

## Carrie Waters' Week of: October 14-18, 2024 - Whole Group Lesson Plans

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

GRAMMAR Unit 2 Week 4 Lesson(s) 16-19 Commas, Complex & Compound Sentences	READING Unit 3 Week 2 Lesson(s) 6-10 Government Working for Us	WRITING Volume 2 Week 4 Lesson(s) 16-19 Writing About & Places Near & Far	PHONICS Unit 3 Week 2 Lesson(s) 6-10 R-Controlled Vowels (AR) Government Working for Us	MATH Module 2 Lessons 1-4 Topic A Simplifying Strategies for Addition	SOCIAL STUDIES Georgia's First People Creek & Cherokee Review Regions/Rivers Food, Tools, Clothing, & Homes
<b>Monday - Fall Break (No School for Students &amp; Staff)</b>					
<b>Tuesday -</b>					
<p>Standard(s): <b>ELAGSE2L1f</b></p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></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 can use conjunctions to join two simple sentences and make them compound.</li> </ul> <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p>	<p>Standard(s): <b>ELAGSE2RI6</b></p> <p>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define the author's purpose.</li> <li><input type="checkbox"/> I can identify what the author wants to answer.</li> <li><input type="checkbox"/> I can identify what the author wants to explain.</li> <li><input type="checkbox"/> I can identify what the author wants to describe.</li> <li><input type="checkbox"/> I can use the facts from the text to tell me what's important.</li> </ul> <p>Lesson/Activity:</p>	<p>Standard(s): <b>ELAGSE2L2 ELAGSE2W5</b></p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: I know I am successful when...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader.</li> <li><input type="checkbox"/> I can use capital letters at the beginning of holidays, product names, and places on a map when writing.</li> </ul> <p>Lesson/Activity: Unit 2 Week 4 Day 16, Lesson 16</p>	<p>Standard(s): <b>ELAGSE2RF3 ELAGSE2RF4</b></p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. We are learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).</li> <li><input type="checkbox"/> I can spell words containing irregular vowel patterns.</li> </ul>	<p>Standard(s): <b>2.NR.2.3</b></p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add two two-digit numbers using the part-whole strategy.</li> <li>-I can add three two-digit numbers using the part-whole strategy.</li> <li>-I can add four two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using addition strategies.</li> <li>-I can solve two-step word problems using addition strategies.</li> </ul>	<p>Standard(s): <b>SS2G2 SS2H2</b></p> <p>LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past. I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify where the Creek cultures of the past lived on a map of Georgia.</li> <li><input type="checkbox"/> I can identify where the Cherokee cultures of the past lived on a map of</li> </ul>

Lesson/Activity:  
Explore Session 16  
Explore Compound and  
Complex Sentences  
TE pages 86-87

### Explore Explore Compound and Complex Sentences

Partnerships look at  
a list of compound  
sentences and a list  
of complex  
sentences and  
compare comma  
usage.

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

Commas Here and There

Compound Sentences	Complex Sentences
Yeh-then is sad, but she doesn't give up.	Even though Yeh-then is sad, she doesn't give up.
My two friends played chess, and the game lasted for one hour.	When my two friends played chess, the game lasted for one hour.
He can wash the dishes, or he can sweep the floor.	After he washes the dishes, he can sweep the floor.

Unit 3, Lesson 6,  
TE pages 78-81.

### TEXT IMPORTANCE

- Why did the author write it?
- What am I learning about?
- What text answers those questions?
- What is most important?
- How does the author present different information?

*BEWARE: Enjoy interesting or fun details, but don't let them distract you!*

TE pages 72-75  
Revising & Editing

### Editing for Capitalization, Punctuation, and Spelling

Writers edit their writing  
by zooming in on a word  
they wrote and checking  
that they wrote down all  
the sounds they hear.

### Strategy: Editing for Capitalization, Punctuation, and Spelling

1. Look at your writing.
2. Pick a focus: capital letters, punctuation, or spelling.
3. Read each sentence carefully and look for your focus.
4. Make any changes.
5. Repeat the steps with a new focus.

