

Carrie Waters' Week of: January 27-31, 2025 - Whole Group Lesson Plans

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

GRAMMAR Unit 4 Weeks 2&3 Lessons 7-11 Adjectives & Prepositions Adverbs & Adjectives Word Work Week 7	READING Unit 6 Weeks 2&3 Lessons 7-12 Tales That Teach Us	WRITING Benchmark Unit 4 Poetry Lessons 2-6 WriteScore - Informative Two Articles & Exemplary Set WriteScore - Targeted Lessons: Intros, Prog., Conc., Trans., Focus, Details, & Word Choice	PHONICS Unit 6 Weeks 2&3 Lessons 7-10 Vowel Team /oo/: oo, u Lessons 11-12 Vowel Teams /ô/: aw, au, al, (w)a	MATH Module 3 Topic D Lessons 17-19 End of Module Assessment Module 4, Topic A Introduce Lesson 1	SCIENCE Identifying & Classifying Matter Physical Properties What is Matter and how does it change? Feb. 02 Celebrate Groundhog Day!
Monday - YWCA Swim Lessons (O'Neal, Shytle, & Waters)					
Standard(s): ELAGSE2L1e LT: I am learning to use adjectives and adverbs correctly when speaking or writing. SC: <i>I know I am successful</i> <i>when...</i> <input type="checkbox"/> I can identify an adjective. <input type="checkbox"/> I can define an adjective. <u>Key Vocabulary:</u> adjectives, adverbs, nouns, verbs, modified, parts of speech. Lesson/Activity: Week 2 Day 7 Teach: A Rainbow of Choices Lesson 7 TE page 176-177	Standard(s): ELAGSE2RL7 LT: I am learning to use information from a text to understand characters, setting, and plot of a story. SC: <i>I know I am successful</i> <i>when...</i> <input type="checkbox"/> I can gather information about characters, setting, or plot from pictures and words. <input type="checkbox"/> I can describe the importance of the setting in a text). <input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot, including main events, conflict and resolution. Lesson/Activity: Unit 6, Lesson 7,	Standard(s): ELAGSE2RL4 ELAGSE2W2 LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning. I am learning to introduce a topic when writing an informative or explanatory text. I am learning to explain a topic using facts and definitions to develop points. SC: <i>I know I am successful</i> <i>when...</i> <input type="checkbox"/> I can describe how word choices can affect the meaning of a poem. <input type="checkbox"/> I can read a variety of poems and songs to identify rhyme, rhythm,	Standard(s): ELAGSE2RF3 ELAGSE2RF4 LT: I am learning to read and spell words with vowel teams. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. SC: <i>I know I am successful</i> <i>when...</i> <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can identify the difference between the different sounds of the same vowel or vowel team. <input type="checkbox"/> I can read words containing irregular vowel patterns.	Standard(s): 1.MDR.6.2 LT: We are learning about time. SC: <i>I will know I am</i> <i>successful when...</i> -I can tell time to the hour. -I can tell time to the half hour. -I can tell time and identify if it is a.m. or p.m. -I can write time to the hour. -I can write time to the half hour. -I can write the time using a.m. and p.m. Lesson/Activity: Lesson 17- Relate the clock to a number line to count by fives. Materials: Clock signs	Standard(s): S2P1 a LT: I am learning to classify different objects according to physical properties. SC: <i>I know I am successful</i> <i>when:</i> <input type="checkbox"/> I can identify and describe different types of physical properties. <input type="checkbox"/> I can classify objects based on their color, length, and mass. <input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility. Lesson/Activity: <input type="checkbox"/> Copy of Physica... Intro:

Teach A Rainbow of Choices

Create an anchor chart that explains the function of adjectives and how to use them in a sentence.

State the Purpose.
Teach the Strategy.

Strategy: Using Adjectives in Sentences

1. Find a noun in your sentence. Remember that a noun is a person, place, or thing.
2. Think about what you can tell about the noun: What does it look/sound/feel/act like? Check the chart for help.
3. Add the adjective before the noun.

Remind students when they need to describe more about nouns in their sentences use this strategy.

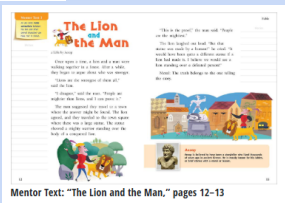
Give students and/or partnerships a list of common nouns they are familiar with.

Have students/partners write sentences with the nouns in their grammar notebooks and then try out the strategy to add adjectives to the sentences.

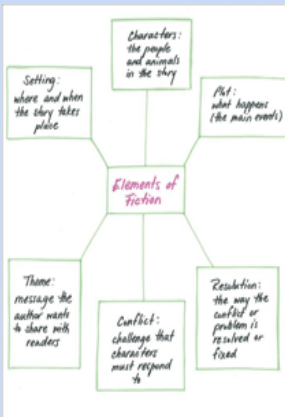
Encourage students and/or

TE pages 82-85.

Mentor Text: "The Lion and the Man," pages 12-13



Mentor Text: "The Lion and the Man," pages 12-13



alliteration, and repetition.

- I can study two poems and determine their point of view.
- I can participate in shared writing.
- I can select one topic of focus.
- I can identify facts and details that give information about my topic.
- I can identify important words I have learned that I will define for my reader.
- I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:

Unit 4, Lesson 2
Pt. 1- Read the
Mentor texts: "The Rain"
and "We Fall and Fall"

Learning Goals

- WE WILL STUDY:**
- ✓ How poets create characters with point of view.
- WE WILL WORK ON:**
- THE GOALS**
- ✓ Writers write poems from different points of view.
 - ✓ Writers come up with ideas for poems from the world around them.
 - ✓ Writers use details to bring their poem to life.

Pt.2- Coming up with a shared subject and speaker (shared writing)

Strategy: Thinking Up Subjects

1. Think of how your body feels right now.
2. Think of something that made you laugh.
3. Think of something that interests you.

Essay Writing Skills - From

- I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 6 Week 2 Day 2

TE pages 24-27

Vowel Teams /OO/: oo, u

Word Study Resource

Book, p. 67

My Word Study, Volume 2, p. 6

Read & Write HFWs: add, between, close, example, food, group, hear, home, left, mountain.

Vowel Team /oo/: oo, u

- Phonological Awareness: delete initial sound in a blend
- Blend and Build Words
- Read Interactive Text "The Boy Who Cried Wolf"
- Spelling
- High-Frequency Words
- Homophones
- Share and Reflect

(in TE), chart paper, clothespins, demo. Clock, markers, sticky notes (12), Unifix cubes (60), yarn (3 ft.)

