

Carrie Waters' Week of: February 19-23, 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 4 Lessons 15-18 Adjectives, Adverbs, & Pronouns	READING Unit 7 Week 1 Pioneers In Flight	WRITING Unit 4 Lessons 7-10 Poetry	PHONICS Unit 7 Week 1 Compound Words & Silent Letters Pioneers In Flight	MATH Module 4 Topic B Lessons 5-8 Strategies for Composing Tens & Hundreds	SOCIAL STUDIES Economics Allocation of Goods & Services Connecting Literature
Monday: President's Day - No School					
					Inspire - Economics
Tuesday					
<p>Standard(s): ELAGSE2L1e</p> <p>LT: I am learning to use adjectives and adverbs 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 define an adjective. <input type="checkbox"/> I can define an adverb. <input type="checkbox"/> I can identify an adjective. <input type="checkbox"/> I can identify an adverb. <input type="checkbox"/> I can distinguish between an adjective and an adverb. <input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be 	<p>Standard(s): ELAGSE2RI1 ELAGSE2RI10</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can self-select and read a variety of informational texts (history, science, and technical). <input type="checkbox"/> I can read with appropriate pacing, intonation, accuracy, and expression. <input type="checkbox"/> I can use a variety of strategies to gain meaning from grade-level texts. 	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to add details to my writing that supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define alliteration as sounds that repeat. <input type="checkbox"/> I can identify alliteration in my poem. <input type="checkbox"/> I can define onomatopoeia as words that name sounds (buzz, ding, pow) <input type="checkbox"/> I can add alliteration and onomatopoeia to my poem to make it longer, stronger, and more 	<p>Standard(s): ELAGSE2RF3 ELAGSE2L4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can identify individual words within a compound 	<p>Standard(s): 2.NR.2.3</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"> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies. 	<p>Standard(s): SS2E2, RL 2.3, RL 2.1</p> <p>LT: I am learning about ways goods and services are allocated.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain and give an example of price to allocate goods and services. <input type="checkbox"/> I can explain and give an example of majority rule to allocate goods and services. <input type="checkbox"/> I can explain and give an example of contests to allocate goods and services. <input type="checkbox"/> I can explain and give an example of force to allocate goods and services.

modified (noun or verb)
when speaking or writing.

Lesson/Activity:

Week 3 Day 15

Reflect: Revisit Goals

This lesson can be done in a whole group or allow students to work in smaller groups with “mini posters”.

Reflect

Revisit Goals

Pause and chart what we have learned so far about describing words (adjectives and adverbs).

What We Know About Describing Words

Adjectives

describe nouns

- tell what **kind**
- point to which one
- show **how many**

Adverbs

modify verbs, adjectives, and other adverbs

- tell **when** things happen
- tell **how** things happen
- tell **where** things happen
- tell **how much** or **how often**

Comparative

can compare **two** things

Superlative

can compare **two or more** things

Lesson/Activity:

Combine Unit 7
Lessons 1 and 2

Introduce the unit with the video (pg. 58), but then quickly move on to the 2nd lesson “use fix-it strategies” pages 62-65

Fix-Up and Monitoring Strategies

Reread the text:

- Sometimes you miss important details when you read. Go back to the text and reread to strengthen your understanding.

Look at the images:

- Images aren't just for decoration! Some texts use a combination of words and images to build understanding.

Think about your personal knowledge and experiences:

- You have a wealth of knowledge and experiences. Consider them as you read. You are each unique, so talk to your peers as well to get new windows into the texts!

entertaining.

Lesson/Activity:

Volume 4, Lesson 7-
Experimenting with sound.

Strategy: Adding Sounds to Poems

1. Read your draft and listen for sounds that repeat.
2. See if you can add more of the same sounds.
3. Try one or more of these suggestions for using sound:
4. Use a word that sounds like an action
5. Try some rhyming words
6. Repeat a word for effect
7. Tap out a beat for your words to follow

word.

