

Carrie Waters' Week of: March 17-21, 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 4 Lessons 16-20 Quotations, Commas Capitalization, & Dialogue | READING Unit 8 Week 3 Days 11-15 Lessons 11-15 Wind & Water Shape the Land | WRITING (BMK) Unit 5 Stating Our Opinions Opinion & Persuasive Writing WriteScore Unit 3 Writing Text Based Opinion Paragraphs Lessons 25-29 | PHONICS Unit 8 Week 3 Days 11-15 Lessons 11-15 Suffixes -ER, -EST Comparatives & Superlatives Wind & Water Shape the Land | MATH Module 5 Topics A & B Lessons 6-10 Money Word Problems Units of Measure Inches, Feet, & Yards | SCIENCE Unit 4 Week 2 Pollinators & Seed Dispersal Stability and Change in Plants |
|--|---|---|--|--|--|
| Monday - 4-H visit | | | | | |
| <p>Standard(s): ELAGSE2L2</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can recognize that a comma indicates a pause in text.</p> <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday,</p> | <p>Standard(s): ELAGSE2RI3</p> <p>LT: I am learning to describe the connection between ideas in a science text.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can explain the connections between two or more scientific concepts and ideas in a text. <input type="checkbox"/> I can identify graphic and print features that connect information in informational texts. <input type="checkbox"/> I can describe how informational authors use print and graphic features to connect information.</p> <p>Lesson/Activity: Unit 8, Lesson 11, TE Pages 98-101.</p> | <p>Standard(s): ELAGSE2W1 ELAGSE2W6</p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing. I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults).</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. <input type="checkbox"/> I can use linking words to connect my opinion and reasons. <input type="checkbox"/> I can use paper, pencil, and digital media to produce a writing piece.</p> | <p>Standard(s): ELAGSE2RF3 ELAGSEL2d ELAGSE2L4</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</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 recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend</p> | <p>Standard(s): 2.MDR.6.2</p> <p>LT: We are learning about money.</p> <p>SC: <i>I will know I am successful when I can...</i> -identify the value of pennies, nickels, dimes, and quarters using manipulatives. -find the value of a group of coins. -determine combinations of coins that equal a given amount. -solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign).</p> <p>Lesson/Activity: Lesson 6- Solve word problems by using different ways to make</p> | <p>Standard(s): S2L1c. RI.2.1, RI.2.5, RI.2.6</p> <p>LT: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials.</p> <p>SC: <i>I will know I am successful when I can...</i> <input type="checkbox"/> I can define pollination as how plants reproduce <input type="checkbox"/> I can research and describe how animals help in the pollination of plants. <input type="checkbox"/> I can research and describe how animals help in dispersing plant seeds. <input type="checkbox"/> I can construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. <input type="checkbox"/> I can use my structure to observe and record results to support a claim</p> |

product names, proper nouns, punctuation, commas, capitalization

Lesson/Activity:
Unit 5 Week 4 Day 16
Explore - Look at the Mentor Texts: Go on a Quotation Hunt
Lesson 16, TE pgs.248-249

Explore

Look at the Mentor Texts: Go on a Quotation Mark Hunt

Students reread the mentor texts and list observations about quotation marks and the punctuation used with them.

| Mentor Text 1 | Mentor Text 2 |
|---|---|
| I see one sentence that has quotation marks. | I see one sentence that has quotation marks. |
| = a comma after the word <i>gutter</i> . | = a comma after the word <i>gutter</i> . |
| = a beginning quotation mark before the words that Jeff says. | = a beginning quotation mark before the words that Jeff says. |
| = ends the words Jeff says inside the quotation marks. | = ends the words Jeff says inside the quotation marks. |
| = a closing quotation mark after the period. | = a closing quotation mark after the period. |

Mentor Text:
“Managing Erosion,”
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 |

- I can collaborate with (peers, teachers, and adults) to proofread my writing.
- I can use tools to find and organize information.
- I can publish and present my writing to an audience.

Key Vocabulary:

digital tools, internet, collaboration, gather information, research, producing, publishing

Lesson/Activity:

Unit 3 Write Score
Pre-Post Assessment
Review/Publish
Text-Based Opinion
Writing

Lesson 25
Your Writing Piece -
Text-Based Opinion
Paragraph

Focus: Students write a paragraph in response to a text-based prompt.

Teacher will read two articles, Painted *Turtles* and *Fancy Rats* aloud.

them together.

- I can determine the meaning of a word based on the prefix or suffix.
- I can use spelling patterns to recognize words.
- I can rearrange, add, or remove letters to make new words.
- I can identify individual words within a compound word.

Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules, predict, definition, compound words, word meaning, individual words

Lesson/Activity:

Unit 8 Week 3 Day 1
TE pages 140-143
Word Study Resource Book, p. 94
My Word Study, Volume 2, p. 26

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

change from 1 dollar.

Materials: See TE pg. 97.

Fluency:

Sort-Bills & Coins: Students sort groups of bills and coins by total value.



Choral Response-Compare Units: Students determine which value or measure is greater, longer, taller, or worth more.

Which is greater?

8 ones or 8 tens

Repeat with the following:

| | | | |
|---|--|---|--|
| Which is greater? 6 tens or 6 hundredths | Which is longer? 1 meter or 1 centimeter | Which is taller? 2 centimeters or 2 meters | Which is longer? 1 hour or 1 minute |
| Which is longer? 7 seconds or 7 minutes | Which is worth more? 3 cents or 3 dollars | Which is worth more? 5 dimes or 5 pennies | |

Launch:

Students collect information from a video and solve a making change word problem.

