

## Carrie Waters' Week of: April 29-May 03, 2024 - Whole Group Lesson Plans

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

<b>GRAMMAR</b> District MAP Language Review Proper Nouns, Commas, Dialogue, Possessive Nouns	<b>READING</b> Unit 10 Weeks 1 & 2 Lessons 3-8 Changing Matter	<b>WRITING</b> Animal Research & Mother's Day Poem	<b>PHONICS</b> Unit 10 Week 1 Possessives Singular & Plural Changing Matter	<b>MATH</b> Begin Module 6 Topic A, Lessons 1; 3-4 Topic B, Lessons 5-6	<b>SOCIAL STUDIES</b> Unit 5 Week 1 Georgia Leaders Juliette Gordon Low & Jimmy Carter
<b>Monday</b>					
<p>Standard(s):  <b>ELAGSE2L2a</b>  <b>ELAGSE2L2c</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can determine the purpose of a contraction.</li> <li><input type="checkbox"/> I can determine where an apostrophe is needed to form contractions.</li> <li><input type="checkbox"/> I can determine where</li> </ul>	<p>Standard(s):  <b>ELAGSE2RI5</b></p> <p>LT: 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 identify text features and their purposes.</li> <li><input type="checkbox"/> I can use captions to help me understand pictures and words on a page.</li> <li><input type="checkbox"/> I can recognize that words in bold highlight key ideas and concepts.</li> <li><input type="checkbox"/> I can use text features to preview text and to locate information quickly.</li> </ul> <p>Lesson/Activity:  Unit 10, Lesson 3,  TE Pages 66-69.</p>	<p>Standard(s):  <b>ELAGSE2W7</b></p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading multiple texts on the same topic.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic.</li> <li><input type="checkbox"/> I can ask myself questions about what I already know pertaining to a shared project.</li> <li><input type="checkbox"/> I can generate my own ideas about a shared project.</li> <li><input type="checkbox"/> I can share my ideas about a project.</li> </ul>	<p>Standard(s):  <b>ELAGSE2RF3</b>  <b>ELAGSE2L2cd</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning to use the spelling patterns I know to write words. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</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 how apostrophes are used in contractions and possessives through literature.</li> <li><input type="checkbox"/> I can determine where an apostrophe is placed to form possessives.</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 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 1: <b>Compose equal groups and write repeated addition</b></p>	<p>Standard(s):  <b>SS2G2a, b.</b></p> <p>LT: I can locate on a map the places that were important in the life of Juliette Gordon Low.</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 Juliette Gordon Low was born.</li> <li><input type="checkbox"/> I can locate and label Savannah on a map of Georgia.</li> <li><input type="checkbox"/> I can identify the region of Georgia in which Savannah is located.</li> <li><input type="checkbox"/> I can identify England on a map of the world.</li> </ul> <p>Lesson/Activity:  <a href="#">Here Comes the Girl Scouts- Read Aloud</a></p>

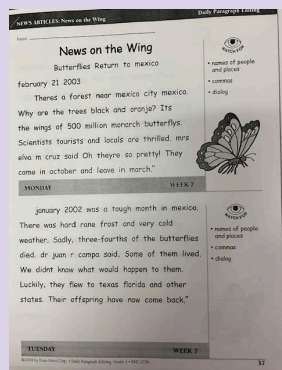
an apostrophe is placed to form possessives.

### Key Vocabulary:

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

### Lesson/Activity:

Language Review  
Daily Paragraph Editing  
News Articles:  
News On the Wing -  
Butterflies Return to  
Mexico Week 7 Page 37



### Optional - Parts of Speech Review Word Work: Week 5

Copy of Word Work ...

LT: I can identify nouns, verbs, & adjectives and pronouns.

SC: I'll know I have it when I can:

☐ Explain that

## 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 photographs
maps	show location
diagrams	show steps in a process or how something works
time line	a diagram that shows events in time order
bold and italic type	highlight important words and ideas

☐ I can collaborate with others to develop new ideas about a shared project.

### Lesson/Activity:

#### Animal Research Project

-Each student will be given a specific animal to research and gather facts about.

- They will be given a book on the specific topic; EPIC! Can be used as an extra resource.

-Students will complete an informational writing on their designated animal answering questions

-Students will create a presentation of their choice (poster or slides) to present with classmates.

☐ I can use spelling patterns to recognize words.

