

Carrie Waters' Week of: August 26-30, 2024 - Whole Group Lesson Plans

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

GRAMMAR Unit 1 Week 3 Lesson(s) 10-14 Imperative and Exclamatory Sentences	READING Unit 1 Week 2 Lessons 6-10 Informational Text Habitats Around the World	WRITING Unit 1 Week(s) 2 & 3 Kick-off Lessons 10-14 Think, Sketch, Write, Revise	PHONICS Unit 1 Week 2 Lesson(s) 6-10 Closed & Open Syllables Habitats Around the World	MATH Module 1 Lesson(s) 12-16 Place Value Concepts Metric Measurement Estimation	Social Studies Distribution of Power National, State, & Local Elected Officials
Monday - FIELD TRIP - YWCA SWIM LESSONS 10:45-1:15 (Flowers, Graham, & Scott) STAFF SUPPORT - CABS Para, Carpenter, Hern, & C. Carter					
<p>Standard(s): ELAGSEL1f</p> <p>LT: I am learning how to ask questions and reflect on learning goals.</p> <p>SC: <i>I will know I am successful when...</i> I can participate in a shared discussion and draw conclusions on what I know and what I need to know. I can design a variety of different sentences. I can use periods, exclamation marks, and question marks. I can compose longer sentences by adding more detail.</p> <p>Lesson/Activity: Week 2 - Reflect Lesson 10 - Pause & Share Pgs. 20-21</p>	<p>Standard(s): ELAGSE2RI10 ELAGSE2RI6</p> <p>LT: I am learning to read and understand different kinds of grade-level informational texts.</p> <p>SC: <i>I know I am successful when...</i> - I can recognize the characteristics and structures of a personal narrative. - I can identify the author's purpose for writing a personal narrative.</p> <p>Lesson/Activity: Unit 1 Week 2 Lesson 6 - Introduce the Genre: Personal Narrative TE pages 78-81.</p>	<p>Standard(s): ELAGSE2W1 ELAGSE2W2 ELAGSE2W3</p> <p>LT: I am learning that once I'm done, I've just begun.</p> <p>SC: <i>I will know I am successful when...</i> I can finish one piece of writing and start another.</p> <p>Lesson/Activity: Volume 1 Week 2 - Kickoff Think, Sketch, Write Session 10, TE pgs/ 82-85.</p> <div> <p>Writers Keep Writing</p> <p>Writers never stop writing. Students learn to finish one piece and move on to the next.</p> </div>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify, divide, and blend one-syllable and multisyllabic words. I am learning to determine if a syllable is open or closed.</p> <p>SC: <i>I know I am successful when...</i> - I can identify words with closed and open syllables. - I can blend and spell words with closed and open syllables. - I can explain the difference between an open or closed syllable. - I know a closed syllable ends in a consonant and has a short vowel sound. - I know if a syllable ends with a vowel it has a long vowel sound. - I can read HFWS:</p>	<p>Standard(s): 2.MDR.5.3</p> <p>LT: We are learning to compare the length of two objects.</p> <p>SC: <i>I will know I am successful when...</i> I can measure the length of objects using a ruler, yardstick or measuring tape. I can compare measurements and express the length difference in terms of a standard unit.</p> <p>Lesson/Activity: Lesson 12: Model and reason about the difference in length.</p>	<p>Standard(s): SS2G2</p> <p>LT: I am learning where our President, Governor, and Mayor work. I am learning some of the jobs of our President, Governor, and Mayor.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can locate Washington D.C. on a map and identify a picture of the White House. <input type="checkbox"/> I can locate Atlanta, Georgia on a map and identify a picture of the Georgia State Capitol Building. <input type="checkbox"/> I can locate Brunswick, Georgia on a map and identify a picture of City Hall. <input type="checkbox"/> I can list some of the jobs of the President.</p>

Partnerships will work together to ask questions and reflect on learning goals.

Reflect

Pause and Share

Pause and share what we have learned so far and what we still want to know about sentences.

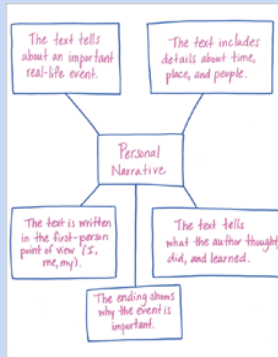
Create an anchor chart with shared discoveries.

