

# Carrie Waters' Week of: February 24-28, 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 5 Week 1 Lessons 1-5 Pre-Assessment Capitalization & More Punctuation	READING Unit 7 Week 3 Days 1-5 Lessons 11-15 Pioneers In Flight Informational Text	WRITING Volume 5 Week 1 Lessons 2-5 Modeling Opinion Pieces	PHONICS Unit 7 Week 3 Days 1-5 Lessons 11-15 Root Words & Suffixes Pioneers In Flight	MATH Module 4 Topic D & E Lessons 17-21 Strategies for Decomposing Tens and Hundreds Within 1,000 Apply Efficient Addition and Subtraction Strategies	SOCIAL STUDIES Economics <a href="#">Inspire - Economics</a> Allocation of Goods & Services Connecting Literature
<b>Monday - PBIS Meeting! (Waters)</b>					
<p>Standard(s): <b>ELAGSE2L2a, c</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify words as holidays.  <input type="checkbox"/> I can identify words as product names.  <input type="checkbox"/> I can identify words as geographic names.  <input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature.  <input type="checkbox"/> I can determine the</p>	<p>Standard(s): <b>ELAGSE2RI5</b></p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify text features and their purposes.  <input type="checkbox"/> I can use captions to help me understand pictures and words on a page.  <input type="checkbox"/> I can recognize that words in bold highlight key ideas and concepts.  <input type="checkbox"/> I can use text features to preview text and to locate information quickly.</p> <p>Lesson/Activity: Unit 7, Week 3, Lesson 11, TE pages 98-101.</p>	<p>Standard(s): <b>ELAGSE2W1</b></p> <p>LT: I am learning to write an opinion piece.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can read opinion texts.  <input type="checkbox"/> I can find ideas for an opinion piece.  <input type="checkbox"/> I can sketch and write across pages.  <input type="checkbox"/> I can use convincing details.</p> <p>Lesson/Activity: Volume 5, Session 2, Parts 1 and 2, TE pages 12-17.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Strategy: Sketching an Idea</i></p> <ol style="list-style-type: none"> <li>1. Think about what you like or do not like.</li> <li>2. Choose one thing you like or do not like.</li> <li>3. Make a sketch that shows why you like or do not like that thing.</li> </ol> </div>	<p>Standard(s): <b>ELAGSERF3 ELAGSE2L4</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify common prefixes and suffixes.  <input type="checkbox"/> I can identify root words in unknown words.  <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together.</p> <p>Key Vocabulary: Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word,</p>	<p>Standard(s): <b>2.NR.2.4</b></p> <p>LT: We are learning to subtract within 1000.</p> <p>SC: <i>I will know I'm successful when...</i>            -I can subtract numbers within 1000 using place value strategies.            -I can subtract numbers within 1000 using properties of operations.            -I can subtract numbers within 1000 using the relationship between addition and subtraction.</p> <p>Lesson/Activity: Lesson 17-Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.</p> <p>Fluency: Choral Response-Tell</p>	<p>Standard(s): <b>SS2E2, RL 2.3, RL 2.1</b></p> <p>LT: I am learning about ways goods and services are allocated.</p> <p>SC: <i>I will know I'm successful when...</i>  <input type="checkbox"/> I can explain and give an example of price to allocate goods and services.  <input type="checkbox"/> I can explain and give an example of majority rule to allocate goods and services.  <input type="checkbox"/> I can explain and give an example of contests to allocate goods and services.  <input type="checkbox"/> I can explain and give an example of force to allocate goods and services.  <input type="checkbox"/> I can explain and give an example of sharing to allocate goods and services.</p>

purpose of a contraction.  
☐ I can determine where an apostrophe is needed to form contractions.

☐ I can determine where an apostrophe is placed to form possessives.

### Key Vocabulary:

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

### Lesson/Activity:

Unit 5 Week 1 Day 1  
 Explore: Pre-Assess - Capitalization, Apostrophes, and Punctuation of Dialogue  
 Lesson 1, TE pgs. 218-219

#### Pre-Assessment

#### Pre-Assess: Capitalization, Apostrophes, and Punctuation of Dialogue

Give a list of sentences. Ask students to write what they notice about capitalization, apostrophes, and quotations in dialogue. Share goals.

Distribute the "Gathering What We Know About Capitalization, Apostrophes, and Punctuation of Dialogue" reproducible.

Students will look at the sentences and write down

### Mentor Text: "Brave Bessie," pages 18–21



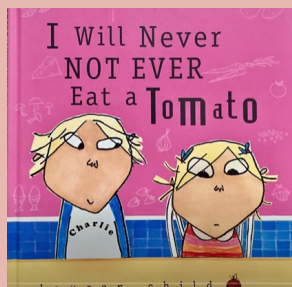
### GRAPHICS AND TEXT FEATURES

FEATURE	PURPOSE
titles/headings	tell what a text or a section of a text is about
photographs/illustrations	provide visual information
captions	explain photographs
maps	show location
diagrams	show steps in a process or how something works
time line	a diagram that shows events in time order
bold and italic type	highlight important words and ideas



### Optional:

☒ I Will Never Not Eve...



common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

### Lesson/Activity:

Unit 7 Week 3 Day 1  
 TE pages 88-91

Word Study Resource Book, p. 82

My Word Study, Volume 2, p. 17

Read HFWs: across, become, complete, during, happened, hundred, problem, toward, study, wind.

#### Related Root Words

- Word Study
- Blend and Build Words
- Reading Big Word Strategies
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

**add** Can you **add** that to my bill?

**addition** We do **addition** facts in math class.

**move** The snail will **move** very slowly.

**movers** The **movers** came and took away our boxes.

**moving** We are **moving** to a new town.

**work** Mom has to **work** late today.

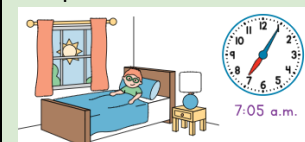
**worked** I **worked** on my homework last night.

**forgot** Kim **forgot** to give me the keys.

**forgotten** I had **forgotten** to bring my lunch all week.

**forgetful** He can be so **forgetful** sometimes.

Time: Students tell time on an analog clock to the nearest 5 minutes and use picture clues to distinguish between a.m. and p.m.



Repeat with the following:

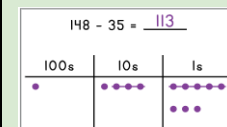


Counting on the Number Line by Tens Within 410-Students count by tens in unit form and standard form.