Fluency: Whiteboard Exchange- Add in Unit and Standard Form- Students add a two-digit number and a multiple of 10 in unit form and write an equation in standard form.

$$4 \text{ tens} + 3 \text{ tens} = 7 \text{ tens}$$

$$40 + 30 = 70$$

Repeat with the following:

4 tens 8 ones + 3 tens	2 tens 5 ones + 4 tens	5 tens 3 ones + 4 tens	3 tens 1 one + 5 tens
4 tens 6 ones + 5 tens	1 ten 9 ones + 6 tens	7 tens + 2 tens 4 ones	8 tens + 1 ten 7 ones

Counting on the Number Line by Fives Within 60: Students count by fives in unit and standard form.



Choral Response- Tell Time: Students tell time on an analog clock to the nearest quarter hour, by using picture clues to distinguish between a.m. and p.m.



Repeat with the following:

[Physical Properties of Materials](#) | [Science Video For Kids](#) | [Kids Academy](#) or [Physical Properties Vocabulary](#)

Read:

[What If Rain Boots Were Made From Paper](#) written by Kevin Beals

Activity:

Exploration 1.2: Testing Materials to Learn About Their Properties

Students will develop an understanding that objects and materials can be tested to learn about their properties.

Students will help plan and conduct different tests on the materials.

Students will be able to explain that when testing materials to learn about their properties, all the materials need to be tested in the same way.

Exit Ticket:

What are some properties of plastic, paper, and aluminum foil that you can easily observe?

What is one way that matter can be classified or

partnerships to use the anchor chart for ideas.

How to Use Adjectives in Sentences

1. Find a **noun** in your sentence. A **noun** is a person, place, or thing.

2. Think about what you can tell about the **noun**. What does it look/sound/feel/act like?

3. Add the **adjective** before the **noun**.

Examples:

No **adjective**:
The **bunny** ran away. → **noun**

With an **adjective**:
The **pink** bunny ran away. → **adjective**

"Pink" is an adjective that describes the noun "bunny."

Some adjectives that describe nouns:
pink, huge, it's, round, loud, many, bumpy, funny

Start to FinishWriteScore:
Informative Writing Using
Two Articles
National Parks
Mentor Text:

- Article: Visiting Bryce Canyon National Park
- Article: Hiking Zion National Park

Write Score

VISITING BRYCE CANYON NATIONAL PARK




By Samantha Stone

1. There is a stone forest in Utah. It is Bryce Canyon National Park. People visit to see the Bryce Canyon. They see the way old layers of rock. They get to see the hoodoos. Visitors can also find animals here. It is a park with amazing views!

2. How old are the rocks? The layers of rock were on earth before people. The rocks were there when dinosaurs were alive. That is ancient! The rocks are red, orange, and white.

3. Where can you find the most hoodoos in the world? Bryce Canyon National Park. The Park is known for the hoodoos. Hoodoos are very tall rocks bulging out of the ground. They are different sizes and shapes. Hoodoos are formed in dry and hot areas. They are the result of erosion.

4. The hot dry park is home to many animals. Animals of all sizes call the park their home. Visitors stay away from large animals like black bears. They watch out for cougars and coyotes. However they enjoy seeing the large allos. There are small animals too. Visitors may also see badgers or Utah prairie dogs. Porcupines also live here. The amazing views bring visitors to the park. As they visit, they can see ancient rocks. They will see the hoodoos. They will see the animals too. Would you visit this stone forest?



Write Score

HIKING ZION NATIONAL PARK

By Kelly Olson

1. Do you like to hike? If so, hike Utah's first national park! Zion National Park is a popular place to visit. The Park has millions of visitors each year. They ride the shuttle. They hike at the park. They see canyons. They see huge mountains. Many visitors also get to see wildlife on their visit through the park.

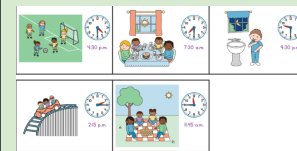
2. Visitors travel the scenic way by shuttle in one main area of the park. From the shuttle, people get off to hike. They see Zion Canyon. It is 15 miles long. Hikers follow the trails at the bottom of the deep canyon. They look up at the colorful stone and cliffs. Another stop is the Emerald Pools. Here, they see waterfalls. The shortest trail to hike is the Weeping Rock. Visitors see water dripping from the high canyons. They watch the water drip to the hanging gardens.

3. Look up high to see the mountains. The Great White Throne is a shuttle stop. It is close to Zion Canyon. The mountain of white sandstone is a beautiful stop. Horse Ranch Mountain is the highest part of the park. It is on the other side of the park. It is located in the Kolob Canyon area of the park.

4. Wildlife is all around! Visitors see many reptiles. Lizards and snakes can be seen on hikes. Desert bighorn sheep and mule deer live at the park. Birds can be found flying around. There are more than 200 species of birds in the park. The California condor is a special bird to see. It is one of the most endangered species of bird.

5. Zion National Park has a lot to see. There are canyons. There are mountains. There is wildlife to see. too. Visitors take the shuttle ride and hike the park trails. Hike enjoy Utah's first national park!





Launch: Students reason about a given time by using what they know about fractions.

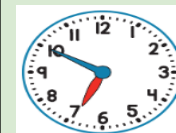
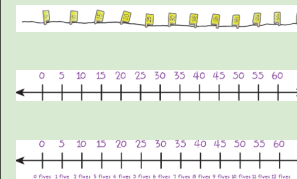


Which clock shows 1:37?

Learn: Count Groups of 5 Minutes- Students count by groups of 5 minutes to establish the meaning of the numbers on a clock.



Relate the Clock to a Number Line- Students count the minutes on a clock and relate the clock to a number line.



Senji says this clock shows 10 minutes past 6. Is he

grouped?

Extend:
Show [Making Things With The Right Stuff](#) that demonstrates different materials have properties that make them good for certain uses.