We Have Discovered...

- Two sentence types: *declarative* and *interrogative*
- Which *punctuation mark* to use for those sentence types
- When to use those sentences
- Why writers use a variety of *sentence types*

We Still Wonder...

- What else do we need to know about sentences?
- Can *commas* be used in all kinds of sentences?



Students will learn how to recognize personal narratives by looking at the characteristics of a personal narrative. Read pg. 12 of the mentor text **Saquaro Park Visit**, which is a personal narrative, a type of nonfiction.

Notice the words *my*, *I*, *our*, *we*, and *us*.

Create anchor chart and restate the focus and look for examples of these genre characteristics.

Strategy: Finish One and Move On

1. When you finish a piece, put it in the "Done for Now" side of your folder.
2. Ask yourself, "Do I want to look at another piece from my folder and make it better, or do I want to start a new piece?"
3. Make a choice, then start writing! TIP: If you're starting a new piece, look at the Inspiration Board for ideas on what to write next!

have, is, jump, my, one, put, the, want, what, you.

Lesson/Activity:

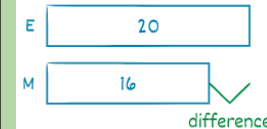
WG Unit 1 Week 2
Lesson 6 TE pgs. 20-23
Word Study Resource Book, p. 6
My Word Study, V1, p. 5

Closed and open syllable types

- Phonological Awareness: Oral Blending and Segmenting CVC Words
- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- High-Frequency Words
- Share and Reflect



Model and Compare
Introduce the word **difference**.



Direct students to underline the unknown, or the number that answers the question.

Think, Pair, Share:
Reasonable estimate?

SW use their understanding of the relationship between addition and subtraction to find the difference in length. Record estimates.

Students will work to model an estimate to compare with an actual measurement.

Today, we will look at some ways we can find the difference between our estimate and the actual length of an object.

Model drawing and labeling tape diagrams.

- ☐ I can list some of the jobs of the Governor.
- ☐ I can list some of the jobs of the Mayor.

Lesson /Activity:

[What Is A Leader?](#)
[Who Are Government Leaders?](#)
[What Makes An Awesome Leader?](#)

Review & Recap:
How do the leaders of the executive branch of government enforce laws?
a. Why do we have rules and laws?
b. What is the difference between each of the leaders?
c. Where do elected officials work and why is that location important?

Read Aloud:
President's Roles & Responsibilities:
[Woodrow White House Mouse](#)

Exit Ticket:
Students will complete the [Elected Officials Anchor Chart, Sorting Activity, or Individual Flip Book.](#)

				<p>Direct students to use a tape diagram to find the difference in length.</p> <p><u>Turn & Talk:</u> Students practice representing the difference in length between their estimate and the measurement by using a tape diagram.</p> <p><u>Problem Set:</u> Help students recognize the words <i>difference</i> and <i>equation</i> in print.</p> <p><u>Exit Ticket & Debrief:</u> TW pull small groups accordingly. Model and reason about the difference in length</p>	
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Tuesday -

<p>Standard(s): ELAGSEL1f</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I will know I am successful when...</i> I can design a variety of different sentences. I can use periods, exclamation marks, and question marks.</p> <p>Lesson/Activity: Week 3 - Explore</p>	<p>Standard(s): ELAGSERI1 ELAGSESL1 ELAGSESL3</p> <p>LT: I am learning to ask and answer questions.</p> <p>SC: <i>I know I am successful when...</i> -I will be able to ask and write questions about a text after reading. -I will be able to use questions to gain information and deepen</p>	<p>Standard(s): ELAGSE2W7</p> <p>LT: I am learning how to transition smoothly during a writer's workshop.</p> <p>SC: <i>I will know I am successful when...</i> I can sing a song to get back to my seat from the mini lesson. I can start writing right away.</p> <p>Lesson Activity: Volume 1 Week 3 - Kickoff</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L4</p> <p>LT: I am learning to identify, divide, and blend one-syllable and multisyllabic words. I am learning to determine if a syllable is open or closed. I am learning to read grade-level text with accuracy.</p>	<p>Standard(s): 2.MDR.5.1 2.MDR.5.2</p> <p>LT: We are learning to build and compare measurement units. We are learning to measure objects using appropriate units and tools.</p> <p>SC: <i>I will know I am successful when...</i> I can construct a measuring instrument</p>	<p>Standard(s): SS2G2</p> <p>LT: I am learning where our President, Governor, and Mayor work. I am learning some of the jobs of our President, Governor, and Mayor.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can locate Washington D.C. on a map and identify a picture of the White House.</p>
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Lesson 11 - Imperative & Exclamatory Sentences

Pgs. 22-24

Explore

Compare Imperative and Exclamatory Sentences

Share a list of imperative sentences and a list of exclamatory sentences. Students compare these sentences in partnerships.