### Whiteboard

Exchange-Subtract with Place Value Drawings: Students use place value drawings to subtract within 200.



Repeat with the following:

148 - 65 = <u>83</u>	106 - 73 = <u>33</u>	182 - 56 = <u>126</u>
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### Launch:

Students relate a place value model to a place value drawing and reason

☐ I can explain and give an example of a lottery to allocate goods and services.

☐ I can explain and give an example of authority to allocate goods and services.

☐ I can explain and give an example of first-come-first-served to allocate goods and services.

☐ I can explain and give an example of personal characteristics to allocate goods and services.

### Lesson/Activity:

Interactive Read Aloud  
 On Market Street  
 by Arnold Lobel

### Lesson & Activity Ideas

The student will understand that when there is conflict between or within societies, change is the result.

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Discuss the different examples of how goods and services are allocated.

Encourage a variety of responses, including those that might not include grammar terms.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Gathering What We Know About Capitalization,  
Apostrophes, and Punctuation of Dialogue

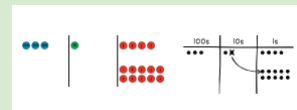
**Sentence #1:** Any old, "We will work together to create a map of Chicago."

**Sentence #2:** My class will visit Conover Elementary School on Wednesday, May 4, 2020.

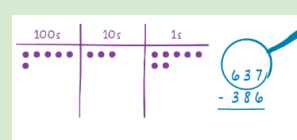
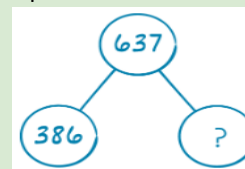
**Sentence #3:** We'll work on the school's Independence Day project together.

**Sentence #4:** Ms. Jones and I both have friends in New York who like Pitbull's music.

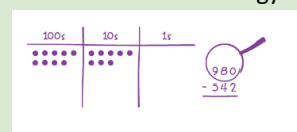
about similarities in how  
a concrete model and a  
pictorial model represent  
decomposition.



**Learn:**  
Represent Subtraction with Place Value Drawings-Students use place value drawings to represent subtraction.



Use Vertical Form to Record Subtraction—Students relate a place value drawing to vertical form, record in vertical form, and check their answer with an addition strategy.



Gradual release to the Problem Set.

Land:  
Debrief Objective-Use  
place value drawings to

CJ and his grandmother navigate through their city, with CJ questioning their circumstances and his grandmother providing insightful responses.

CJ asks questions (cause), and his grandmother provides answers (effect). This pattern helps students understand the direct relationship between a cause and its effect.

[illegible]

				<p>represent subtraction with one decomposition and relate them to written recordings.</p> <p>Students will complete and turn in Exit Ticket 17 for a formative grade.</p>	<table><tr><td><b>First come, first served</b></td><td>When a good service, or resource goes to the first person who wants it and meets the requirements, often combined with other methods like price</td><td>Great for those who are quick, willing to get ahead of the crowd</td><td>Not good for the procrastinator, those who are late in planning/ preparing</td><td>Students will probably think of many examples. They may be familiar with people waiting in line when a new video game or sneaker style is released.</td></tr><tr><td><b>Personal characteristics</b></td><td>When people are selected to include (or excluded from receiving) goods, services, or resources based on certain traits, such as gender or age</td><td>Great for those who are able to see the personal characteristics to be awarded the resource</td><td>Not good for those unable to influence the selection of the characteristics category</td><td>This is an opportunity to discuss the unfair treatment of African Americans during segregation - public places had better customers than for those who were African American. (The Dr. Jackie Robinson and Dr. Martin Luther King, Jr.)</td></tr></table> <p>Students will create a timeline highlighting key moments influencing CJ's changing views.</p>	<b>First come, first served</b>	When a good service, or resource goes to the first person who wants it and meets the requirements, often combined with other methods like price	Great for those who are quick, willing to get ahead of the crowd	Not good for the procrastinator, those who are late in planning/ preparing	Students will probably think of many examples. They may be familiar with people waiting in line when a new video game or sneaker style is released.	<b>Personal characteristics</b>	When people are selected to include (or excluded from receiving) goods, services, or resources based on certain traits, such as gender or age	Great for those who are able to see the personal characteristics to be awarded the resource	Not good for those unable to influence the selection of the characteristics category	This is an opportunity to discuss the unfair treatment of African Americans during segregation - public places had better customers than for those who were African American. (The Dr. Jackie Robinson and Dr. Martin Luther King, Jr.)
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## Tuesday -

<p><b>Standard(s):</b> <b>ELAGSE2L2a</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> </ul> <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns</p>	<p><b>Standard(s):</b> <b>ELAGSE2L1</b></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"> <li><input type="checkbox"/> I can define an adjective and adverb.</li> <li><input type="checkbox"/> I can identify an adjective and adverb.</li> <li><input type="checkbox"/> I can distinguish between the two.</li> <li><input type="checkbox"/> I can analyze descriptive language when reading.</li> </ul> <p><b>Lesson/Activity:</b> Unit 7, Lesson 12, TE pages 102-105.</p>	<p><b>Standard(s):</b> <b>ELAGSE2W1</b></p> <p>LT: I am learning to write an opinion piece.</p> <p>SC: I know I am successful when:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read opinion texts.</li> <li><input type="checkbox"/> I can find ideas for an opinion piece.</li> <li><input type="checkbox"/> I can write an opinion statement.</li> <li><input type="checkbox"/> I can use convincing details.</li> </ul> <p><b>Lesson/Activity:</b> Volume 5, Session 3, parts 1 and 2, TE pages 18-21.</p>	<p><b>Standard(s):</b> <b>ELAGSERF3</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify common prefixes and suffixes.</li> <li><input type="checkbox"/> I can identify root words in unknown words.</li> <li><input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together.</li> </ul> <p><u>Key Vocabulary:</u> Root word, meaning, word</p>	<p><b>Standard(s):</b> <b>2.NR.2.4</b></p> <p>LT: We are learning to subtract within 1000.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <li>-I can subtract numbers within 1000 using place value strategies.</li> <li>-I can subtract numbers within 1000 using properties of operations.</li> <li>-I can subtract numbers within 1000 using the relationship between addition and subtraction.</li> </ul> <p><b>Lesson/Activity:</b> Lesson 18-Use place value drawings to represent subtraction with up to two decompositions and relate them to written</p>	<p><b>Standard(s):</b> <b>SS2E2, RL 2.5, RL 2.1</b></p> <p>LT: I am learning about ways goods and services are allocated.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain and give an example of price to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of majority rule to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of contests to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of force to allocate goods and services.</li> </ul>
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## Lesson/Activity:

Unit 5 Week 1 Day 2  
Explore: Look at Mentor  
Texts - Search for Capitals  
Lesson 2, TE pgs. 220-221

### Explore

Look at Mentor  
Texts: Search for  
Capitals

List out any  
observations about  
capital letters in  
Mentor Text 1 and  
Mentor Text 2.