				<p>correct? How do you know?</p> <p>Gradual release to the Problem Set.</p> <p>Land: Relate the clock to a number line to count by fives.</p> <p>How is a clock similar to a number line? When would it make sense to use a clock and when would it make sense to use a number line?</p> <p>Students will complete and turn in Exit Ticket 17 for a formative grade.</p>	
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Tuesday - YWCA Swim Lessons (O'Neal, Shytle, & Waters)/Rescheduled Leadership Meeting (Graham)/Earth Day Committee at 2:50 pm

<p>Standard(s): ELAGSE2L1e</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify an adjective. <input type="checkbox"/> I can define an adjective. <p><u>Key Vocabulary:</u> adjectives, adverbs, nouns, verbs, modified, parts of speech.</p>	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to use context clues or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define 'antonym' and 'synonym'. <input type="checkbox"/> I can identify an antonym or synonym in texts. <input type="checkbox"/> I can use prior knowledge to help determine the meaning of a word or phrase. 	<p>Standard(s): ELAGSE2RL4 ELAGSE2W2</p> <p>LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning.</p> <p>I am learning to introduce a topic when writing an informative or explanatory text.</p> <p>I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p>	<p>Standard(s): ELAGSE2RF ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams.</p> <p>I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can read words containing irregular vowel patterns. 	<p>Standard(s): 1.MDR.6.2</p> <p>LT: We are learning about time.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can tell time to the hour. -I can tell time to the half hour. -I can tell time and identify if it is a.m. or p.m. -I can write time to the hour. -I can write time to the half hour. -I can write the time using a.m. and p.m. 	<p>Standard(s): S2P1 a</p> <p>LT: I am learning to classify different objects according to physical properties.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and describe different types of physical properties. <input type="checkbox"/> I can classify objects based on their color, length, and mass. <input type="checkbox"/> I can classify objects based on their texture, hardness, absorbency, and flexibility.
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Lesson/Activity:

Week 2 Day 8

Explore: Bright Day; Dark Night

Lesson 8 TE pages 178-179

Explore

Bright Day, Dark Night

Partnerships mix and match adjectives from one list and nouns from another list, then add some of their own words to make sentences.

Students work with the adjectives and nouns word cards to make sentences.

They use the word cards to make adjective-noun pairings. Then, in their grammar notebooks, they record their favorite sentences.

Adjectives and Nouns Word Cards

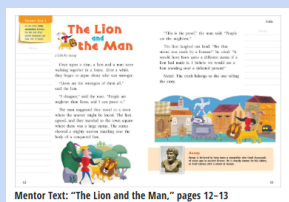
beautiful	sleepy	adorable
shiny	hungry	joyful
gigantic	colorful	sad
meal	kitten	girl
bear	sunset	painting
spoon	teacher	student

I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

Lesson/Activity:

Unit 6, Lesson 8
TE pages 86-89.

Mentor Text: "The Lion and the Man," pages 12-13



Mentor Text: "The Lion and the Man," pages 12-13

ANTONYMS and SYNONYMS

are opposite are similar

roughly, polite	yell, short
take, give	nasty, horrible
opposite, same	old, ancient
neat, messy	nice, friendly
young, old	yelp, bark

Means the opposite! Means the same!

I can describe how word choices can affect the meaning of a poem.
I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.
I can study two poems and determine their point of view.
I can participate in shared writing.
I can select one topic of focus.
I can identify facts and details that give information about my topic.
I can identify important words I have learned that I will define for my reader.
I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:

Unit 4, Lesson 3:
Studying Mentor Texts:
"What Grandpa Mouse Said" and "Grandpa's Stories"

Learning Goals

WE WILL STUDY:

- ✓ How poets create characters with a point of view

WE WILL WORK ON:

- THE GOALS**
- ✓ Writers write poems from different points of view.
- ✓ Writers come up with ideas for poems from the world around them.
- ✓ Writers use details to bring their poems to life.

Pt.2- Shared writing

I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 6 Week 2 Day 3
TE pages 28-31

Vowel Teams /OO/: oo, u
Word Study Resource Book, p. 68-69
My Word Study, Volume 2, p. 7

Practice HFWs: add, between, close, example, food, group, hear, home, left, mountain

Vowel Team /oo/: oo, u

- Read Accountable Text "Stone Soup"
- Spelling
- High-Frequency Words
- Share and Reflect

Lesson/Activity:

Lesson 18-Tell time to the nearest 5 minutes.

Materials: Demo. clock and paper clocks

Fluency: Sprint- Add Two-Digit Numbers and a Multiple of 10

1.	30 + 20 = ____	50
2.	33 + 20 = ____	53

Launch: Students reason about the position of the hour hand to prepare to tell time to the nearest 5 minutes.

Name _____

Kevin says the clock shows 1:15.
Hope says the clock shows 1:55.
Lee says the clock shows quarter to 12.

Who is correct? How do you know?

Kevin is correct.
The clock shows 15 minutes past 12:00.

Learn:

Read and Write the Time to 5 Minutes: Students count by fives and write time to the nearest 5 minutes.



Show Time on an Analog Clock: Students repeatedly show a specified time on their clocks.

Lesson/Activity:

Copy of Physica...

Intro:

[How to Demonstrate Absorbency](#)

or

[What's My Property: Crash Course Kids #35.2](#)

Read:

[Does It Absorb or Repel?](#)

Activity:

Exploration Lesson 1.3:

Students will plan and conduct an absorbency test on different materials and be able to explain that when testing materials to learn about their properties, the materials need to be tested in the same way.

Students will be able to explain that since the materials are made from different substances, they absorb different amounts of water.

Optional:

[Physical Properties-](#)

Students will classify 8 classroom objects based on their physical properties.

Exit Ticket:

Which material absorbs or does not absorb water:

1. The adorable kitten played with the shiny spoon.
2. The joyful girl made a colorful painting.
3. A hungry bear ate a gigantic meal.

Strategy: Creating a Speaker's Point of View

1. Say what you know about your subject.
2. Say what your speaker might know about the subject.
3. Jot down the speaker's point of view, or how the speaker feels about the subject.

Essay Writing Skills - From Start to Finish (2 Days)
WriteScore: Informative Exemplary Set - Chocolate Mentor Text:
 * Chocolate Trees
 * Mmmm Chocolate

This set of activities includes a set of paired articles, an informational writing task and three student sample essays at various levels.

Prior to using these materials, students should be familiar with writing in response to multiple texts and informative writing tasks.

Write Score Grade 2
 Informational Writing Task

WRITING TASK

Directions
 Read the articles "Mmmm, Chocolate" and "Chocolate Trees." Then, complete the following writing task.

Writing Prompt
 You just read the articles "Mmmm, Chocolate" and "Chocolate Trees." Using the information from the articles, write an essay to teach your reader all about chocolate.

Remember, good informational writing:

- Introduces the topic;
- Uses facts to develop points;
- Has an ending.

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- 4:35
- Quarter to 5:00
- 4:55
- Quarter past 5:00
- 5:25
- Half past 7:00
- 8:40
- 6:05

Gradual release to the Problem Set.

Land: Tell time to the nearest 5 minutes. How does the hour hand relate to the minute hand?

