


Carrie Waters' Week of: March 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 5 Lessons 21-25 Capitalization, Using Quotations, Commas, & Dialogue	READING Comprehension Strategies Science Connections Plants & Animals Review - Choice Boards	WRITING WriteScore Sentence Formation & Field Day Opinion Writing	PHONICS Preview Unit 9 Week 1 Lessons 1-5 Suffixes -Y, -LY Making, Buying, & Selling	MATH Module 5 Topic B, Lessons 11-12 Topic C, Lessons 13-15 Data, Measurement, & Line Plots	SCIENCE Unit 4 Week 3 Stability and Change in Animals
Monday - PBIS Meeting! (Waters)					
<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 5 Day 21 Transfer - Explore: Shared Writing: Capitalize This, Capitalize That!</p>	<p>Standard(s): ELAGSE2RI10 ELAGSE2RI5 ELAGSE2RI6</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.</p> <p>I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can self-select and read a variety of informational texts (history, science, and 	<p>Standard(s): ELAGSE2SL6</p> <p>LT: I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can distinguish between complete and incomplete sentences. <input type="checkbox"/> I can compare formal and informal uses of English. <input type="checkbox"/> I can use correct grammar. <input type="checkbox"/> I can use complete sentences to make my message clear. <p>Lesson/Activity: WriteScore Complete & Incomplete Sentences</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to read words with common prefixes and suffixes.</p> <p>I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</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 use spelling patterns to recognize words. <p>Lesson/Activity: Unit 9 Week 1 Day 1 TE pages 160-163</p> <p>Word Study Resource Book, p. 98-99</p> <p>My Word Study, Volume 2, p. 29-30</p>	<p>Standard(s): 2.MDR.5.3</p> <p>LT: We are learning to compare the length of two objects.</p> <p>SC: <i>I will know I am successful when I 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 11-Measure to compare differences in lengths.</p> <p>Materials: scissors, string, ruler, chart paper, markers, student-created rulers and yardsticks</p>	<p>Standard(s): S2L1a.</p> <p>LT: We are learning the sequence of the life cycle for different animals.</p> <p>SC: <i>I will know I'm successful when I can ...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe what a life cycle means. <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird. <input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect. <input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity:  Mystery Science Are butterflies the only animals that start out as caterpillars?</p>

Lesson 21, TE pgs.258-259

Explore Shared Writing:

Capitalize This, Capitalize That!

Write down a set of student-generated sentences that includes all that has been studied in this unit.

Capitals in Action

Independence Day is a holiday in July.
Aunt Jenna from New York is coming for Thanksgiving.

The Alamo in San Antonio is an awesome place to visit.

Can we play at Pike Place Park on Saturday?

Sample Shared Writing

Partly Written

Shared writing is the opportunity for students to "partly write" to other words. They will use notepad to a partner what they could write down. As teachers, we listen in and discuss and assist with the word choices of the writing experience, write that down on students' notepad, and then gather the group back to see what was written. Sometimes we encourage the writing a bit by adding some of our own ideas to what they wrote. The writing is shared, not just the words.

Shared Writing: Student Writing

2017, 2018

technical).

I can use a variety of strategies to gain meaning from grade-level texts.

I can identify text features and their purposes.

I can interpret information from illustrations, diagrams, charts, and graphic organizers.

I can write about what I have read.

I can use the facts from the text to support what the author wanted to answer, explain, or describe.

Lesson/Activity:

ReadWorks:
Plants & Animals
Animal Ears

Article: Animal Ears

Article-A-Day Set

Grade: 3

Lexiles: The articles in this set range from 600L to 860L

Set Purpose:

Remind students that words are where humans store knowledge. So they will build their knowledge by reading these articles. They will also increase their vocabulary, improve their reading stamina, and enjoy reading every day!

Complete vs. Incomplete Sentences

The school bus.
(This doesn't make sense, does it?)
Show us to school.
(How about this one?)
The school bus drove up to school.
(Now it makes sense. We have a complete sentence!)

Incomplete Sentences	Complete Sentences
Sentence does not make sense.	Sentence makes sense.
Sentence does not have a complete subject or predicate.	Sentence has a complete subject and predicate.
Sentence needs to be corrected.	Sentence has correct punctuation and uppercase letters where needed.
Example: Grocery store with my mom.	Example: I went to the grocery store with my mom.

Write Score

Name: _____

Sentence Fix!

Directions: Each sentence below is incomplete. Correct it on the line.

the boy likes _____

we like to _____

August is my favorite _____

jumping on the couch _____

can you feel the _____

is having a party. _____

I can hear the _____

park today? _____

Read HFWs: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole

Suffixes -y, -ly

- Phonological Awareness: Substitute initial and final sounds
- Word Study
- Blend and Build Words
- Reading Big Words Strategy
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

happy Spending time with my sister makes me **happy**.

lucky I was the **lucky** winner of the contest!

funny I love to read a **funny** book.

messy A **messy** room drives me crazy.

rainy I hope it isn't **rainy** when we go to pick apples.

slowly We **slowly** entered the dark room.

neatly We **neatly** folded the towels after they dried.

likely How **likely** are you to watch a scary movie?

quickly We **quickly** ran inside when it started to rain.

friendly We gave the **friendly** waitress a big tip.