Students will read the  
Reader's Theater Word  
Plays: A Trip to  
Washington, D.C.: A  
Capital Idea.

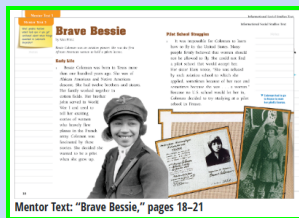
Have students share how  
the author uses capital  
letters in the play and  
when to capitalize words.

I notice...

- There are many capitals but not as many as lowercase letters.
- Things - Place names are capitalized.
- Minnesota Duluth
- Names of toys
- Names of people
- Elig is first capitalized and then not.
- Why?

Record questions that  
students are generating,  
especially those that may  
guide this unit's study.

## Mentor Text: "Brave Bessie," pages 18–21



### Parts of Speech

Adjective:

a word that describes a noun  
(person, place, thing, idea)

Adverb:

a word that describes an  
adjective or a verb  
(action word)

### Strategy: Choosing from Many Ideas

1. Look at all of your ideas.
2. Ask yourself: "Which idea do I like the most? Which opinion has the best reasons?"
3. Choose the idea you think will work best.
4. Write the opinion statement on the first page of your opinion piece.

### Optional:

Monsters Don't Eat ...

*Monster's Don't Like Broccoli*

Read-Aloud: "The Tal...

*The Talking Vegetables*

Students may choose the  
best vegetable.

Or

Don't Feed the Bear ...

*"Don't Feed the Bear"*

Kathleen Doherty  
communicates the  
importance of respecting  
wildlife and following  
rules.

The story serves as a  
reminder about  
conservation and  
responsible behavior in  
natural environments.

parts, unknown word,  
word analysis, decode,  
long vowel, short vowel,  
spelling, sound, phonics,  
prefix, suffix, base word,  
common, spelling-sound  
correspondences,  
irregular, spelling  
patterns, inconsistent

## Lesson/Activity:

Unit 7 Week 3 Day 2  
TE pages 92-95

Word Study Resource  
Book, p. 83

My Word Study, Volume 2,  
p. 18

*Read HFWs: across,  
become, complete, during,  
happened, hundred,  
problem, toward, study,  
wind.*

### Related Root Words

- Blend and Build Words
- Read Interactive Text "How to Make a Time Capsule"
- Spelling
- High-Frequency Words
- Share and Reflect

## recordings.

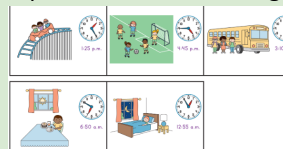
## Fluency:

Choral Response-Tell

Time: Students tell time on  
an analog clock to the  
nearest 5 minutes and use  
picture clues to  
distinguish between a.m.  
and p.m.



Repeat with the following:



Whiteboard

Exchange-Compare

Numbers: Students  
compare numbers within  
1,000 in different forms by  
using symbols.

154 < 278

Repeat with the following:

100 + 100	100 + 100	100 + 100 + 100 + 100
100 + 50 + 50 + 50	one hundred seventy-one + 100	100 + 100 + 100 + 100 + 100 + 100 + 100
71 + 100 + 100 + 100		

Choral Response-Rename  
Place Value

Units-Students rename  
two place value units in a  
hundred.

- I can explain and give an example of sharing to allocate goods and services.
- I can explain and give an example of a lottery to allocate goods and services.
- I can explain and give an example of authority to allocate goods and services.
- I can explain and give an example of first-come -first-served to allocate goods and services.
- I can explain and give an example of personal characteristics to allocate goods and services

## Lesson/Activity:

Read Aloud  
*The Ox-Cart Man* by  
Donald Hall

### Lesson Resources

The student will  
understand that the  
production, distribution,  
and consumption of  
goods/services produced  
by the society are affected  
by the location, customs,  
beliefs, and laws of the  
society.

Students listen to the story  
*Ox-Cart Man* in which a  
father and his family use  
various resources to  
produce goods.



**add** Can you **add** that to my bill?

**addition** We do **addition** facts in math class.

**move** The snail will **move** very slowly.

**movers** The **movers** came and took away our boxes.

**moving** We are **moving** to a new town.

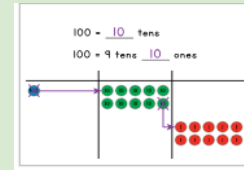
**work** Mom has to **work** late today.

**worked** I **worked** on my homework last night.

**forgot** Kim **forgot** to give me the keys.

**forgotten** I had **forgotten** to bring my lunch all week.

**forgetful** He can be so **forgetful** sometimes.

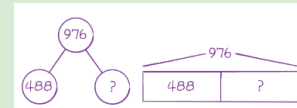


Repeat with the following:

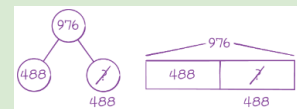
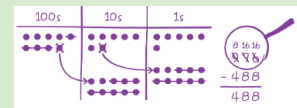
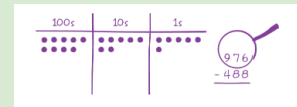
200 = 1 hundred 10 tens	200 = 1 hundred 9 tens 10 ones	100 = 3 hundreds 9 tens 10 ones
500 = 4 hundreds 9 tens 10 ones	700 = 6 hundreds 9 tens 10 ones	800 = 7 hundreds 9 tens 10 ones

**Launch:**

Students watch a video and reason about a word problem context.



**Learn:**  
Represent Subtraction and Check with Addition-Students use place value drawings and vertical form to subtract and then use an addition strategy to check their work.



Gradual release to the Problem Set.

**Land:**

Teachers will place special emphasis on identifying both how it takes resources to make goods and who buys the goods in a market.

Students will then participate in a simulation of the circular flow of the economy between people and business.