Suggested Key Vocabulary:  
word analysis, decode,  
long vowel, short vowel,  
one syllable, spelling,  
sound, phonics, common,  
spelling-sound  
correspondences,  
irregular, spelling patterns,  
inconsistent, root word,  
suffix, meaning

Lesson/Activity:  
Unit 3, Week 2, Day 6  
TE pages 124-127  
Word Study Resource  
Book, p. 30  
My Word Study, Volume 1,  
p. 23  
Phonics Songs: Ar and Ing

Read HFWs: move, never,  
once, round, small, their,  
too, walk, where, year.

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

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

Lesson/Activity:  
Module 2, Lesson  
1-Reason about addition  
with four addends.

Counting on the Number  
Line within 100. Teacher  
will guide students 0-100  
and 100-0 on the number  
line. Repeat with 20-90  
and back.

Choral Response: Add  
within 100. 20 + 10 and  
20 + 15. Repeat with the  
following:

30 + 10 =	30 + 20 =	50 + 20 =	10 + 30 =	30 + 50 =
30 + 15 =	30 + 25 =	50 + 25 =	10 + 35 =	30 + 55 =

Choral Response: Three  
Addends  
Students make 10 and  
then add a third addend.  
5 + 6 + 6 = ?  
Repeat with the following:

9 + 1 + 3	1 + 2 + 8	3 + 7 + 5	6 + 4 + 9	5 + 7 + 5	1 + 3 + 9	2 + 7 + 3	4 + 8 + 6
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Fluency: Students share  
reasoning for grouping  
two addends to make an  
easier problem.

50	20	17	35
33	42	25	8

If you had to add all of  
these numbers, which two  
would you start with and  
why?

Learn: Reason About  
Which Addends to Add

Georgia.

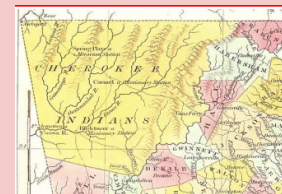
☐ I can describe the tools  
used by the Creek and  
Cherokee cultures of the  
past.

☐ I can describe the  
clothing worn by the Creek  
and Cherokee cultures of  
the past and how it was  
influenced by the regions  
in which they lived.

☐ I can describe the  
homes built by the Creek  
and Cherokee cultures of  
the past and how it was  
influenced by the regions  
in which they lived.

Lesson/Activity:  
Who Are the Muscogee  
(Creek)?

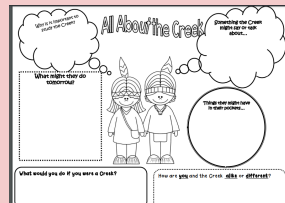
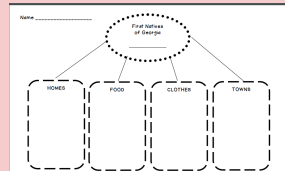
Introduce:



This 1830 map of Georgia  
shows the Cherokee in the  
far Northwest of Georgia,  
where they had been  
pushed south and west  
from the North Carolina  
and Tennessee areas.

Students will explore how  
the Creek and Cherokee  
changed over time, as they  
adopted many of the  
practices of food, clothing,