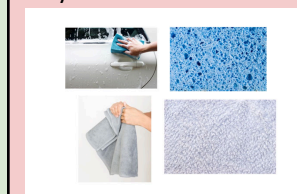
Students complete and turn in Topic Ticket D for a summative grade.

paper, plastic, felt, or aluminum foil?
 Explain.

What would any of these items have in common?

Extend:

Show photos of a sponge and a towel and ask why they are absorbent.



What do the sponge and the towel have in common with the paper?

		<p>Write Score CHOCOLATE TREES by Rick Johnson</p> <p>What delicious treat comes from a tree? Chocolate! Theodora cacao trees are found in tropical areas. They are also known as chocolate trees because the seeds from the cacao trees are used to make chocolate. Making chocolate is a long process. It takes many steps to turn cacao seeds into chocolate for people to enjoy.</p> <p>The cacao pods are collected from the trees. Pods grow on the tree trunk. Each pod is full of seeds. Pods are ripe and ready to be picked when they are a dark reddish-brown color. The cacao seeds are also called cacao beans. The cacao beans do not taste good. They have a bitter flavor. Some enough they still taste much better. The cacao beans and pulp from the pods are fermented. This helps to make the beans taste a little more like chocolate. After the beans are fermented, they are dried in the sun.</p> <p>Time for the factory! The dried beans go to the factory. Once there, the process to make chocolate continues. The beans are roasted to bring out the chocolate flavor. After roasting, the beans are cracked open. Cocoa ribs are inside. The cacao ribs are crushed up into tiny pieces. The ribs then get formed into a paste. The paste or cacao mass still does not taste very good. It is still bitter.</p> <p>The cacao mass is mixed with cacao butter. Then, sugar is added. Finally, chocolate is made. Different types of chocolate are made using cacao mass, cacao butter, sugar, and sometimes milk. Chocolate bars, chocolate chips, chocolate syrup, and many more chocolate treats can be made.</p> <p>It is a long process to make chocolate. The process begins with a tree and ends with a delicious treat. Next time you eat chocolate, remember how it started and all the steps it took to be made.</p> <p><small>© Copyright by Write Score LLC</small></p>			
		<p>Write Score Mmmm, Chocolate! by Kara Harris</p> <p>Do you like chocolate? Most people do! Did you know chocolate comes in many forms? There are also several different flavors. People have enjoyed the taste of chocolate in all its forms and flavors for thousands of years.</p> <p>Chocolate can be in the form of a block. It can also be a paste. There is also liquid chocolate. It can be used as a flavoring in other foods. You can have a chocolate candy bar or have chocolate ring on a cake. Chocolate rings can go on an ice cream. It can also be the flavor of a donut! No matter what form, chocolate is enjoyed by people all around the world.</p> <p>A block of chocolate can be used to make different types of candy. Chocolate bars can be made. Some chocolate bars are solid but some have nuts or caramel. Many candies use chocolate as a filling. Chocolate is also used as a covering like chocolate covered pretzels. Chocolate paste can be an icing for cakes or cupcakes. It can also be a spread for toast. In liquid form, drinks like hot chocolate or chocolate milk are made. Many desserts use chocolate flavoring. Chocolate flavoring is used to make cakes and muffins. Do you like chocolate donuts? They are made using chocolate flavoring.</p> <p>Did you know chocolate can have different tastes? It can taste bitter or sweet. Pure unsweetened chocolate tastes bitter. It does not have added sugar. It is often called baking chocolate. This kind of chocolate is used to make desserts and baked goods. Recipes that use baking chocolate have large</p> <p><small>1</small> <small>© Copyright by Write Score LLC</small></p>			

Wednesday - YWCA Swim Lessons (O'Neal, Shytile, & Waters)/Rescheduled MAP Data Dig! (Planning)/PBIS Meeting (Waters)

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</p>	<p>Standard(s): ELAGSE2RL3 ELAGSE2RL7</p> <p>LT: I am learning to describe how the characters in a story react to important (major) events or challenges in stories.</p> <p>I am learning to use information from the pictures and words in a text to understand characters, setting, and plot of a story.</p>	<p>Standard(s): ELAGSE2W5 ELAGSE2W2</p> <p>LT: I am learning to focus on a topic in my writing.</p> <p>I am learning to introduce a topic when writing an informative or explanatory text.</p> <p>I am learning to explain a topic using facts and definitions to develop points.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams.</p> <p>I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can identify the sounds for common vowel</p>	<p>Standard(s): 1.MDR.6.2</p> <p>LT: We are learning about time.</p> <p>SC: <i>I will know I am successful when...</i></p> <p>-I can tell time to the hour. -I can tell time to the half hour. -I can tell time and identify if it is a.m. or p.m. -I can write time to the hour. -I can write time to the</p>	<p>Standard(s): S2P1 a</p> <p>LT: I am learning to classify different objects according to physical properties.</p> <p>SC: <i>I know I am successful when:</i></p> <p><input type="checkbox"/> I can identify and describe different types of physical properties. <input type="checkbox"/> I can classify objects based on their color, length, and mass.</p>
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Lesson/Activity:

Week 2 Day 9

Teach: All About

Prepositions

Lesson 9 TE pages 180-181

Key Vocabulary:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange

Teach

All About Prepositions

Create an anchor chart that explains prepositions and prepositional phrases, and how to expand a sentence using them.

Explain prepositions and prepositional phrases to students. Then, show students how to expand sentences using prepositions and prepositional phrases using an anchor chart.

State the Purpose.
Teacher the Strategy.

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

- ☐ I can describe characters using character traits/feelings.
- ☐ I can identify the major events or challenges in a story.
- ☐ I can use text evidence to describe how characters respond to major events/challenges.
- ☐ I can determine how a main character's internal and external traits connect to the plot.
- ☐ I can determine the theme (central message) using supporting evidence.

Lesson/Activity:

Unit 6, Lessons 9 & 10

TE pages 90-93.

TE pages 94-97.

Mentor Text: "The Foolish Milkmaid," pages 14-15



SC: *I know I am*

successful when:

- ☐ I will identify a clear topic (not too broad or too narrow).
- ☐ I can sketch an idea for a poem.
- ☐ I will write text of a length appropriate to address the topic.
- ☐ I can select one topic of focus.
- ☐ I can identify facts and details that give information about my topic.
- ☐ I can identify important words I have learned that I will define for my reader.
- ☐ I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:

Volume 4, Session 4,
Sketching Out an Idea
TE pages 28-31.

teams.

- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 6 Week 2 Days 4 & 5

TE pages 32-33

TE pages 34-35

Vowel Teams /OO/: oo, u

Word Study Resource

Book, p. 68-69

My Word Study, Volume 2, p. 7

Read HFWs: *add, between, close, example, food, group, hear, home, left, mountain*

Vowel Team /oo/:

oo, u

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Stone Soup" and/or "The Many Tales of Red Riding Hood"
- Share and Reflect

Review and Assess

Vowel Team /oo/:

oo, u

- Read Accountable Text "Stone Soup" and/or "The Many Tales of Red Riding Hood"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

half hour.

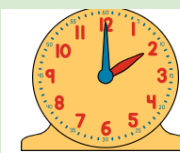
-I can write the time using a.m. and p.m.

Lesson/Activity:

Lesson 19-Solve elapsed time problems.

Fluency:

Counting on the Clock-Students count by 5 minutes on the clock.



Match: Time-Students match a picture with a time shown on an analog clock and write the time by using a.m. or p.m.



Launch: Students reason about elapsed time by using fractions skip-counting, and their knowledge of the clock.

Adrien wakes up for school at 7:15 a.m.

He leaves for school at 7:45 a.m.

How long does it take Adrien to get ready?

Learn:

Determine elapsed time-Students read clocks

- ☐ I can classify objects based on their texture, hardness, absorbency, and flexibility.

Lesson/Activity:

Copy of Physica...

Intro:

[How to Demonstrate Mass, Shape, & Air Resistance](#)

Read:

[Making A Raft For The Three Billy Goats Gruff](#)

or

[Epic Let's Try It Out In the Water](#)

Activity:

Lesson 1.4:
Designing an Absorbency Test

Students will use what they know about the properties of paper, plastic, and aluminum foil to decide how the materials can be used for a specific purpose.

[Demonstrate making a paper boat.](#)

Place the boat in water and demonstrate how many pennies the boat can hold before sinking.

Students are then guided

Strategy: Adding Prepositions to Sentences

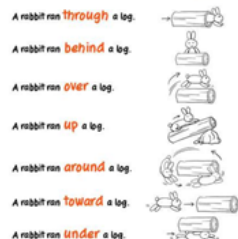
1. Take a sentence and delete the period.
2. Think about how to answer: When? Where? or How?
3. Use the chart to pick a preposition and add a prepositional phrase.
4. Add a period at the end of the new sentence.
5. Double-check that the sentence makes sense.

Provide a list of common prepositions to partnerships such as **in, on, below, under, after, during, through.**

Provide students with a simple sentence. Ask them to try out the strategy in their grammar notebooks to expand that sentence using a prepositional phrase.

Using Prepositions

A rabbit ran _____ a log.



Remind students to use this strategy when you write sentences and want to add more description about what is happening.

Character Traits

Action
- what they do

Dialogue
- what they say

Common Character Traits in Fiction

Kind shy trusting lazy selfish loyal cruel proud helpful smart funny

* Be ready to point to specific Evidence in the Text to support what you say about the characters.
Prove it!

DETERMINE THEME

The theme of a story is the central message, lesson, or moral. Infer the theme using important details.

ASK: How do the characters grow?
What ideas stay with me?
What do the characters learn?
What do the details make me think about?

COMMON THEMES

Crime doesn't pay Overcoming the odds
Your own worst enemy Love conquers all
Coming of age Pride goes before a fall

Strategy: Sketching Out an Idea

1. Try out a subject you know something about.
2. Sketch it on paper.
3. Add words to the sketch.



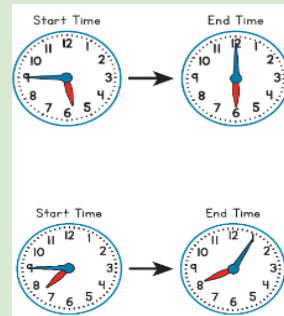
Sketching an idea for a poem example

Day 2:
Essay Writing Skills - From Start to Finish
WriteScore: Informative Exemplary Set - Chocolate
Mentor Text:
* Chocolate Trees
* Mmmm Chocolate

This set of activities includes a set of paired articles, an informational writing task and three student sample essays at various levels.

Prior to using these materials, students should be familiar with writing in response to multiple texts and informative writing tasks.

and reason about how to find the elapsed time.



Solve Elapsed Time Word Problems- students choose how to solve an elapsed time word problem and evaluate their classmates' solutions.

Gradual release to the Problem Set.

Land:
Debrief Objective- Solve elapsed time problems.

Students will complete and turn in ET 19 for a formative grade.

to think of ways to improve the boat by covering it with water proof material.

Extend:

Explain that a juice box is like an inside-out-boat.

Bring in a juice box that you have cut open and peeled back the layers to show students how it is made.

Remind students that the properties of materials are important when thinking about making a product that needs to work in a certain way.

Exit Ticket:

How can you use paper, plastic, and aluminum foil to design and build a boat that holds the most weight without sinking?

Do certain materials tend to sink or float in water? Explain.