Learn:

Use Models to Find Multiple Solution Strategies-Students compare models and strategies and recognize that a model helps them find multiple solution

that my structure increased/decreased the sun's warming effects on a material.

Lesson/Activity:

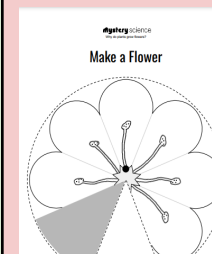
Mystery Science: *Why do plants grow flowers?*
And *Why do plants give us fruit?*

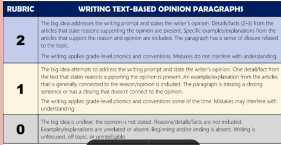
Unit 4 Week 2 Polli...

Students learn how and why flowers are pollinated.

Students will make flower models out of paper and bee models out of pipe cleaners.

Students fly their bees from flower to flower and observe what happens to the flower's pollen during this process.



| | | | | | |
|--|--|---|--|--|--|
| | | <p>support their opinion.</p> <p>Teachers will use Text-Based Opinion Paragraphs Rubric to assess students' level of knowledge.</p>  <p>Students will begin to type their opinion pieces into a Google Document to practice skills.</p> | | | |
|--|--|---|--|--|--|

Tuesday -

| | | | | | |
|--|--|--|---|--|---|
| <p>Standard(s): ELAGSE2L2 ELAGSE2W5</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 others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. | <p>Standard(s): ELAGSE2L5</p> <p>LT: I am learning to figure out the difference between words that have similar meanings.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize that some words have very similar meanings (ie. synonyms). <input type="checkbox"/> I can tell the difference between closely related adjectives (e.g., thin, slender, skinny, scrawny). <input type="checkbox"/> I can tell the difference between closely related verbs (run, jog, trot, race). | <p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. <input type="checkbox"/> I can use linking words to connect my opinion and reasons. <p>Lesson/Activity: Lesson 26: Introduction to</p> | <p>Standard(s): ELAGSE2RF3 ELAGSEL2d</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write 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 common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the | <p>Standard(s): 2.MDR.6.2</p> <p>LT: We are learning about money.</p> <p>SC: <i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> -identify the value of pennies, nickels, dimes, and quarters using manipulatives. -find the value of a group of coins. -determine combinations of coins that equal a given amount. -solve problems involving money (dollars, quarters, dimes, nickels, and pennies) and use the symbols correctly (\$, cent sign). | <p>Standard(s): S2L1c. RI.2.7</p> <p>LT: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define pollination as how plants reproduce <input type="checkbox"/> I can research and describe how animals help in the pollination of plants. <input type="checkbox"/> I can research and describe how animals help in dispersing plant seeds. <input type="checkbox"/> I can construct an |
|--|--|--|---|--|---|

- I can recognize that a comma indicates a pause in text.
- I can fix spelling, punctuation, and grammar so that the information is clear to my reader.

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, punctuation, commas, capitalization, revising, editing, topic, prewriting

Lesson/Activity:

Unit 5 Week 4 Day 17
Teach: Commas in Dialogue
Lesson 17, TE pgs.250-251

Teach

Commas in Dialogue

Show how to use a comma when writing dialogue with quotation marks.

Teach:

Strategy: Using Commas in Dialogue

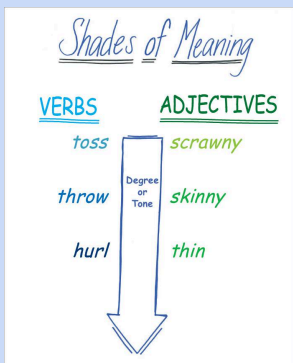
- Identify the words that are spoken, and put quotation marks around those words.
- Look for a name or the words that tell who is speaking.
- If the speaker comes before the dialogue, add a comma after the word placed before the opening quotation mark, such as said.
- If the speaker comes after the dialogue,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

Lesson/Activity:

Unit 8, Lesson 12,
TE Pages 102-105.

Mentor Text:

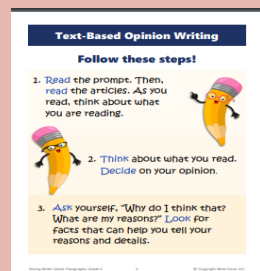
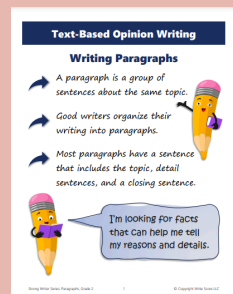
"Managing Erosion,"
pages 18-21



Text-Based Opinion Paragraph Writing—Best Class Pet

Teacher will introduce the parts of a paragraph (opening sentence/ opinion, reason/detail sentences, example/ explanation sentences, and closing sentences).

Display anchor chart Text-Based Opinion Writing (three pages) and review the information with students.



Be sure to point out the

meaning of a word based on the prefix or suffix.

- I can use spelling patterns to recognize words.
- I can rearrange, add, or remove letters to make new words.

Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:

Unit 8 Week 3 Day 2
TE pages 144-147
Word Study Resource Book, p. 95
My Word Study, Volume 2, p. 27

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

Suffixes -er, -est

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

Lesson/Activity:

Lesson 7- (optional)- Solve word problems by using bills and coins.
OR, Field Day Math activities shared by Carpenter in March.

Materials: See TE pg. 109.

Fluency:

Sort-Bills and Coins: Students sort groups of bills and coins by total value.



Choral Response-Compare Units: Students determine which value or measure is greater, longer, taller, or worth more.

Which is greater?