Key Vocabulary:

compound words,
individual words

Lesson/Activity:

Unit 7 Week 1 Day 1
TE pages 56-59

Word Study Resource
Book, p. 74

My Word Study, Volume 2,
p. 11

Read HFWs: *air, along, begin, children, important, letter, open, own, sound, talk*

Compound Words and Silent Letters

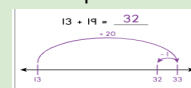
- Word Study
- Blend and Build Words
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

Lesson/Activity:

Lesson 5-Use the associative property to make a benchmark number to add within 1,000.

Fluency:

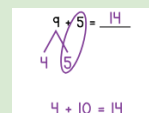
Number Line Hop: Use Compensation to Add Within 100-Students add a multiple of 10 to a 2-digit number, then hop back 1 or 2.



Repeat the following:



Whiteboard Exchange: Make the Next Ten to Add Within 100- Students use a number bond to make the next ten.



Repeat with the following:



Launch:

Students reason about efficient strategies to add.

Beth says the make a ten and make a hundred strategies are both efficient strategies for solving $18 + 74$.

Is Beth correct?

Are these two strategies the only efficient strategies?

Learn:

Add to Make a Ten or
Make a Hundred-Students decompose an addend to make the next ten or

- ☐ I can explain and give an example of sharing to allocate goods and services.
- ☐ I can explain and give an example of a lottery to allocate goods and services.
- ☐ I can explain and give an example of authority to allocate goods and services.
- ☐ I can explain and give an example of first-come-first-served to allocate goods and services.
- ☐ I can explain and give an example of personal characteristics to allocate goods and services.

Lesson/Activity:
Interactive Read Aloud
[*On Market Street*](#)
by Arnold Lobel

[Lesson & Activity Ideas](#)

The student will understand that when there is conflict between or within societies, change is the result.

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

hundred to add.

$$\begin{array}{r} 147 + 235 \\ 3 232 \\ \hline 147 + 3 = 150 \\ 150 + 232 = 382 \end{array}$$

Analyze the Make a Ten or Make a Hundred Strategy- Students use the make a ten or make a hundred strategy and analyze a partner's work.

$$\begin{array}{r} 450 + 283 \\ 50 233 \\ \hline 450 + 50 = 500 \\ 500 + 233 = 733 \end{array}$$

Gradual release to the Problem Set.

Land/Debrief:

How can knowing partners to ten help simplify addition problems that are harder to add in your head? How is making a benchmark number a useful simplifying strategy for some addition problems? Students will complete and turn in Exit Ticket 5 for a formative grade.

Discuss the different examples of how goods and services are allocated.

CJ and his grandmother navigate through their city, with CJ questioning their circumstances and his grandmother providing insightful responses.

CJ asks questions (cause), and his grandmother provides answers (effect). This pattern helps students understand the direct relationship between a cause and its effect.

Overview:
An second grade students are already familiar with goods and services, this standard asks them to think about ways in which we can allocate (or distribute) our goods, services, and resources. There are many ways that we can allocate (or distribute) our goods, services, and resources. The next lesson, *Counting on Economic Education*, provides an overview of each allocation strategy.

Strategy	Description	Advantage	Disadvantage	Example for Students
Price	Good, service, or resource given to the person who is willing to pay for it at an agreed upon price. Often used in combination with other strategies, like rationing, that someone has to get the good or service.	Good for those who have money or income.	Not good for those who don't have income or are not entrepreneurs.	If you have a good system in your class, you can "buy" things with your points, you know that the one with the most points can get the most things or the best things.
Majority Rule	When people vote to decide who gets a good, service, or resource, majority rule requires that someone has to get 50% plus one of the votes in order to win the vote.	Good for those who are in the majority.	Not good for those who are in the minority.	When you decide something by voting, you have to have the skills to form a majority to win the vote, like soccer, etc.
Contest	A type of activity where the winner receives the goods and services.	Good for those who are skilled and talented.	Not good for those who are not skilled or talented.	Talent contests, art contests, sports competitions, science fairs, etc. are all contests with winners and losers.