				<p><b>First</b></p> <p>Four classes ordered tacos for lunch. The numbers show how many tacos each class ordered.</p> <p>20 17 35 33</p> <p>The cafeteria made 100 tacos. Are there enough tacos for all four classes?</p> <p>Students will work in their books to determine the answer. Sample student work below:</p> <div> <div> <p>Break Apart and Add Like Units</p> <math display="block">\begin{array}{r} 20 + 17 + 35 + 33 = 105 \\ 20 + 10 + 10 + 10 = 50 \\ 20 + 20 + 10 = 50 \\ 7 + 5 + 5 = 17 \\ 90 + 15 = 105 \end{array}</math> <p>There are not enough tacos.</p> </div> <div> <p>Group Addends to Make a Ten</p> <math display="block">\begin{array}{r} 20 + 35 + 17 + 33 \\ 20 + 35 = 55 \\ 55 + 17 = 72 \\ 72 + 33 = 105 \\ 40 + 30 = 70 \\ 55 + 30 = 85 \end{array}</math> <p>There are not enough tacos.</p> </div> </div> <p>Students share, compare, and connect their ideas then work through the problem set.</p> <p><b>Land/Debrief:</b> How can rearranging addends make some problems easier?</p> <p>Students will complete Exit Ticket 1 and turn in for a formative grade.</p>	<p>and shelter of the colonists who began to settle in the Georgia area.</p> <p><b>Creek</b>—American Indian nation, their homeland stretched from present day Georgia to Alabama. <b>Cherokee</b>—American Indian nation, they lived along the rivers of Georgia and the Carolinas.</p> <p><b>Activity:</b> Give students a map of Georgia with only the rivers marked.</p> <p>Have students imagine they are colonists coming to Georgia. If they can live anywhere in Georgia, where might they choose to settle and why?</p> <p>Listen for any understanding of why they might choose to live on or near a river. (transportation from one place to another, food source, a way to ship out crops or goods to trade, a place a boat can reach to allow more colonists to come, a way to make a living making boats or ships, etc.)</p> <p>The Creek: Georgia's First People</p>
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					 <p><a href="#">Creek &amp; Cherokee PPT</a></p>  <p><b>Activity Booklet:</b>  <a href="#">Creek &amp; Cherokee</a>  <a href="#">Georgia's First People</a></p>
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## Wednesday

<p><b>Standard(s):</b> <b>ELAGSE2L1f</b></p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></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 can use conjunctions to join two simple sentences and make them compound.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RI2</b></p> <p>LT: I am learning to identify the main topic (main idea or central idea) and the focus of each paragraph in a 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 identify important facts in a multi-paragraph text</li> <li><input type="checkbox"/> I can gather important facts to identify the main topic and focus of a paragraph.</li> <li><input type="checkbox"/> I can gather important</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2L1</b></p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can tell the difference between complete and incomplete sentences.</li> <li><input type="checkbox"/> I can tell the difference between simple and compound sentences.</li> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b> <b>ELAGSE2L4c</b></p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. We are learning to read on-level text orally with accuracy, appropriate speed, and expression. We are learning to recognize and read grade-appropriate irregularly</p>	<p><b>Standard(s):</b> <b>2.NR.2.3</b></p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add two two-digit numbers using the part-whole strategy.</li> <li>-I can add three two-digit numbers using the part-whole strategy.</li> <li>-I can add four two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word</li> </ul>	<p><b>Standard(s):</b> <b>SS2G2</b> <b>SS2H2</b></p> <p>LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past. I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p> <p>SC: <i>I will know I'm successful when I can...</i></p>
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### Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

### Lesson/Activity:

Teach Session 17  
Use Commas in Compound Sentences  
TE pages 88-89

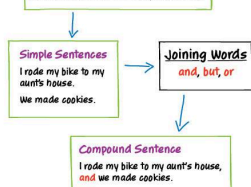
### Teach

### Use Commas in Compound Sentences

Show how and when to use a comma in a compound sentence.

### Commas in Compound Sentences

**How to Use Commas in Compound Sentences**  
1. Take two simple sentences.  
2. Look for a joining word.  
3. Add a comma before the joining word.



### Strategy: Using Commas in Compound Sentences

Take two simple sentences.  
Pick a joining word such as or, and, or but.  
Combine the two sentences with a comma and a joining word.

facts (ideas, details, and events) from many (multiple) paragraphs to identify the main topic.

### Lesson/Activity:

Unit 3, Lesson 7,  
TE pages 82-85.

### 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.

compound.

I can expand sentences by adding details, combining, or revising sentences.

### Lesson/Activity:

Unit 2 Week 4  
Day 17, Lesson 17  
TE pages 76-79  
Revising & Editing

### Editing for Compound Sentences

Writers combine two sentences together, divide sentences when there are many strung together, and add examples to explain facts.

### Strategy: Editing for Compound Sentences

1. Find two short sentences that might go together because they talk about the same idea.
2. Replace the and punctuation from the first sentence with a comma.
3. Write the word "and."
4. Write the rest of the second sentence, remembering to write the end punctuation.

spelled words.

We are learning to figure out the meaning of a word by knowing the root word.

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

- I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- I can apply letter-sound knowledge to read grade-level text.
- I can reread to improve my reading.
- I can read and spell words containing irregular vowel patterns.
- I can identify common prefixes and suffixes and their meanings.