4 tens or 4 ones

Repeat with the following:

| | | | |
|--|---|---|---|
| Which is greater? 6 hundred or 8 tens | Which is worth more? 6 dollars or 1 cent | Which is worth more? 2 quarters or 3 nickels | Which is longer? 6 inches or 6 feet |
| Which is taller? 6 feet or 5 inches | Which is wider? 7 inches or 7 meters | Which is more? 1 half or 1 fourth | Which is more? 2 halves or 3 fourths |

Launch:

Students decompose 100 dollars.

explanation of an animal's role in dispersing seeds or in the pollination of plants.

- I can use my structure to observe and record results to support a claim that my structure increased/decreased the sun's warming effects on a material.

Lesson/Activity:

Mystery Science: Why do plants grow flowers? And Why do plants give us fruit?

Unit 4 Week 2 Polli...

Picture Perfect Lesson

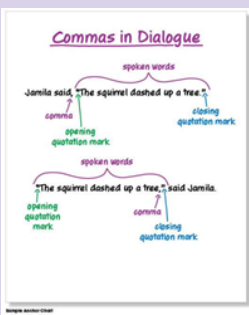
Chapter 18
Look At A Flower - What Do You See?
TE pages 269-270

Activity: Lily Dissection

Lily flowers are easy to take apart. Students can find the stigma and pollen rods easily and can often find eggs in the flower's ovary.

Each student needs: a flower to dissect.

Day lilies are larger and easy to dissect, but they're expensive. Peruvian Lilies (also called Alstroemeria) are less expensive and also work well.



process of reading the articles, determining one's opinion after reading the articles, and finding facts in the article to use as reasons to support the opinion

Display Paragraph 1.

LESSON 26: Introduction to Text-Based Opinion Paragraph

ANNOTATED ARTICLE – PARAGRAPH 1

Painted Turtles

Painted turtles are beautiful turtles. They grow to be 7 inches long. They make great pets. Here's what you need to know before getting a painted turtle for your pet.

Your painted turtle will need a home. **A large glass tank is a perfect home.**

The tank will need to hold 20 gallons of water! The water will have to be kept clean so that your turtle will not get sick.

Your turtle will **swim in the water!** Your turtle will hide in the water. You can use plants to make a place for your turtle to hide. You can also use plastic or real rocks to make a place for it to hide.

Turtles like to relax in the warm sun. **This is called basking.** You will need a dry place where your turtle can relax. This area should have good light.

Painted turtles will eat plants and animals. You can feed your turtle fish, worms and insects. You can feed them water lettuce, too. Or you can buy special turtle food from the pet store.

Painted turtles don't like to be petted like dogs and cats. **In fact, they don't like to be touched very much.** Painted turtles get very stressed when they are picked up. Try not to touch your turtle too often. **Instead, enjoy watching him through the tank.**

Source: *Wired News: Paraphrase Model 2* © Copyright © 2010, Linda Ward Beech

Read each paragraph aloud. Model color-coding the paragraph. Explain your thinking as you model color-coding.

As you underline the opinion sentence, note that the prompt helped the writer construct the opening sentence.

As you underline the reason and example, return to the article, **Painted Turtles**, and point out the sentences that provide the information.

Be sure to point out that each example/explanation sentence tells more about the reason/detail sentence.

faster He is a **faster** runner than his brother.

fastest The cheetah is the **fastest** land animal of all.

slower I am **slower** at finishing my work than my friend.

slowest I think I rode the **slowest** bus in the world today.

newer My running shoes are **newer** than my dress shoes.

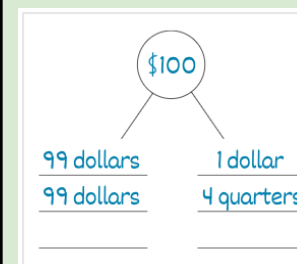
newest Dad has the **newest** cell phone for sale in any store.

colder It was **colder** today than yesterday.

coldest My bedroom is the **coldest** room in the house.

taller Are you **taller** than your sister?

tallest The **tallest** tree in the forest was struck by lightning.



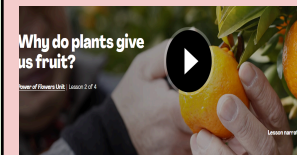
Learn:
Count Dollars and Cents-Students count dollar bills and coins to find the total value.

Solve Word Problems Involving Dollars and Cents-Students apply bill and coin counting to word problem contexts.

Gradual release to the Problem Set.

Land:
Debrief Objective-Solve word problems by using bills and coins.

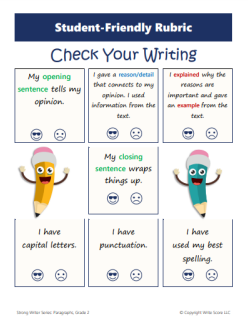

Students will complete and turn in Exit Ticket 7 for a formative grade.



Students learn about why plants grow fruit.

Students examine common grocery produce and predict if each item is a science fruit or science vegetable.

Then students take a closer look at slices of the produce and search for seeds.

| | | | | | |
|--|--|--|--|--|--|
| | | <p>Finally, briefly evaluate the paragraph using the student-friendly rubric.</p>  <p>Repeat this process with Paragraph 2.</p>  | | | |
|--|--|--|--|--|--|

| Wednesday - New ELA Standards PL | | | | | |
|---|---|---|---|---|--|
| <p>Standard(s): ELAGSE2L2 ELAGSE2W5</p> <p>LT: I am learning to use</p> | <p>Standard(s): ELAGSE2RI7</p> <p>LT: I am learning to explain how specific</p> | <p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to state an opinion and give</p> | <p>Standard(s): ELAGSE2RF3 ELAGSEL2d</p> <p>LT: I am learning to read</p> | <p>Standard(s): 2.MDR.5.1</p> <p>LT: We are learning to build and compare</p> | <p>Standard(s): S2L1c.</p> <p>LT: We are learning to create a device that will</p> |

capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use others' help to strengthen my writing through revising and editing.