Fluency:

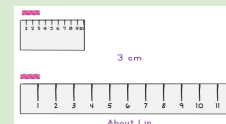
Choral Response-Add 10 or 100: Students say the total to build fluency.

$$340 + 10 = 350$$

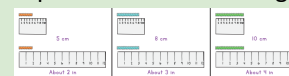
Repeat with the following:

500 + 10 = 510	630 + 10 = 640	850 + 10 = 860	910 + 10 = 920	61 + 10 = 71	752 + 10 = 762
802 + 10 = 812	890 + 10 = 900	990 + 10 = 1000	16 + 10 = 26	28 + 10 = 38	

Choral Response-Find the Length: Students find the length of an object to the nearest centimeter and inch.



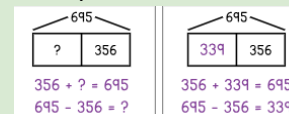
Repeat with the following:



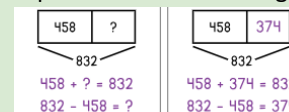
Whiteboard

Exchange-Interpret Tape

Diagrams: Students write a subtraction and an addition equation to represent a tape diagram, then find the value of the unknown to build fluency.



Repeat with the following:



Launch:

Students reason about the

Unit 4 Week 3 Sta...

Students will examine how caterpillars grow and change throughout their lives.

Skill(s): Text Features-
Reading Charts & Author’s
Purpose

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



African Elephant
An elephant's ears are not just for hearing. An elephant flaps its ears to lower its body temperature.



Bat-Eared Fox
This fox uses its big, pointy ears to find insects to eat. The fox can hear insects crawling underground.



Bottlenose Dolphin
A dolphin receives sound in its lower jaw. That sound is sent to the dolphin's inner ear so it can hear.



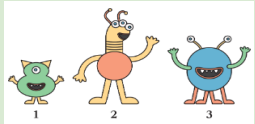
Green Frog
A frog hears using the circle of skin behind each eye. That area vibrates when sound waves hit it.

Students will read charts and determine an author’s purpose for writing. .

This set provides both challenge and boost articles to help you differentiate for your students.

Students who are interested in the topic read and comprehend at a

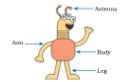
measurement of space
creatures to make
comparisons.



Learn:
Measure to Create a
Creature-Students use given
measurements to draw a
creature.

Name _____

Sample Creature



Notes:

- Arm and leg measurements include hands and feet.
- You can choose the number of antennae.
- Add other features and color your creature.

Creature A Length Measurements	Creature B Length Measurements
Body: 14 inches	Body: 7 inches
Arm 1: 6 inches	Arm 1: 8 inches
Arm 2: 7 inches	Leg 1: 10 inches
Arm 3: 10 inches	Leg 2: 2 inches
Leg 1: 4 inches	Leg 3: 11 inches
Antennae: 5 inches	Antennae: 3 inches

Compare Lengths-Students
describe and compare the
lengths of their creatures’
body parts.

Total length of arms: <u>23 inches</u>	Total length of arms: <u>8 inches</u>
Total length of legs: <u>4 inches</u>	Total length of legs: <u>23 inches</u>
Total length of antennae: <u>Sample: 3 inches</u>	Total length of antennae: <u>Sample: 3 inches</u>
Total height of creature A: <u>21 inches</u>	Total height of creature B: <u>21 inches</u>

Find the difference in total length of the two creatures.
Write an equation that includes the unit.

1. Difference in total length of arms: 15 inches
23 inches - 8 inches = 15 inches

2. Difference in total length of legs: 19 inches
23 inches - 4 inches = 19 inches

3. Difference in total length of antennae: Sample: 0 inches
3 inches - 3 inches = 0 inches



4. Difference in total height: 0 inches
21 inches - 21 inches = 0 inches

Gradual release to the
Problem Set.

Land:
Debrief Objective-Measure
to compare differences in

	higher level. So match challenge articles with your students' interests.			length. Students will complete and turn in ET 11 for a formative grade.	
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Tuesday - PK-2 Field Day!