### Suggested Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, root word, suffix, meaning

### Lesson/Activity:

Unit 3, Week 2, Day 7  
TE pages 128-131  
Word Study Resource Book, p. 31  
My Word Study, Volume 1, p. 24

problems using addition strategies.

-I can solve two-step word problems using addition strategies.

### Lesson/Activity:

Module 2, Lesson 2-Break apart and add like units.

Fluency: Whiteboard Exchange-Unit and Expanded Form  
Write the number 13 in unit and expanded forms. Repeat with this sequence:

100s	10s	1s	100s	10s	1s	100s	10s	1s
2	1	3	4	4		5	4	4

100s	10s	1s	100s	10s	1s	100s	10s	1s
	7	0	3	7	0	4	0	1

Counting on the Number Line by Tens within 100  
Count 25 to 95 and back.  
Count 23 to 93 and back.

Choral Response: Add Within 100

$$\begin{array}{rcl} 7 + 2 & = & 9 \\ 17 + 2 & = & 19 \\ 27 + 2 & = & 29 \end{array}$$

Repeat with this sequence:

$6 + 3 =$	$\quad = 5 + 4$	$\quad = 5 + 3$
$16 + 3 =$	$\quad = 15 + 4$	$\quad = 25 + 3$
$26 + 3 =$	$\quad = 35 + 4$	$\quad = 45 + 3$

I can identify where the Creek cultures of the past lived on a map of Georgia.  
I can identify where the Cherokee cultures of the past lived on a map of Georgia.

I can describe the tools used by the Creek and Cherokee cultures of the past.

I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

### Lesson/Activity:

Read Aloud: Kelly Rodgers  
*The Creek and the Cherokee*

or

### Read Aloud:

*The First Strawberries A Cherokee Story retold by Joseph Bruchac*

Native Americans of the Southeast: [Cherokee & Creek PPT](#)

### Activity Booklet:

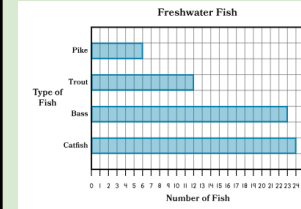
[Creek & Cherokee Georgia's First People](#)

Read and write HFWs:  
move, never, once, round,  
small, their, too, walk,  
where, year.

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

- Build Words
- Read Interactive Text  
"A Special Lady"
- Spelling
- High-Frequency Words
- Inflectional Endings: -ed,  
-ing
- Share and Reflect

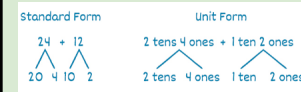
Launch: Students use data  
from a bar graph to add  
like units.



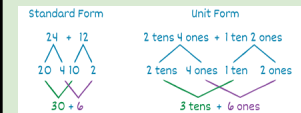
What do you notice?  
What do you wonder?  
Let's find the total amount  
of bass and pike fish.  
What strategies would you  
use?



Learn: Use Unit Form to  
Add Like Units  
Display the same  
Freshwater Fish graph.  
Let's use unit form to find  
the total number of catfish  
and trout.



When we break a number  
into parts we say we  
decompose the number.  
Let's add like units.

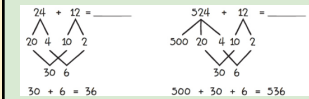




Direct students to add like units to find the following sums on their whiteboards. Prompt students to show their thinking by using number bonds.

- $34 + 22 =$  \_\_\_\_\_
- $65 + 13 =$  \_\_\_\_\_
- $35 + 36 =$  \_\_\_\_\_

**Decompose and Add Like Units:** Let's try the add like units strategy with other numbers.



What do you notice about these numbers? What do you wonder?

Organize-What steps did this student take? How do you know?

Reveal-Where do you see decomposing (or breaking apart) of numbers?

Distill-How do unit and expanded forms help you add like units?

Know-How does the way we decompose, or break apart, numbers into like units and then add change our work? How is adding like units helpful?

Differentiate the problem set for students to complete within the time frame. Problems are organized from simple to complex.

Land/Debrief: Break apart and add like units.