SC: I know I am successful when:

- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ I can recognize that a comma indicates a pause in text.
- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.

Key Vocabulary:
geographic names, capitalization, holiday, product names, proper nouns, punctuation, commas, capitalization, revising, editing, topic, prewriting

Lesson/Activity:
Unit 5 Week 4 Day 18
Explore: Say It with Dialogue
Lesson 18, TE pgs.252-253

images help me understand informational text.

SC: I know I am successful when:

- ☐ I can use illustrations, diagrams, charts, and graphic organizers to help explain the text.
- ☐ I can interpret information from illustrations, diagrams, charts, and graphic organizers.
- ☐ I can explain how the images/illustrations and the text work together in helping to understand a text.

Lesson/Activity:
Unit 8, Lesson 13,
TE Pages 106-109.

Mentor Text: "Water Shapes Earth," pages 6-7
Mentor Text: "Managing Erosion," pages 18-21

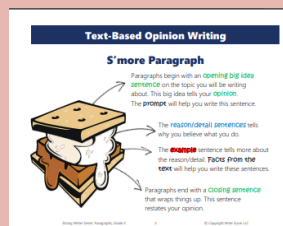
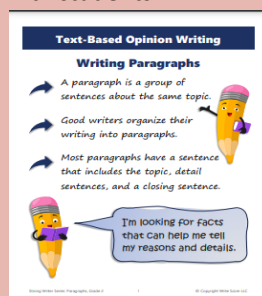
reasons that support my opinion in my writing.

SC: I know I am successful when...

- ☐ I can state a clear position about a topic.
- ☐ I can use reasons and add details to support my position.
- ☐ I can use linking words to connect my opinion and reasons.

Lesson/Activity:
Lesson 27: Text-Based Opinion Paragraph—Best Class Pet Mark Up

Display the anchor charts, Text-Based Opinion Writing Anchor Chart and review the information with students.



words with common prefixes and suffixes.

I am learning to use the spelling patterns I know to write words.
I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.

SC: I know I am successful when:

- ☐ I can identify common prefixes and suffixes.
- ☐ I can recognize when a word has a prefix or suffix.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can determine the meaning of a word based on the prefix or suffix.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can identify individual words within a compound word.

Key Vocabulary:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word

measurement units (1 inch units).

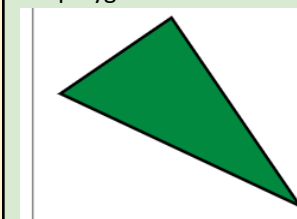
SC: I will know I am successful when I can...

- identify a unit model (1 inch model)
- construct a measuring instrument using unit models.
- compare unit models to a ruler.
- discuss how measuring with a unit model compares with measuring with a standard instrument (ruler).

Lesson/Activity:
Lesson 8- Iterate an inch tile to create a unit ruler and measure to the nearest inch.

Materials: See TE pg. 125.

Fluency:
Choral Response-Shapes and Attributes: Students identify a polygon and answer questions about the polygon's attributes.



Repeat with the following:

increase/decrease the warming effects of sunlight on various materials.

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

- ☐ I can define pollination as how plants reproduce
- ☐ I can research and describe how animals help in the pollination of plants.
- ☐ I can research and describe how animals help in dispersing plant seeds.
- ☐ I can construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.
- ☐ I can use my structure to observe and record results to support a claim that my structure increased/decreased the sun's warming effects on a material.

Lesson/Activity:
Celebrating Pollinators Interactive

Unit 4 Week 2 Polli...

Picture Perfect Lessons Chapter 18 TE pages 269-270

Explore

Say It with Dialogue

Partnerships respond to a sentence prompt with a set of oral or written sentences that include dialogue.

1. Aron said, "I see a shell near an umbrella."
2. Wanda said, "That's a real shell!"
3. "We can put it in the pot," said Aron.



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Mentor Text: "Water Shapes Earth," pages 6-7



Mentor Text: "Managing Erosion," pages 18-21

Compare and Contrast Graphic Features

What is alike or the same?

What is different?

Graphic Features of Water Shapes Earth

Graphic Features of Managing Erosion

BOTH

shows cause-and-effect relationships, as well as related information not in the text

show information to support the text

shows problems and solutions

Text-Based Opinion Writing

Follow these steps!

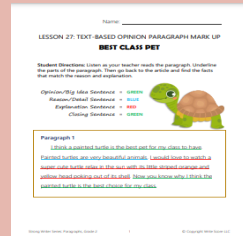
1. Read the prompt. Then, read the articles. As you read, think about what you are reading.
2. Think about what you read. Decide on your opinion.
3. Ask yourself, "Why do I think that? What are my reasons?" Look for facts that can help you tell your reasons and details.

Display the paragraphs. Read each paragraph aloud.

Students will work together to color-code paragraphs to identify the essential parts.

Review color-coding and briefly evaluate the paragraphs using the student-friendly rubric.