Compare & Contrast Imperative and Exclamatory sentence types using the "Imperative and Exclamatory Sentences".

Have students study the list and jot down discoveries. Share discoveries and refer back to the goals.

Name: _____ Date: _____

Imperative and Exclamatory Sentences	
Imperative Sentences	Exclamatory Sentences
Come inside for dinner.	That is huge!
Please take off your shoes.	Oh, you must be so sad!
Wash your hands.	What a beautiful sunset!

my understanding of the text.

Lesson/Activity:

Unit 1 Week 2

Lesson 7 - Ask Questions

TE pages 82-85.

ASK QUESTIONS	
WHEN?	WHY?
BEFORE READING	<ul style="list-style-type: none"> To set a purpose for my reading To make inferences about what I will read To activate my prior knowledge
DURING READING	<ul style="list-style-type: none"> To clarify my understanding To think more deeply about the topic
AFTER READING	<ul style="list-style-type: none"> To review what I have learned To identify other questions I might have on the topic

Students will practice generating questions after they read *Saguaro Park Visit*. Complete the Ask Questions anchor chart that we started last week.

Think, Sketch, Write, & Revise

Session 11

TE pgs. 112-115.

Writers Get Started Right Away

Writers get started right away (rehearse moving from Gathering Area to writing and from writing to share/reflect).

Strategy: Smooth Transitions

1. Stand up from the Gathering Area.
2. As you walk to get your writing folder and supplies, sing the "We Are Writers" song.
3. Keep singing as you walk to your writing spot.
4. When you sit in your writing spot, stop singing.
5. Think about what you want to write today.
6. Begin!

We Are Writers
(to the tune of "Where is Thumbkin")

We are writers,
We are writers,
Yes, we are,
Yes, we are,
Writers keep on writing,
Writers keep on writing,
Write right away,
Write right away.

"We Are Writers" Song Example

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

- I can blend, build, and spell words with closed and open syllables.
- I can read grade-level text with accuracy.
- I can blend and build words with three-letter blends.
- I can review short vowel spelling patterns.
- I can read and spell HFWs: *have, is, jump, my, one, put, the, want, what, you.*

Lesson/Activity:

WG Unit 1 Week 2
Lesson 7 TE pgs. 24-27
Word Study Resource Book, p. 7
My Word Study, V1, p. 6

Closed and open syllable types

- Phonological Awareness: Blend and Segment Multisyllabic Words by Syllable
- Build Words
- Read Interactive Text "The Venus Flytrap"
- Spelling
- High-Frequency Words
- Initial Three-Letter Blends
- Share and Reflect

using unit models. I can discuss how measuring with a unit model compares with measuring with a standard instrument. I can estimate the length of an object.

Lesson/Activity:

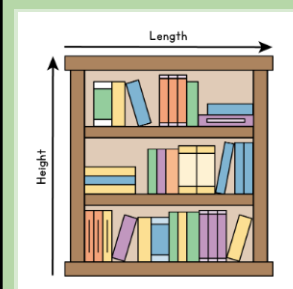
Lesson 13: Estimate and measure height to model metric relationships.



Turn & Talk:

How can we express a measurement in more than one way? What is the relationship between measurement tools and units?

Introduce key vocabulary: *long, length, height, & high.*



Think, Pair, Share:
How can you be sure

- ☐ I can locate Atlanta, Georgia on a map and identify a picture of the Georgia State Capitol Building.
- ☐ I can locate Brunswick, Georgia on a map and identify a picture of City Hall.
- ☐ I can list some of the jobs of the President.
- ☐ I can list some of the jobs of the Governor.
- ☐ I can list some of the jobs of the Mayor.

Lesson /Activity:

[What Is A Leader?](#)

[Who Are Government Leaders?](#)

[What Makes An Awesome Leader?](#)

Review & Recap:

How do the leaders of the executive branch of government enforce laws?

