

Carrie Waters' Week of: May 13-17, 2024 - Whole Group Lesson Plans

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

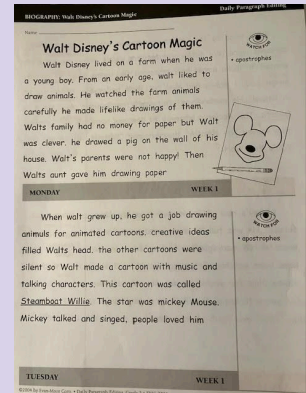
GRAMMAR Swim Letter Writing & Memory Book Language Review Proper Nouns, Commas, Apostrophes, Addresses	READING Unit 10 Week 3 Lessons 9-14 Changing Matter	WRITING Animal Research Projects	PHONICS Unit 10 Week 2 Prefixes UN, RE, DIS Changing Matter	MATH Module 6 Topic C, Lessons 12-13 Topic D, Lessons 14-16	SOCIAL STUDIES Unit 5 Weeks 2&3 GA Leaders & Economics Julliette Gordon Low & Jimmy Carter				
DISTRICT MAP Assessments: Scott, Thomas, & Rowell / SWIM LESSONS: Carpenter, Graham, & Waters									
<table><tr><td>MAP Growth & IXL Screener</td><td>2</td><td>May 13 - Math May 14 - Reading May 15 - ELA May 16 -IXL- Math</td><td>Scott, Rowell, Thomas</td></tr></table>						MAP Growth & IXL Screener	2	May 13 - Math May 14 - Reading May 15 - ELA May 16 -IXL- Math	Scott, Rowell, Thomas
MAP Growth & IXL Screener	2	May 13 - Math May 14 - Reading May 15 - ELA May 16 -IXL- Math	Scott, Rowell, Thomas						
Monday - District MAP ORAL Reading Fluency Assessment May 06-17 (Small Groups)									
Standard(s): ELAGSE2L2a ELAGSE2L2c LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as	Standard(s): ELAGSE2RI5 LT: I am learning to explain how illustrations contribute to the meaning of a text. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify text features and their purposes. <input type="checkbox"/> I can use text features to preview text and to locate information quickly. <input type="checkbox"/> I can discuss the author and illustrator's use of graphic and text features to achieve specific purposes.	SStandard(s): ELAGSE2W7 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. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic. <input type="checkbox"/> I can ask myself questions about what I already know pertaining to	Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b 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 figure out the meaning of a word when a prefix is added. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can use spelling patterns to recognize	Standard(s): 2.NR.3.2 LT: We are learning how to create arrays to write an equation. SC: <i>I will know I am successful when..</i> -I can create a rectangular array with given numbers. -I can find the total number of objects arranged in a rectangular array. -I can write an equation to express the total parts in the array (ex. 5+5+5+5=20) Lesson 12: Reason about how equal arrays can be composed differently.	Standard(s): SS2H1f. SS2CG3 SS2G2 LT: I am learning about the positive character traits demonstrated by Jimmy Carter. SC: <i>I will know I'm successful when I can...</i> <input type="checkbox"/> I can give examples of how Jimmy Carter demonstrated positive citizenship traits. <input type="checkbox"/> I can name ways Jimmy Carter has been honored for his contributions. Lesson/Activity:				

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, titles

Lesson/Activity:
Language Review
Daily Paragraph Editing
Biography: Walt Disney's Cartoon Magic Week 1
Page 13



Optional - Swim Letter Writing using different Parts of Speech

Word Work Week 6...

Lesson/Activity:
Unit 10, Lesson 9,
TE pages 90-93.

ELEMENTS OF GRAPHIC STORIES	
<i>REMEMBER: Start at the top of the page and read from left to right, top to bottom.</i>	
FEATURE	DESCRIPTION
<i>Panel</i>	<i>The separate sections of a graphic story, each one typically has illustrations and dialogue</i> • Read each panel from left to right, top to bottom.
<i>Gutter</i>	<i>The space between panels</i> • You have to infer what action takes place between panels.
<i>Speech balloon</i>	<i>Shows character dialogue</i> • The tail of a speech balloon points to the character who is speaking.
<i>Narration box</i>	<i>Sets like the voice of a narrator in a story</i>
<i>Sound effect</i>	<i>Shows important sounds that are not spoken by the characters</i>

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.

words.

- I can rearrange, add, or remove letters to make new words.
- I can identify prefixes and their meanings.