Return to the article, **Painted Turtles**, and point out the sentences that provided the information for the reasons and examples.)



parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:

Unit 8 Week 3 Day 3
TE pages 148-151

Word Study Resource Book, p. 96-97

My Word Study, Volume 2, p. 28

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

Suffixes -er, -est

- Read Accountable Text "Earth's Changing Mountains"
- Spelling
- High-Frequency Words
- Share and Reflect

faster He is a **faster** runner than his brother.

fastest The cheetah is the **fastest** land animal of all.

slower I am **slower** at finishing my work than my friend.

slowest I think I rode the **slowest** bus in the world today.

newer My running shoes are **newer** than my dress shoes.

newest Dad has the **newest** cell phone for sale in any store.

colder It was **colder** today than yesterday.

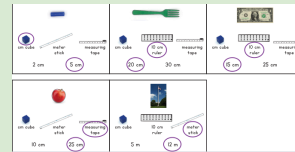
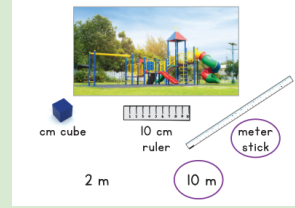
coldest My bedroom is the **coldest** room in the house.

taller Are you **taller** than your sister?

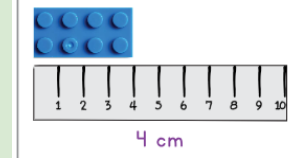
tallest The **tallest** tree in the forest was struck by lightning.



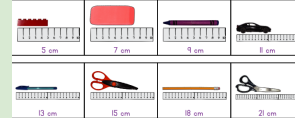
Choral Response-Measurement Tools and Estimates: Students determine which tool is best to measure the length of an object, then estimate the length.



Choral Response- Find the Length: Students find the length of an object measured in centimeters.

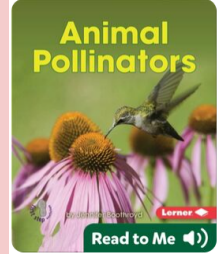


Repeat with the following:

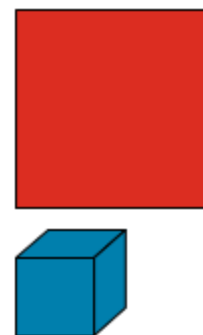


Launch:

Students compare a centimeter to an inch.

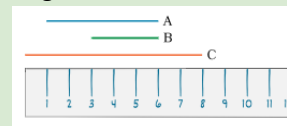


If I had to choose a pet for our class pet, it would be the painted turtle! One reason is it would be fun to make the turtle's tank special for our turtle. We could bring rocks to put in the tank to make a hiding cave. Also, painted turtles like to hide. I would like playing with it and work with our turtle when it was hiding under the water or behind the plants. That is why a painted turtle would be the best pet for our class.



Learn:
Create an Inch
Ruler-Students iterate an
inch tile to create a
12-inch ruler.

Measure to the Nearest Inch- Students use their rulers to measure objects and draw lines of specified lengths.




Gradual release to the Problem Set.

When You Measure ...

- Keep the ruler still.
- Line up the endpoints of the object with the edge of the ruler, or 0.
- Measure the whole object.
- Determine the length of the object between the two endpoints.

Land:
Debrief Objective- Iterate
an inch tile to create a unit
ruler and measure to the
nearest inch.

| | | | | | |
|---|--|--|---|---|---|
| | | | | Students will complete and turn in Exit Ticket 8 for a formative grade. | |
| Thursday - | | | | | |
| <p>Standard(s): ELAGSE2L2a</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"> <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. <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns</p> <p>Lesson/Activity: Unit 5 Week 4 Day 19 Explore: Matching Abbreviations Lesson 19, TE pgs.254-255</p> | <p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words or phrases that repeat or rhyme. <input type="checkbox"/> I can describe how word choices can affect the meaning of a story. <input type="checkbox"/> I can recognize characteristics of digital and audio texts. <p>Lesson/Activity: Unit 8, Lesson 14, TE Pages 110-113</p> <p>Mentor Text: "Weather," pages 22-23</p>  | <p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. <input type="checkbox"/> I can use linking words to connect my opinion and reasons. <p>Lesson/Activity: Lesson 28: Building Text-Based Opinion Paragraphs</p> <p>Display the anchor chart, Text-Based Opinion Writing Anchor Chart, and review the information with students.</p> <p>Each student station will need one paragraph sample with a corresponding paragraph</p> | <p>Standard(s): ELAGSE2RF3 ELAGSEL2d ELAGSE2RF4</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. | <p>Standard(s): 2.MDR.5.2</p> <p>LT: We are learning to measure objects using appropriate units and tools.</p> <p>SC: <i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> -use rulers to measure inches. -use rulers to measure feet. -use yardsticks to measure yards. -use measuring tapes to measure inches, feet, and yards. -estimate the length of an object. <p>Lesson/Activity: Lesson 9-Use an Inch Ruler and a Yard Stick to Estimate and Measure the Length of Various Objects.</p> <p>Materials: Sticky notes, create 4 center stations (TE pg. 141), meter sticks, student-created rulers</p> <p>Fluency: Choral Response-Shapes</p> | <p>Standard(s): S2L1c. RI.2.5</p> <p>LT: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define pollination as how plants reproduce <input type="checkbox"/> I can research and describe how animals help in the pollination of plants. <input type="checkbox"/> I can research and describe how animals help in dispersing plant seeds. <input type="checkbox"/> I can construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. <input type="checkbox"/> I can use my structure to observe and record results to support a claim that my structure increased/decreased the sun's warming effects on a material. <p>Lesson/Activity:</p> |

Explore Matching Abbreviations

Partnerships match sets of words to their abbreviations.