**On-Cart Man**

**Handout 1: On-Cart Man Review**

1. Number these events from the story in order, with 1 happening first to 4 happening last.  
The dad arrived at the market.  
The dad packed mittens, biscuits, and a shirt.  
The family made mittens, biscuits, and a shirt.  
The dad used the mittens, biscuits, and shirt at the market.

2. In each circle, write the resources the family used to make mittens.

3. Which of these best describes consumers?  
a. People who make goods.  
b. People who buy goods and services to satisfy their needs.  
c. People who go to work.

4. Fill in the blanks below.  
The daughter lost mittens using the word her dad got from the shop.  
The son carved biscuits with a knife.  
The mother made a shirt from the wool the dad got from the sheep.  
a. The word was used to make \_\_\_\_\_ and \_\_\_\_\_.  
b. The son used a knife to carve \_\_\_\_\_.  
c. The dad got \_\_\_\_\_ from the shop.

5. Draw a line from each word to the image or images that matches.  
Resources  
Goods  
Business  
Consumer

6. Fill in the blanks with a word from the Word Bank that best completes each statement.  
a. A natural resource is \_\_\_\_\_.  
b. \_\_\_\_\_.  
c. \_\_\_\_\_.  
d. \_\_\_\_\_.  
e. A capital resource is the \_\_\_\_\_.  
Word Bank: Business, Wool, People, Consumers, Money, Food, Sheep, Shirt

**On-Cart Man**

**Handout 1: On-Cart Man Review—Answer Key**

1. Number these events from the story in order, with 1 happening first to 4 happening last.  
2. The dad arrived at the market.  
3. The dad packed mittens, biscuits, and a shirt.  
4. The family made mittens, biscuits, and a shirt.  
5. The dad used the mittens, biscuits, and shirt at the market.

2. In each circle, write the resources the family used to make mittens.  
Wool  
Labor  
Mittens  
Biscuits  
Yarn

3. Which of these best describes consumers?  
a. People who make goods.  
b. People who buy goods and services to satisfy their needs.  
c. People who go to work.

4. Fill in the blanks below.  
The daughter lost mittens using the word her dad got from the shop.  
The son carved biscuits with a knife.  
The mother made a shirt from the wool the dad got from the sheep.  
a. The word was used to make **mittens** and a **shirt**.  
b. The son used a knife to carve **biscuits**.  
c. The dad got **wool** from the sheep.

5. Draw a line from each word to the image or images that matches.  
Resources  
Wool  
Business  
Consumer

6. Fill in the blanks with a word from the Word Bank that best completes each statement.  
a. A natural resource is **wool**.  
b. **Money** is paid for resources.  
c. **Businesses** buy resources.  
d. **Consumers** are people who buy goods.  
e. A capital resource is the **tools**.  
Word Bank: Business, Wool, People, Consumers, Money, Food, Sheep, Shirt

				<p>Debrief Objective- Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.</p> <p>Students will complete and turn in Exit Ticket 18 for a formative grade.</p>	
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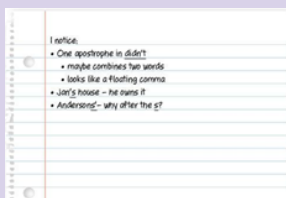
### Wednesday - PLC during Planning!

<p><b>Standard(s):</b> <b>ELAGSE2L2c</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature.</li> <li><input type="checkbox"/> I can determine the purpose of a contraction.</li> <li><input type="checkbox"/> I can determine where an apostrophe is needed to form contractions.</li> <li><input type="checkbox"/> I can determine where an apostrophe is placed to form possessives.</li> </ul> <p><u>Key Vocabulary:</u> apostrophe, contractions, possessives</p>	<p><b>Standard(s):</b> <b>ELAGSE2RI9</b></p> <p>LT: I am learning to compare (same) and contrast (different) the major points in two texts on the same topic.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can make connections between two texts on the same topic.</li> <li><input type="checkbox"/> I can identify the important points in two texts on the same topic.</li> <li><input type="checkbox"/> I can identify similarities and differences between the important points presented in two texts.</li> </ul> <p><u>Lesson/Activity:</u> Unit 7, Lesson 13, TE pages 106-109.</p>	<p><b>Standard(s):</b> <b>ELAGSE2W1</b></p> <p>LT: I am learning to write an opinion piece.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read opinion texts.</li> <li><input type="checkbox"/> I can write an opinion statement.</li> <li><input type="checkbox"/> I can come up with reasons to support my opinion.</li> <li><input type="checkbox"/> I can use convincing details.</li> </ul> <p><u>Lesson/Activity:</u> Volume 5, Session 4, parts 1 and 2, TE pages 22-25.</p>	<p><b>Standard(s):</b> <b>ELAGSERF3</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify common prefixes and suffixes.</li> <li><input type="checkbox"/> I can identify root words in unknown words.</li> <li><input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together.</li> </ul> <p><u>Key Vocabulary:</u> Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics,</p>	<p><b>Standard(s):</b> <b>2.NR.2.4</b></p> <p>LT: We are learning to subtract within 1000.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <li>-I can subtract numbers within 1000 using place value strategies.</li> <li>-I can subtract numbers within 1000 using properties of operations.</li> <li>-I can subtract numbers within 1000 using the relationship between addition and subtraction.</li> </ul> <p><u>Lesson/Activity:</u> Lesson 19- Use place value drawings to represent subtraction from numbers with 0 in the tens and/or ones place and relate to a written recording.</p>	<p><b>Standard(s):</b> <b>SS2E2</b></p> <p>LT: I am learning about ways goods and services are allocated.</p> <p>SC: <i>I will know I'm successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain and give an example of price to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of majority rule to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of contests to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of force to allocate goods and services.</li> <li><input type="checkbox"/> I can explain and give an example of sharing to allocate goods and</li> </ul>
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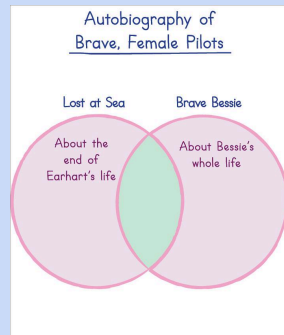
Lesson/Activity:  
Unit 5 Week 1 Day 3  
Explore: Look at Mentor  
Texts - Search for  
Apostrophes  
Lesson 3, TE pgs. 222-223

Explore  
Look at Mentor  
Texts: Search for  
Apostrophes  
List out any  
observations about  
apostrophes in  
Mentor Text 1 and  
Mentor Text 2.