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

Lesson/Activity:
Unit 10 Week 2 Day 1
TE pages 228-231

Word Study Resource Book, p. 115
My Word Study, Volume 2, p. 42

Read HFWs:
built, correct, inside, island, language, oh, person, street, system, warm.

- Prefixes un-, re-, dis-**
- Phonological Awareness: Add initial, final sounds
 - Word Study
 - Blend and Build Words
 - Reading Big Words Strategy
 - Spelling Quick Check
 - High-Frequency Words
 - Share and Reflect

Materials: Arrays (digital download) scissors, Numeral Cards, Hidden Addends Math, 1 inch tiles

Fluency: Tap, Tap, Clap Threes- Students count with an emphasis on multiples of 3.

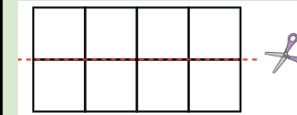
Hidden Addends: Students find the total and say an addition equation or related subtraction equation.

Launch: Students reason about the relationship between 4 rows of 4 and 2 rows of 8.



Learn: Decompose an Array Two Different Ways- Students partition two same-size arrays into rows and columns and reason about how the total is affected.

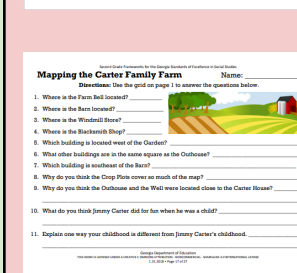
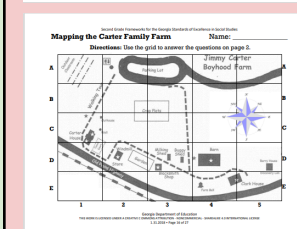
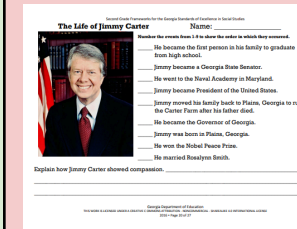
Cut & discuss rectangle A:



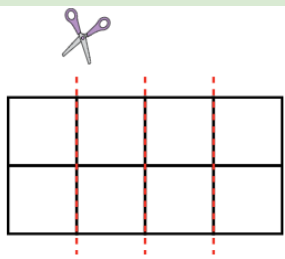
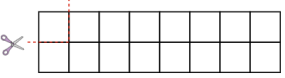
Cut & discuss rectangle B:

Unit 6 Georgia Leaders
Jimmy Carter & Juliette Gordon Low
[Meet Jimmy Carter:](#)
[A Kind Hearted Leader](#)

Students will learn about the significance of Jimmy Carter's life, from his beginnings as a farmer in rural Georgia to his time as the President of the United States.



Students and teachers will discuss President Carter's political and personal roles using the themes of individuals, groups, and institutions.

<p>LT: I can identify nouns, verbs, & adjectives and pronouns.</p> <p>SC: <i>I'll know I have it when I can:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain that nouns name people, places, and things. <input type="checkbox"/> Explain that verbs are action words. <input type="checkbox"/> Explain that adjectives describe nouns. <input type="checkbox"/> Identify the naming part (subject) and action part (predicate) of a sentence. <input type="checkbox"/> Explain that pronouns take the place of nouns. 				<div data-bbox="1388 110 1671 367">  </div> <p>Compose Different Arrays by Using the Same Total- Students compose arrays and determine that many different arrays can be made by using the same number of paper squares.</p> <div data-bbox="1388 639 1671 716">  </div> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective- Reason about how equal arrays can be composed differently. Students will complete and turn in Exit Ticket 12 for a formative grade.</p>	
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Tuesday - District MAP Reading Assessment & SWIM LESSONS/Waters, Graham, & Carpenter

<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.</p>	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story.</p>	<p>SStandard(s): ELAGSE2W7</p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but</p>	<p>Standard(s): 2.NR.3.2</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>	<p>Standard(s): SS2H1e,f SS2G2 SS2CG3</p> <p>LT: I am learning about the ways Juliette Gordon Low and Jimmy Carter adapted to and were</p>
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I am learning to use an apostrophe to form contractions and frequently occurring possessives.

SC: *I know I am successful when:*

- ☐ 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, titles

Lesson/Activity:

Language Review
Daily Paragraph Editing
Biography: Walt Disney's
Cartoon Magic
Week 1 Page 15

SC: *I know I am successful when:*

- ☐ I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers).
- ☐ I can gather information about characters, setting, or plot from words in the text (print or digital).
- ☐ I can use the information gathered to understand characters, setting, and plot.