### Key Vocabulary:

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

### Lesson/Activity:

Unit 10 Week 1 Day 1  
TE pages 212-215

Word Study Resource Book, p. 110

My Word Study, Volume 2, p. 38

### Read HFWs:

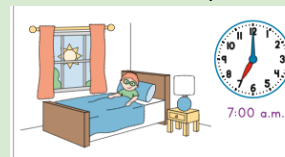
Brought, contain, front, gave, inches, material, noun, ocean, strong, verb

#### Possessives

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

## equations.

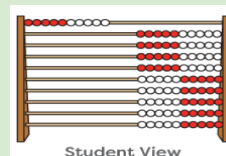
Fluency: Whiteboard Exchange- Tell and Write Time: Students write the time to the nearest 5 minutes and use picture clues to determine between a.m. and p.m.



Repeat with the following:



Counting on the Rekenrek by Tens: Students count by tens in unit and standard form.



Counting the Math Way by Tens: Students relate counting on the rekenrek to counting the math way.



Launch: Students reason about and model an equal groups situation and relate it to a repeated addition equation. (Context Video)

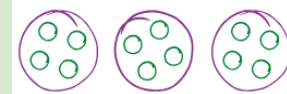


MAP- Identify important locations in Gordon's life

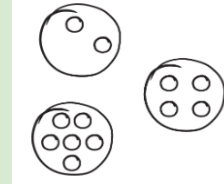


nouns name people, places, and things.

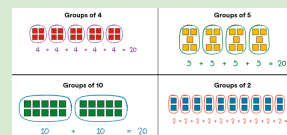
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.



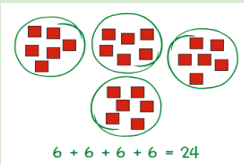
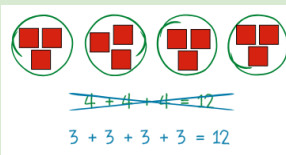
**Learn: Determine What Makes Groups Equal-**  
Students articulate how they know when a group is equal and analyze a common misconception.



**Equal Groups: Share, Compare, and Connect-**  
Students partition a total into equal groups.



**Find the Unknown:**  
Students create equal groups to find an unknown in a word problem.

				 <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Compose equal groups and write repeated addition equations.</p>  <p>Students will complete and turn in ET 1 for a formative grade.</p>	
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## Tuesday - Leadership Meeting

<p>Standard(s): <b>ELAGSE2L2a</b> <b>ELAGSE2L2c</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p>	<p>Standard(s): <b>ELAGSE2RI4</b></p> <p>LT: I am learning to find the meanings of words and phrases from grade-level informational text.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize new or unknown words.</li> <li><input type="checkbox"/> I can use prior knowledge and experiences to determine and clarify word/phrase</li> </ul>	<p>Standard(s): <b>ELAGSE2W7</b></p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading multiple texts on the same topic.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to</li> </ul>	<p>Standard(s): <b>ELAGSE2RF3, RF4</b> <b>ELAGSE2L1</b> <b>ELAGSE2L2cd</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning to use the spelling patterns I know to write words. I am learning to use words in a sentence to help me understand or self-correct words I do not know.</p>	<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 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> </ul>	<p>Standard(s): <b>SS2H1e</b></p> <p>LT: I am learning about the life and contributions of Juliette Gordon Low.</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 describe Juliette's childhood and young adult life in a wealthy family.</li> <li><input type="checkbox"/> I can describe Juliette's childhood and young adult life in a wealthy family.</li> <li><input type="checkbox"/> I can describe the other places that Juliette</li> </ul>
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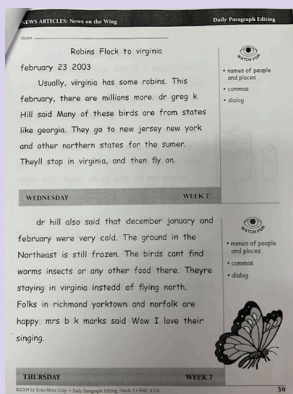
- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ I can determine the purpose of a contraction.
- ☐ I can determine where an apostrophe is needed to form contractions.
- ☐ I can determine where an apostrophe is placed to form possessives.

#### Key Vocabulary:

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

#### Lesson/Activity:

Language Review  
Daily Paragraph Editing  
News Articles:  
News On the Wing  
Robins Flock to Virginia  
Week 7 Page 39



meanings.

- ☐ I can use context clues to determine word/phrase meanings.