<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><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns, punctuation,</p>	<p>Standard(s): ELAGSE2RI10 ELAGSE2RI4 ELAGSE2RI6</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed. I am learning to find the meanings of words and phrases from grade-level informational text. I am learning to identify and use text features to locate helpful parts (key facts or information) in a text. I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can self-select and read a variety of informational texts (history, science, and technical).	<p>Standard(s): ELAGSE2SL6</p> <p>LT: I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can distinguish between complete and incomplete sentences.<input type="checkbox"/> I can compare formal and informal uses of English.<input type="checkbox"/> I can use correct grammar.<input type="checkbox"/> I can use complete sentences to make my message clear. <p>Lesson/Activity: WriteScore Subject & Predicate</p> <div><p>Subject and Predicate</p><div><div><p>Subject (who or what the sentence is about)</p><p>Uppercase letter to begin every sentence.</p><p>The Cat</p></div><div><p>Predicate (what the subject is or what the subject is doing)</p><p>Punctuation to end every sentence.</p><p>is eating.</p></div></div><div><p>Subject</p><p>Predicate</p></div></div>	<p>Standard(s): ELAGSE2RF3</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.</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 use spelling patterns to recognize words. <p>Lesson/Activity: Unit 9 Week 1 Day 2 TE pages 164-167 Word Study Resource Book, p. 98-99 My Word Study, Volume 2, p. 29-30</p> <p>Read HFWs: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole</p>	<p>Standard(s): 2.MDR.5.5</p> <p>LT: We are learning how to represent differences in measurements.</p> <p>SC: <i>I will know I am successful when I can ...</i></p> <ul style="list-style-type: none">-subtract two two-digit measurement numbers.-represent differences of measurement subtraction on a number line. <p>Lesson/Activity: Lesson 12-Identify unknown numbers on a number line by using the interval as a reference point.</p> <p>Materials: student-created yardstick</p> <p>Fluency: Sprint-Add 10 or 100: Students write the total to build fluency.</p> <table><tr><td>1.</td><td>250 + 10</td><td>260</td></tr><tr><td>2.</td><td>600 + 10</td><td>610</td></tr><tr><td>3.</td><td>700 + 100</td><td>800</td></tr><tr><td>4.</td><td>350 + 100</td><td>450</td></tr></table> <p>Launch:</p>	1.	250 + 10	260	2.	600 + 10	610	3.	700 + 100	800	4.	350 + 100	450	<p>Standard(s): S2L1a.</p> <p>LT: We are learning the sequence of the life cycle for different animals.</p> <p>SC: <i>I will know I'm successful when I can ...</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can describe what a life cycle means.<input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird.<input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect.<input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity: GaDOE Learning Plan: Life Cycles</p> <p>Unit 4 Week 3 Sta...</p> <p>Students will begin to develop a model or diagram to describe the changes during the life cycle of butterflies.</p>
1.	250 + 10	260															
2.	600 + 10	610															
3.	700 + 100	800															
4.	350 + 100	450															

commas, capitalization, revising, editing, topic, prewriting

Lesson/Activity:
Unit 5 Week 5 Day 22
Transfer - Explore: Revise
Writing - Adding Dialogue
Lesson 22, TE pgs.260-261

Explore

Revise Writing: Add Dialogue

Partnerships revisit the sentences created in the previous session and add oral sentences that include dialogue.

What Did They Say?

Independence Day is a holiday in July.
"I love Independence Day. It is my favorite holiday!" said Juan.

Aunt Jenna from New York is coming for Thanksgiving.
Nick said, "I can't wait to see Aunt Jenna for Thanksgiving."

The Alamo in San Antonio is an awesome place to visit.
"The Alamo in San Antonio is an awesome place to visit," the teacher said to the class.

Can we play at Pike Place Park on Saturday?
I asked my dad, "Can we play at Pike Place Park on Saturday?"
He replied, "Yes, and I will bring a football."

Image: Shared Writing

- I can use a variety of strategies to gain meaning from grade-level texts.
- I can use illustrations or text features to help me figure out the meaning of a word.
- I can identify text features and their purposes.
- I can write about what I have read.
- I can use the facts from the text to support what the author wanted to answer, explain, or describe.

Lesson/Activity:
ReadWorks:
Plants & Animals
Sharks Are Picky Eaters

Article:
When Trees Get Thirsty
By Mimi Jorling (349 words)
Article-A-Day Set
Grade: 3
Lexiles: The articles in this set range from 600L to 860L

Skill(s): Author's Purpose & Context Clues
Finding Connecting Words
Optional Activity:
Meaning Mapper

Subject and Predicate

Directions: Underline the subject and circle the predicate in each sentence.

- The boy is sleeping in the bed.
- We are going to the park today.
- Alyssa and Joshua want to go swimming in the pool.
- The giraffe and elephant are best friends.
- Our class is going on a field trip tomorrow.
- Strawberries are my favorite food.
- My sister is having a party tomorrow.
- The dog likes to chew on the bone.
- My family is going on a trip.
- Alex is almost in the third grade.

Field Day Writing -
Begin Writing Task:
Good Sportsmanship &
Field Day Events

Before going outside for Field Day, brainstorm and write as a class what it means to be a Good Sport.

Review List of Events:
Go over Strengths & Weaknesses.

Name some possible challenges!

