writes legibly in cursive.)</b></p> <p>LT: I am learning to write neatly.</p> <p>SC: <i>I know I am successful when:</i></p>	<p>Standard(s): <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b> <b>ELAGSE3RF3</b> <b>ELAGSE3RF4</b></p> <p>LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p>	<p>Standard(s): <b>MGSE2.OA.1</b> <b>MGSE2.OA.2</b> <b>MGSE2.NBT.5</b> <b>MGSE2.NBT.7</b></p> <p>LT: I can build fluency with addition and subtraction. I am learning to add and subtract within 100. I am</p>	<p>Standard(s): <b>ELAGSE2SL1</b> <b>ELAGSE2SL6</b></p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in</p>
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<p>I am learning to use new words and phrases to show what I know. I am learning to focus on a topic in my writing.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I will identify a clear topic (not too broad or too narrow).</li> <li><input type="checkbox"/> I can listen and recognize when I hear new words (either when reading, being read to, responding to literature, or in conversation).</li> <li><input type="checkbox"/> I can experiment with and practice using new words in conversation and writing.</li> <li><input type="checkbox"/> I will write text of a length appropriate to address the topic.</li> </ul> <p><u>Key Vocabulary:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, adjectives, adverbs, conversation, phrases, revising, draft, editing,</p>	<p>poems, stories, or songs can supply rhythm and meaning.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify different genres (e.g., poetry, fables, folktales).</li> <li><input type="checkbox"/> I can read or listen to fables and folktales from diverse cultures.</li> <li><input type="checkbox"/> I can retell stories read or heard in order and choose details from the beginning, middle, and end.</li> <li><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.</li> <li><input type="checkbox"/> I can identify words or phrases that repeat or rhyme.</li> <li><input type="checkbox"/> I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way.</li> <li><input type="checkbox"/> I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.</li> <li><input type="checkbox"/> I can participate in discussions about rhyme, rhythm, alliteration, and repetition.</li> </ul> <p><u>Key Vocabulary:</u></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can hold my pencil correctly.</li> <li><input type="checkbox"/> I can form letters and words correctly.</li> <li><input type="checkbox"/> I can put spaces between my words.</li> </ul> <p><b>Lesson/Activity:</b> Introduce: <a href="#">Cursive Writing Focus Points.</a></p> <p>Students will practice “STAR” writer focus points. (posture, paper position, pencil position, and</p> <p>Students will practice the six cursive handwriting strokes. (Uppercurve, slide to the right, slant, downcurve, overcurve, and checkstroke)</p>	<p>I am learning to read on-level text with purpose and understanding.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</li> <li><input type="checkbox"/> I can determine my purpose for reading (for entertainment, to learn more about a topic, to complete a procedure, etc.).</li> </ul> <p><u>Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated reading, choral reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words</p> <p><b>Lesson/Activity:</b> <a href="#">Hiking Through Fluency</a> <a href="#">The Hike Passage</a></p>	<p>learning to add and subtract within 1000 using written strategies. I am learning to solve one and two step word problems within 100.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can solve all addition and subtraction problems within 20 by memory!</li> <li><input type="checkbox"/> I know my partners to 10 and 10 plus sums.</li> <li><input type="checkbox"/> I can add and subtract within 20.</li> <li><input type="checkbox"/> I can compose and decompose numbers within 10 and 100.</li> <li><input type="checkbox"/> I can write the difference in standard form, using the total values remaining in my model.</li> <li><input type="checkbox"/> I can relate my model to a written method.</li> <li><input type="checkbox"/> I can determine whether a word problem has one or two steps.</li> <li><input type="checkbox"/> I can determine whether it is a part/part/whole or a comparison problem.</li> <li><input type="checkbox"/> I can draw a picture or model to match the word problem.