Name: _____ Date: _____

Abbreviation Match-Up

| Word | Abbreviation |
|----------|--------------|
| Avenue | Apr. |
| Road | Ave. |
| Doctor | Sun. |
| Sunday | Dr. |
| Thursday | NY |
| April | Mc. |
| New York | Rd. |
| Master | a.m. |
| morning | Thurs. |

FEATURES OF POETRY

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

frame.

Explain that students will rotate through several paragraph stations. At each station, there will be a color-coded paragraph frame and sentence strips.

Students will work together to read each strip and decide which is the opening/opinion sentence, explanation sentence, reason/detail sentence, explanation sentence, and closing sentence.

Teachers will circulate and provide support as needed.

Name: _____

LESSON 28: BUILDING TEXT-BASED OPINION PARAGRAPHS
Paragraph Frame

| |
|--------------------------|
| Opening Opinion Sentence |
| Reason/Detail Sentence |
| Explanation Sentence |
| Reason/Detail Sentence |
| Explanation Sentence |
| Closing Sentence |

LESSON 28: BUILDING TEXT-BASED OPINION PARAGRAPHS
Paragraph Sample 1
(two reasons/explanations)

I think a fancy rat would be the best pet for my class.

One reason is fancy rats love to play.

It would be great to watch him play with his toys and run around his cage.

Another reason is that fancy rats eat lots of different foods.

We could bring him treats like apples or bread from the cafeteria.

Now you know why a fancy rat would make the best pet!

☐ I can reread to improve my reading.

Key Vocabulary: word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:

Unit 8 Week 3 Day 4
TE pages 152-153

Word Study Resource Book, p. 96-97

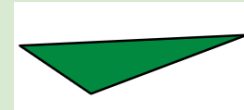
My Word Study, Volume 2, p. 28

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

Suffixes -er, -est

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Earth's Changing Mountains" and/or "Let's Debate"
- Share and Reflect

and Attributes: Students identify a polygon and answer questions about the polygon's attributes.



How many sides? Angles?
Name of the shape?

Repeat with the following:



Choral Response-Add 10 or 100: Students say the total to build fluency.

$$130 + 10 = 140$$

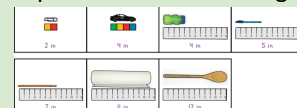
Repeat with the following:

| | | | | | | | |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 220 + 10 = 230 | 300 + 10 = 310 | 400 + 10 = 410 | 500 + 10 = 510 | 600 + 10 = 610 | 700 + 10 = 710 | 800 + 10 = 810 | 900 + 10 = 910 |
| 610 + 10 = 620 | 620 + 10 = 630 | 720 + 10 = 730 | 730 + 10 = 740 | 830 + 10 = 840 | 840 + 10 = 850 | 940 + 10 = 950 | 950 + 10 = 960 |

Choral Response-Find the Length: Students find the length of an object measured in inches.



Repeat with the following:



Launch:

Students generate benchmarks for 1 inch, 1 foot, and 1 yard to support estimation.

Picture Perfect Texts:
Even More Picture Perfect Science Lessons K-5; Seeds On the Move

Unit 4 Week 2 Polli...

Intro: [Seeds on the Move](#)



Picture Perfect STEM
Lessons K-2; Lessons: Fight of the Pollinators (S2L1c)

[Wings of Life by Louis Schwartzberg](#)

Have students look for the different types of pollinators.

[Flowers Are Calling by Rita Gray](#)



What animals were the flowers "calling" in the book?
(bumble bee, butterfly,

faster He is a **faster** runner than his brother.

fastest The cheetah is the **fastest** land animal of all.

slower I am **slower** at finishing my work than my friend.

slowest I think I rode the **slowest** bus in the world today.

newer My running shoes are **newer** than my dress shoes.

newest Dad has the **newest** cell phone for sale in any store.

colder It was **colder** today than yesterday.

coldest My bedroom is the **coldest** room in the house.

taller Are you **taller** than your sister?

tallest The **tallest** tree in the forest was struck by lightning.

| Objects that are about ... | | |
|---|--|--|
| 1 inch | 1 foot | 1 yard |
| <ul style="list-style-type: none">• a small paper clip• a marker cap• half of a pink eraser | <ul style="list-style-type: none">• a math book• a whiteboard• a crate | <ul style="list-style-type: none">• a table• a small bookshelf• the teacher's desk |

Learn:
Estimate and Measure-Students use benchmarks to estimate and measure by using an appropriate tool.

| Object | Unit | Estimate | Measurement |
|----------------------------|----------------------|----------|--------------|
| Bulletin Board (long side) | inch foot yard | 3 yards | 3 yards |
| Easel (short side) | inch foot yard | 3 feet | about 2 feet |
| Marker | inch foot yard | 9 inches | 7 inches |

Student-created yardsticks:



Measure Length in Different Units-Students measure lengths to the nearest inch, foot, and yard.

None

Center 1 Sample:

| Object | Unit | Estimate | Measure |
|--------|----------------------|----------|----------|
| | inch foot yard | 2 inches | 3 inches |
| | inch foot yard | 9 inches | 8 inches |
| | inch foot yard | 5 inches | 6 inches |

1. All the objects are:

less than 1 footmore than 1 footabout the same as 1 foot

2. What object is the longest?pencil

3. What object is the shortest?crayon

4. Find the difference between the longest and shortest object.5 inches

Gradual release to the Problem Set.

Land:
Debrief Objective-Use an

hummingbird, honeybee, beetle, bee fly, pollen wasp, moth, and bat)

What do these animals have in common? (attracted to flowers, eating nectar, and etc.)

Have you seen any of these animals in the wild?

Why do animals visit flowers?