With partners, students  
may reread the mentor  
texts and share their new  
discoveries with small  
groups.



Mentor Texts: "Brave  
Bessie," pages 8-9 &  
"Brave Bessie," pages  
18-21

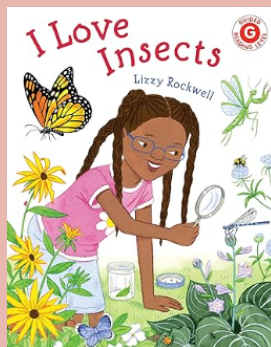


**Strategy: Adding  
Reasons and Details**

1. Read your opinion statement.
2. Ask yourself, "Why do I have this opinion? What are my reasons?"
3. Sketch your reasons across pages. Each page can have one reason.
4. Add words to each page to state the reason.
5. Add convincing details to explain each reason.

Optional:

I Love Insects (Read ...



The girl in this story loves insects--how they look, how they sound, and how they move. Her friend does not like insects--especially when they sting. Like them or not, students will learn why insects are essential to human survival!

prefix, suffix, base word,  
common, spelling-sound  
correspondences,  
irregular, spelling  
patterns, inconsistent

Lesson/Activity:  
Unit 7 Week 3 Day 3  
TE pages 96-99

Word Study Resource  
Book, p. 84-85  
My Word Study, Volume 2,  
p. 19

**Read HFWs: across,  
become, complete, during,  
happened, hundred,  
problem, toward, study,  
wind.**

**Related Root Words**

- Read Accountable Text "The History Lady"
- Spelling
- High-Frequency Words
- Share and Reflect

**add** Can you **add** that to my bill?

**addition** We do **addition** facts in math class.

**move** The snail will **move** very slowly.

**movers** The **movers** came and took away our boxes.

**moving** We are **moving** to a new town.

**work** Mom has to **work** late today.

**worked** I **worked** on my homework last night.

**forgot** Kim **forgot** to give me the keys.

**forgotten** I had **forgotten** to bring my lunch all week.

**forgetful** He can be so **forgetful** sometimes.

Fluency:  
Whiteboard  
Exchange-Compare  
Numbers: Students  
compare numbers within  
1,000 in different forms by  
using symbols.

454 > 378

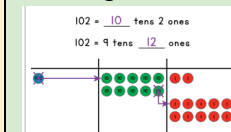
Repeat with the following:

425 + 110	107 + 102	6 hundreds 8 tens 3 ones + 618
763 + 700 + 60 + 5	317 + seven hundred seventy-one	600 + 10 + 1 = eight hundred forty-two
160 + 10 tens 9 ones		

Counting on the Number  
Line by Tens Within  
510-Students count by  
tens in unit form.



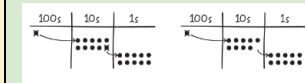
Choral Response-Rename  
Place Value Units:  
Students rename two  
place value units in a  
three-digit number.



Repeat with the following:

302 = 3 hundreds 0 tens 2 ones	308 = 3 hundreds 0 tens 8 ones	605 = 5 hundreds 0 tens 5 ones
302 = 2 hundreds 9 tens 2 ones	308 = 2 hundreds 9 tens 8 ones	605 = 5 hundreds 0 tens 5 ones
708 = 6 hundreds 0 tens 8 ones		
708 = 6 hundreds 9 tens 8 ones		

Launch: Students use  
place value understanding  
to reason about two ways  
to decompose a hundred.



services.

☐ I can explain and give  
an example of a lottery to  
allocate goods and  
services.

☐ I can explain and give  
an example of authority to  
allocate goods and  
services.

☐ I can explain and give  
an example of first-come  
-first-served to allocate  
goods and services.

☐ I can explain and give  
an example of personal  
characteristics to allocate  
goods and services

Lesson/Activity:

**Strong Nana Meets Her  
Match**

The student will  
understand that when  
there is conflict between  
or within societies, change  
is the result.

The student will  
understand that the  
production, distribution,  
and consumption of  
goods/services produced  
by the society are affected  
by the location, customs,  
beliefs, and laws of the  
society.

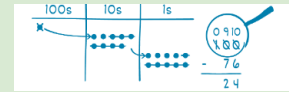


Explain that you are going  
to read a story that takes  
place in Italy. Show where



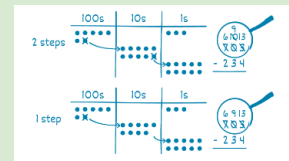
### Learn:

Subtract from a Hundred-Students use place value drawings and vertical form to show the decomposition of a hundred in one step.



### Rename Across

Zero-Students use place value drawings and vertical form to show renaming across a zero in the tens place.



Gradual release to the Problem Set.

### Land:

Debrief Objective-Use place value drawings to represent subtraction from numbers with zero in the tens and/or ones place and relate to a written recording.

Students complete and turn in Exit Ticket 19 for a formative grade.

boot-shaped Italy is on a map of Europe. Identify Rome, the capitol city of Italy, on the map. Tell your students that Italians are famous for over three thousand years of art, sculpture, and food.

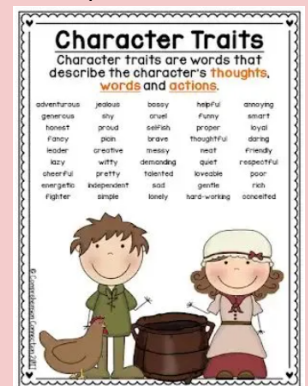
Strega Nona uses old-fashioned potions and magic to help villagers with headaches and warts. A friend visits and sets up a competing shop using modern methods.

Teachers and students will compare goods and services.

### Optional:

#### Characterization

Students will listen to the story and chart the characteristics of Big Anthony.



Explain that a character's feelings, actions, and personality can affect the plot of the story.