</li> <li><input type="checkbox"/> I can write an equation to solve for the unknown value.</li> <li><input type="checkbox"/> I can solve one and two-step problems.</li> <li><input type="checkbox"/> I can solve problems</li> </ul>	<p>small or large groups. I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><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.).</li> <li><input type="checkbox"/> I can build on others’ ideas by linking their comments to others or my own ideas.</li> <li><input type="checkbox"/> I can ask for clarification and further explanation if I’m confused.</li> <li><input type="checkbox"/> I can maintain a focus on a particular topic or text.</li> <li><input type="checkbox"/> I can use complete sentences to make my message clear.</li> <li><input type="checkbox"/> We know how to solve a conflict using our words.</li> <li><input type="checkbox"/> We can work with 2-4 other students to create... _____.</li> <li><input type="checkbox"/> We can work collaboratively to problem solve.</li> </ul> <p><u>Key Vocabulary:</u> collaborative, listening,</p>
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<p>focus, topic, prewriting</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Put the Question in the Answer</a> (Complete as Independent Practice)</p> <p>Guided Practice: Prompt - <a href="#">When You Go Camping</a></p> <p>Students will write their own <a href="#">campfire story</a>. Emphasizing good writers include certain items in their stories. Students will use the rubric provided to check over their <a href="#">Campfire story</a>.</p> <p>Optional: <a href="#">Realistic Fiction Story</a> <a href="#">My Camping Adventure</a></p> <p>Teachers will encourage students to include all of the items. Students will work to revise their piece.</p>	<p>fables, folktales, diverse cultures, central message, lesson, key details, recount/retell, moral, sequential order, rhythm, regular beats, alliteration, rhymes, repeated lines, story, meaning, poem, phrases</p> <p><b>Lesson/Activity:</b> <i>S is for <a href="#">S'Mores A Camping A-Z Book</a></i></p> <p><a href="#">Toasting Marshmallows Camping Poems</a></p> <p><i>Making S'Mores Poem with blanks.</i></p> <p><a href="#">S'Mores Trail Mix</a></p> <p><a href="#">The Little Acorn</a></p> <p><a href="#">Mr. Men Go Camping</a></p>		<p>Students will read the passage the best they can. Teachers will encourage them to use expression as they read. Provide students with a buddy time you to see how long it takes them to read the passage.</p> <p>Students will practice reading like third graders! Students will monitor their independent reading for at least 30 minutes. Students will track their reading each day by coloring a star. Students will work to beat their time as the week passes.</p> <p>Optional: <a href="#">2nd Grade Fluency Practice</a> Or <a href="#">3rd Grade Fluency Practice</a></p>	<p>using mental strategies. ☐ I can use the RDW method to solve word problems.</p> <p><b>Key Vocabulary:</b> add, addition, plus, sum (total), addend, subtract, subtraction, minus, difference, compose, decompose, solve, equal, equation, fact family (related addition fact)</p> <p><b>Lesson/Activity:</b> Intro: <a href="#">Numberock</a> Math Facts Song or <a href="#">Addition &amp; Subtraction Rap</a></p> <p><a href="#">Addition &amp; Subtraction Camp</a> *Knows basic facts up to 20.</p> <p><a href="#">Three Digit Addition &amp; Subtraction Hike</a> *Can add or subtract up to 3 digit numbers using a variety of strategies.</p> <p>Intro: <a href="#">Thinking Blocks Math Playground</a></p> <p><a href="#">Camping Word Problems</a> *Can solve multi-step word problems. Students will work to represent and solve problems involving addition and subtraction. Use addition and</p>	<p>respectful, discussions, rules, linking, remarks, clarifications, explanation, conversations, sentences, produce, complete, appropriate, task</p> <p><b>Lesson/Activity:</b> <a href="#">What would you do? Conflict Resolution</a></p> <p>Students will work to solve a problem that makes you a better team player.</p> <p>Partnerships will read the following scenarios and decide what they would do in each situation.</p>
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				<p>subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.</p> <p>Extended: Multiplication Fractions Area &amp; Perimeter</p>	
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