- a. Why do we have rules and laws?
- b. What is the difference between each of the leaders?
- c. Where do elected officials work and why is that location important?

Read Aloud:

Governor's Roles & Responsibilities:

about someone’s height?
What information is missing?

Students will work to estimate and then measure a partner’s height.

13

Name

Friend's Name

1. Estimate your friend's height. Then measure it.

My Friend's Height

Estimate	Measurement

2. How many of each did you use?

meter sticks

10 cm rulers

centimeter cubes

Students will select appropriate tools and experiment with strategies for measuring.

Students will work to express measurements in cm, and in meters/cm.

How Tall Are You?

Student	Height (cm)	Height (m/cm)

Students will be encouraged to use a tape diagram to model the relationships between units.

Problem Set:
Help students recognize

[Levels of Government](#)

Exit Ticket:
Students will complete the [Elected Officials Anchor Chart](#), [Sorting Activity](#), or [Individual Flip Book](#).

				<p>the word <i>height</i> in print.</p> <p>Students will work to complete individually, in partnerships, and/or small groups.</p> <p><u>Exit Ticket & Debrief:</u> Emphasize that today we learned to express a measurement in more than one way. TW circulate and check for understanding or any misconceptions.</p>	
Wednesday -					

Standard(s):
ELAGSE2L1f

LT: I am learning to recognize and analyze different sentence types.

SC: *I will know I am successful when...*
- I can design a variety of different sentences.
- I can use periods, exclamation marks, and question marks correctly.
- I can use imperative sentences to give commands.
- I can use exclamatory sentences to show strong feelings.

Lesson/Activity:
Week 3 - Teach
Lesson 12 - Using Imperative & Exclamatory Sentences
Pgs. 24-25

Teach

Use Imperative and Exclamatory Sentences

Teach the difference between an imperative sentence and an exclamatory sentence and when to use each.

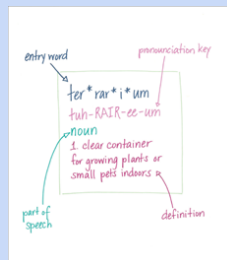
Teach the Strategy:

Standard(s):
ELAGSE2L4e
ELAGSE2RI5

LT: I am learning to use print and digital resources to build my vocabulary.

SC: *I know I am successful when...*
- I can explain how print dictionaries are organized.
- I can explain how to look up a word online.

Lesson/Activity:
Unit 1 Week 2
Lesson 8 - Building Vocabulary
TE pages 86-89.



Students use another mentor text, *Donny's Terrarium*, to practice using online and print dictionaries to figure out unknown words (definition and pronunciation).

Introduce the text and see if students can pronounce the word or know what it

Standard(s):
ELAGSE2W5
ELAGSE2L2

LT: I am learning strategies to spell words I don't know.

SC: *I will know I am successful when...*
I can say words and think about how they are spelled.
I can stretch words out.
I can listen for the sounds I know and write them.

Lesson/Activity:
Week 3 - Kickoff
Stretching & Writing Words
Session 12
TE pgs. 116-119.

Stretching and Writing Words

Writers learn to slow down when sounding out a word, in order to help themselves hear the sounds and approximate the spelling of words.

Strategy: Writers Stretch and Write Words to Spell

1. Say the word you want to spell.
2. Slowly say the sounds as you tap one finger for each sound.
3. Write the sounds you hear in the beginning, middle, and end of the word.

Standard(s):
ELAGSE2RF3
ELAGSE2RF4
ELAGSE2L4

LT: I am learning to identify, divide, & blend one/multi-syllable words. I am learning to determine if a syllable is open/closed. I am learning to read grade-level text with purpose & understanding.

SC: *I know I am successful when...*
- I can blend and spell words with closed and open syllables.
- I can read and answer questions about grade-level text.
- I can use sentence level context to determine the meaning of a word.
- I can practice HFWs: *have, is, jump, my, one, put, the, want, what, you.*

Lesson/Activity:
WG Unit 1 Week 2
Lesson 8 TE pgs. 28-31
Word Study Resource Book, pgs. 8-9
My Word Study, V1, p. 7

Standard(s):
2.MDR.5.3

LT: We are learning to compare the length of two objects.