					Students will identify the problem and solution explaining how Big Anthony affected the plot of the story.
<b>Thursday -</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L2a, c</b> <b>ELAGSE2RL6</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning about the characters in a story by using different character voices when I read aloud to show what I know about the characters.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature.  <input type="checkbox"/> I can identify words as holidays.  <input type="checkbox"/> I can identify words as product names.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RL4</b></p> <p>LT: I am learning to describe how words and phrases in texts can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way.  <input type="checkbox"/> I can describe how word choices can affect the meaning of a story.  <input type="checkbox"/> I can discuss how words create images in our minds (imagery).</p> <p><b>Lesson/Activity:</b> Unit 7, Lesson 14, TE pages 110-113.</p> <p><b>Mentor Text:</b> "Crazy Boys," pages 22–23</p>	<p><b>Standard(s):</b> <b>ELAGSE2W1</b></p> <p>LT: I am learning to write an opinion piece.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can read opinion texts.  <input type="checkbox"/> I can write an opinion statement.  <input type="checkbox"/> I can come up with reasons to support my opinion.  <input type="checkbox"/> I can use convincing details.  <input type="checkbox"/> I can write a concluding statement.</p> <p><b>Lesson/Activity:</b> Volume 5, Session 5, parts 1 and 2, TE pages 26–29.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Strategy: Restating an Opinion</b></p> <ol style="list-style-type: none"> <li>1. Read your opinion statement.</li> <li>2. Ask yourself: "What is another way I could say this?"</li> <li>3. Jot down a few ways to restate your opinion.</li> <li>4. Choose the best one to end your opinion piece.</li> </ol> </div>	<p><b>Standard(s):</b> <b>ELAGSERF3</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a word by knowing the root word. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when:</i>  <input type="checkbox"/> I can identify root words in unknown words.  <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together.  <input type="checkbox"/> I can break a word apart to find the meaning of an unknown word with the same root.</p>	<p><b>Standard(s):</b> <b>2.NR.2.4</b></p> <p>LT: We are learning to subtract within 1000.</p> <p>SC: <i>I will know I'm successful when...</i>  -I can subtract numbers within 1000 using place value strategies.  -I can subtract numbers within 1000 using properties of operations.  -I can subtract numbers within 1000 using the relationship between addition and subtraction.</p> <p><b>Lesson/Activity:</b> Lesson 20- Subtract by using multiple strategies and defend an efficient strategy.</p> <p>Materials: chart paper, equation chart, markers</p> <p><b>Fluency:</b> Sprint-Compare Numbers-Students compare numbers within 1,000 in different forms by</p>	<p><b>Standard(s):</b> <b>SS2E2</b></p> <p>LT:I am learning about ways goods and services are allocated.</p> <p>SC: <i>I will know I'm successful when...</i>  <input type="checkbox"/> I can explain and give an example of price to allocate goods and services.  <input type="checkbox"/> I can explain and give an example of majority rule to allocate goods and services.  <input type="checkbox"/> I can explain and give an example of contests to allocate goods and services.  <input type="checkbox"/> I can explain and give an example of force to allocate goods and services.  <input type="checkbox"/> I can explain and give an example of sharing to allocate goods and services.  <input type="checkbox"/> I can explain and give an example of a lottery to allocate goods and services.</p>

- ☐ I can identify words as geographic names.
- ☐ I can participate in Reader's Theater to practice speaking from the point of view of different characters.

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

### Lesson/Activity:

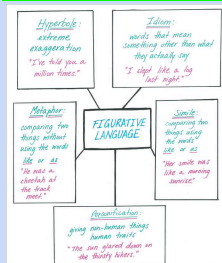
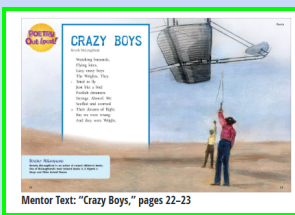
Unit 5 Week 1 Day 4  
Explore: Look at Mentor Texts - Search for Dialogue  
Lesson 4, TE pgs. 224-225

#### Explore

#### Look at Mentor Texts: Search for Dialogue

List out any observations about quotation marks and punctuation specific to those in Mentor Text 1 and Mentor Text 2.

Students will reread the mentor texts and list their observations about use of dialogue, capitalization, quotation marks, and additional punctuation related to dialogue.



### Optional: A Bug's Life PBIS Celebration!

Hey, Little Ant  
"Hey, Little Ant" by Phillip and Hannah Hoose.

Students will ponder how we handle bugs.

The conversation between the kid and the ant is a way to get you thinking about being fair to all critters.

- ☐ I can apply letter-sound knowledge to read grade-level text.

**Key Vocabulary:**  
Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

### Lesson/Activity:

Unit 7 Week 3 Day 4  
TE pages 100-101  
Word Study Resource Book, p. 84-85  
My Word Study, Volume 2, p. 19

**Read HFWs:** across, become, complete, during, happened, hundred, problem, toward, study, wind.

#### Related Root Words

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text
- "The History Lady" and/or "AA Desert Discovery"
- Share and Reflect

using symbols.

1.	$157 < 257$
2.	$284 > 248$
3.	$321 = 300 + 20 + 1$

**Launch:** Students analyze two situations and then select and defend their preference.



### Learn:

Use Multiple Strategies to Subtract-Students subtract by using multiple strategies and reason about efficiency.

Organize students into 4 groups. Assign to the following problems-

- Group A:  $989 - 149 =$  \_\_\_\_\_
- Group B:  $545 - 396 =$  \_\_\_\_\_
- Group C:  $875 - 287 =$  \_\_\_\_\_
- Group D:  $700 - 472 =$  \_\_\_\_\_

### Choose and Defend

Efficient  
Strategies-Students defend an efficient strategy.

Gradual release to the Problem Set.

### Land:

Debrief Objective-Subtract by using multiple strategies and defend an

- ☐ I can explain and give an example of authority to allocate goods and services.

☐ I can explain and give an example of first-come-first-served to allocate goods and services.  
☐ I can explain and give an example of personal characteristics to allocate goods and services

### Lesson/Activity:

Read Aloud  
Down the Road by Alice Schertle

Teachers will review goods and services.

Have students name a few examples of goods and services.

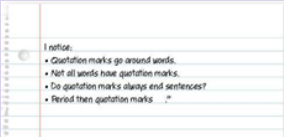

How do they know?

Students will work in groups or pairs for this activity.

Each group will divide a paper into two sections – goods and services.

Students will provide at least five goods and services by cutting from magazines, newspapers, or drawing a picture.