Lesson/Activity:

Unit 10, Lesson 10 & 11,
TE pages 94-97,
TE pages 98-101

ELEMENTS OF GRAPHIC STORIES

REMEMBER: Start at the top of the page and read from left to right, top to bottom.

FEATURE	DESCRIPTION
Panel	The separate sections of a graphic story; each one typically has illustrations and dialogue. • Read each panel from left to right, top to bottom.
Gutter	The space between panels. • You have to infer what action takes place between panels.
Speech balloon	Shows character dialogue. • The tail of a speech balloon points to the character who is speaking.
Narration box	Notes like the voice of a narrator in a story.
Sound effect	Shows important sounds that are not spoken by the characters.

multiple texts on the same topic.

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

- ☐ I can use a variety of resources (encyclopedia, internet, books) to 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

have common spelling-sound correspondences. I am learning to use the spelling patterns I know to write words.

I am learning to figure out the meaning of a word when a prefix is added.

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

- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can identify prefixes and their meanings.

Lesson/Activity:

Unit 10 Week 2 Day 2
TE pages 232-235

Word Study Resource

Book, p. 115

My Word Study, Volume 2, p. 42

Read & Write HFWs:

built, correct, inside, island, language, oh, person, street, system, warm.

-I can create a rectangular array with given numbers.
-I can find the total number of objects arranged in a rectangular array.

-I can write an equation to express the total parts in the array (ex. $5+5+5+5=20$)

Lesson 13: Decompose an array and relate it to a number bond.

Materials: colored pencils

Fluency: Whiteboard Exchange- Subtract Within 100: Students subtract two-digit numbers.

$$53 - 21 = 32$$

Repeat with the following:

$$76 - 52 = 24 \quad 68 - 35 = 33 \quad 47 - 18 = 29 \quad 81 - 56 = 25 \quad 60 - 24 = 36$$

Whiteboard Exchange- Arrays: Students determine the number of rows and columns in a rectangular array, and then represent the array with a sentence, unit form, and two repeated addition equations.



There are 3 rows of 3.

$$2 + 2 + 2 = 6$$

$$3 + 3 = 6$$

Repeat with the following:

influenced by their environments.

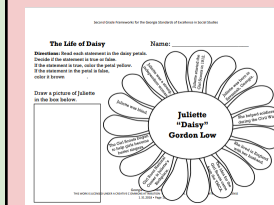
SC: *I will know I'm successful when I can...*

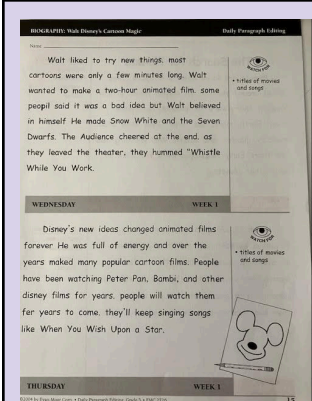
- ☐ I can explain how Juliette Gordon Low's attendance at schools outside of Georgia and her travels helped her to adapt to living in England.
- ☐ I can explain how running the family's peanut business led to Jimmy Carter becoming involved in local and state planning and into politics.
- ☐ I can explain how Jimmy Carter's upbringing led him to challenge segregation in his hometown, state and in the nation.

Lesson/Activity:

Juliette Gordon Low PPT

Students will review how the leadership of Low was beneficial in the establishment and the continued success of the Girl Scouts.





Optional - Swim Letters using different Parts of Speech

Word Work Week 6....

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

ELEMENTS OF PROCEDURAL TEXTS

Procedural texts inform the reader how to do or make something step-by-step

WHAT YOU NEED	materials list or ingredients necessary to complete the task
WHAT TO DO	directions you can follow
EXTRA INFORMATION	introductions, graphic features with a special message, explanations of specific parts for clarity or interest, or alternative steps to change the process

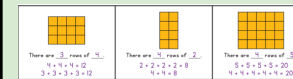
Examples of procedural texts include:

- how-to articles or manuals
- scientific experiments
- recipes
- directions

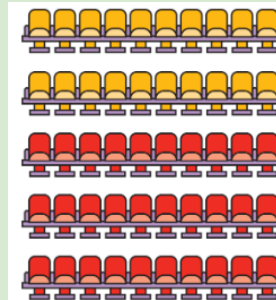
present with classmates.

