Carrie Waters' Week of: May 20-24, 2024 - Whole Group Lesson Plans

nation, please visit the district's resource or Georgia Standards of Excellence

*for additional curriculum inform Elementary Teaching Resources	
GRAMMAR 3rd Grade Boot Camp Letter Writing Students, Teachers, & Future Self	
Monday - <mark>2nd Grade</mark>	
Standard(s): ELAGSE2L2	
LT: I am learning to use capital letters at the beginning of holidays, product names, and place	
on a map when writing. I am learning to use	
commas in the greetings and closings of a letter when writing.	
SC: I know I am successfu	

wnen:

- ☐ 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.

READING

3rd Grade Boot Camp Read Text & **Answer Questions Written Responses**

WRITING

3rd Grade Boot Camp **Campfire Story Told Orally or Written**

PHONICS

3rd Grade Boot Camp Reading Fluency, & **Setting Goals**

MATH

3rd Grade Boot Camp Fluency, Addition & Subtraction to 1000, & **Solving Word Problems**

SOCIAL STUDIES

3rd Grade Boot Camp Team Building, **Character Traits & Challenges**

Ice Cream Social & Water Day! 1:05-2:00

Standard(s): **ELAGSE2RL1 ELAGSE2RI1**

LT: I am learning to ask and answer questions to show that I understand the key details in a text. I am learning to ask and answer questions to show understanding of key details in the text.

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

- ☐ I can answer questions about a text (who, what, where, when, why, and how).
- ☐ I can understand which details are more important to the story.
- ☐ I can read a text with a partner and ask and answer questions about the story to help identify key details.
- ☐ I can ask and answer questions to understand

Standard(s): **ELAGSE2SL4 ELAGSE2W3**

LT: I am learning to speak like a presenter and share important facts and details.

I am learning to write narratives telling what happened in order.

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

- ☐ I can choose a story or experience I would like to present.
- ☐ I can identify details that will help me explain my story or experience.
- ☐ When I speak, I answer 'who, what, when, where, how, and why' to make my story clear.
- ☐ I can speak loud enough so that my audience can hear me.
- ☐ I can use complete sentences that go together

Standard(s): **ELAGSE2RF4**

LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

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

- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can pay careful attention to the words that I read.
- ☐ I can self-correct when I make a mistake.
- ☐ I can read at the appropriate speed (not too fast or slow).
- ☐ I can change my voice and tone to match the mood of the text.
- ☐ I can reread to improve my reading.

Key Vocabulary: orally, expression,

Standard(s): 2.NR.2.1 2.NR.2.3

LT: We are learning to add and subtract within 20. We are learning to add and subtract numbers using different strategies.

SC: I will know I'm successful when I can... ☐ I can add within 20 using a variety of strategies (mental,

- part-whole, etc.) ☐ I can fluently add within 20 using a variety of strategies.
- ☐ I can add two two-digit numbers using the part-whole strategy.
- ☐ I can add three two-digit numbers using the part-whole strategy.

Lesson/Activity: **Building Fluency Addition & Subtraction**

Standard(s): **ELAGSE2SL1** SS2CG3

LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to be a leader by showing positive citizenship traits.

successful when I can... ☐ I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.).

SC: I will know I'm

- ☐ I can build on others' ideas by linking their comments to others or my own ideas.
- ☐ I can ask for

Key Vocabulary:

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

Lesson/Activity: Letter For Next Year's Students

- Wherever You Go, I ...
- MY TEACHER LIKES ...
- I Wish You More Ki...
- The Magical Yet by ...



key details.

- ☐ I can ask and answer questions to understand the main ideas.
- ☐ I can read a text with a partner and ask and answer questions about the story to help identify key details and main ideas.

Key Vocabulary: key details, main idea, character, text, title, setting, answers, questions, who, what, when, how, where, why, connections

Lesson/Activity:
Reading Responses:
Restating the Question Use Complete Sentences
to Answer A Question



in a way that makes sense to the audience.