Suffixes -y, -ly

- Phonological Awareness: Substitute medial vowel sounds
- Blend and Build Words
- Read Interactive Text "Allowance: For and Against"
- Spelling
- High-Frequency Words
- Share and Reflect

happy Spending time with my sister makes me **happy**.

lucky I was the **lucky** winner of the contest!

funny I love to read a **funny** book.

messy A **messy** room drives me crazy.

rainy I hope it isn't **rainy** when we go to pick apples.

slowly We **slowly** entered the dark room.

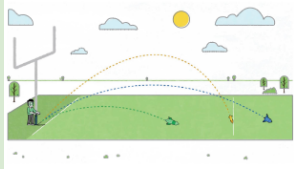
neatly We **neatly** folded the towels after they dried.

likely How **likely** are you to watch a scary movie?

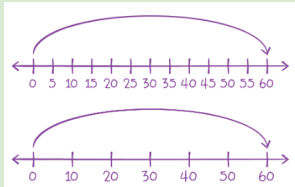
quickly We **quickly** ran inside when it started to rain.

friendly We gave the **friendly** waitress a big tip.

Students represent the distance a rocket travels on a football field after watching a rocket launch.



(Rocket Launch Video)



Learn:
Represent Distances on a Number Line-Students reason about intervals and represent differences on a number line.

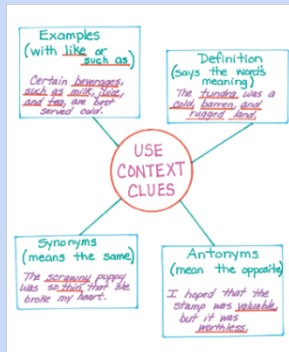
Use Intervals to Find Unknown Numbers on a Number Line-Students determine the interval for a number line and label the unknown numbers.

Gradual release to the Problem Set.

Land:
Debrief Objective-Identify unknown numbers on a number line by using the interval as a reference point.

Students will complete and turn in Lesson 12 Topic

Students will provide photos or drawings to their models, sequencing the events, and using transition words to later assist them with their writing.




Meaning Mapper is a brief, teacher-led activity for helping students build connections among words each day of the Article-A-Day routine.

This set provides both challenge and boost articles to help you differentiate for your students.

Students who are interested in the topic read and comprehend at a higher level. So match challenge articles with your students' interests.

Ticket B for a summative grade.

<p>Standard(s): ELAGSE2L2c</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"> <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. <input type="checkbox"/> I can determine where an apostrophe is placed to form possessives. <p><u>Key Vocabulary:</u> Apostrophe, contractions, possessives</p> <p>Lesson/Activity: Unit 5 Week 5 Day 23 Transfer - Insert Contractions & Possessives Lesson 23, TE pgs.262-263</p> 	<p>Standard(s): ELAGSE2RI10 ELAGSE2RI5 ELAGSE2RI6</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.</p> <p>I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can self-select and read a variety of informational texts (history, science, and technical). <input type="checkbox"/> I can use a variety of strategies to gain meaning from grade-level texts. <input type="checkbox"/> I can identify text features and their purposes. <input type="checkbox"/> I can write about what I have read. <input type="checkbox"/> I can use the facts from the text to support what the author wanted to 	<p>Standard(s): ELAGSE2SL6</p> <p>LT: I am learning to produce complete sentences to provide detail or clarification when someone asks me a question.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can distinguish between complete and incomplete sentences. <input type="checkbox"/> I can compare formal and informal uses of English. <input type="checkbox"/> I can use correct grammar. <input type="checkbox"/> I can use complete sentences to make my message clear. <p>Lesson/Activity: WriteScore Subject/Verb Agreement</p> 	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L4</p> <p>LT: I am learning to read words with common prefixes and suffixes.</p> <p>I am learning to use words in a sentence to help me understand or self-correct words I do not know.</p> <p>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"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can apply letter-sound knowledge to decode words. <input type="checkbox"/> I can define root words in unknown words. <input type="checkbox"/> I can identify common prefixes and suffixes and their meanings. <input type="checkbox"/> I can break a word apart to find the meaning of an unknown word with the same root. <p>Lesson/Activity: Unit 9 Week 1 Day 3 TE pages 168-171 Word Study Resource Book, p. 100-101 My Word Study, Volume 2, p. 31</p>	<p>Standard(s): 2.MDR.5</p> <p>LT: We are learning to use measurement data to create a line plot.</p> <p>SC: <i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> -create a line plot to represent data. -use a line plot to ask and answer questions. <p>Lesson/Activity: Lesson 13: Solve word problems that involve measurements and reason about estimates.</p> <p>Launch: Students determine when precise measurements are needed and why.</p> <p>Math Past:</p>  <p>Katherine Johnson (1918–2020) was one of the first Black female Americans to work at NASA. She is known as a "human computer" because she solved very complex equations. Her calculations were used to send the first American satellite into space and the first humans to the Moon.</p> <p>Which unit of measurement they would use to measure the distance from Earth to the Moon and why?</p> <p>Turn & Talk : Ask students if they know other larger units of length measurement, such as miles. Share measurements from Earth to the Moon from the Math Past resource.</p>	<p>Standard(s): S2L1a.</p> <p>LT: We are learning the sequence of the life cycle for different animals.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe what a life cycle means. <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird. <input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect. <input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity: GPB Let's Learn Video/Activity: Pollinators & Life Cycle of a Butterfly</p> <p>Unit 4 Week 3 Sta...</p> <p>Students will visit the Jimmy Carter National Historical Park in Plains, Georgia, to learn about the life of President Jimmy Carter and his family.</p> <p>Students will learn about</p>
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Name: _____ Date: _____