Prefixes un-, re-, dis-

- Phonological Awareness: Blend and segment multisyllabic words by syllable
- Blend and Build Words
- Read Interactive Text "Tyler's Party"
- Spelling
- High-Frequency Word
- Abbreviations
- Share and Reflect

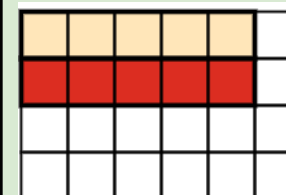


Launch: Students determine which model represents a decomposed array.

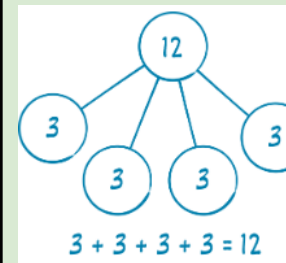


What do you notice about the theater seats?

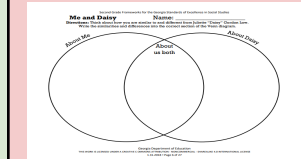
Learn: Decompose Arrays- Students identify a specified array within a larger array and use a number bond to represent the part-total relationship.



Then, compose arrays.

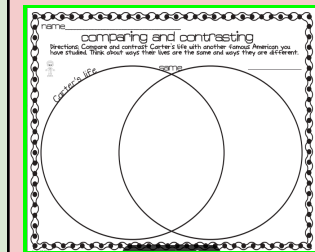


Juliette Gordon Low & Me

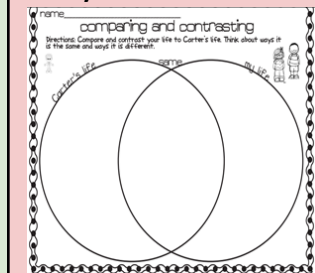


Review Jimmy Carter & Juliette Gordon Low

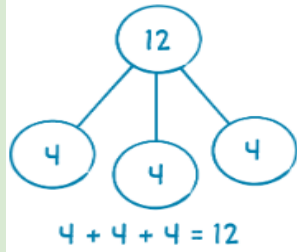
Juliette Gordon Low & Jimmy Carter Compare & Contrast



Jimmy Carter & Me



Students should have a full understanding of how their lives in modern Georgia are similar to and different from the lives of Carter and Low.

place of nouns.				 <p>Gradual Release to the Problem Set.</p> <p>Land: Debrief Objective- Decompose an array and relate it to a number bond.</p> <p>Students will complete and turn in Topic Ticket C for a summative grade.</p>	
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Wednesday - District MAP Language Assessment & SWIM LESSONS/Waters, Graham, & Carpenter

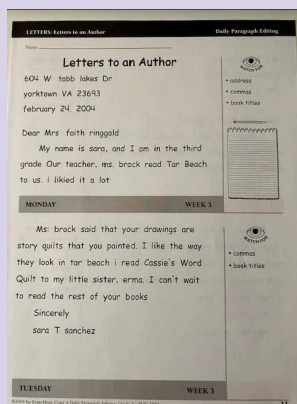
<p>Standard(s): ELAGSE2L2</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as 	<p>Standard(s): ELAGSE2L4 ELAGSE2RF4</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"> <input type="checkbox"/> I can recognize new or unknown words. <input type="checkbox"/> I can use prior knowledge and experiences to determine and clarify word/phrase 	<p>Standard(s): ELAGSE2W7</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"> <input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share 	<p>Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b</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 use the spelling patterns I know to write words. I am learning to figure out the meaning of a word when a prefix is added.</p>	<p>Standard(s): 2.NR.3.1</p> <p>LT: We are learning about equal groups of numbers.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can determine if a group has an odd or even number of objects. -I can group by pairing objects or counting them by 2s. -I can use doubles to determine if a quantity is even (18 is even because $9 + 9 = 18$). 	<p>Standard(s): SS2H1e,f SS2G2 SS2CG3</p> <p>LT: I am learning about the ways Juliette Gordon Low and Jimmy Carter adapted to and were influenced by their environments.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how Juliette Gordon Low's attendance at schools outside of Georgia and her
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product names.

- I can identify words as geographic names.
- I can recognize that a comma indicates a pause in text.
- I can determine where the comma is placed in a greeting.
- I can determine where the comma is placed in a closing.