SC: *I will know I am successful when...*
☐ I can measure the length of objects using a ruler or measuring tape.
☐ I can record the length of objects I have measured.
☐ I can compare measurements and express the length difference in terms of a standard unit.

Lesson/Activity:
Lesson 14:
TE Pages 178-191
Represent and compare students' heights.

Students organize themselves in height order as a context for comparison. Students will compare two students' heights, given in centimeters.

Have a variety of measurement tools available for students to self-select. Include centimeter cubes, 10 cm rulers, meter sticks, and measuring tapes.

Standard(s):
SS2G2

LT: I am learning where our President, Governor, and Mayor work. I am learning some of the jobs of our President, Governor, and Mayor.

SC: *I know I am successful when...*
☐ I can locate Washington D.C. on a map and identify a picture of the White House.
☐ I can locate Atlanta, Georgia on a map and identify a picture of the Georgia State Capitol Building.
☐ I can locate Brunswick, Georgia on a map and identify a picture of City Hall.
☐ I can list some of the jobs of the President.
☐ I can list some of the jobs of the Governor.
☐ I can list some of the jobs of the Mayor.

Lesson /Activity:
[What Is A Leader?](#)
[Who Are Government Leaders?](#)
[What Makes An Awesome Leader?](#)

Review & Recap:

When to Use an Imperative or an Exclamatory Sentence

GP - Provide students with the different sentence types and ask students to write an example of each.

Using Imperative and Exclamatory Sentences

Do I want to give a command or make a request?
Yes.
Examples
- Please open the shades.
- Go outside.
I should use an imperative sentence.

Do I want to show strong feelings?
Yes.
Examples
- I love our dog!
- What a beautiful day!
I should use an exclamatory sentence.

means.

Explain that, when we don't know the word, we can use reference materials.

You may introduce dictionary and/or thesaurus resources.

Closed and open syllable types

- Read Accountable Text "Bats, Bats, Bats!"
- Spelling
- High-Frequency Words
- Share and Reflect

Consider preparing the sentence frame:
How much taller is _____ than _____?

Students use a tape diagram to represent and find the difference in height, and then write an addition or subtraction equation to match their drawing.

Problem Set:
WB Pages 77-78

NAME _____

1. Jada and Keith have different heights.
Jada is 3.29 cm tall.
Keith is 3.26 cm tall.
Show the difference in height two ways. Write an equation for each way.


Debrief:
What does it mean to find the difference in height?
How does the tape diagram help you compare to find the difference in height?

Topic Ticket C:
WB Pages 79-81
Complete and use as a formative Assessment.

Provide up to 5 minutes for students to complete the Topic Ticket. It is possible to gather formative data even if some students do not complete every problem.

NAME _____

Measure the length.



How do the leaders of the executive branch of government enforce laws?

- a. Why do we have rules and laws?
- b. What is the difference between each of the leaders?
- c. Where do elected officials work and why is that location important?

Read Aloud:
Mayor's Roles & Responsibilities:
[Local Government](#)

Exit Ticket:
Students will complete the [Elected Officials Anchor Chart, Sorting Activity, or Individual Flip Book.](#)