- ☐ I can determine what kind of story I want to tell (real or made up).
- ☐ I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).
- ☐ I can use organizational structures (beginning, middle, end, and sequence of events).
- □ I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.

Key Vocabulary:
recount, presenter, events, facts, details, ideas, relevant, story, thoughts, descriptive, experience, clarifications, audibly, narrative actions, closure, sequence, order, feelings, temporal words

Lesson/Activity: Campfire Storytelling

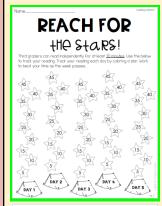
CAMPFIRE STORY WRITING RUBRIC

Good writers include certain items in their stories. Use the rubri below to check over your Campfire story, Be sure that your writing includes all of the items, IF it doesn't work to revise you

MY WRITING INCLUDES	YES!
\boldsymbol{I} started my writing by introducing the characters and setting of the story.	
The middle of my story includes a problem.	
The end of my story includes a solution to my problem.	
I capitalized the beginning of my sentences and used the correct ending punctuation.	
I worked my best to spell words correctly. If I wasn't sure, I looked up the word using reference material.	
I had a buddy reread my writing and give me feedback on my writing. Name of buddy	
Teacher's Notes	Score

accuracy, repeated reading, reader's theatre, echo reading, radio reading, choral reading, tape-assisted reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:
Setting Goals &
Reading Fluency



THIS IN A HEROUGH FLUCHOUS Directions Read the passage the best that you can literature to use expression as you must have about they not a see how bright that you to read the passage. THE HITE Regard and Mend seen as even the fair propers in Regard product of a sea it of Food a fearing of and seen a send darp the coult be used as a self-like date of any the count on the like so be of the young's come of the large from the fair passage to provide a sea in the large from the larg

going to stop! Michael thanked Raquel for thinking of bringing the tarp. They would have been socked without it. Raquel smiled, now if was time to try and find a raccoon as they headed home.

Optional:
AIMS Practice

AIMS Practice
Multiplication using
Repeated Addition









clarification and further explanation if I'm confused.

☐ I can maintain a focus on a particular topic or text.

☐ I can give examples of how I demonstrated positive citizenship traits.

Key Vocabulary:
collaborative, listening,
respectful, discussions,
rules, linking, remarks,
clarifications, explanation,
conversations

Lesson/Activity:

Team Building & Create A Banner

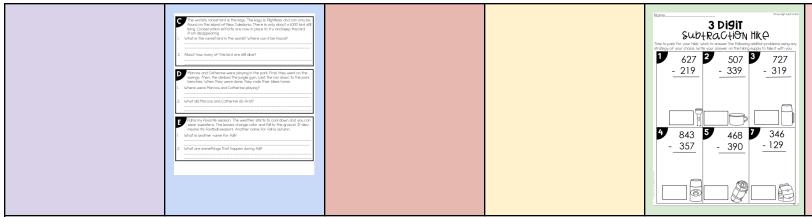
TEAM BANNER

ons: Work together as a team to design a banner. Be sure your banner include earn name and is designed using your fearn colors. Be sure to try your best! Us maken some halfour to name out your banner.

TEAM NAME	TEAM MEMBERS
TEAM COLORS	TEAM CHEER

TEAM BANNER RUBRIC

Think about how you and your team did on this challenge. Use the scale below to rate how well you worked together to complete the task.		
Scale: F5 (I-needs Improvement 5- excellent)		
My team worked well together.	12345	
I worked to help my team. Job I completed	12345	
My team listened to each other's opinions before making a decision.	12345	
IF my team disagreed, we worked together to find a solution.	12345	



Tuesday - PBIS Celebration County Park 12:00-1:00 & Senior Walk 1:35

Standard(s): **ELAGSE2L2**

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.

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.