Key Vocabulary:
geographic names, capitalization, holiday, product names, proper nouns, letters, punctuation, greetings, correspondence, body, closings, commas, capitalization

Lesson/Activity:
Swimming Writing or Daily Paragraph Editing Letters: Letters to an Author Week 3 Page 21



Optional - Swim Lesson

meanings.

- I can use context clues to determine word/phrase meanings.
- I can identify real-life connections between words and their use.

Lesson/Activity:
Unit 10, Lesson 12, TE pages 102-105.

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

information 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.

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

- I can use spelling patterns to recognize words.
- I can rearrange, add, or remove letters to make new words.
- I can identify prefixes and their meanings.

Lesson/Activity:
Unit 10 Week 2 Day 3 TE pages 236-239

Word Study Resource Book, p. 116-117
My Word Study, Volume 2, p. 43

Practice HFWs:
built, correct, inside, island, language, oh, person, street, system, warm.

Prefixes un-, re-, dis-
• Read Accountable Text "Water!"
• Spelling
• High-Frequency Words
• Share and Reflect

-I can write an equation to express an even number as a sum of two equal addends.

Lesson 14: Relate doubles to even numbers and write equations to express the sums.

Materials: Chart paper, chart markers, 1 inch tiles, Even/Not Even cards (student books)

Fluency: Ready, Set, Add-Students find the total and say an addition equation or related subtraction equation.



Partners A and B: "10"
Partner A: "6 + 4 = 10"
Partner B: "10 - 4 = 6"

Whiteboard Exchange:
Subtract Within 100-Students subtract two-digit numbers.

$$74 - 32 = 42$$

Repeat with the following:

$$87 - 34 = 53 \quad 86 - 37 = 49 \quad 92 - 38 = 54 \quad 70 - 41 = 29 \quad 100 - 22 = 78$$

Launch: Students reason

travels helped her to adapt to living in England.

- I can explain how running the family's peanut business led to Jimmy Carter becoming involved in local and state planning and into politics.
- I can explain how Jimmy Carter's upbringing led him to challenge segregation in his hometown, state and in the nation.

Lesson/Activity:
Georgia Leaders PPT Research Project Culminating Activity:

Students will culminate their second-grade social studies year by studying prominent leaders of Georgia President Jimmy Carter and Juliette Gordon Low.

Students and teachers will continue to read about President Carter's political and personal roles and Low's leadership using the themes of individuals, groups, and institutions.

Student Research Project: Georgia Leaders		
Important Dates	Our Similarities	Our Differences
Illustration	Character Traits	Contributions

Writing using different Parts of Speech

Word Work Week 6....

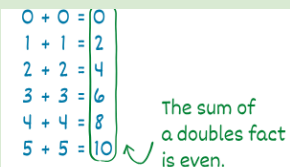
LT: I can identify nouns, verbs, & adjectives and pronouns.

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

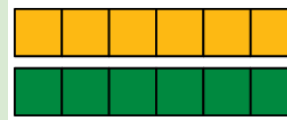
- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.

about a context and manipulate tiles to show even amounts.

Learn: Relate Doubles Facts to Even Numbers- Students determine that the sums of all doubles facts are even numbers.













$0 + 0 = 0$	
$1 + 1 = 2$	
$2 + 2 = 4$	
$3 + 3 = 6$	
$4 + 4 = 8$	
$5 + 5 = 10$	

Double Numbers to Compose an Even Total- Students double a given number of tiles to compose an even total.



Even or Not Even Sort- students sort numbers and representations into two categories: even and not even.

Students will research and work to complete the graphic organizer as a resource to organize information about Juliette Gordon Low and Jimmy Carter.

				<table><tr><th>Even</th><th>Not Even</th></tr><tr><td></td><td>$5 + 6 = 11$</td></tr><tr><td>18</td><td></td></tr><tr><td></td><td>35</td></tr><tr><td>$4 + 4 = 8$</td><td></td></tr><tr><td></td><td></td></tr></table> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective- Relate doubles to even numbers and write equations to express the sums.</p> <p>Students will complete and turn in Exit Ticket 14 for a formative grade.</p>	Even	Not Even		$5 + 6 = 11$	18			35	$4 + 4 = 8$				
Even	Not Even																
	$5 + 6 = 11$																
18																	
	35																
$4 + 4 = 8$																	
																	