What did we do today to simplify math problems, or make them easier to solve? How can standard

				form, unit form, and expanded form help add like units? How does place value understanding help in adding two and three-digit numbers?  Students will complete and turn in Exit Ticket 2 for a formative grade.	
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## Thursday

<b>Standard(s):</b> <b>ELAGSE2L1f</b>  LT: We are learning to produce and expand complete and compound sentences.  <i>SC: I know I am successful when...</i> <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.  <u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange  <b>Lesson/Activity:</b> Explore Session 18 Write Compound	<b>Standard(s):</b> <b>ELAGSE2L4</b>  LT: I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the word means.  <i>SC: I know I am successful when...</i> <input type="checkbox"/> I can identify individual words within a compound word. <input type="checkbox"/> I can identify the meaning of each individual word within a compound word.  <b>Lesson/Activity:</b> Unit 3, Lesson 8, TE pages 86-89.	<b>Standard(s):</b> <b>ELAGSE2W2</b>  LT: I am learning to introduce a topic when writing an informative/explanatory text.  <i>SC: I know I am successful when...</i> <input type="checkbox"/> I can brainstorm ideas for a topic introduction. <input type="checkbox"/> I can select one way to hook my reader. <input type="checkbox"/> I can give my readers a preview of what will be in my book.  <b>Lesson/Activity:</b> Unit 2 Week 4 Day 18, Lesson 18 TE pages 80-83 Revising & Editing	<b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b>  LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. We are learning to read on-level text orally with accuracy, appropriate speed, and expression. We are 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 different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text. <input type="checkbox"/> I can reread to improve	<b>Standard(s):</b> <b>2.NR.2.3</b>  LT: We are learning to add numbers using different strategies.  <i>SC: I will know I am successful when...</i> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies.  <b>Lesson/Activity:</b> Lesson 3- Use compensation to add within 100.	<b>Standard(s):</b> <b>SS2G2</b> <b>SS2H2</b>  LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past. I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.  <i>SC: I will know I'm successful when I can...</i> <input type="checkbox"/> I can identify where the Creek cultures of the past lived on a map of Georgia. <input type="checkbox"/> I can identify where the Cherokee cultures of the past lived on a map of Georgia. <input type="checkbox"/> I can describe the tools used by the Creek and Cherokee cultures of the
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## Sentences

TE pages 90-91

### Explore

#### Write Compound Sentences

Using premade sentence strips, partnerships combine strips using a comma and a conjunction.

Max wants to build a giant sand castle, but he forgets his sand shovel.

Max gets very hungry, so he eats his lunch.

Max swims out to the raft, and he splashes in the water.

Max goes to the beach, and he has a wonderful time.

## COMPOUND WORDS

are formed by combining two other words.

### EXAMPLES

after + noon = afternoon  
back + yard = backyard  
bath + room = bathroom  
bath + robe = bathrobe  
book + mark = bookmark  
foot + path = footpath  
foot + ball = football  
hand + working = handworking  
light + house = lighthouse  
gold + fish = goldfish  
pan + cakes = pancakes

### Strategy: Writing a Beginning Section

1. Read over all of your pages.
2. Think about the most important things you say in the book. What does the reader have to know in order to understand your topic?
3. Be sure to use words that are very important to know, such as "habitat" and "wildlife."
4. Write a few sentences letting the reader know what is coming in the book.

my reading.

☐ I can read and spell words containing irregular vowel patterns.

### Lesson/Activity:

Unit 3, Week 2, Day 8

TE pages 132-135

Word Study Resource

Book, pp. 32-33

My Word Study, Volume 1, p. 25

Practice high-frequency word HFWs: move, never, once, round, small, their, too, walk, where, year.

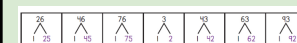
### r-controlled vowel syllable type: /är/

- Read Accountable Text "Community Workers"
- Spelling
- High-Frequency Words
- Share and Reflect

Fluency-Prepare for using compensation to add

Choral Response: Take Out 1

Students use a number bond to decompose a one-or two digit-number into 1 and another part.

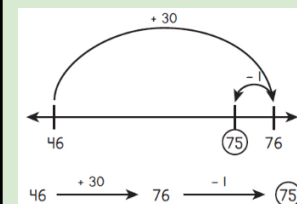


Choral Response: Add Within 100

Students add two-digit numbers when one addend is a multiple of 10.