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Force	Resource given to the person who is strongest, physically, mentally, or otherwise.	Good for those who are strong and powerful.	Not good for those who are weak or lack the skill to win the contest.	Falls all know bullying is a bad thing, but force is used to get what one wants - an example is a bully taking someone's lunch.
Sharing	When a good, service, or resource is distributed equally with all or shared equally among people who want it.	Good in that everyone gets an equal part of the resource.	Not good in that everyone can't get enough, and some people may not get enough.	Children's school sharing time, dividing a pizza, or setting a timer to determine how long someone can use a preferred supply.
Lottery	When a good, service, or resource goes to a person who is randomly selected.	Good for those who win the lottery.	Not good for those who don't win the lottery.	Drawing names to see who gets a specific item, drawing names to see who wins a prize for participating in a school-wide activity.
Authority (or command)	Someone receives a good, service, or resource because a person in power says they will receive it.	Good for those who are in the position of authority.	Not good if the person in charge is unfair or doesn't listen.	Teachers determining the next book to read aloud, a teacher deciding who gets to play a game, a teacher assigning a person to a task.

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					<table><tr><td>First come, first served</td><td>When a good, service, or resource goes to the first person who wants it and meets the requirements, often combined with other methods like price</td><td>Great for those who are quick, those who are ahead of the crowd</td><td>Not good for the procrastinator, those who are late in planning/preparing</td><td>Students will probably think of many examples. They may be familiar with people waiting in line when a new video game or sneaker style is released.</td></tr><tr><td>Personal characteristics</td><td>When people are selected to receive (or excluded from receiving) goods, services, or resources based on certain traits, such as gender or age</td><td>Great for those who are able to influence the selection of the characteristics to be awarded the resource</td><td>Not good for those unable to influence the characteristics category</td><td>This is an opportunity to discuss the unfair treatment of African Americans during segregation - public places had better customers than for those who were African American. (Ta to Jackie Robinson and Dr. Martin Luther King, Jr.)</td></tr></table>	First come, first served	When a good, service, or resource goes to the first person who wants it and meets the requirements, often combined with other methods like price	Great for those who are quick, those who are ahead of the crowd	Not good for the procrastinator, those who are late in planning/preparing	Students will probably think of many examples. They may be familiar with people waiting in line when a new video game or sneaker style is released.	Personal characteristics	When people are selected to receive (or excluded from receiving) goods, services, or resources based on certain traits, such as gender or age	Great for those who are able to influence the selection of the characteristics to be awarded the resource	Not good for those unable to influence the characteristics category	This is an opportunity to discuss the unfair treatment of African Americans during segregation - public places had better customers than for those who were African American. (Ta to Jackie Robinson and Dr. Martin Luther King, Jr.)
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Students will create a timeline highlighting key moments influencing CJ's changing views.

Wednesday

<p>Standard(s): ELAGSE2L1c</p> <p>LT: I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a pronoun. <input type="checkbox"/> I can identify a pronoun. <input type="checkbox"/> I can identify a reflexive pronoun. <p>Lesson/Activity: Week 4 Day 16 Explore: You, Me, and What We Know About Pronouns</p>	<p>Standard(s): ELAGSE2RI8</p> <p>LT: I am learning to describe how the author supports the specific points made in a text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize the author's purpose. <input type="checkbox"/> I can identify the facts that support the point(s). <input type="checkbox"/> I can explain how facts/reasons support the author's point(s). <input type="checkbox"/> I can explain how the text structure supports the author's purpose. <p>Lesson/Activity: Unit 7, Lesson 3, TE pages 66-69.</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to add details to my writing that supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe how word choices can affect the meaning of a story. <input type="checkbox"/> I can describe things my speaker might taste, smell, hear, see, or feel (physically/ emotionally). <input type="checkbox"/> I can add <u>sensory details</u> to my poem to make it longer, stronger, and more entertaining. <p>Lesson/ Activity: Volume 4, Lesson 8- Adding Sensory Details</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2L4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can identify individual words within a compound word. 	<p>Standard(s): 2.NR.2.3</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"> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies. <p>Lesson/Activity: Lesson 6- Use</p>	<p>Standard(s): SS2E2, RL 2.5, RL 2.1</p> <p>LT: I am learning about ways goods and services are allocated.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain and give an example of price to allocate goods and services. <input type="checkbox"/> I can explain and give an example of majority rule to allocate goods and services. <input type="checkbox"/> I can explain and give an example of contests to allocate goods and services. <input type="checkbox"/> I can explain and give an example of force to allocate goods and services. <input type="checkbox"/> I can explain and give an example of sharing to
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Explore

You, Me, and What We Know About Pronouns

Share a list of pronouns. Partnerships talk about what makes them the same or different and the connections they have with one another.