Editing Tally Sheet

Strategies	Tally
Capital letters	
Appositives	
Commas	
Question Marks	
Abbreviations	

Share: Did I use too many? Too many? Just right?

Created by Mrs. [Name] © [Year]

answer, explain, or describe.

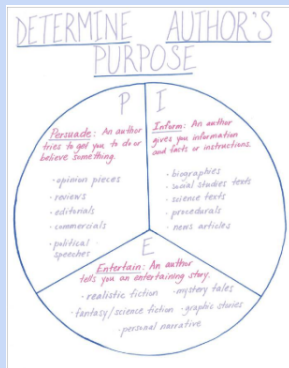
Lesson/Activity: ReadWorks: Plants & Animals Sharks Are Picky Eaters

Article:
Should You Be Afraid of
Sharks? 345 words

Many people are afraid of sharks. They think sharks are monsters. But one scientist thinks people should not be scared of sharks.



Skill(s): Author's Purpose
& Interview With Expert



Article-A-Day Set
Grade: 3

Field Day Writing - Good Sportsmanship & Favorite Field Day Events

After Field Day is complete, students will write about "My Favorite Part of Field Day."

Practice HFWs: *able, behind, carefully, common, easy, fact, remember, sure, vowel, whole*

Suffixes -y, -ly

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text
- "Trading This for That" and/or "A Baker's Dozen"
- Share and Reflect

happy Spending time with my sister makes me **happy**.

lucky I was the **lucky** winner of the contest!

funny I love to read a **funny** book.

messy A **messy** room drives me crazy.

rainy I hope it isn't **rainy** when we go to pick apples.

slowly We **slowly** entered the dark room.

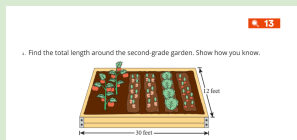
neatly We **neatly** folded the towels after they dried.

likely How **likely** are you to watch a scary movie?

quickly We **quickly** ran inside when it started to rain.

friendly We gave the **friendly** waitress a big tip.

Learn: Reason About Unknown Totals
Students find the total length around a garden and reason about how the size of a unit impacts the number of units needed to measure.



Invite students to think-pair-share about how their drawings help them find the number of packs needed.

1. The class needs to find the length around the garden. How long is the garden?

30 = 15 + 15 = 30

2. The class needs to find the number of packs of seeds. How many packs of seeds do they need?

300 = 300 = 300

3. The class needs to find the length around the garden. How long is the garden?

30 = 15 + 15 = 30

4. The class needs to find the number of packs of seeds. How many packs of seeds do they need?

300 = 300 = 300

5. The class needs to find the length around the garden. How long is the garden?

30 = 15 + 15 = 30

6. The class needs to find the number of packs of seeds. How many packs of seeds do they need?



300 = 300 = 300

Reason About Unknown Side Lengths
Students use geometric reasoning to find an unknown length.



As time permits, repeat the process with the picture of the city block.

First Lady Rosalyn Carter's love of butterflies and the importance of these pollinators.

	<p>Lexiles: The articles in this set range from 600L to 860L</p> <p>This set provides both challenge and boost articles to help you differentiate for your students.</p> <p>Students who are interested in the topic read and comprehend at a higher level. So match challenge articles with your students' interests.</p>			 <p>Problem Set: Help students recognize the terms football field, basketball court, and opposite in print.</p> <p>Land & Debrief: Students will solve word problems that involve measurements and reason about estimates.</p> <p>Problem #4</p>  <p>Exit Ticket: Students will complete and turn in ET 13 for a formative grade.</p>	
Thursday -					