Each group will choose

<p>Students share findings.</p>  <p>I notice:</p> <ul style="list-style-type: none"> <li>• Quotation marks go around words.</li> <li>• Not all words have quotation marks.</li> <li>• Do quotation marks always end sentences?</li> <li>• Period then quotation marks ."</li> </ul>			<p><b>add</b> Can you <b>add</b> that to my bill?</p> <p><b>addition</b> We do <b>addition</b> facts in math class.</p> <p><b>move</b> The snail will <b>move</b> very slowly.</p> <p><b>movers</b> The <b>movers</b> came and took away our boxes.</p> <p><b>moving</b> We are <b>moving</b> to a new town.</p> <p><b>work</b> Mom has to <b>work</b> late today.</p> <p><b>worked</b> I <b>worked</b> on my homework last night.</p> <p><b>forgot</b> Kim <b>forgot</b> to give me the keys.</p> <p><b>forgotten</b> I had <b>forgotten</b> to bring my lunch all week.</p> <p><b>forgetful</b> He can be so <b>forgetful</b> sometimes.</p>	<p>efficient strategy.</p> <p>Students will complete and turn in Topic Ticket D for a summative grade.</p>	<p>one good and one service to write about.</p> <p>Students will answer the following questions on the worksheet:</p>  <p>Which good did you choose from your chart?</p> <p>Which service did you choose?</p> <p>How are the goods and services different?</p> <p>How are they alike?</p> <p>How is the good obtained?</p> <p>How is the service obtained?</p>
<p><b>Friday - PBIS House Assembly!</b></p>					
<p>Standard(s): <b>ELAGSE2L2a, c</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing.</p>	<p>Standard(s): <b>ELAGSE2SL1</b></p> <p>LT: I am learning to participate in collaborative conversations about second grade topics. SC: <i>I know I am successful</i></p>	<p>Standard(s): <b>ELAGSE2W1</b></p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece. SC: <i>I know I am successful</i></p>	<p>Standard(s): <b>ELAGSERF3 ELAGSE2L4</b></p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to identify words that do not follow</p>	<p>Standard(s): Standard(s): <b>2.NR.2.4</b></p> <p>LT: We are learning to subtract within 1000. SC: <i>I will know I'm successful when...</i></p>	<p>Standard(s): <b>SS2E2, RL 2.3, RL 2.1</b></p> <p>LT: I am learning about ways goods and services are allocated. SC: <i>I will know I'm successful when...</i></p>

I am learning to use an apostrophe to form contractions and frequently occurring possessives.

SC: *I know I am successful when:*

- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ I can determine where an apostrophe is needed to form contractions.
- ☐ I can determine where an apostrophe is placed to form possessives.

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

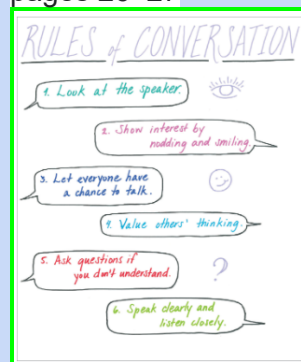
Lesson/Activity:  
Unit 5 Week 1 Day 5  
Reflect - Ask Questions About Capitalization and Punctuation  
Lesson 5, TE pgs. 226-227

when:

- ☐ I can listen to and share ideas.
- ☐ I can support and build ideas with evidence from the text.
- ☐ I can ask questions to clarify understanding.

Lesson/Activity:  
Unit 7 Wrap-Up:  
Real-World Perspectives  
Unit 7, Lesson 15,  
TE pages 114-117,  
Unit 7 Unit Assessment

Mentor Text:  
"Real-World Perspectives,"  
pages 26-27



when:

- ☐ I can brainstorm ideas for a topic.
- ☐ I can select one topic of focus.

Lesson/Activity:  
Volume 5, Session 6,  
TE pages 32-35.

Strategy: Thinking of What You Love

1. Ask yourself: "What do I love and want others to love?"
2. Sketch what you love.
3. Ask yourself: "Why do I love this thing?"
4. Sketch across pages, making one sketch for each reason.

regular spelling patterns (inconsistent) but have common spelling-sound correspondences.  
I am learning to figure out the meaning of a word by knowing the root word.  
I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*

- ☐ I can identify root words in unknown words.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can break a word apart to find the meaning of an unknown word with the same root.
- ☐ I can apply letter-sound knowledge to read grade-level text.

Key Vocabulary:  
Root word, meaning, word parts, unknown word, word analysis, decode, long vowel, short vowel, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:  
Unit 7 Week 3 Day 5

-I can subtract numbers within 1000 using place value strategies.  
-I can subtract numbers within 1000 using properties of operations.  
-I can subtract numbers within 1000 using the relationship between addition and subtraction.

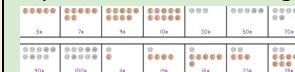
Lesson/Activity:  
Lesson 21-Apply strategies to find sums and differences and relate addition to subtraction.

Materials: Prepare 6 copies of the Sums and Differences cards in the TE.

Fluency:  
Choral Response-Coins:  
Students identify the name and value of a penny and a dime and then determine the value of a group of coins.



Repeat with the following:



Whiteboard  
Exchange-Interpret  
Number Bonds: Students write and complete four equations to represent a number bond.

- ☐ I can explain and give an example of price to allocate goods and services.
- ☐ I can explain and give an example of majority rule to allocate goods and services.
- ☐ I can explain and give an example of contests to allocate goods and services.
- ☐ I can explain and give an example of force to allocate goods and services.
- ☐ I can explain and give an example of sharing to allocate goods and services.
- ☐ I can explain and give an example of a lottery to allocate goods and services.
- ☐ I can explain and give an example of authority to allocate goods and services.
- ☐ I can explain and give an example of first-come-first-served to allocate goods and services.
- ☐ I can explain and give an example of personal characteristics to allocate goods and services.

Lesson/Activity:  
Read Aloud:  
Eric Carle - Pancakes  
Pancakes!



### Questions and Reflections

1. When writing dialogue, is there always a comma before the beginning quotation mark?
2. Is there always a period before the ending quotation mark?
3. What is a good way for me to remember when people, places, or things are CAPITALIZED?
4. Does an apostrophe always stand in the place of a missing letter or letters?
5. I sometimes get confused and use an apostrophe with an "s" when I only want to show more than one.

Revisit the unit goals. Students notice what they have learned so far and what they still want to learn within the goals.

Students may review the questions they jotted down and write new questions that come to mind.

### Strategy: Using Capital Letters

1. Point to a word in your sentence.
2. See if it falls into any of the categories to be capitalized by looking at the chart.
3. If it does, capitalize the first letter.
4. Repeat the strategy for each word.