Display and read aloud the lists of pronouns.

Partnerships explore the pronouns by comparing the lists and making connections.

Pronoun Types

Does the Action (Subjective)	Action Happens to (Objective)
• I • you • he • she	• me • you • him • her
Miner-Miner (Possessive)	Self (Reflexive)
• my mine • his • your yours • our ours • his theirs • her hers	• myself • itself • yourself • ourselves • himself • yourselves • herself • themselves
From None to All (Indefinite)	
• none • any	• one • some • nobody • everyone • many • all

CAUSE and EFFECT

CAUSE-why it happened

EFFECT-what happened

SIGNAL WORDS: because, thus, consequently, as a result, for this reason, in order to, this leads to, so, since, this is why

Strategy: Adding Sensory Details

1. Reread your draft and think about how the words make your body feel.
2. See if you can add details that make the reader see, hear, smell, taste, or feel your words.
3. Repeat this and see if you can add any more details.

Key Vocabulary:

predict, definition, compound words, word meaning, individual words

Lesson/Activity:

Unit 7 Week 1 Day 2
TE pages 60-63

Word Study Resource Book, p. 75

My Word Study, Volume 2, p. 12

Read HFWS: air, along, begin, children, important, letter, open, own, sound, talk

Compound Words and Silent Letters

- Blend and Build Words
- Read Interactive Text "The Wright Brothers Take Off!"
- Spelling
- High-Frequency Words
- Share and Reflect

compensation to add within 1,000.

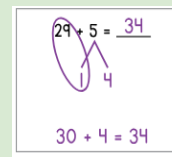
Fluency:

Whiteboard

Exchange-Make the Next

Ten to Add Within 200:

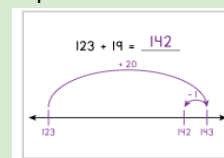
Students will use a number bond to make the next ten.



Repeat with the following:

121 + 5 = 126	15 + 13 = 28	58 + 11 = 69	171 + 18 = 189	181 + 37 = 218
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Number Line Hop: Use Compensation to Add Within 200-Students add a multiple of 10 to a three-digit number, then hop back 1 or 2.



Repeat with the following:

18 + 24 = 42	34 + 16 = 50	101 + 14 = 115	101 + 78 = 179
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Launch: Students reason about the relationship between two expressions to activate prior knowledge of the compensation strategy.

allocate goods and services.

□ I can explain and give an example of a lottery to allocate goods and services.

□ I can explain and give an example of authority to allocate goods and services.

□ I can explain and give an example of first-come-first-served to allocate goods and services.

□ I can explain and give an example of personal characteristics to allocate goods and services

Lesson/Activity:

Read Aloud

[The Ox-Cart Man by Donald Hall](#)

Lesson Resources

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Students listen to the story Ox-Cart Man in which a father and his family use various resources to produce goods.