		<p>Write Score</p> <p>Grade 2 Informational Writing Task</p> <p>WRITING TASK</p> <p>Directions Read the articles "Mmmm, Chocolate!" and "Chocolate Trees." Then, complete the following writing task.</p> <p>Writing Prompt You just read the articles Mmmm, Chocolate! and Chocolate Trees. Using the information from the articles, write an essay to teach your reader all about chocolate.</p> <p>Remember, good informational writing:</p> <ul style="list-style-type: none"> Introduces the topic; Uses facts to develop points; Has an ending. <p>© Copyright by Write Score LLC</p> <p>Write Score</p> <p>CHOCOLATE TREES by Kate Williams</p> <p>What delicious treat comes from a tree? Chocolate! Theobroma cacao trees are found in tropical areas. They are also known as chocolate trees because the seeds from the cacao trees are used to make chocolate. Making chocolate is a long process. It is many steps to turn cacao seeds into chocolate for people to enjoy.</p> <p>The cacao pods are collected from the trees. Pods grow on the tree trunk. Each pod is full of seeds. Pods are ripe and ready to be picked when they are a dark reddish color. The cacao seeds are also called cacao beans. The cacao beans do not taste good. They have a bitter flavor. Soon enough, they will taste much better. The cacao beans and pulp from the pods are fermented. This helps to make the beans taste a little more like chocolate. After the beans are fermented, they are dried in the sun.</p> <p>Time for the factory! The dried beans go to the factory. Once there, the process to make chocolate continues. The beans are roasted to bring out the chocolate flavor. After roasting, the beans are cracked open. Cacao nibs are inside. The cacao nibs are crushed up into tiny pieces. The nibs then get fermented into a paste. The paste or cacao mass still does not taste very good. It is still bitter.</p> <p>The cacao mass is mixed with cacao butter. Then, sugar is added. Finally, chocolate is made. Different types of chocolate are made using cacao mass, cacao butter, sugar, and sometimes milk. Chocolate bars, chocolate chips, chocolate syrup, and many more chocolate treats can be made.</p> <p>It is a long process to make chocolate. The process begins with a tree and ends with a delicious treat. Next time you eat chocolate, remember how it started and all the steps it took to be made.</p> <p>© Copyright by Write Score LLC</p> <p>Write Score</p> <p>Mmmm, Chocolate! by Kate Harris</p> <p>Do you like chocolate? Most people do! Did you know chocolate comes in many forms? There are also several different flavors. People have enjoyed the taste of chocolate in all its forms and flavors for thousands of years.</p> <p>Chocolate can be in the form of a block. It can also be a paste. There is also liquid chocolate. It can be used as a flavoring in other foods. You can have a chocolate candy bar or have chocolate icing on a cake. Chocolate syrup can go on an ice cream. It can also be the flavor of a donut! No matter what form, chocolate is enjoyed by people all around the world.</p> <p>A block of chocolate can be used to make different types of candy. Chocolate bars can be made. Some chocolate bars are solid but some have nuts or caramel. Many candies use chocolate as a filling. Chocolate is also used as a covering like chocolate covered pretzels. Chocolate paste can be an icing for cakes or cupcakes. It can also be a spread for toast. In liquid form, drinks like hot chocolate or chocolate milk are made. Many desserts use chocolate flavoring. Chocolate flavoring is used to make cakes and muffins. Do you like chocolate donuts? They are made using chocolate flavoring.</p> <p>Did you know chocolate can have different tastes? It can taste bitter or sweet. Pure unsweetened chocolate tastes bitter. It does not have added sugars. It is often called baking chocolate. This kind of chocolate is used to make desserts and baked goods. Recipes that use baking chocolate have large</p> <p>1 © Copyright by Write Score LLC</p>			
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Thursday - YWCA Swim Lessons (O'Neal, Shytle, & Waters)					
<p>Standard(s):</p> <p>ELAGSE2L1e</p> <p>ELAGSE2L5a</p>	<p>Standard(s):</p> <p>ELAGSE2RL7</p> <p>LT: I am learning to use</p>	<p>Standard(s):</p> <p>ELAGSE2W5</p> <p>ELAGSE2W2</p>	<p>Standard(s):</p> <p>ELAGSE2RF3</p> <p>ELAGSE2RF4</p>	<p>Standard(s):</p> <p>2.GSR.7.1</p> <p>2.GSR.7.3</p> <p>2.GSR.7.4</p>	<p>Standard(s):</p> <p>S2P1b.</p> <p>ELAGSE2SL1</p>

LT: I am learning to use adjectives and adverbs correctly when speaking or writing.

I am learning to figure out how words are related.

SC: *I know I am successful when:*

- ☐ I can define an adverb.
- ☐ I can identify an adverb.
- ☐ I can describe real-life experiences using adjectives and adverbs.

Lesson/Activity:

Week 3 Day 11

Explore: Adding Meaning

Happily: Types of Adverbs

Lesson 11, TE pgs.183-184

Explore

Adding Meaning
Happily: Types of
Adverbs

Partnerships review three lists of different types of adverbs, then jot down their observations.

information from the pictures and words in a text to understand characters, setting, and plot of a story.

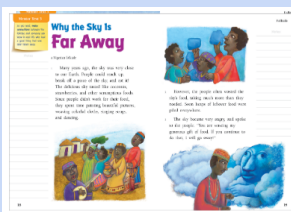
SC: *I know I am successful when:*

- ☐ I can determine the theme (central message) using supporting evidence.

Lesson/Activity:

Volume 6, Lesson 11,
TE pages 98-101.

Mentor Text: "Why the Sky is Far Away," pages 18-21



Mentor Text: "Why the Sky is Far Away," pages 18-21

DETERMINE THEME

The theme of a story is the central message, lesson, or moral. Infer the theme using important details.

ASK: How do the characters grow?

What ideas stay with me?

What do the characters learn?

What do the details make me think about?

COMMON THEMES

Crime doesn't pay Overcoming the odds
Your own worst enemy Love conquers all
Coming of age Pride goes before a fall

LT: I am learning to focus on a topic in my writing. I am learning to introduce a topic when writing an informative/explanatory text.

SC: *I know I am successful when:*

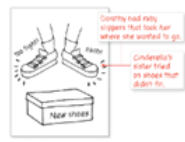
- ☐ I will identify a clear topic (not too broad or too narrow).
- ☐ I can sketch an idea for a poem.
- ☐ I will try out different speakers for my poem.
- ☐ I will write text of a length appropriate to address the topic.
- ☐ I can select one topic of focus.

Lesson/Activity:

Volume 4, Session 5:
Trying Out Speakers
TE pages 32-35.

Strategy: Finding a Speaker

1. Look at your sketch for ideas about speakers.
2. Think of anything your sketch reminds you of—it could be a story or another subject.
3. Use your ideas to try out some new speakers.
4. Choose the speaker you want for your poem.



Finding a Speaker (Sketch) Example

LT: I am learning to read and spell words with vowel teams.

I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.

I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*

- ☐ I can identify the sounds for common vowel teams.
- ☐ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 6 Week 3 Day 1

TE pages 36-39

Vowel Team /ô/: aw, au, al, (w)a

Word Study Resource

Book, p. 70

My Word Study, Volume 2, p. 08

Read HFWs: music, night, old, picture, sentence, spell, thought together,

1.MDR.6.2

LT: We are learning to analyze 2D and 3D shapes in our environment. We are learning to partition (separate/divide) shapes into parts. We are learning about time.

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

- I can identify polygons, triangles, quadrilaterals, pentagons and hexagons.
- I can compare and sort shapes based on various attributes.
- I understand what angles, vertices, and sides are in a given shape.
- I can describe a shape based on its attributes (angles, vertices, and sides).
- I can partition a circle or rectangle into 2, 3, or 4 equal shares.
- I can identify equal-sized parts of a circle or rectangle as halves, thirds, or fourths.
- I can describe equal-sized parts of a circle or rectangle as halves, thirds, or fourths.
- I can recognize that there may be different shapes within the whole shape.
- I can tell time to the hour.
- I can tell time to the half hour.

LT: We are learning how structures can be broken down and rearranged. I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.

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

- ☐ I can use small blocks to make a bigger structure.
- ☐ I can rearrange small blocks to make a different big structure.
- ☐ I can describe how objects made from small pieces can be taken apart to make a new different structure.
- ☐ I can build on others' ideas by linking their comments to others or my own ideas.