Thursday - District MAP IXL Screener & SWIM LESSONS/Waters, Graham, & Carpenter

<p>Standard(s): ELAGSE2L2</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 commas in the greetings and closings of a letter when writing.</p>	<p>Standard(s): ELAGSE2RI9</p> <p>LT: I am learning to compare (same) and contrast (different) the major points in two texts on the same topic.</p> <p><i>SC: I know I am successful when...</i></p>	<p>Standard(s): ELAGSE2W7</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>Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b</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 use the</p>	<p>Standard(s): 2.NR.3.1</p> <p>LT: We are learning about equal groups of numbers.</p> <p><i>SC: I will know I am successful when...</i> -I can determine if a group has an odd or even number of objects.</p>	<p>Standard(s): SS2H1e,f. SS2G2b. SS2CG3</p> <p>LT: I am learning about the positive character traits demonstrated by Jimmy Carter and Juliette Gordon Low. I am learning about the ways Juliette Gordon Low</p>
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SC: *I know I am successful when:*

- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ I can recognize that a comma indicates a pause in text.
- ☐ I can determine where the comma is placed in a greeting.
- ☐ I can determine where the comma is placed in a closing.

Key Vocabulary:

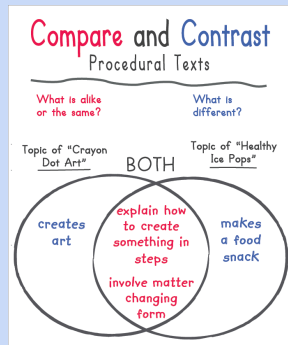
geographic names, capitalization, holiday, product names, proper nouns, letters, punctuation, greetings, correspondence, body, closings, commas, capitalization

Lesson/Activity:

Swimming Writing Writing Letters or Daily Paragraph Editing Letters: Letters Home Week 24 Pages 105 & 107

- ☐ I can make connections between two texts on the same topic.
- ☐ I can identify the important points in two texts on the same topic.
- ☐ I can identify similarities and differences between the important points presented in two texts.

Lesson/Activity:
Unit 10, Lesson 13, TE pages 106-109.



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

- ☐ I can use a variety of resources (encyclopedia, internet, books) to 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.

spelling patterns I know to write words.

I am learning to figure out the meaning of a word when a prefix is added.

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

- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can identify prefixes and their meanings.

Lesson/Activity:

Unit 10 Week 2 Day 4 TE pages 240-241

Word Study Resource

Book, p. 116-117

My Word Study, Volume 2, p. 43

Read HFWs:

built, correct, inside, island, language, oh, person, street, system, warm.

Prefixes un-, re-, dis-

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Water!" and/or "Sand Becomes Glass!"
- Share and Reflect

-I can group by pairing objects or counting them by 2s.

-I can use doubles to determine if a quantity is even (18 is even because $9 + 9 = 18$).

-I can write an equation to express an even number as a sum of two equal addends.

Lesson 15: Pair objects and skip-count to determine whether a number is even or odd.

Materials: "A Number is Even" chart, chart markers, 1 inch tiles

Fluency: Whiteboard Exchange- Subtract Within 1,000: Students subtract three-digit numbers.

$$653 - 241 = 412$$

Repeat with the following:

$916 - 378 = 218$	$432 - 150 = 282$	$761 - 347 = 367$	$802 - 65 = 387$
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Launch: Students determine what comes next in a pattern as they learn the history of the Fibonacci sequence.

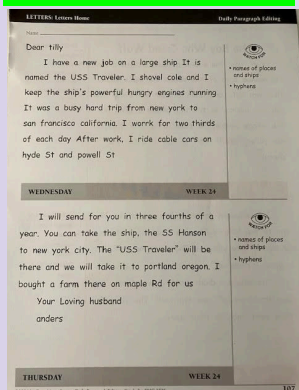
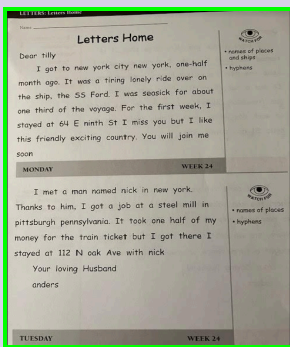
and Jimmy Carter adapted to and were influenced by their environments.

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

- ☐ I can give examples of how Jimmy Carter and Juliette Gordon Low demonstrated positive citizenship traits.
- ☐ I can name ways Jimmy Carter and Juliette Gordon Low have been honored for their contributions.
- ☐ I can explain how Juliette Gordon Low's attendance at schools outside of Georgia and her travels helped her to adapt to living in England.
- ☐ I can explain how running the family's peanut business led to Jimmy Carter becoming involved in local and state planning and into politics.
- ☐ I can explain how Jimmy Carter's upbringing led him to challenge segregation in his hometown, state and in the nation.