#### Lesson/Activity:

Unit 10, Lesson 4,  
TE Pages 70-73.

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

research and share information on a topic.

- ☐ I can ask myself questions about what I already know pertaining to a shared project.
- ☐ I can generate my own ideas about a shared project.
- ☐ I can share my ideas about a project.
- ☐ I can collaborate with others to develop new ideas about a shared project.

#### Lesson/Activity:

Animal Research Project

-Each student will be given a specific animal to research and gather facts about.

- They will be given a book on the specific topic; EPIC! Can be used as an extra resource.

-Students will complete an informational writing on their designated animal answering questions

-Students will create a presentation of their choice (poster or slides) to present with classmates.

I am learning to use collective nouns correctly when speaking or writing.

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

- ☐ I can identify how apostrophes are used in contractions and possessives through literature.
- ☐ I can determine where an apostrophe is placed to form possessives.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).
- ☐ I can apply letter-sound knowledge to decode words.

#### Lesson/Activity:

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

#### Read HFWs:

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

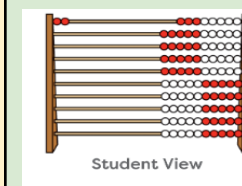
-I can add four two-digit numbers using the part-whole strategy.

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

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

Lesson 3: Use math drawings to represent equal groups and relate them to repeated addition.

Fluency: Counting on the Rekenrek by Twos- Students count by two in unit and standard form.



Counting the Math Way by Twos- Students relate counting on the rekenrek to counting the math way.



Whiteboard Exchange: Equal Groups- Students represent an equal groups picture with a sentence, unit form, and a repeated addition equation.

traveled to as an adult.

- ☐ I can explain the significance of her trip to England.
- ☐ I can explain how and why Juliette started the Girl Scouts in America.

#### Lesson/Activity:

[The Mother of the Girl Scouts: Juliette Gordon Low](#)  
[Georgia Stories](#)

[Juliette Gordon Low PPT](#)

#### Early Finishers:

[Juliette Gordon Low Activities](#)





**Optional -  
Parts of Speech Review  
Word Work: Week 5**

**Copy of Word Work ...**

LT: I can identify nouns, verbs, & adjectives and pronouns.

SC: I'll know I have it when I can:

- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.

**Possessives**

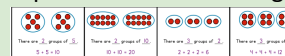
- Phonological Awareness: Substitute medial vowel sounds
- Blend and Build Words
- Read Interactive Text "Lemonade"
- Spelling
- High-Frequency Words
- Share and Reflect



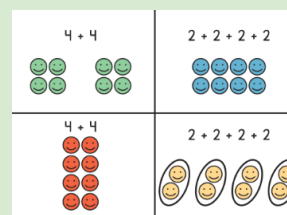
There are 2 groups of 3.

$$3 + 3 = 6$$

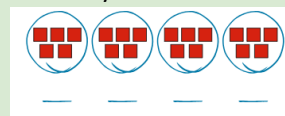
Repeat with the following:



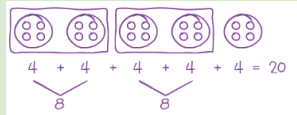
**Launch:** Students articulate how the same number of objects, split into equal groups many ways, are similar or different. Which one doesn't belong?



**Learn:** Compose Equal Groups Concretely- Students create equal groups concretely, write repeated addition equations, and reason about composing small equal groups to add more efficiently.



**Compose Equal Groups Pictorially:** Students create equal groups pictorially, write repeated addition equations, and reason about composing smaller

				<p>equal groups to add more efficiently.</p>  <p>Gradual release to the Problem Set.</p> <p>Land:</p> <p>Debrief Objective- Use math drawings to represent equal groups and relate them to repeated addition.</p> <p>Students complete and turn in ET 3 for a formative grade.</p>	
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## Wednesday

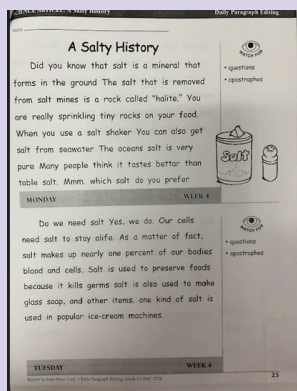
<p><b>Standard(s):</b> <b>ELAGSE2L2a</b> <b>ELAGSE2L2c</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as</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) of 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 facts (ideas, details, and events) from many</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2W7</b></p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading multiple texts on the same topic.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2L1</b> <b>ELAGSE2L2cd</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning to use the spelling patterns I know to write words. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to use</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 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> </ul>	<p><b>Standard(s):</b> <b>SS2CG3</b></p> <p>LT: I am learning how Juliette Gordon Low exhibited positive character traits.</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 give examples of how Juliette Gordon Low demonstrated positive citizenship traits.</li> <li><input type="checkbox"/> I can name ways Juliette Gordon Low has been honored for her contributions.</li> </ul>
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product names.