Lesson/Activity:

Mystery Science

Could You Build A House Out of Paper?

Paper Towers



Students examine how large structures like houses are built from smaller pieces.

Absolutely Adverbs

- today
- outside
- slowly
- yesterday
- here
- carefully
- later
- upstairs
- fast
- now
- everywhere
- happily
- soon
- nearby
- almost

P Copy of Word ...

WriteScore: Introducing an Informational Topic

Mentor Text:
Mr. Rubrik and His
Cube/The Rubik's Cube

SOURCE 1: Mr. Rubik and His Cube

Toys can be great fun. But sometimes, toys can be frustrating. That's true of one toy for sure. It's a toy that people love to play with and try to solve: the Rubik's Cube. At first, though, the Rubik's Cube wasn't even meant to be a toy. It wasn't even called a Rubik's Cube! First, it was called a Magic Cube. Here's the story.

The cube was created in 1974 by a teacher. The teacher was named Erno Rubik. He lived in Hungary. Mr. Rubik taught people in college who were studying design. The puzzle was meant to help the students learn about shapes and movement.

The first cube was made out of wooden blocks and rubber bands. Mr. Rubik showed the first version to his students. They really liked it! He kept working on new versions of the cube. After inventing this puzzle at first, even Mr. Rubik had a hard time solving it. He spent 11 months working on the solution. Today, people all over the world still attempt to solve this puzzle toy.

SOURCE 2: The Rubik's Cube

In the 1970s, a professor in Hungary named Mr. Rubik invented a tool for his college students. He had no idea then that his invention would become such a popular toy.

The college where Mr. Rubik taught had a wood shop. There, Mr. Rubik created the first version of his cube out of wood. Later, the cube was made out of plastic. As it moved, it made a clicking sound. Today there are many different versions of the original cube. There is even a Rubik Snake!

The Rubik's Cube is still popular toy. The goal of the puzzle toy is to get all the same colors together by moving the different parts. There are people called "speedcubers." Speedcubers try to solve the puzzle toy as fast as possible. One recent world record speedcuber solved the toy in less than six seconds!



Erno Rubik
Image: Wikimedia

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FUN FACT OF THE DAY

A Rubik's cube has
54 colored squares.



Name _____

Writing an Informational Introduction

Good introductions name the topic and hook the reader.

Type of Introduction	Topic: Treasure Hunting: Dinosaurs
Question Introduction	Did you know that one of the coolest toys ever made was an accident? It is true! The Slinky is a toy made of metal springs. This toy can move down stairs all on its own. It can walk across the floor too. Cool, right?
Interesting Fact Introduction	In 1943, one of the most amazing toys was invented, on accident! When Richard James watched a spring walk across his desk and down to the floor he got the idea for an amazing toy, the Slinky!
Single Word or Sound Word Introduction	Bong, bong, bong. What is that sound? What is that funny looking spring walking down my stairs? It is one of the greatest toys ever invented, the Slinky!

Type of Introduction	Topic: Your Turn to Write—Topic: The Rubik's Cube
Question Introduction	
Interesting Fact Introduction	
Single Word or Sound Word Introduction	

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Examples

Type of Introduction	Topic: Introductions about the Slinky
Question Introduction	Did you know that one of the coolest toys ever made was an accident? It is true! The Slinky is a toy made of metal springs. This toy can move down stairs all on its own. It can walk across the floor too. Cool, right?
Interesting Fact Introduction	In 1943, one of the most amazing toys was invented, on accident! When Richard James watched a spring walk across his desk and down to the floor he got the idea for an amazing toy, the Slinky!
Single Word or Sound Word Introduction	Bong, bong, bong. What is that sound? What is that funny looking spring walking down my stairs? It is one of the greatest toys ever invented, the Slinky!

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while, world

Vowel Team /ô/: aw, au, al, (w)a

- Spelling-Sound Correspondences
- Blend and Build Words
- Transition to Multisyllabic Words
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

-I can tell time and identify if it is a.m. or p.m.

-I can write time to the hour.

-I can write time to the half hour.

-I can write the time using a.m. and p.m.

Lesson/Activity: Module 3 Assessment

Teachers will have alternate activities for these standards prepared for early finishers to practice as needed.

Students will design their own structures using unconventional building materials such as index cards and paper clips.

Paper Towers

Name _____

1. You used index cards to make pieces to build a tall tower. What did your pieces look like? You can circle our pictures, draw your own pictures, or describe your pieces in words.



2. Could you use the same pieces to build a tall tower and a strong tower? How?

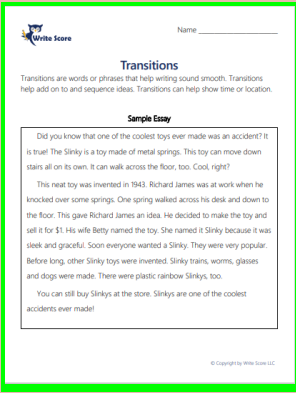
3. Is making towers with cards different from building real buildings? How?

4. Is making towers with cards similar to building real buildings? How?

diyology SCIENCE
Create a world of wonder out of paper!

Students will work to build tall towers, then challenge themselves to build towers strong enough to support a hardcover book.

Think, Pair, Share:
What was the most and least challenging part of assembling your structures?

		 <p>Explicit & Modeled Instruction: Read the Slinky articles aloud to students. Then, share the various introduction types. Share your thinking about how the writer of each introduction named the topic. Explain how each introduction uses a specific technique to hook the reader.</p>			
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Friday - PBIS House Assembly/100th Day of School!/YWCA Swim Lessons (O'Neal, Shytle, & Waters)

<p>Standard(s): ELAGSE2L1e ELAGSE2L5a</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to figure out how words are related.</p> <p>SC: <i>I know I am successful when:</i></p>	<p>Standard(s) ELAGSE2L4</p> <p>LT: I am learning to use context clues or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can define 'antonym' and 'synonym'. <input type="checkbox"/> I can identify an antonym or synonym in</p>	<p>Standard(s): ELAGSE2W3 ELAGSE2W5 ELAGSE2W2</p> <p>LT: I am learning to focus on a topic in my writing and include details to describe actions, thoughts, and feelings. I am learning to explain a topic using facts and definitions to develop</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-</p>	<p>Standard(s): 2.NR.2.2</p> <p>LT: We are learning to discover patterns of 10 more and 10 less.</p> <p>SC: <i>I will know I am successful when...</i> -I can find 10 more or 10 less of a given number on a place value chart. -I can find 10 more or 10 less of a given number on a number line.</p>	<p>Standard(s): S2PIb. ELAGSE2L4 ELAGSE2W2</p> <p>LT: We are learning how structures can be broken down and rearranged.</p> <p>I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase. I am learning to</p>
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- ☐ I can define an adverb.
- ☐ I can identify an adverb.
- ☐ I can describe real-life experiences using adjectives and adverbs.