Thursday

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I will know I am successful when...</i> I can design a variety of different sentences. I can use periods, exclamation marks, and question marks correctly.</p> <p>Lesson/Activity: Week 3 - Explore Lesson 13 - Revisit Sentence Responses Pgs.26-27</p> <p>Revisit the situations and sentence responses from Sessions 8 and 9.</p> <div data-bbox="113 922 378 1404"> <p>Explore</p> <p>Revisit a Sentence Response</p> <p>Model creating imperative and exclamatory sentences in response to sample situations. Partners orally create sentences in response to sample situations.</p> </div> <p>Ask students to orally respond to the situations</p>	<p>Standard(s): ELAGSE2R10</p> <p>LT: I am learning to read and understand different kinds of grade-level informational texts.</p> <p>SC: <i>I know I am successful when...</i> - I can identify the point of view of the narrator. - I can identify the characteristics of a first-person point of view. - I can identify the characteristics of a third-person point of view.</p> <p>Lesson/Activity: Unit 1 Week 2 Lesson 9 - Point of View TE pages 90-93.</p> <div data-bbox="430 933 709 1274"> <p><u>POINT of VIEW</u></p> <p><u>FIRST-PERSON NARRATOR</u></p> <ul style="list-style-type: none"> - is a character in the story or narrative - shares thoughts, feelings, and opinions - doesn't know what other characters think and feel <p>*key words: I, me, my, us, our</p> <p><u>THIRD-PERSON NARRATOR</u></p> <ul style="list-style-type: none"> - is not involved in events or is not a character in the story - may share thoughts, feelings, and opinions - can sometimes know what other characters think and feel <p>*key words: he, she, they, them, [names of characters]</p> </div> <p>Students will look at the point of view for two sections of Donny's Terrarium.</p>	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning how to elaborate in my writing.</p> <p>SC: <i>I will know I am successful when...</i> I can add more details by touching different parts of my sketch and writing what I say about it. I can add what people are saying, feeling and/or thinking. I can tell more about the background.</p> <p>Lesson/Activity: Week 3 - Kickoff Session 13 Adding to Sketches & Words TE pgs. 120-123.</p> <div data-bbox="747 954 1026 1247"> <p>Adding to Sketches and Words</p> <p>Writers add to their sketches and to words to give their readers more information.</p> </div>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L4</p> <p>LT: I am learning to identify, divide, blend, and read one-syllable and multisyllabic words. I am learning to determine if a syllable is open or closed. I am learning to fluently read grade-level text with purpose and understanding.</p> <p>SC: <i>I know I am successful when...</i> - I can blend, read, and write multisyllabic words. - I can identify words with closed and open syllables. - I can spell words with closed and open syllables. - I can read HFWs: have, is, jump, my, one, put, the, want, what, you. - I can read grade-level text with accuracy. - I can use context clues to determine the meaning of a word.</p> <p>Lesson/Activity: WG Unit 1 Week 2 Lesson 9 TE pgs. 32-35 Word Study Resource Book, pgs. 8-9 My Word Study, V1, p. 7</p>	<p>Standard(s): 2.MDR.5.5</p> <p>LT: We are learning how to represent sums of measurements. We are learning how to represent differences in measurements.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can represent sums of measurement addition on a number line. <input type="checkbox"/> I can represent differences of measurement subtraction on a number line.</p> <p>Lesson/Activity: Lesson 15: TE Pages 192-203 Use a measuring tape as a number line to add efficiently.</p> <p>Introduce: Key Vocabulary - benchmark, number line, sum</p> <p>Students share strategies for determining height.</p> <p>Think-pair-share: Why is using ten a helpful strategy to find height?</p> <p>Today, we will use our measuring tapes and the idea of getting to a ten to add efficiently.</p>	<p>Standard(s): SS2G2</p> <p>LT: I am learning where our President, Governor, and Mayor work. I am learning some of the jobs of our President, Governor, and Mayor.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can locate Washington D.C. on a map and identify a picture of the White House. <input type="checkbox"/> I can locate Atlanta, Georgia on a map and identify a picture of the Georgia State Capitol Building. <input type="checkbox"/> I can locate Brunswick, Georgia on a map and identify a picture of City Hall. <input type="checkbox"/> I can list some of the jobs of the President. <input type="checkbox"/> I can list some of the jobs of the Governor. <input type="checkbox"/> I can list some of the jobs of the Mayor.</p> <p>Lesson /Activity: What Is A Leader? Who Are Government Leaders? What Makes An Awesome Leader?</p> <p><u>Review & Recap:</u></p>
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by adding imperative and exclamatory sentences.

Read aloud the sample situation and sample responses.

Adding Imperative and Exclamatory Sentences	
Sample Situation	
Your dog just ran out the door without a leash.	
Sample Responses	
Imperative: Grab the leash. Come with me.	Exclamatory: I see him! He ran around the corner!
Additional Situations	
The park is filled with puddles after a rainstorm.	
You are not sure which ingredients you will need to make a pie.	
You cannot find your uniform for the baseball game.	
The library is getting new books this week.	

Circulate and support students in generating sentence ideas.

Strategy: Add Sketches and Words to Give More Information

1. Touch the different parts of your sketch and say what you see.

2. Ask yourself, "What else can I add to the sketch?" Should you add:

- A background?
- People's faces?
- What people are saying or thinking?
- Details?
- Captions?
- Labels?