- ☐ I can identify words as geographic names.
- ☐ I can determine the purpose of a contraction.
- ☐ I can determine where an apostrophe is needed to form contractions.
- ☐ I can determine where an apostrophe is placed to form possessives.

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

**Lesson/Activity:**  
**Language Review**  
**Daily Paragraph Editing**  
**Science Article - A Salty History**  
**Week 4 Page 25**



**Optional -**  
**Parts of Speech Review**  
**Word Work: Week 5**

(multiple) paragraphs to identify the main topic of a text.

**Lesson/Activity:**  
**Unit 10, Lesson 5,**  
**TE Pages 74-77. Unit 10,**  
**Week 1 Assessment**

*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.

- ☐ I can ask myself questions about what I already know pertaining to a shared project.
- ☐ I can generate my own ideas about a shared project.
- ☐ I can share my ideas about a project.
- ☐ I can collaborate with others to develop new ideas about a shared project.

**Lesson/Activity:**  
**Animal Research Project**

-Each student will be given a specific animal to research and gather facts about.  
- They will be given a book on the specific topic; EPIC! Can be used as an extra resource.  
-Students will complete an informational writing on their designated animal answering questions  
-Students will create a presentation of their choice (poster or slides) to present with classmates.

collective nouns correctly when speaking or writing.

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

- ☐ I can identify how apostrophes are used in contractions and possessives through literature.
- ☐ I can determine where an apostrophe is placed to form possessives.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).
- ☐ I can use frequently occurring irregular plural nouns.

**Lesson/Activity:**  
**Unit 10 Week 1 Day 3**  
**TE pages 220-223**

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

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

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

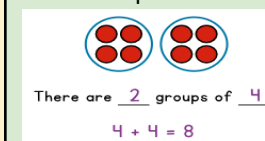
-I can solve two-step word problems using addition strategies.

**Lesson 4: Represent equal groups with a tape diagram.**

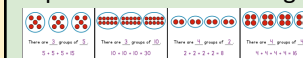
**Fluency: Counting the Math Way by Tens, Fives, and Twos-** Students construct a number line with their fingers while counting aloud.



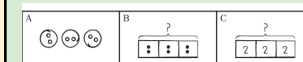
**Whiteboard Exchange:**  
**Equal Groups-** Students represent an equal groups picture with a sentence, unit form, and a repeated addition equation.



Repeat with the following:



**Launch: Students** compare and contrast various drawings that represent equal groups.



**Learn: Represent Equal Groups-** Students represent and solve a

**Lesson/Activity:**  
**Get to Know Juliette**  
**Gordon Low Activities**



[Juliette Gordon Low PPT](#)

[Juliette Gordon Low- Math Activity](#)

**Early Finishers:** [Juliette Gordon Low Activities](#)

**Optional:** [Juliette Gordon Low- Letters](#) Collab with another 2nd Grade school.



**P Copy of Word Work ...**

LT: I can identify nouns, verbs, & adjectives and pronouns.

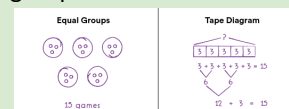
SC: I'll know I have it when I can:

- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.

**Possessives**

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

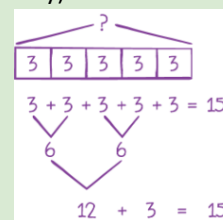
word problem with equal groups.



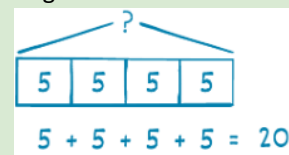
Share, Compare, and Connect- Students share representations and solutions and reason about their connections.. Equal Groups (Imani's Way):



Tape Diagram (Senji's Way):

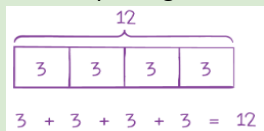


Draw a Tape Diagram: Students apply their learning to represent equal groups with a tape diagram.



Gradual release to the Problem Set.