<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</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></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 determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. <input type="checkbox"/> I can determine where an apostrophe is placed to form possessives. <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives</p> <p>Lesson/Activity: Unit 5 Week 5 Day 24 Explore - Shared Writing:</p>	<p>Standard(s): ELAGSE2RI10 ELAGSE2RI5 ELAGSE2RI6</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed. I am learning to identify and use text features to locate helpful parts (key facts or information) in a text. I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can self-select and read a variety of informational texts (history, science, and technical). <input type="checkbox"/> I can use a variety of strategies to gain meaning from grade-level texts. <input type="checkbox"/> I can identify text features and their purposes. <input type="checkbox"/> I can write about what I have read. <input type="checkbox"/> I can use the facts from the text to support what the author wanted to 	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece. 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 can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus. <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 write an ending to show closure. <p>Lesson/Activity: Field Day Writing - Good Sportsmanship & Favorite Field Day Events</p> <p>After Field Day is complete, students will write about "My Favorite Part of Field Day."</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L2</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. I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text. <input type="checkbox"/> I can read at the appropriate speed (not too fast or slow). <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <p>Lesson/Activity: Unit 9 Week 1 Day 4</p>	<p>Standard(s): 2.MDR.5</p> <p>LT: We are learning to use measurement data to create a line plot.</p> <p>SC: <i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> -create a line plot to represent data. -use a line plot to ask and answer questions. <p>Lesson/Activity: Lesson 14: Solve addition and subtraction two-step word problems that involve length.</p> <p>Students reason about the unknowns in two-step word problems. Draw models to represent the word problems before choosing a solution strategy to find both unknowns. Solve a problem and critique student work that shows a common error.</p> <p>Launch: Students notice and wonder about the distance rockets travel. Display the image of the two rocket ships.</p>  <p>Learn: Solve Two-Step Comparison and Total</p>	<p>Standard(s): S2L1a.</p> <p>LT: We are learning the sequence of the life cycle for different animals.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe what a life cycle means. <input type="checkbox"/> I can research and describe the life cycle for a mammal and a bird. <input type="checkbox"/> I can research and describe the life cycle for an amphibian and an insect. <input type="checkbox"/> Given a common animal, I can determine the sequence of their life cycle. <p>Lesson/Activity: Life Cycles of Frogs, Dragonflies, and Butterflies PBS LearningMedia</p> <p>Unit 4 Week 3 Sta...</p> <p>Students explore similarities and differences in the life cycle of organisms and are introduced to the process of metamorphosis.</p> <p>Students use a video to</p>
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Revision Checklist Lesson 24, TE pgs.264-265

Explore Shared Writing: Revision Checklist

As a class, review the Revision Checklist used in previous units and add to it based on this unit's focus.

Professional Development

Revision Checklist

This is used to help make plans for revising each part of the writing. Share this strategy for using it:

- 1. Read one section of your writing piece.
- 2. Check off only the items you want to go back and revise.
- 3. Repeat this process for all parts of your piece.
- 4. Revise the parts you checked off.

Name: _____ Date: _____

Revision Checklist

Area of Revision	What I Would Like to Do with It	Reminders for Myself	Status
Beginning	<ul style="list-style-type: none"> Using quotations and commas Adding apostrophes Conforming capital letters Expanding sentences Other ideas 		
Middle	<ul style="list-style-type: none"> Using quotations and commas Adding apostrophes Conforming capital letters Expanding sentences Other ideas 		
End	<ul style="list-style-type: none"> Using quotations and commas Adding apostrophes Conforming capital letters Expanding sentences Other ideas 		

answer, explain, or describe.

Lesson/Activity:

ReadWorks:
Plants & Animals
Sunflowers or
A Tiny Horse Helps Sick Kids.

Sunflowers
By Mimi Jorling
(202 words)
Optional:
Big Hope
313 words

Article-A-Day Set

Grade: 3

Lexiles: The articles in this set range from 600L to 860L

Skill(s): Author's Purpose
& Main Idea/Details

Identify the Central Idea

- LOOK at the title, headings, and graphic features.
- READ the text and identify important evidence, details, and ideas.
- FOCUS on the topic of each section or paragraph.
- ASK: "What is this text mostly about?"
- STATE the central idea in your own words.



TE pages 172-175

Word Study Resource
Book, p. 100-101
My Word Study, Volume 2,
p. 31

Read HFWs: *able, behind, carefully, common, easy, fact, remember, sure, vowel, whole*

Suffixes -y, -ly

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text
"Trading This for That"
and/or "A Baker's Dozen"
- Share and Reflect

happy Spending time with my sister makes me **happy**.

lucky I was the **lucky** winner of the contest!

funny I love to read a **funny** book.

messy A **messy** room drives me crazy.

rainy I hope it isn't **rainy** when we go to pick apples.

slowly We **slowly** entered the dark room.

neatly We **neatly** folded the towels after they dried.

likely How **likely** are you to watch a scary movie?

quickly We **quickly** ran inside when it started to rain.

friendly We gave the **friendly** waitress a big tip.

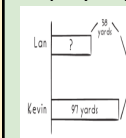
Unknown Word Problems
Students draw a model to represent a two-step word problem before deciding on a strategy to solve.



Critique a Flawed Response:
Students critique work to address a common misconception and reason about two-step word problems.

Land & Debrief: Students will solve addition and subtraction two-step word problems that involve length.