Launch-Students compare two models representing the use of a benchmark number to add.



Learn-Use compensation with a number line diagram. Introduce the problem  $57 + 39 = ?$  Allow students 2 minutes of think time to plan an approach to solving the problem.

Discuss. Pass out measuring tapes. Start at 57 and make a hop of 40, then backwards 1. Why

past.

☐ I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

☐ I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

### Lesson/Activity:

Read Aloud: Kelly Rodgers *The Creek and the Cherokee*

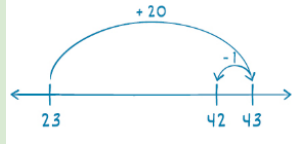
or

Read Aloud:

*The Origin of Indian Corn - A Native American Folktale*

### Activity Booklet:

[Creek & Cherokee Georgia's First People](#)

				<p>did we take away 1?</p> <div> <div> Add Like Units  <math>57 + 39 = 96</math>  <math>50 + 30 + 7 + 9</math>  <math>80 + 16 = 96</math> </div> <div> Make a Ten  <math>57 + 39 = 96</math>  <math>56 + 40</math> </div> </div> <p>Direct students to their books. Use measuring tapes to model then instruct students to hop on the number lines.</p> <p>Apply the Compensation Strategy to a Measurement Context. (word problem in books)  <i>Jill's fish is 23 cm. long. Then, it grows 19 cm. more. How long is Jill's fish now?</i> Discuss using a number bond or tape diagram. Model on an open number line.</p>  <p>Students work through the problem set.</p> <p>Land-How does knowing <math>37 + 50</math> help you find <math>37 + 49</math>?</p> <p>Exit Ticket- Students complete ET 3 and turn in for a formative grade.</p>	
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Friday					
Standard(s): ELAGSE2L1f	Standard(s): ELAGSE2RI3	Standard(s): ELAGSE2W2	Standard(s): ELAGSE2RF3	Standard(s): 2.NR.2.3	Standard(s): SS2G2

<p>LT: We are learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></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 can use conjunctions to join two simple sentences and make them compound.</li> </ul> <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p> <p>Lesson/Activity: Teach Session 19 Use Commas in Complex Sentences TE pages 92-93</p> <div data-bbox="113 1122 321 1446"> <p><b>Teach</b></p> <p><b>Use Commas in Complex Sentences</b></p> <p>Show how to create complex sentences that use a subordinating conjunction and a comma.</p> </div>	<p><b>ELAGSE2RI5</b></p> <p>LT: I am learning to describe the connection between a series of historical events, scientific ideas/concepts, or steps in technical procedures. I am learning to identify and use text features to locate helpful parts (key facts or information) in a 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 explain the sequence of two or more historical events in a text.</li> <li><input type="checkbox"/> I can recognize how chronological order text structure presents information.</li> <li><input type="checkbox"/> I can identify how chronological order text structure contributes to the author's purpose.</li> <li><input type="checkbox"/> I can use text features to preview text and to locate information quickly.</li> </ul> <p>Lesson/Activity: Unit 3, Lessons 9 &amp; 10, TE pages 90-93. TE pages 94-97.</p>	<p>LT: I am learning to provide a concluding statement in my informative/ explanatory 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 determine what I want to say as a final point or ending.</li> <li><input type="checkbox"/> I can write an ending to show closure or summarize.</li> </ul> <p>Lesson/Activity: Unit 2 Week 4 Day 19, Lesson 19 TE pages 84-87 Revising &amp; Editing</p> <div data-bbox="747 873 1037 1175"> <p><b>Strategy: Writing an Ending Section</b></p> <ol style="list-style-type: none"> <li>1. Look at your sketches and what you have written.</li> <li>2. Name what your topic is and what your readers have learned about that topic.</li> <li>3. Directly address your reader.</li> <li>4. Write a sentence or two telling your reader what they have learned.</li> </ol> </div>	<p><b>ELAGSE2RF4</b></p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. We are learning to read on-level text orally with accuracy, appropriate speed, and expression. We are learning to use words in a sentence to help me understand or self-correct words I do not know. We are learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).</li> <li><input type="checkbox"/> I can apply letter-sound knowledge to decode and read grade-level text.</li> <li><input type="checkbox"/> I can reread to improve my reading.</li> <li><input type="checkbox"/> I can read and spell words containing irregular vowel patterns.</li> </ul> <p>Lesson/Activity: Unit 3, Week 2, Day 9 TE pages 136-137 Word Study Resource</p>	<p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add two two-digit numbers using the part-whole strategy.</li> <li>-I can add three two-digit numbers using the part-whole strategy.</li> <li>-I can add four two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using addition strategies.</li> <li>-I can solve two-step word problems using addition strategies.</li> </ul> <p>Lesson/Activity: Lesson 4- Use compensation to add within 200.</p> <p>Fluency-Counting on the Number Line by Tens within 200: Count on by tens, beginning and ending at different numbers. 35 to 95 and back 135 to 195 and back</p> <p>Choral Response: Take Out 1-Students use a number bond to decompose a two- or three-digit number into 1 and another part.</p>	<p><b>SS2H2</b></p> <p>LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past. I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify where the Creek cultures of the past lived on a map of Georgia.</li> <li><input type="checkbox"/> I can identify where the Cherokee cultures of the past lived on a map of Georgia.</li> <li><input type="checkbox"/> I can describe the tools used by the Creek and Cherokee cultures of the past.</li> <li><input type="checkbox"/> I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.</li> <li><input type="checkbox"/> I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.</li> </ul> <p>Lesson/Activity:</p>
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#### Strategy: Commas in Complex Sentences