Teachers will place special

Thursday

<p>Standard(s): ELAGSE2L1c</p> <p>LT: I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a pronoun. <input type="checkbox"/> I can identify a pronoun. <input type="checkbox"/> I can determine when to use a pronoun. <input type="checkbox"/> I can define a reflexive pronoun. <input type="checkbox"/> I can identify a reflexive pronoun. <input type="checkbox"/> I can determine when to use a reflexive pronoun <p>Lesson/Activity: Week 4 Day 17 Teach: You Can Master Pronouns</p> <p>Purpose:</p>	<p>Standard(s): ELAGSE2L1</p> <p>LT: I am learning to use adjectives and adverbs 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 define an adjective. <input type="checkbox"/> I can define an adverb. <input type="checkbox"/> I can distinguish between an adjective and an adverb. <input type="checkbox"/> I can identify adjectives and adverbs in informational texts. <p>Lesson/Activity: Unit 7, Lesson 4, pages 70-73.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; color: #e91e63;"><u>Parts of Speech</u></p> <p>Adjective: a word that describes a noun (person, place, thing, idea)</p> <p>Adverb: a word that describes an adjective or a verb (action word)</p> </div>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to add details to my writing that supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe how word choices can affect the meaning of a story. <input type="checkbox"/> I can describe things my speaker might taste, smell, hear, see, or feel (physically/ emotionally). <input type="checkbox"/> I can add <u>descriptive language</u> to my poem to make it longer, stronger, and more entertaining. <p>Lesson/ Activity: Volume 4, Lesson 9- Using Descriptive Language</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="color: #e91e63;">Strategy: Adding Descriptive Language</p> <ol style="list-style-type: none"> 1. Reread your draft and think about how things feel or seem to the speaker. 2. Close your eyes and see what you can imagine. 3. Repeat this and see if you can add more descriptive language. </div>	<p>Standard(s): ELAGSE2RF3 ELAGSE2L4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can identify individual words within a compound word. <p><u>Key Vocabulary:</u> predict, definition, compound words, word meaning, individual words</p> <p>Lesson/Activity: Unit 7 Week 1 Day 3 TE pages 64-67 Word Study Resource Book, p. 76-77 My Word Study, Volume 2, p. 13</p> <p>Practice HFWs: <i>air, along, begin, children,</i></p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies. <p>Lesson/Activity: Lesson 7-Use concrete models to add and relate them to written recordings.</p> <p>Materials: Place Value Disks</p> <p>Fluency: Choral Response-Students use place value disks to model addition expressions and say the total.</p>	<p>Standard(s): SS2E2</p> <p>LT:I am learning about ways goods and services are allocated.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain and give an example of price to allocate goods and services. <input type="checkbox"/> I can explain and give an example of majority rule to allocate goods and services. <input type="checkbox"/> I can explain and give an example of contests to allocate goods and services. <input type="checkbox"/> I can explain and give an example of force to allocate goods and services. <input type="checkbox"/> I can explain and give an example of sharing to allocate goods and services. <input type="checkbox"/> I can explain and give an example of a lottery to allocate goods and services. <input type="checkbox"/> I can explain and give an example of authority to allocate goods and services. <input type="checkbox"/> I can explain and give an example of first-come -first-served to allocate goods and services. <input type="checkbox"/> I can explain and give
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Teach

You Can Master Pronouns

Show how pronouns replace nouns in sentences and explain the function of different types of pronouns in similar sentences.

Teach:

Using Pronouns in Sentences

Find the nouns. Change the nouns to pronouns.

Kyle decided to fix the bike.

He decided to fix it.

Kyle decided to fix his bike by himself.

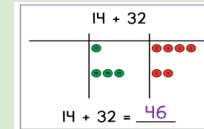
Strategy: Using Pronouns in Sentences

1. Write a sentence with a person's name and another noun in it.
2. Look at the pronoun types chart for choices.
3. Change the person's name and the other noun to pronouns, and rewrite the sentence.
4. Rewrite the sentence again using other types of pronouns.

important, letter, open,
own, sound, talk

Compound Words and Silent Letters

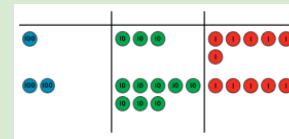
- Read Accountable Text "The Baseball"
- Spelling
- High-Frequency Words
- Share and Reflect



Repeat with the following:

43 + 25 = 68	53 + 26 = 79	53 + 26 = 79	64 + 21 = 85	31 + 107 = 138
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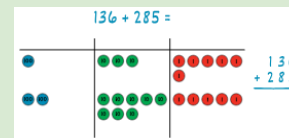
Launch: Students make connections between concrete models and addition expressions.



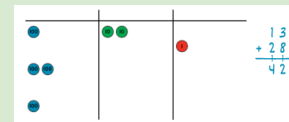
Learn:

Represent addition with Place Value Disks and a Written

Recording-Students use place value to represent addition.