Display Tape Diagram



Exit Ticket:

Students will complete and turn in ET 14 for a formative grade.

study the developmental stages of frogs, dragonflies, and butterflies.

Students will compare insect and frog life cycles to each other and to the stages of human development.

Have students observe and record the development of chicks, butterflies, ladybugs, praying mantis and/or frogs in the classroom.



Activity:
The Book of Knowledge is where students will write down things they have learned and want to remember from an article.

Directions: Please write 2 or 3 things you have learned from the article that you want to remember.

This set provides both challenge and boost articles to help you differentiate for your students.

Students who are interested in the topic read and comprehend at a higher level. So match challenge articles with your students' interests.

Friday - PBIS House Assembly/Rodeo @ the Beach 6:00 – 7:00 pm/Spring Break!

Standard(s):
ELAGSE2L2a
ELAGSE2L2c

LT: I am learning to use capital letters at the beginning of holidays,

Standard(s):
ELAGSE2RI10
ELAGSE2RI2
ELAGSE2RI5
ELAGSE2RI6

Standard(s):
ELAGSE2W1

LT: I am learning to introduce a topic or book when writing an opinion piece.

Standard(s):
ELAGSE2RF3
ELAGSE2RF4
ELAGSE2L2

LT: I am learning to read words with common

Standard(s):
2.MDR.5

LT: We are learning to use measurement data to create a line plot.

Standard(s):
S2L1a.

LT: We are learning the sequence of the life cycle for different animals.

product names, and places on a map when writing. 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 the 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 5 Day 25
Transfer: Post-Assessment
Assess What Students Know About Capitalization and Punctuation
Lesson 25, TE pgs. 266-267

LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.

I am learning to identify the main topic (main idea) and the focus of each paragraph in a text.

I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.

I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.

I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.

SC: *I know I am successful when:*

- ☐ I can self-select and read a variety of informational texts (history, science, and technical).
- ☐ I can use a variety of strategies to gain meaning from grade-level texts.
- ☐ I can identify and infer the main idea and supporting details.
- ☐ I can gather important facts to identify the main

I am learning to state an opinion and give reasons that support my opinion in my writing.

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

- ☐ I can brainstorm ideas for a topic.
- ☐ I can select one topic of focus.
- ☐ I can use reasons and add details to support my position.
- ☐ I can use linking words to connect my opinion and reasons.
- ☐ I can write an ending to show closure.

Lesson/Activity:

Field Day Writing - How Can I Be A Good Sport? What are my least favorite events? Discuss why?

After Field Day is complete, students will write about "My Favorite/Least Favorite Part of Field Day."

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

SC: *I know I am successful when:*

- ☐ I can identify common prefixes and suffixes.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can read at the appropriate speed (not too fast or slow).
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 9 Week 1 Day 5
TE pages 172-175
Word Study Resource Book, p. 100-101
My Word Study, Volume 2, p. 31

Read HFWs: *able, behind,*

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

- create a line plot to represent data.
- use a line plot to ask and answer questions.

Lesson/Activity:

Lesson 15- Use measurement data to create a line plot.

Materials: ruler, unsharpened pencil, 1 inch grid paper

Fluency:

Choral Response-Subtract 10 or 100: Students say the difference to build fluency.

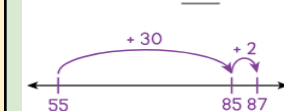
$$170 - 10 = 160$$

Repeat with the following:

$270 - 10 = 260$	$270 - 10 = 260$	$370 - 10 = 360$	$400 - 10 = 390$	$500 - 10 = 490$	$600 - 10 = 590$	$690 - 10 = 680$
$790 - 10 = 780$	$800 - 10 = 790$	$900 - 10 = 890$	$900 - 10 = 890$	$900 - 10 = 890$	$900 - 10 = 890$	$900 - 10 = 890$

Number Line Hop-Use a Strategy to Add or Subtract: Students model an addition or subtraction strategy on an open number line.

$$55 + 32 = 87$$



Repeat with the following:

$15 + 37 = 52$	$85 - 10 = 75$	$15 + 38 = 53$	$79 - 38 = 41$
$15 + 37 = 52$	$85 - 10 = 75$	$15 + 38 = 53$	$79 - 38 = 41$

Beep Counting by Fives or Tens: Students complete a

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

- ☐ I can describe what a life cycle means.
- ☐ I can research and describe the life cycle for a mammal and a bird.
- ☐ I can research and describe the life cycle for an amphibian and an insect.
- ☐ Given a common animal, I can determine the sequence of their life cycle.

Lesson/Activity:

Butterfly Life Cycle
PBS LearningMedia and Raising Monarch Butterflies

Unit 4 Week 3 Sta...

Students will review how butterflies change and grow throughout their life cycle in this interactive lesson from NATURE.

Students will continue to record changes as our butterflies grow.

Students will complete their diagram to demonstrate how an organism changes and grows.