1. Take two simple sentences.
2. Pick a sentence destroyer (subordinating conjunction).
3. Put it at the beginning of one sentence.
4. Change the period to a comma.
5. Add the second sentence.



### CHRONOLOGICAL ORDER TEXT STRUCTURE:

tells the order in which events occurred

FIRST	Initially... In the beginning... At first...
NEXT	Next... Second... The next day...
THEN	Later on... After that... Then...
LAST	Finally... In the end... Last...

### GRAPHICS AND TEXT FEATURES

FEATURE	PURPOSE
titles/headings	tell what a text or a section of a text is about
photographs/illustrations	provide visual information
captions	explain photograph
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

Book, pp. 32–33

My Word Study, Volume 1,  
p. 25

Unit 3, Week 2, Day 10

TE pages 138–139

Word Study Resource

Book, pp. 32–33

My Word Study, Volume 1,  
p. 25

#### Review and Assess r-controlled vowel syllable type: /är/

- Read Accountable Text "Community Workers" and/or "Martin Luther King Jr."
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

#### • Cumulative Assessment

126 1 125	96 1 95	66 1 65	24 1 23	124 1 123	94 1 93	64 1 63
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Whiteboard Exchange:

Add Within 100-Students  
choose a strategy to add  
two-digit numbers.

30 + 20 = 50	53 + 30 = 83	53 + 21 = 74	60 + 28 = 88	67 + 28 = 95
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Launch- Students

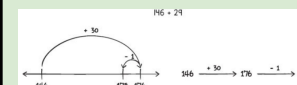
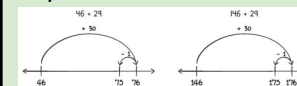
compare related

expressions.

Think-pair-share about 46  
+ 29 and 146 + 29.

Learn- Students reason  
about the compensation  
strategy by analyzing how  
it is used to find the  
answer to two related  
problems.

146 + 29 show the arrow  
way.



Model Compensation on a  
Number Line Diagram 24 +  
39 (student book)

Partner A-open number  
line

Partner B- arrow way

Gradual release to the  
Problem Set in books.

Land- Why is  
compensation a helpful  
strategy for addition?  
What is important to

Read Aloud: Kelly Rodgers  
The Creek and the  
Cherokee

or

Read Aloud:  
The Origin of Indian Corn -  
A Native American  
Folktale

Activity Booklet:

Creek & Cherokee  
Georgia's First People

				<p>remember when using the compensation strategy?</p> <p>Exit Ticket- Students complete and turn in ET 4 for a formative grade.</p>	
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