Why would flowers need to attract animals?

| | | | | | |
|--|--|--|--|--|--|
| | | | | inch ruler and a yard stick to estimate and measure the length of various objects. Students will complete and turn in ET 9 for a formative grade. | |
|--|--|--|--|--|--|

Friday - Read Across America Book Character Dress Up Day/Saturday - STEAMFest @ BHS

| | | | | | |
|---|---|--|---|---|---|
| <p>Standard(s): ELAGSE2L2 ELAGSE2W5</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 others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. | <p>Standard(s): ELAGSE2SL1</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can build on others' ideas by linking their comments to others or my own ideas. <input type="checkbox"/> I can ask for clarification and further explanation if I'm confused. <input type="checkbox"/> I can maintain a focus on a particular topic or | <p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. <input type="checkbox"/> I can use linking words to connect my opinion and reasons. <p>Lesson/Activity: Lesson 29: Text-Based Opinion Paragraph—Best Class Pet</p> <p>Display the anchor charts, Text-Based Opinion Writing Anchor Chart and review the information with students.</p> | <p>Standard(s): ELAGSE2RF3 ELAGSEL2d ELAGSE2RF4</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to use the spelling patterns I know to write words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can use spelling | <p>Standard(s): 2.MDR.5.3</p> <p>LT: We are learning to compare the length of two objects.</p> <p>SC: <i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> -measure the length of objects using a ruler, yardstick, or measuring tape. -record the length of objects I have measured. -compare the measurement and express the length difference in terms of a standard unit. <p>Lesson/Activity: Lesson 10- Measure an object twice by using different length units, and compare and relate measurement to unit size.</p> <p>Materials: cm. cube, 1 inch tile, ruler, student-created ruler and</p> | <p>Standard(s): S2L1c. RI.2.1, 2.4, 2.5, & RI.2.6</p> <p>LT: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define pollination as how plants reproduce <input type="checkbox"/> I can research and describe how animals help in the pollination of plants. <input type="checkbox"/> I can research and describe how animals help in dispersing plant seeds. <input type="checkbox"/> I can construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. <input type="checkbox"/> I can use my structure to observe and record results to support a claim that my structure increased/decreased the |
|---|---|--|---|---|---|

Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, punctuation, commas, capitalization, revising, editing, topic, prewriting

Lesson/Activity:

Unit 5 Week 4 Day 20
Reflect: Revisit the Goals
Lesson 20, TE pgs.256-257

Reflect

Revisit the Goals

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

Dialogue and Abbreviations

Discoveries

- Quotation marks are used for dialogue.
- An abbreviation is a shortened form of a word.
- Put a comma before the opening quotation mark if the speaker comes before the dialogue.
- Put a comma before the ending quotation mark if the speaker comes after the dialogue.

Questions

- Do all abbreviations end with a period?
- Can I use something other than a comma at the end of spoken words?
- Is there another way to write a conversation so readers can follow along?

text.

Lesson/Activity:

Unit 8 Wrap-Up Real-World Perspectives, Lesson 15, TE Pages 114-117.

Mentor Texts:

“Real-World Perspectives,” pages 26–27



RULES of CONVERSATION

1. Look at the speaker.
2. Show interest by nodding and smiling.
3. Let everyone have a chance to talk.
4. Value others' thinking.
5. Ask questions if you don't understand.
6. Speak clearly and listen closely.

Wind and Water Shape the Land Constructive Conversation Modeling Script

Speaker 1: In our water shapes earth, we learned that water erosion happens when water picks up and moves soil. It is very easy to see in the landscape. Think water erosion causes a lot of Earth change in our town.

Speaker 2: Yes, there is slow erosion that happens over many years, and fast erosion which happens quickly. Which do you think has affected our town most?

Speaker 1: I think storms have caused a lot of changes and damage in our town. The water moves quickly during a flood.

Speaker 2: I disagree. Our town is built along a river. The riverbank was carved out over many, many years of water erosion.

Speaker 1: I can't forget rapid erosion. Winds are very powerful during storms and can cause a lot of damage.

Speaker 2: Erosion is a powerful force whether it happens over time or in an intense weather event. The important thing is to stay safe during storms and floods.

Students are introduced to a Paragraph Template that will help them organize a paragraph into an opening/Opinion Sentence, Reason/Detail Sentences, Explanation/Example Sentences, and a Closing Sentence.

Students will complete two paragraphs in this lesson (together with the teacher) using the paragraph template.

Paragraph Template

| Paragraph Template | |
|--------------------|-------------|
| Opinion Sentence | |
| Reason/Detail | Explanation |
| Reason/Detail | Explanation |

Text-Based Opinion Writing

Transition Words + Phrases

Opinion Sentence

In my opinion...
I think...
If I could choose between...

Reason Sentences

One reason... My second reason...
Another reason... My third reason...
The last reason... Also...
My first reason... Finally...

Closing Sentence

That's why...
Now you know...

patterns to recognize words.

- I can rearrange, add, or remove letters to make new words.
- I can reread to improve my reading.

Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, root word, meaning, word parts, unknown word, spelling patterns, spelling rules

Lesson/Activity:

Unit 8 Week 3 Day 5
TE pages 154-155

Word Study Resource Book, p. 96-97

My Word Study, Volume 2, p. 28

Read HFWs: covered, cried, figure, horse, money, products, questions, since, usually, voice.

yardstick, index card, marker, glue stick, box of crayons, unsharpened pencil

Fluency:

Whiteboard
Exchange-Interpret Tape Diagrams: Students write a subtraction and an addition equation to represent a tape diagram, then find the value of the unknown.

| | |
|-----------------|-------------------|
| 561 | ? |
| 783 | |
| $561 + ? = 783$ | $561 + 222 = 783$ |
| $783 - 561 = ?$ | $783 - 561 = 222$ |

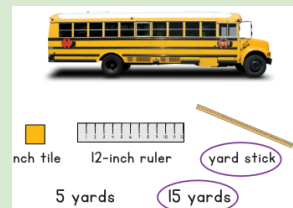
Repeat with the following:

| | |
|-----------------|-------------------|
| 245 | ? |
| 594 | |
| $245 + ? = 594$ | $245 + 349 = 594$ |
| $594 - 245 = ?$ | $594 - 245 = 349$ |

Choral

Response-Measurement Tools and Estimates:

Students determine which tool is best to measure the length of an object, then estimate the length.



Repeat with the following:



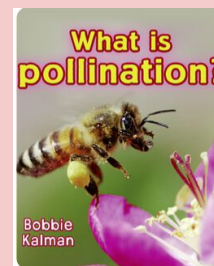
Choral Response-Find the Length: Students find the length of an object

sun's warming effects on a material.

Lesson/Activity:

Picture Perfect Texts:
Even More Picture Perfect Science Lessons K-5;
Lessons: Seeds on the Move and Title: Picture Perfect STEM Lessons K-2;
Lessons: Fight of the Pollinators (S2L1c)

Unit 4 Week 2 Polli...



TE pages 271-272
Pollinator Model Design Challenge & 4-3-2-1 Rubric

Have students choose a pollinator to model and record it. (bee, wasp, hummingbird, butterfly, moth, fly, beetle, or bat)

Describe how a real pollinator gets its food from the flower and how the model pollinator will show this.

Student presentations.

Name: _____

LESSON 29: BEST CLASS PET - Sample #1

Student Directions: Follow along as your teacher reads the prompt below. Then, write to answer the prompt.

Paragraph Prompt: Your teacher says that your class can have a pet. You can choose a painted turtle or fancy rat. You can only choose one. Which will you choose? Why? Write to share your opinion and tell why.

Opinion Sentence
 In my opinion, a painted turtle would be the best pet for our class.

| Reason/Detail | Explanation |
|---|-------------|
| One reason is that painted turtles are beautiful creatures. | |
| | |
| | |
| | |
| | |
| | |
| | |

| Reason/Detail | Explanation |
|---------------|--|
| | We could take turns emptying the dirty water and putting in clean water. |
| | |
| | |
| | |
| | |
| | |
| | |

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Name: _____

LESSON 29: BEST CLASS PET - Sample #2

Student Directions: Follow along as your teacher reads the prompt below. Then, write to answer the prompt.

Paragraph Prompt: Your teacher says that your class can have a pet. You can choose a painted turtle or fancy rat. You can only choose one. Which will you choose? Why? Write to share your opinion and tell why.

Opinion Sentence
 I think a fancy rat would be the best pet for my class to get.

| Reason/Detail | Explanation |
|--------------------|-------------|
| My first reason is | |
| | |
| | |
| | |
| | |
| | |
| | |


| Reason/Detail | Explanation |
|---------------|--------------|
| Also, | For example, |
| | |
| | |
| | |
| | |
| | |
| | |

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Name: _____

LESSON 29: BEST CLASS PET - Sample #2 — continued

The Closing
 That's why I think a fancy rat would be the best pet for my class.

| | | |
|---|--|--|
| My opening sentence tells my opinion. | I gave a reason/detail that connects to the opinion. I used information from the text. | I explained why the reason is important and gave an example from the text. |
|  |  |  |
| | My closing sentence wraps things up. | |
| |  |  |
| I have capital letters. | I have punctuation. | I have used my best spelling. |
|  |  |  |

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- ### Review and Assess Suffixes -er, -est
- Read Accountable Text "Earth's Changing Mountains" and/or "Let's Debate"
 - Blend and Build Words
 - Review Irregular Plural Nouns
 - Spelling and Dictation
 - High-Frequency Words
 - Cumulative Assessment

faster He is a **faster** runner than his brother.

fastest The cheetah is the **fastest** land animal of all.

slower I am **slower** at finishing my work than my friend.

slowest I think I rode the **slowest** bus in the world today.

newer My running shoes are **newer** than my dress shoes.

newest Dad has the **newest** cell phone for sale in any store.

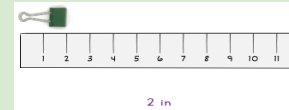
colder It was **colder** today than yesterday.

coldest My bedroom is the **coldest** room in the house.

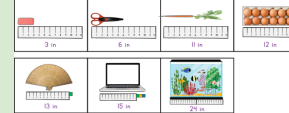
taller Are you **taller** than your sister?

tallest The **tallest** tree in the forest was struck by lightning.

measured in inches.



Repeat with the following:




Launch:

Students articulate the importance of specifying unit lengths.

Learn:

Measure and Compare-Students measure objects twice by using centimeters and inches and compare the measurements.



| Object | Measurement in Centimeters | Measurement in Inches |
|---|----------------------------|-----------------------|
|  | about 13 centimeters | about 5 inches |
|  | about 18 centimeters | about 7 inches |
|  | about 10 centimeters | about 4 inches |
|  | about 13 centimeters | about 5 inches |

Units of Measure Race-Students measure by using four different units and relate unit size to the number of iterations needed.

| | | | | | |
|--|--|--|--|--|--|
| | | | | <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective-Measure an object twice by using different length units, and compare and relate the measurement to unit size.</p> <p>Students will complete and turn in ET 10 for a formative grade.</p> | |
|--|--|--|--|--|--|