3. Add it!

4. Find a place in your writing to add in words that match what you just added to the sketch.

Closed and open syllable types

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Bats, Bats, Bats!" and/or "Nolan and the Lionfish"
- Share and Reflect

TW Model: Addition on a Number Line

Display a number line and invite students to relate the measuring tape to the number line.

Students will practice using linear models, such as a measuring tape and a number line, to add efficiently. They should be able to recognize the efficiency of getting to a benchmark number.

Consider listing the benchmark numbers students use as they add.

Turn & Talk:

"What do you notice about the benchmark numbers we used today?"

Encourage students to use the term in their response: "I notice that benchmark numbers _____."

Problem Set:

WB Pages 83-84

EVERETT MATH 2 • M1 • TD • Lesson 10

Name _____

1. Write the numbers on the number line.

50 45 49 58

Debrief:

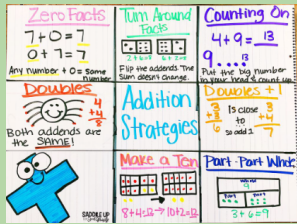
How can we use benchmark numbers and a

How do the leaders of the executive branch of government enforce laws?

- a. Why do we have rules and laws?
- b. What is the difference between each of the leaders?
- c. Where do elected officials work and why is that location important?

Exit Ticket:

Students will complete the [Elected Officials Anchor Chart, Sorting Activity, or Individual Flip Book.](#)

				<p>number line to add efficiently?</p> <p>Consider creating an addition strategies chart that students can refer to as they problem solve.</p>  <p>Exit Ticket 15: WB Page 85</p> <p>Provide up to 5 minutes for students to complete the Exit Ticket. It is possible to gather formative data even if some students do not complete every problem.</p> <p>Name _____ 15</p> <p><small>Use the number line to add.</small></p>	
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Friday -

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can design a variety of different sentences. - I can use periods, exclamation marks, and question marks correctly. <p>Lesson/Activity: Explore Lesson 14</p>	<p>Standard(s): ELAGSE2RI3</p> <p>LT: I am learning to recognize different text structures.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can identify chronological text structure in a personal narrative. - I can describe how chronological text structure is used to connect events. 	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to add new pages to my writing.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> I can reread my writing. I can choose where to add another page. I can add a sketch and words to match. <p>Lesson/Activity: Week 3 - Kickoff Session 14</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify, divide, blend, and read one-syllable and multisyllabic words. I am learning to determine if a syllable is open or closed. I am learning to fluently read grade-level text.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can build and spell 	<p>Standard(s): 2.MDR.5.5</p> <p>LT: We are learning how to represent sums of measurements. We are learning how to represent differences in measurements.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can represent sums of measurement addition on a number line. <input type="checkbox"/> I can represent differences of 	<p>Standard(s): SS2G2</p> <p>LT: I am learning where our President, Governor, and Mayor work. I am learning some of the jobs of our President, Governor, and Mayor.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can locate Washington D.C. on a map and identify a picture of the White House.
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Shared Writing: Sentence Nicknames
TE Pgs. 28-29

Discuss features and characteristics of sentence types. As a class, invent nicknames for each sentence type. Provide an example of each sentence type.

Sentence Nicknames	
Telling Sentence	Quizzing Sentence
Declarative 'Your dog just ran out the door without a leash.'	Interrogative Where are you going in such a hurry?
Bossy Sentence	Feeling Sentence
Imperative Grab the leash.	Exclamatory I see him!

Lesson/Activity:
Unit 1 Week 2
Lesson 10 - Text Structure
Sequence Events
TE pages 94-97.

CHRONOLOGICAL ORDER TEXT STRUCTURE: <i>tells the order in which events occurred</i>	
FIRST	Initially... In the beginning... At first...
NEXT	Next... Second... The next day...
THEN	Later on... After that... Third...
LAST	Finally... In the end... Last...

Students will learn how to recognize when texts are written in chronological order by using **Donny's Terrarium**.

Adding a New Page
TE 124-127.

Adding a New Page

Writers give more information by asking themselves, "Can I add another page?"

Strategy: Add Another Page

1. Reread your writing.
2. Think to yourself, "Where should I add another page? In the beginning? In the middle? At the end?"
3. Choose a piece of paper and sketch on it.
4. Write words to match.

words with closed and open syllables.
- I can read multisyllabic words with closed and open syllables.
- I can fluently read grade-level text with accuracy.
- I can read HFWS: have, is, jump, my, one, put, the, want, what, you.