Record Addition-Students relate a place value model to vertical form.



Gradual release to the Problem Set.

Land:

an example of personal characteristics to allocate goods and services

Lesson/Activity:

Strega Nona Meets Her Match


The student will understand that when there is conflict between or within societies, change is the result.

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.



Explain that you are going to read a story that takes place in Italy. Show where boot-shaped Italy is on a map of Europe. Identify Rome, the capital city of Italy, on the map. Tell your students that Italians are famous for over three thousand years of art, sculpture, and food.

Strega Nona uses old-fashioned potions and magic to help villagers with headaches and warts. A friend visits and sets up

				<p>Debrief Objective-Use concrete materials to add and relate them to written recordings.</p> <p>Students will complete and turn in ET 7 for a formative grade.</p>	<p>a competing shop using modern methods.</p> <p>Teachers and students will compare goods and services.</p> <p>Optional: <u>Characterization</u> Students will listen to the story and chart the characteristics of Big Anthony.</p>  <p>Explain that a character's feelings, actions, and personality can affect the plot of the story.</p> <p>Students will identify the problem and solution explaining how Big Anthony affected the plot of the story.</p>
Friday					
Standard(s): ELAGSE2L1c	Standard(s): ELAGSE2RI5 LT: I am learning to	Standard(s): ELAGSE2W5	Standard(s): ELAGSE2RF3 ELAGSE2L2 ELAGSE2L4	Standard(s): 2.NR.2.3 LT: We are learning to add	Standard(s): SS2E2 LT:I am learning about

LT: I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves).
(element c)

SC: *I know I am successful when:*

- ☐ I can define a pronoun.
- ☐ I can identify a pronoun.
- ☐ I can determine when to use a pronoun.
- ☐ I can define a reflexive pronoun.
- ☐ I can identify a reflexive pronoun.
- ☐ I can determine when to use a reflexive pronoun.

Lesson/Activity:
Week 4 Day 18
Explore: From One Sentence to Another

Explore

From One Sentence to Another

Partnerships are given three sentences. Then they write a follow-up sentence to include one or more of the pronouns from the list introduced in Session 16.

identify and use text features to locate helpful parts (key facts or information) in a text.

SC: *I know I am successful when:*

- ☐ I can identify text features and their purposes.
- ☐ I can use captions to help me understand pictures and words on a page.
- ☐ I can recognize words in bold highlight vocabulary.
- ☐ I can use text features to preview text and to locate information quickly.

Lesson/Activity:

Unit 7, Lesson 5,
TE pages 74-77.
Unit 7 Week 1
Assessment.

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

LT: I am learning to use others' help to strengthen my writing through revising and editing.

SC: *I know I am successful when:*

- ☐ I can work with a partner and share ideas.
- ☐ I can include interesting words and phrases that make my piece better.
- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.
- ☐ I can reread my writing to determine if there are additional changes I want to make.

Lesson/ Activity:
Volume 4, Lesson 10-
Using Feedback to Revise

Strategy: Using Feedback to Revise

1. Let your partner know if there's anything you want to focus on.
2. Read your work slowly and clearly.
3. Give your partner a chance to say what they like about your work.
4. Give your partner a chance to ask you any questions, and use what your partner notices to make any changes you wish.
5. Switch roles and listen carefully to your partner.

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.
I am learning to use the spelling patterns I know to write words.
I am learning to recognize and read grade-appropriate irregularly spelled words.
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 words means.

SC: *I know I am successful when:*

- ☐ I can identify individual words within a compound word.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:
Unit 7 Week 1 Days 4&5

numbers using different strategies.

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

- 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.

Lesson/Activity:

Lesson 8-Use place value drawings to represent addition and relate them to written recordings, part 1.

Fluency:

Choral Response-Add in Unit and Standard Form-Students add ones, tens, or hundreds in unit form and say the equation in standard form.

3 ones + 1 one = <u>4 ones</u> 3 + 1 = 4
3 tens + 1 ten = <u>4 tens</u> 30 + 10 = 40
3 hundreds + 1 hundred = <u>4 hundreds</u> 300 + 100 = 400

Repeat with the following:

ways goods and services are allocated.