Land:  
Debrief Objective-  
Represent equal groups

				<p>with a tape diagram.</p>  <p>Students will complete and turn in Topic Ticket A for a summative grade.</p>	
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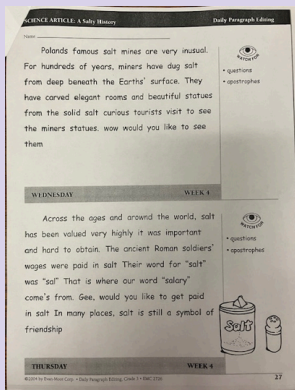
## Thursday

<p><b>Standard(s):</b> <b>ELAGSE2L2a</b> <b>ELAGSE2L2c</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can determine the purpose of a contraction.</li> <li><input type="checkbox"/> I can determine where an apostrophe is needed to form contractions.</li> <li><input type="checkbox"/> I can determine where an apostrophe is placed to form possessives.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RL3</b></p> <p>LT: I am learning to connect to the characters in a story and how they react to important (major) events or challenges.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <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 make connections to another text, to a personal experience, or to a real-world experience.</li> </ul> <p><b>Lesson/Activity:</b> <b>Unit 10, Lesson 6 &amp; 7,</b> <b>TE Pages 82-85.</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2W6</b></p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults).</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use paper, pencil, and digital media to produce a writing piece.</li> <li><input type="checkbox"/> I can collaborate with (peers, teachers, and adults) to proofread my writing.</li> <li><input type="checkbox"/> I can use tools to find and organize information.</li> <li><input type="checkbox"/> I can publish and present my writing to an audience.</li> </ul> <p><b>Lesson/Activity:</b> <b>Mother's Day Poem</b> <b>Writing Activity</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2L1</b> <b>ELAGSE2L2cd</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning to use the spelling patterns I know to write words. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to use collective nouns correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature.</li> <li><input type="checkbox"/> I can determine where</li> </ul>	<p><b>Standard(s):</b> <b>2.NR.3.2</b></p> <p>LT: We are learning how to create arrays to write an equation.</p> <p>SC: <i>I will know I am successful when..</i></p> <ul style="list-style-type: none"> <li>-I can create a rectangular array with given numbers.</li> <li>-I can find the total number of objects arranged in a rectangular array.</li> <li>-I can write an equation to express the total parts in the array (ex. 5+5+5+5=20)</li> </ul> <p><b>Lesson 5: Compose arrays with rows and columns and use a repeated count to find the total.</b></p> <p>Materials: Copy and cut out cards (TE pgs. 96-100)</p> <p>Fluency: Flip: Addition Within 20-</p>	<p><b>Standard(s):</b> <b>SS2G2a.</b></p> <p>LT: I can locate on a map the places that were important in the life of Jimmy Carter.</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 and label on a map of Georgia where Jimmy Carter was born and lived.</li> <li><input type="checkbox"/> I can identify the region of Georgia in which Plains, GA is located.</li> <li><input type="checkbox"/> I can locate where Jimmy Carter lived when he was the governor of Georgia.</li> <li><input type="checkbox"/> I can locate where Jimmy Carter lived when he was the President of the United States.</li> </ul> <p><b>Lesson/Activity:</b> <b>Georgia Leaders - Jimmy</b></p>
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**Key Vocabulary:**  
geographic names,  
capitalization, holiday,  
product names, proper  
nouns, apostrophe,  
contractions, possessives

### Lesson/Activity:

**Language Review**  
**Daily Paragraph Editing**  
**Science Article -**  
**A Salty History**  
**Week 4 Page 27**



**Optional -**  
**Parts of Speech Review**  
**Word Work: Week 5**




**Copy of Word Work ...**

**LT:** I can identify nouns,  
verbs, & adjectives and  
pronouns.

**SC:** I'll know I have it  
when I can:

- ☐ Explain that  
nouns name  
people, places,  
and things.

### Make Connections

 Connections between a text and the real world	The end of — made me think of when — happened in the real world.  When I read about — it reminds me of when I —.
 Connections between a text and my own experiences	When I read about — it reminds me of when I —.
 Connections between a text and another text	The end of — made me think of when — happened in the real world.  The characters — remind me of the story —.

an apostrophe is placed to  
form possessives.

- ☐ I can use spelling  
patterns to recognize  
words.
- ☐ I can distinguish  
between different kinds of  
nouns (common/proper,  
singular/plural).