Lesson/Activity:

Jimmy Carter or Juliette Gordon Low Living Poster Culminating Activity:



Optional -
Swim Lesson Writing using
different Parts of Speech
Word Work Week 6....

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

$$1 + 1 = 2$$

$$2 + 1 = 3$$

$$3 + 2 = 5$$

$$5 + 3 = 8$$

$$8 + 5 = 13$$

Learn: Pair Objects to
 Determine Whether a
 Number is Even or Odd-
 Students form pairs to
 determine whether a
 number is even or odd.



Build Arrays to Determine
 Whether a Number is Even
 or Odd- Students build
 arrays to show numbers
 from 0 to 20 and
 determine whether each
 number is even or odd.

© 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Land:

Debrief Objective- Pair
 objects and skip-count to
 determine whether a
 number is even or odd.

Students will complete and
 turn in Exit Ticket 15 for a
 formative grade.

Student Living Posters for the Jimmy Carter or Juliette Gordon Living Poster Project

Living Poster Project
Name: _____

To create your poster, you will need these supplies:

- Art supplies (markers, crayons, etc.)
- Poster board
- Scissors

Follow these steps:

1. Decide to create a living poster for Jimmy Carter or Juliette Gordon.
2. Cut a hole in the middle of your poster big enough for your head. You may wish to have a friend or family member help you.
3. Write in markers and glue cutouts. Use the table to guide you.
4. Write the information on your poster.
5. Turn in your living poster on _____.

Performance Indicators

Indicator	1st Year	2nd Year	3rd Year	4th Year
Identify the major events in the life of the figure.				
Identify the major people in the life of the figure.				
Identify the major places in the life of the figure.				
Identify the major things in the life of the figure.				
Identify the major feelings in the life of the figure.				
Identify the major personality traits in the life of the figure.				
Total Points (14 possible)				

Students will create a
 living poster about Jimmy
 Carter or Juliette Gordon
 Low.

Students should include at
 least five major events in
 Low or Carter's life, what
 they are most famous for,
 and the character traits
 that describe the figure.

The poster will have a hole
 in the middle for the
 student to put his/her
 head in so they can be the
 "face" of the figure.

Teachers may encourage
 students to dress up as
 Carter or Low when they
 present their posters to
 the class.

describe nouns. <input type="checkbox"/> Identify the naming part (subject) and action part (predicate) of a sentence. <input type="checkbox"/> Explain that pronouns take the place of nouns.					
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Friday - District MAP ORF Assessment & SWIM LESSONS/Waters, Graham, & Carpenter

<p>Standard(s): ELAGSE2L2</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 commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where 	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases in poems, stories, or songs can 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 identify words or phrases that repeat or rhyme. <input type="checkbox"/> I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way. <input type="checkbox"/> I can describe how word choices can affect the meaning of a story. <input type="checkbox"/> I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition. 	<p>SStandard(s): ELAGSE2W7</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"> <input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic. <input type="checkbox"/> I can ask myself questions about what I already know pertaining to a shared project. <input type="checkbox"/> I can generate my own ideas about a shared project. <input type="checkbox"/> I can share my ideas 	<p>Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b ELAGSE2RF4b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-correspondences. I am learning to use the spelling patterns I know to write words. I am learning to figure out the meaning of a word when a prefix is added. 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"> <input type="checkbox"/> I can use spelling patterns to recognize words. 	<p>Standard(s): 2.NR.3.1</p> <p>LT: We are learning about equal groups of numbers.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can determine if a group has an odd or even number of objects. -I can group by pairing objects or counting them by 2s. -I can use doubles to determine if a quantity is even (18 is even because $9 + 9 = 18$). -I can write an equation to express an even number as a sum of two equal addends. <p>Lesson 16: Use rectangular arrays to investigate combinations of even and odd numbers.</p>	<p>Standard(s): SS2E4</p> <p>LT: I am learning about the costs and benefits of personal saving and spending choices.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain the benefits and costs of saving. <input type="checkbox"/> I can explain the benefits and costs of spending. <p>Lesson/Activity: Spending & Saving</p> <p>Students will match economic vocabulary words to the definitions.</p> <p>Students will explain the difference between spending and saving and</p>
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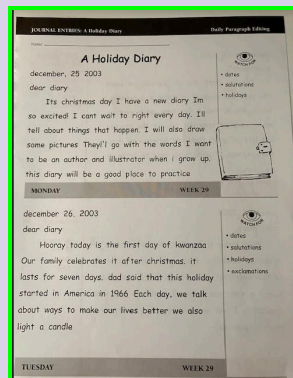
the comma is placed in a closing.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, letters, punctuation, greetings, correspondence, body, closings, commas, capitalization

Lesson/Activity:

Memory Book or Daily Paragraph Editing Journal Entries: A Holiday Diary Week 29 Pages 125 & 127



Lesson/Activity:

Unit 10, Lesson 14, TE pages 110-113.