SC: *I will know I'm successful when...*

- ☐ I can explain and give an example of price to allocate goods and services.
- ☐ I can explain and give an example of majority rule to allocate goods and services.
- ☐ I can explain and give an example of contests to allocate goods and services.
- ☐ I can explain and give an example of force to allocate goods and services.
- ☐ I can explain and give an example of sharing to allocate goods and services.
- ☐ I can explain and give an example of a lottery to allocate goods and services.
- ☐ I can explain and give an example of authority to allocate goods and services.
- ☐ I can explain and give an example of first-come-first-served to allocate goods and services.
- ☐ I can explain and give an example of personal characteristics to allocate goods and services

Name: _____ Date: _____

Start with This . . .

1. Melody wrote a new coat for spring.
2. Carmen and Larry played at their park for two hours.
3. A man at the fair was giving balloons to the kids.

*Talk about the sentences and what else they can say.

*Share possibilities to follow up the sentences with their own sentences that use one or more pronouns.

TE pages 68-69, 70-72

Word Study Resource

Book, p. 76-77

My Word Study, Volume 2, p. 13

Read HFWs: air, along, begin, children, important, letter, open, own, sound, talk

Compound Words and Silent Letters

- Read Multisyllabic Words
- Review Closed Syllables
- Read Accountable Text "The Baseball" and/or "My Freedom Diary"
- Share and Reflect

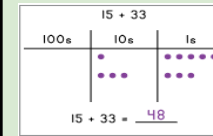
Review and Assess Compound Words and Silent Letters

- Read Accountable Text "The Baseball" and/or "My Freedom Diary"
- Blend and Build Words
- Review Silent Letters
- Spelling and Dictation
- High-Frequency Words

Cumulative Assessment

5 ones = 5 ones	3 ones = 6 ones	2 ones = 8 ones	4 ones = 3 ones
5 tens = 2 tens	3 tens = 6 tens	2 tens = 8 tens	4 tens = 3 tens
5 hundreds = 2 hundreds	3 hundreds = 6 hundreds	2 hundreds = 8 hundreds	4 hundreds = 3 hundreds

Whiteboard Exchange:
Add with Place Value Drawings-Students model addition expressions and say the total.

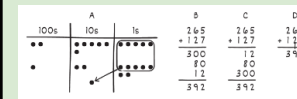


Repeat with the following:

42 + 27 = 69	52 + 25 = 77	62 + 25 = 87	74 + 121 = 195	91 + 108 = 199
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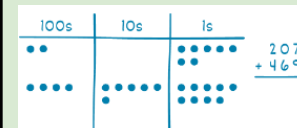
Launch:

Students reason about similarities and differences between different representations of addition.

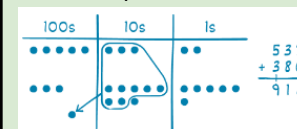


Learn:

Add with Place Value Drawings and Relate to New Groups Below-



Add with Place Value Drawing and Record with New Groups Below-



Lesson/Activity:

[Read Aloud](#)

[Down the Road by Alice](#)

[Schertle](#)

Teachers will review goods and services.

Have students name a few examples of goods and services.

How do they know?

[Students will work in groups or pairs for this activity.](#)

Each group will divide a paper into two sections – goods and services.

Students will provide at least five goods and services by cutting from magazines, newspapers, or drawing a picture.

Each group will choose one good and one service to write about.

Students will answer the following questions on the worksheet:

Goods vs. Services

Which good did you choose from your chart? _____
Draw a picture of the good you chose.

How is the good obtained? _____
Which service did you choose? _____
Draw a picture of the service you chose.

How is the service obtained? _____
How are the good and the service alike? _____
How are they different? _____

				<p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Use place value drawings to represent addition and relate them to written recordings.</p> <p>Students will complete and turn in ET 8 for a formative grade.</p>	<p>Which good did you choose from your chart?</p> <p>Which service did you choose?</p> <p>How are the goods and services different?</p> <p>How are they alike?</p> <p>How is the good obtained?</p> <p>How is the service obtained?</p>
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