### Lesson/Activity:

**Unit 10 Week 1 Day 4**  
**TE pages 224-225**

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

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

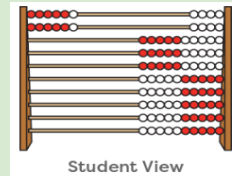
#### Possessives

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

Students say an addition  
equation with a total of 11  
to 18.

$$8 + 6$$

Whiteboard Exchange:  
Repeated Addition with  
the Rekenrek- Students  
represent an array shown  
on a rekenrek with a  
sentence, unit form, and a  
repeated addition  
equation.



Repeat with the following:

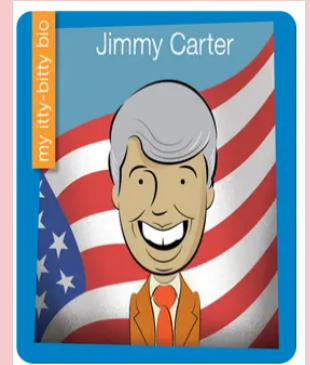


**Launch:** Students relate  
equal groups to an array.



**Learn:** Equal Groups to  
Arrays- Students organize  
equal groups into arrays  
and determine the

**Carter**



**Jimmy Carter- Epic**

[JimmyCarterPointPoint.pp](#)

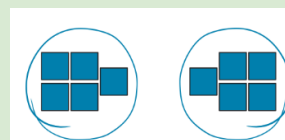
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**\*Print Out Maps**

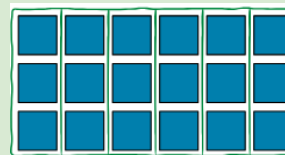
**Pgs. 20-21**

- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.

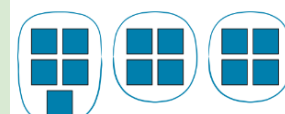
characteristics of an array.



Different Arrays- Students use the same total to compose many different equal groups.




Unequal Groups- Students articulate why unequal groups cannot be organized into an array.



Gradual release to the Problem Set.

Land:

Debrief Objective- Compose arrays with rows and columns and use a repeated count to find the total.

				 <p>Is this an array? Why?</p> <p>Students complete and turn in ET 5 for a formative grade.</p>	
<b>Friday</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L2a</b> <b>ELAGSE2L2c</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can determine the purpose of a contraction.</li> <li><input type="checkbox"/> I can determine where an apostrophe is needed to form contractions.</li> <li><input type="checkbox"/> I can determine where an apostrophe is placed to</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RL6</b> <b>ELAGSE2L3</b></p> <p>LT: I am learning about the characters in a story by analyzing dialogue and using different character voices when I read aloud to show what I know about the characters.</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 who is telling the story at different (various) points.</li> <li><input type="checkbox"/> I can recognize what characters are thinking and/or feeling at different parts of the story.</li> <li><input type="checkbox"/> I can speak in a different voice for each character.</li> <li><input type="checkbox"/> I can understand how writers use dialogue to show tone and characters' points of view.</li> <li><input type="checkbox"/> I can differentiate formal and informal</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2W6</b></p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults).</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use paper, pencil, and digital media to produce a writing piece.</li> <li><input type="checkbox"/> I can collaborate with (peers, teachers, and adults) to proofread my writing.</li> <li><input type="checkbox"/> I can use tools to find and organize information.</li> <li><input type="checkbox"/> I can publish and present my writing to an audience.</li> </ul> <p><b>Lesson/Activity:</b> <b>Mother's Day Poem Writing Activity</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3, RF4</b> <b>ELAGSE2L2cd</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning to use the spelling patterns I know to write words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can determine where an apostrophe is placed to form possessives.</li> <li><input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</li> <li><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</li> </ul>	<p><b>Standard(s):</b> <b>2.NR.3.2</b></p> <p>LT: We are learning how to create arrays to write an equation.</p> <p>SC: <i>I will know I am successful when..</i></p> <ul style="list-style-type: none"> <li>-I can create a rectangular array with given numbers.</li> <li>-I can find the total number of objects arranged in a rectangular array.</li> <li>-I can write an equation to express the total parts in the array (ex. <math>5+5+5+5=20</math>)</li> </ul> <p><b>Lesson 6:</b> <b>Decompose arrays into rows and columns and relate them to repeated addition.</b></p> <p><b>Fluency:</b> Sort: Addition Within 20- Students sort expressions cards by total.</p>	<p><b>Standard(s):</b> <b>SS2H1f.</b></p> <p>LT: I am learning about the life and contributions of Jimmy Carter.</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 describe Jimmy Carter's childhood and young adult life.</li> <li><input type="checkbox"/> I can describe Jimmy Carter's role as Governor of Georgia.</li> <li><input type="checkbox"/> I can describe Jimmy Carter's role as President of the United States.</li> <li><input type="checkbox"/> I can describe Jimmy Carter's work since his presidency.</li> </ul> <p><b>Lesson/Activity:</b> <b>Georgia Leaders - Jimmy Carter</b></p> <p><b>James Carter- Epic</b></p>