Lesson/Activity:
WG Unit 1 Week 2
Lesson 10 TE pgs. 34-35
Word Study Resource Book, pgs. 8-9
My Word Study, V1, p. 7

Review and Assess Closed and open syllable types

- Read Accountable Text "Bats, Bats, Bats!" and/or "Nolan and the Lionfish"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

• Cumulative Assessment

measurement subtraction on a number line.

Lesson/Activity:
Lesson 16:
TE Pages 204-215
Use a measuring tape as a number line to subtract efficiently.

Review: Key Vocabulary - **benchmark, number line, difference**

Students reason about subtraction strategies and establish a need for an efficient subtraction strategy, such as getting to a benchmark number.

TW Model: Subtraction on a Number Line.

Students will use benchmark numbers to subtract efficiently. Partner students and distribute a measuring tape to each student pair. Students will practice subtracting efficiently on a linear model, such as a measuring tape or a number line. They recognize the efficiency of getting to a benchmark number.

Consider supporting students with strategizing. While circulating, ask

- ☐ I can locate Atlanta, Georgia on a map and identify a picture of the Georgia State Capitol Building.
- ☐ I can locate Brunswick, Georgia on a map and identify a picture of City Hall.
- ☐ I can list some of the jobs of the President.
- ☐ I can list some of the jobs of the Governor.
- ☐ I can list some of the jobs of the Mayor.

Lesson /Activity:
[What Is A Leader?](#)
[Who Are Government Leaders?](#)
[What Makes An Awesome Leader?](#)

Review & Recap:
How do the leaders of the executive branch of government enforce laws?
a. Why do we have rules and laws?
b. What is the difference between each of the leaders?
c. Where do elected officials work and why is that location important?

Exit Ticket:
Students will complete the [Elected Officials Anchor](#)

students questions that help them break the problem into manageable steps.

Problem Set:

WB Pages 87-88

16

Use the number line to subtract.

1. $68 - 8 = \underline{\hspace{2cm}}$

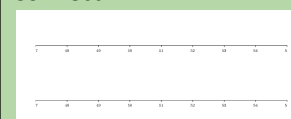
2. $68 - 9 = \underline{\hspace{2cm}}$

Debrief:

How can benchmark numbers and the number line be used to subtract efficiently?

Students reason about subtracting by using benchmark numbers on the number line.

Share, Compare, & Connect



Consider creating a subtraction strategies chart that students can refer to as they problem solve.

Take Time to Make Sense
Look closely at the numbers before choosing a strategy.

<u>Subtraction Strategies</u>	<u>Works Best When</u>
Get to a benchmark number	Taking away more than 2 or 3

$54 - 6 = 48$

A number line from 48 to 54 with tick marks every 1 unit. A pink arrow points from 54 down to 50, labeled '4'. Another pink arrow points from 50 down to 48, labeled '2'. The final result 48 is circled in pink.

[Chart, Sorting Activity, or Individual Flip Book.](#)

Subtraction Strategies

Related Facts

$5+3=8$ → $8-3=5$
 $6+4=10$ → $10-4=6$
 $9+7=16$ → $16-7=9$

Think: Of addition and subtraction the fact family!

Partner Numbers

$9-4=$ 9
 Make a "chain" of fact. Partner's fact connects to mine on number line. Find the missing part.

$4+5=9$ so $9-4=5$

Making 10

$14-6=8$
 Example: Use drawings to make 10.

Start with 14 dots. Circle 6 dots. Remove 6 dots. Count the remaining dots.

10 Partners

$10-1=9$ $10-2=8$ $10-3=7$
 $10-4=6$ $10-5=5$ $10-6=4$
 $10-7=3$ $10-8=2$ $10-9=1$ $10-10=0$

Think: Of 10 Partners the addition.

Counting Up

$5-2=$
 Start at the bottom number. Count up to the top number.

Say "START" and count up until you reach the top number.

Count Down

$5-2=$
 Start at the top number. Count down to the bottom number.

Say "START" and count down until you reach the bottom number.

Exit Ticket 16:

WB Page 89

Circulate assisting students

who are not using benchmark numbers recognize how their strategy relates to using benchmark numbers.

EXIT TICKET

Name _____

Use the number line to subtract.

$63 - 8 =$ _____