FEATURES OF POETRY
LINE: a group of words appearing together in a row
STANZA: a group of lines of poetry that form a unit together; poems are structured by stanzas
RHyme: words that have the same ending sound
RHYTHM: beat that is expressed through stressed and unstressed syllables
ALLITERATION: words close together that have the same starting sound
REPETITION: repeated words, phrases, or lines
FIGURATIVE LANGUAGE: language that shows something other than what the words literally mean

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 can rearrange, add, or remove letters to make new words.

☐ I can identify prefixes and their meanings.

☐ I can reread to improve my reading.

Lesson/Activity:

Unit 10 Week 2 Day 5 TE pages 242-243

Word Study Resource

Book, p. 116-117

My Word Study, Volume 2, p. 43

Read HFWS:

built, correct, inside, island, language, oh, person, street, system, warm.

Review and Assess Prefixes un-, re-, dis-

- Read Accountable Text "Water!" and/or "Sand Becomes Glass!"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

Cumulative Assessment

Materials: Chart paper, chart markers, 1 inch tiles

Fluency:

Ready, Set, Add- Students find the total and say an addition equation or related subtraction equation.



Partners A and B: "10"
Partner A: "6 + 4 = 10"
Partner B: "10 - 4 = 6"

Whiteboard Exchange: Add Within 1,000- Students add three-digit numbers.

$$423 + 251 = 674$$

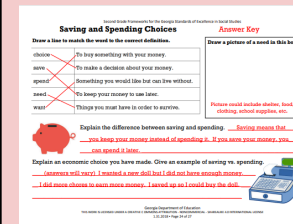
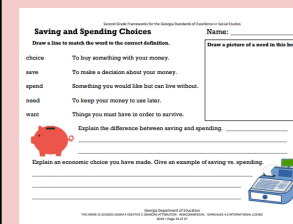
Repeat with the following:

$$368 + 124 = 492 \quad 250 + 242 = 492 \quad 374 + 316 = 690 \quad 183 + 617 = 800$$

Launch: Students reason about combinations of even and odd numbers.

Learn: Find the Sum of Two Even Numbers- Students compose an even addend with an even addend and find that the sum is an even number.

give an example of an economic choice they have made.



Students will complete the attached activity independently or with a partner.

Optional -

Extended Activity:

[Discover A New Girl Scout Cookie](#)

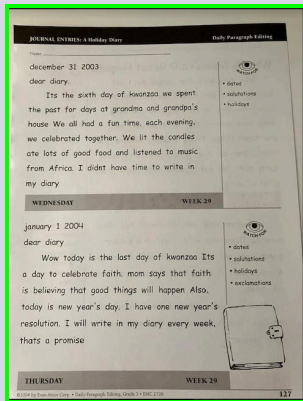
Create a new type of Girl Scout cookie.

Draw a picture and describe the new cookie by writing a detailed paragraph.

[Badges, Journeys, & Awards](#)

Research the types of badges Girl Scouts can earn.

Students will think about



Optional - Memory Book using different Parts of Speech

Word Work Week 6....

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.



Find the Sum of an Even Number and an Odd Number: Students compose an even addend with an odd addend and find that the sum is an odd number.



Find the Sum of Two Odd Numbers: Students create two odd numbers with tiles and pair the leftover tile from each addend to make an even total.



Apply the Pattern to Larger Numbers: Students apply

which badge they would like to earn.

Plan an outing or activity for you to complete with your family to earn the badge.

				<p>what they have learned about the total when adding different combinations of even and odd addends to larger numbers.</p> <p>Gradual release to the Problem Set.</p> <p>Land:</p> <p>Debrief Objective- Use rectangular arrays to investigate combinations of even and odd numbers.</p>  <p>Students will complete and turn in Exit Ticket 16 for a formative grade.</p>	
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