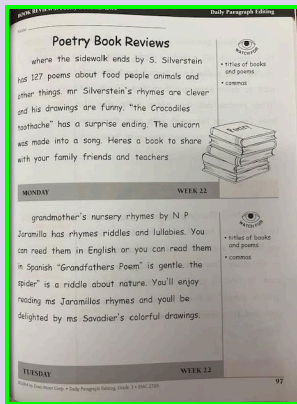
form possessives.

### Key Vocabulary:

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

### Lesson/Activity:

**Language Review**  
**Daily Paragraph Editing**  
**Book Reviews:**  
**Poetry Book Reviews**  
**Week 22 Page 97-99**



**Optional -**  
**Parts of Speech Review**  
**Word Work: Week 5**

**P** Copy of Word Work ...

LT: I can identify nouns, verbs, & adjectives and pronouns.

SC: I'll know I have it when I can:

- ☐ Explain that nouns name

English.

### Lesson/Activity:

**Unit 10, Lesson 8,**  
**TE Pages 86-89.**

### Dialogue

Characters reveal themselves through the things that they say, their dialogue.

Characters Communicate in the Following Ways

Words	the simplest and most direct way to learn about characters Ask: What does the character say?
Point of View	how the characters feel about other characters, the setting, or their wants and needs Ask: What is the character trying to accomplish in the scene?
Tone	the attitude of the character that reveals point of view Ask: How does the character speak? What is the character feeling?
Informal or Formal English	the way that the character speaks to other characters; makes dialogue sound more realistic Ask: Does the character use informal or formal English? What does that reveal about the character in the scene?

### Lesson/Activity:

**Unit 10 Week 1 Day 5**  
**TE pages 226-227**

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

### Read HFWs:

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

### Review and Assess Possessives

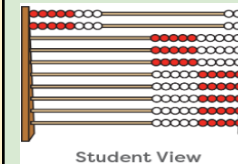
- Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

- Cumulative Assessment

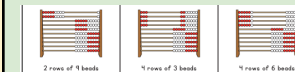


### Whiteboard Exchange:

Repeated Addition with the Rekenrek- Students represent an array shown on a rekenrek with a sentence, unit form, and a repeated addition equation.



Repeat with the following:

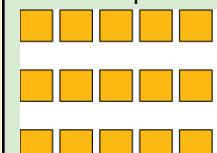


### Launch: Students

represent an array in a variety of ways to view an array as a collection of rows and columns.



Learn: Decompose Arrays into Rows or Columns- Students decompose an array into rows or columns and write repeated addition equations.



Jimmy Carter

[JimmyCarterPointPoint.pptx](#)

Jimmy Carter Activities:

[Timeline and Fact & Opinion](#)

Pg. 21 & 25

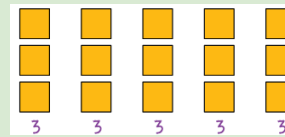
[Comparing & Contrasting](#)

Pg. 18

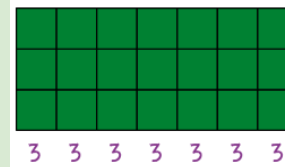
[Assessment](#)

people, places,  
and things.

- ☐ Explain that verbs  
are action words.
- ☐ Explain that  
adjectives  
describe nouns.
- ☐ Identify the  
naming part  
(subject) and  
action part  
(predicate) of a  
sentence.
- ☐ Explain that  
pronouns take the  
place of nouns.



Arrays Without Gaps-  
Students describe an array  
as rows or column and  
write repeated addition  
equations to match.



Gradual release to the  
Problem Set.

Land:

Debrief Objective-  
Decompose arrays into  
rows and columns and  
relate them to repeated  
addition.



Students will complete  
and turn in ET 6 for a  
formative grade.