### Strategy: Using Commas in a Dialogue

1. Identify the words that are spoken and put quotes around those words.
2. Look for a name or the words that tell who is speaking.
3. If the speaker comes before the dialogue, add a comma after the word placed before the opening quotation mark, such as *said*.
4. If the speaker comes after the dialogue, add a comma after the last spoken word but before the closing quotation mark.

### Strategy: Using Commas in a Dialogue

1. Write the sentence with the quotes around someone's words.
2. Check the chart and compare your sentence against the sample sentences.
3. Add commas and other punctuation in the same places.

### Strategy: Choosing Punctuation

1. Read your sentence aloud.
2. Ask yourself, "Does this sound the way I want it to sound?"
3. Try out different types of punctuation.
4. Pick the punctuation that works best for your sentence(s).

- Lowercase letters that begin sentences.

**Why are the accomplishments of people in the most important?**

### Elements of a Successful Constructive Conversation

- ★ State Issues**  
 With your group or partner, state an issue or solution you have identified.  
 • When I meet \_\_\_\_\_, I make me think that \_\_\_\_\_.  
 • I think it's important that \_\_\_\_\_.
- ★ Clarify Ideas**  
 Work together to clarify the idea by restating it in your own words.  
 • If I read your \_\_\_\_\_, I understand that \_\_\_\_\_.  
 • When I read \_\_\_\_\_, I want to know if \_\_\_\_\_.  
 • I want to know if \_\_\_\_\_
- ★ Support and Build**  
 Support the idea with details from the member text.  
 • I noticed your conclusion because \_\_\_\_\_.  
 • My opinion is based on \_\_\_\_\_.
- ★ Introduce, Clarify, and Support a Second Issue**  
 Add in the next conversation:  
 • I would like to add a second issue.  
 • Many on attending point out that \_\_\_\_\_ because \_\_\_\_\_.
- ★ Evaluate and Compare Issues**  
 Compare ideas and choose one.  
 • Which idea do you and your partner think works best?  
 • I understand your point of view that \_\_\_\_\_, but in my opinion, \_\_\_\_\_ because \_\_\_\_\_.
- ★ Use an Attending Skill**  
 Use an attending skill to show you consider the fact that \_\_\_\_\_.



**Mentor Text:** “Real-World Perspectives,” page 26

## TE pages 102-103

## Word Study Resource

Book, p. 84-85

My Word Study, Volume 2,  
p. 19

Unit 7 Week 3 Spelling Assessment

**Read HFWs: across, become, complete, during, happened, hundred, problem, toward, study, wind.**

## Review and Assess Related Root Words

- Read Accountable Text  
"The History Lady" and/or  
"A A Desert Discovery"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

- Cumulative Assessment

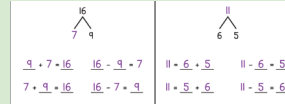
Name: _____	Editor: _____
<b>Accountable Text</b>	
Directions: Read the story.	
 <b>The History Lady</b>	
<p>Mrs. Carver was a storyteller. She told stories about the past. Some of the stories were about heroes in history. Some were about historic events. Others were old, old stories passed down in her family. Mrs. Carver knew hundreds of stories. All of them were fun to hear.</p> <p>One day, Mrs. Carver began telling her stories to a class of second graders. The students called her "the history lady" because she told them about history.</p> <p>One day, the kids in second grade decided to surprise Mrs. Carver. They each wrote a story for her. Some wrote about their own heroes. Some wrote about historic events that happened. Some of the old, old stories they had heard in their own families.</p> <p>When Mrs. Carver came for her next visit, the students had her sit in a comfy chair. Then they took turns reading their stories to her. Mrs. Carver loved the stories she heard. She clapped and thanked the students. She said they had taught her some new things about history!</p>	

*Word Study Resource Book*, p. 84  
*My Word Study*, p. 19



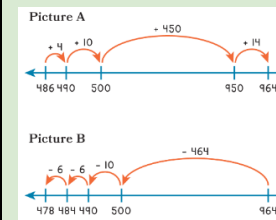
$$\begin{array}{r} \underline{8} + ? = \underline{14} \\ ? + \underline{8} = \underline{14} \end{array} \quad \begin{array}{r} \underline{14} - \underline{8} = ? \\ \underline{14} - ? = \underline{8} \end{array}$$

Repeat with the following:



Launch:

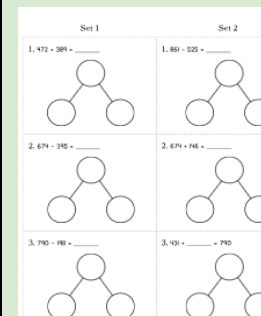
Students analyze two pictures and look for similarities and differences.



Learn:

### Apply Addition and Subtraction

Strategies-Students apply various solution strategies to find sums and differences.



Sums and Differences  
Matching Game-Students  
match related addition  
and subtraction problems

Turn & Talk:

How do you get the things you want and need?

- What are some products that are made or grown in Georgia?
- How do stores get the products you want to buy?

Discuss ways producers use human, natural and capital resources in the production of goods and services.

Students will acquire knowledge about human, natural, and capital resources to produce a good or service.

Students will be able to...

- identify human resources in the story and in their community.
- identify natural resources in the story and in their community.
- identify capital resources in the story and in their community.
- explain how human, natural and capital resources are used to produce pancakes and other goods and services.
- categorize human, natural and capital resources used in the production of pancakes and other goods and services.

- Missing apostrophes
- Misuse of commas in quotes.
- Lowercase proper nouns.

**add** Can you **add** that to my bill?

**addition** We do **addition** facts in math class.

**move** The snail will **move** very slowly.

**movers** The **movers** came and took away our boxes.

**moving** We are **moving** to a new town.

**work** Mom has to **work** late today.

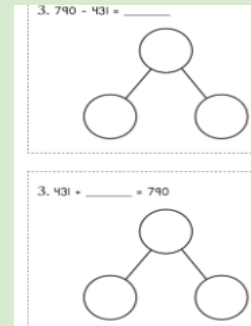
**worked** I **worked** on my homework last night.

**forgot** Kim **forgot** to give me the keys.

**forgotten** I had **forgotten** to bring my lunch all week.

**forgetful** He can be so **forgetful** sometimes.

and compare solution strategies.



Gradual release to the Problem Set.

**Land:**  
Debrief Objective-Apply strategies to find sums and differences and relate addition and subtraction.

Students will complete and turn in Exit Ticket 21 for a formative grade.