Students should be able

Name: _____ Date: _____

Show What You Know About Capitalization and Punctuation

1. Write a text about one of these ideas:

- A cousin from another city is coming to visit.
- A student comes up with an idea for a new safety helmet.
- A teacher asks students to choose a place on a map for a group project.

2. Make sure to include each of these:

- at least three kinds of capitalized words
- at least one sentence with dialogue
- at least one noun that shows ownership
- at least two contractions

My mom's favorite cousin, Vinny, is coming to visit us for Christmas. He's driving all the way from Brooklyn, New York. I talked to him on the telephone. He said, "Get ready! We're going to have lots of fun."

Name: _____ Date: _____

Show What You Know About Capitalization and Punctuation

1. Write a text about one of these ideas:

- A cousin from another city is coming to visit.
- A student comes up with an idea for a new safety helmet.
- A teacher asks students to choose a place on a map for a group project.

2. Make sure to include each of these:

- at least three kinds of capitalized words
- at least one sentence with dialogue
- at least one noun that shows ownership
- at least two contractions

Name: _____ Date: _____

Now write the text about a skill from a special friend. Read Sam's text. Watch for changes she needs to make. Then answer the questions.

Coming Home

(1) My friend Tina moved to a nearby city last month. (2) We talk on the phone every time we have the chance. (3) I have really missed her. (4) She and I talked on the phone last week about her new Super Duper Helmet. (5) She said, "This helmet keeps me safe when I ride my bike." (6) She had a big surprise for me. (7) She's coming to visit. (8) She'll be here in May. (9) My family has been taking care of Tina's cat since she left. (10) Her dad is driving on the trip, so she can take the cat back to her new home. (11) Her cat's new toy will be in the car. (12) She said, "We'll be there before you know it." (13) I can hardly wait! (14) It'll be counting the days until she gets here.

Answer the following questions.

1. Which of these sentences from Sam's text has a contraction?

A. My friend Tina moved to a nearby city last month.
B. I have really missed her.
C. She's coming to visit.
D. My family has been taking care of Tina's cat since she left.

Students show what they know now about capitalization and punctuation of dialogue that they did not know at the beginning of the unit.

Revisit the pre-assessment and write additional knowledge on self-stick notes. You may give them the guiding questions from the beginning of the unit or the goals of the unit to add focus.

topic and focus of a paragraph.

□ I can recognize the author's purpose.

□ I can identify text features and their purposes.

□ I can use captions to help me understand pictures and words on a page.

□ I can write about what I have read.

Lesson/Activity:

ReadWorks:

Plants & Animals

Plant Attack

Plant Attack
(115 words)

Article-A-Day Set
Grade: 3
Lexiles: The articles in this set range from 600L to 860L



Skill(s): Author's Purpose/Text Importance & Captions/Cause & Effect Relationships

carefully, common, easy, fact, remember, sure, vowel, whole

Review and Assess Suffixes -y, -ly

- Read Accountable Text "Trading This for That" and/or "A Baker's Dozen"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

Cumulative Assessment

happy Spending time with my sister makes me **happy**.

lucky I was the **lucky** winner of the contest!

funny I love to read a **funny** book.

messy A **messy** room drives me crazy.

rainy I hope it isn't **rainy** when we go to pick apples.

slowly We **slowly** entered the dark room.

neatly We **neatly** folded the towels after they dried.

likely How **likely** are you to watch a scary movie?

quickly We **quickly** ran inside when it started to rain.

friendly We gave the **friendly** waitress a big tip.

number sequence.

30, 40, 50, 60

Repeat with the following:

80, 90, 100, <u>110</u>	75, 80, 85, <u>90</u>	90, 95, 100, <u>105</u>	100, 110, <u>120</u> , 130
120, <u>130</u> , 140, 150	105, 110, <u>115</u> , 120	130, <u>135</u> , 140, 145	

Launch:

Students reason about which length pencil they prefer to write with.

Learn:

Collect, Organize, and Plot Data-Students measure the length of their pencil and create a line plot.

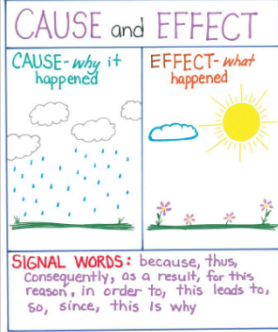
Pencil Lengths

to explain the process of metamorphosis and write about their experience in raising butterflies.

TEXT IMPORTANCE

- Why did the author write it?
- What am I learning about?
- What text answers those questions?
- What is most important?
- How does the author present different information?

BEWARE: Enjoy interesting or fun details, but don't let them distract you!



This set provides both challenge and boost articles to help you differentiate for your students.

Students who are interested in the topic read and comprehend at a higher level. So match challenge articles with your students' interests.

Gradual release to the Problem Set.

Land:

Debrief Objective-Use measurement data to create a line plot.

Students will complete and turn in ET 15 for a formative grade.