Standard(s): ELAGSE2RL1 ELAGSE2RI1

LT: I am learning to ask and answer questions to show that I understand the key details in a text. I am learning to ask and answer questions to show understanding of key details in the text.

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

- ☐ I can answer questions about a text (who, what, where, when, why, and how).
- ☐ I can understand which details are more important to the story.
- ☐ I can read a text with a partner and ask and answer questions about the story to help identify key details.

Standard(s): ELAGSE2SL4 ELAGSE2W3

LT: I am learning to speak like a presenter and share important facts and details.

I am learning to write narratives telling what happened in order.

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

- ☐ I can choose a story or experience I would like to present.
- ☐ I can identify details that will help me explain my story or experience.
- ☐ When I speak, I answer 'who, what, when, where, how, and why' to make my story clear.
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- ☐ I can pay careful attention to the words that I read.
- ☐ I can self-correct when I make a mistake.
- ☐ I can read at the appropriate speed (not too fast or slow).
- ☐ I can change my voice and tone to match the mood of the text.
- ☐ I can reread to improve my reading.

Standard(s): 2.NR.2.3

LT: We are learning to add and subtract numbers using different strategies.

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

I can solve one-step

- ☐ I can solve one-step word problems using addition and subtraction strategies.
- ☐ I can solve two-step word problems using addition and subtraction strategies.

Lesson/Activity:
Strategies for Solving
Word Problems

Standard(s): ELAGSE2SL1 SS2CG3

LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to be a leader by showing positive citizenship traits.

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

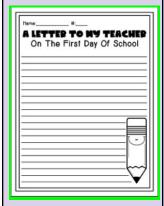
- agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.).
- ☐ I can build on others' ideas by linking their comments to others or my

☐ 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: Letter For Next Year's Teachers or Future Self

- A Letter From Your ...
- Be You! by Peter H. ...
- The Magical Yet by ...
- Wherever You Go, I ...



- I can ask and answer questions to understand key details.
- ☐ I can ask and answer questions to understand the main ideas.
- ☐ I can read a text with a partner and ask and answer questions about the story to help identify key details and main ideas.

Key Vocabulary: kev details, main idea. character, text, title, setting, answers, questions, who, what, when, how, where, why, connections

Lesson/Activity: **Reading Responses: Restating the Question Use Complete Sentences** to Answer A Question



- audience can hear me.
- ☐ I can use complete sentences that go together in a way that makes sense to the audience.
- ☐ I can determine what kind of story I want to tell (real or made up).
- ☐ I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).
- ☐ I can use organizational structures (beginning, middle, end, and sequence of events).
- ☐ I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.

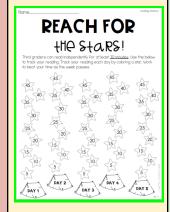
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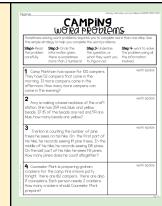
Lesson/Activity: Campfire Storytelling

- Read Aloud Book fo...
- A camping trip | Ki...

Key Vocabulary: orally, expression, accuracy, repeated reading, reader's theatre, echo reading, radio reading, choral reading, tape-assisted reading. partner reading, purpose and understanding, self correct, word recognition. context, sight words, irregular vowel pattern, high frequency words. irregularly spelled words

Lesson/Activity: Setting Goals & Reading Fluency





Enrichment:





own ideas.

- ☐ I can ask for clarification and further explanation if I'm confused.
- ☐ I can maintain a focus on a particular topic or text.
- ☐ I can give examples of how I demonstrated positive citizenship traits.

Kev Vocabulary: collaborative, listening, respectful, discussions, rules, linking, remarks, clarifications, explanation, conversations

Lesson/Activity:

Team Building Challenge

SHELTER BUILDING team challenge

TENT MATERIALS CHALLENGE dry spaghetti

CHALLENGE GUIDELINES

SHELTER BUILDING RUDRIC

My feam worked well together:	12345
I worked to help my feam. Job I completed	12345
My team listened to each others opinions before making a decision.	12345
If my team disagreed, we worked together to find a solution.	12345











Wednesday - Making SMORE Memories & Honor's Day 11:30 Gym

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Standard(s): 2.NR.2.3

LT: We are learning to add and subtract numbers using different strategies.