Lesson/Activity:

Week 3 Day 11 Continued

Explore: Adding Meaning

Happily: Types of Adverbs

Lesson 11, TE pgs.183-184

Explore

Adding Meaning Happily: Types of Adverbs

Partnerships review three lists of different types of adverbs, then jot down their observations.

q

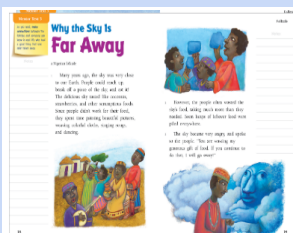
texts.

- ☐ I can use prior knowledge to help determine the meaning of a word or phrase.
- ☐ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

Lesson/Activity:

**Unit 6, Lesson 12,
TE pages 102-105.**

Mentor Text: "Why the Sky is Far Away," pages 18-21



Mentor Text: "Why the Sky is Far Away," pages 18-21

ANTONYMS

are opposite

naughty, polite

take, give

opposite, same

neat, messy

young, old

Means the opposite!

and

are similar

yell, shout

nasty, horrible

old, ancient

nice, friendly

yelp, bark

Means the same!

points.

SC: *I know I am successful when:*

- ☐ I will identify a clear topic (not too broad or too narrow).
- ☐ I can determine a speaker for my poem.
- ☐ I can develop the speaker's point of view through thoughts, actions, and feelings.
- ☐ I can identify facts and details that give information about my topic.
- ☐ I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:

**Volume 4, Lesson 6,
Writing from your
Speakers Point of View
TE pages 36-39.**

Strategy: Writing from a Point of View

1. Look at a sketch of your speaker. Draw one if you need to.
2. Think about your speaker's thoughts and feelings and about what they care about.
3. Add a speech bubble to your sketch.
4. Start drafting your poem.

appropriate irregularly spelled words.

SC: *I know I am successful when:*

- ☐ I can identify the sounds for common vowel teams.
- ☐ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

**Unit 6 Week 3 Day 2
TE pages 40-43**

Vowel Team /ô/: aw, au, al, (w)a

Word Study Resource Book, p. 71

My Word Study, Volume 2, p. 09

Read HFWs: music, night, old, picture, sentence, spell, thought together, while, world

Vowel Team /ô/: aw, au, al, (w)a

- Blend and Build Words
- Read Interactive Text "Rumpelstiltskin"
- Spelling
- High-Frequency Words
- Share and Reflect

- I can find 10 more or 10 less of a given number using mental strategies.
- I can find 100 more or 100 less of a given number on a place value chart.
- I can find 100 more or 100 less of a given number on a number line.
- I can find 100 more or 100 less of a given number using mental strategies.

Lesson/Activity:

Lesson 1- Organize, count, and represent a collection of objects.

Materials: Prepare counting collections of between 200 and 700 items (per student pair), as well as tools to help organize the items as they count.

Launch:

Students count back chorally by tens within 1,000 to reveal place value patterns.

636	626	616	606	596	586	576	566	556	546
536	526	516	506						

Learn:

Students work with a partner to organize and count a collection and record their process.

participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.

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

- ☐ I can describe how objects made from small pieces can be taken apart to make a new different structure.
- ☐ I can recognize grade-appropriate words and their meaning.
- ☐ I can use prior knowledge to help determine the meaning of a word or phrase.
- ☐ I can build on others' ideas by linking their comments to others or my own ideas.

Lesson/Activity:

**The Perfect Nest
How Structures Are Built
2 Day Activity -**

Reading Skill - Finding the meaning of new words.

Writing Skill - Compare & Contrast

Key Vocabulary:

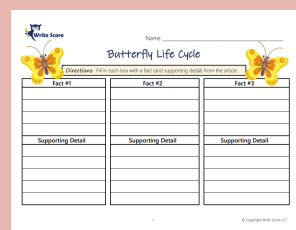
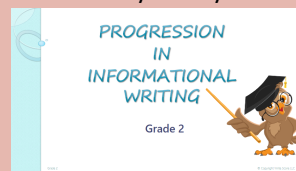
Structure, assemble, disassemble, & rearrange

Students will create a structure out of building

WriteScore: Progression In Informational Writing

Mentor Text:

The Butterfly Life Cycle



Students will learn how to progress their writing from an introduction.

Students will create writing that will educate or inform the reader of the topic and capture the reader's attention.

Students will use these skills to help them expand and improve their writing.

We will ...

1	Choose a collection.	
2	Make a good guess.	8 12
3	Make a plan and count.	
4	Record the collection.	
5	Share our work.	

Students mentally add and subtract 10 and 100 with numbers within 900.

Students reason about and compare the efficiency of strategies for organizing and counting.

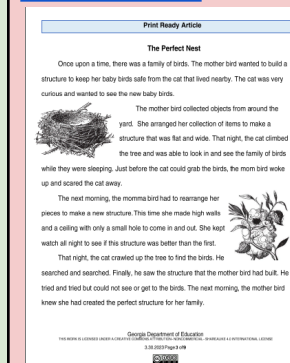
Land/Debrief:
How can we use place value units to help us count and organize?

materials. (Prepare 20 building pieces)

Students will assemble a structure using all of the pieces. Students will then draw their first structure.

Next, students will rearrange their materials to make something new. Have them draw their second structure.

Read Aloud: The Perfect Nest



Why can we mentally add 10 or 100 to or subtract 10 or 100 from numbers?

Reading: Vocabulary Acquisition

Name: _____

Word	Definition
Structure	
Arrange	
Disassemble	
Rearrange	

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Read Aloud: The Perfect Nest

Post Reading Activity: Compare and Contrast Structure 1 and Structure 2

Directions: Before bed but not too late and then ask it apart to rearrange the pieces. Compare the nest when I was structure 1 and when I was structure 2.

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Students will compare and contrast their first and second structure.

Students will write and share a short narrative piece about their structures.

Writing worksheet

Directions: Fill in each section below.

Section 1: I like your opinion.
I like my **first/second** structure best. (Circle one)

Section 2: I support your opinion by exploring similarities and differences between the structures. Fill in one of the sentences below.

- My first structure was _____ while my second structure was _____
- Even though both structures _____ my **first/second** structure _____
- My structures were similar because they both _____ but my **first/second** structure _____

Concluding Statement

- Overall, I like my **first/second** structure best because _____

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