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- ☐ I can solve one-step word problems using addition and subtraction strategies.
- ☐ I can solve two-step word problems using addition and subtraction strategies.

Lesson/Activity:
Strategies for Solving
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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:

Letter to Current Teacher or Future Self

- The Magical Yet by ...
- Read Aloud | Liz...
- No More Pencils, N...
- Wherever You Go. I ...

Dear	

partner and ask and answer questions about the story to help identify key details.

- ☐ I can ask and answer questions to understand key details.
- ☐ I can ask and answer questions to understand the main ideas.
- ☐ I can read a text with a partner and ask and answer questions about the story to help identify key details and main ideas.

Key Vocabulary:

key details, main idea, character, text, title, setting, answers, questions, who, what, when, how, where, why, connections

Lesson/Activity:

Reading Responses: Restating the Question Use Complete Sentences to Answer A Question

Dir	PUT THE AUSWER in the ANSWER ections Read each passage. Answer the questions by putting part of the lestion in your answer. Use the sample below as a guide.
A	Frags are amphibians. This means they can live in the water and on land Frags have special skin. Their skin is smooth, not scaly. But, they can breathe and drink through it. This is why frags have to stay wet.
L	What type of animal is a frog?
,	What makes a frog skin special?

A camping trip | Ki...

story clear.

- ☐ I can speak loud enough so that my audience can hear me.
- ☐ I can use complete sentences that go together in a way that makes sense to the audience.
- ☐ I can determine what kind of story I want to tell (real or made up).
- ☐ I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).
- ☐ I can use organizational structures (beginning, middle, end, and sequence of events).
- ☐ I can use words such as a long time ago, today, later, first, next, then, and last to show the order of

Key Vocabulary:

recount, presenter, events, facts, details, ideas, relevant, story, thoughts, descriptive, experience, clarifications, audibly, narrative actions, closure, sequence, order, feelings, temporal words

REACH FOR

events.

Lesson/Activity:

Campfire Storytelling

Read Aloud Book fo...

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☐ I can reread to improve my reading.

Key Vocabulary:

orally, expression, accuracy, repeated reading, reader's theatre, echo reading, radio reading, choral reading, tape-assisted reading. partner reading, purpose and understanding, self correct, word recognition. context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity: Setting Goals & Reading Fluency



CAMPIN9 word problems

Enrichment:





time, etc.).

☐ I can build on others' ideas by linking their comments to others or my own ideas.

☐ I can ask for clarification and further explanation if I'm confused.

☐ I can maintain a focus on a particular topic or text.

☐ I can give examples of how I demonstrated positive citizenship traits.

Key Vocabulary:

collaborative, listening, respectful, discussions, rules, linking, remarks, clarifications, explanation, conversations

Lesson/Activity: **Team Building Reflection**

& Conflict Resolution		
		What Would you do? CONFLICT RESOLUTION CONFINED RESOLUTION ections bioting to solve a problem makes you a better from player. Read the
	L	flowing senantrics and decide what you would do in each situation. Kimber and Clint are playing a card game. You want to play too, but they said the only for two players. What would you do?
	2	Gobby last her Favortle marker. It was blue. You found a blue marker earlier that day and picked if up. What would you do?
	3.	Thomas, Mark, and Chice want to play capture the Riag but you want to play soccer; what would you do?
	ч	You saw sameone sted an object out of your Friends tent. But, he threatened to hurt you if you told. What would you do?
	5.	Phoebe and Molly are swimming in the lake, You just finished, but Forgot your love! You see their towels sitting on a log, What would you do?

