

# Carrie Waters' Week of: April 21-25, 2025 - Whole Group Lesson Plans

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

| <b>GRAMMAR</b><br>Language Review<br>Proper Nouns, Commas,<br>Apostrophes, Addresses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>READING</b><br>Unit 9 Week 3<br>Lessons 11-15<br>Making, Buying, & Seeing<br>Changes In Matter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>WRITING</b><br>Informational Writing<br>Unit 4 Week 4<br>Stability & Change in<br>Animals<br>Animal Research Projects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>PHONICS</b><br>Unit 9 Week 3<br>Silent Letters /n/ gn, kn<br>/r/ wr; /m/ mb<br>Making, Buying, & Selling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>MATH</b><br>Module 6<br>Topic B Lessons 6-8<br>Topic C Lessons 9-10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>SCIENCE</b><br>Unit 4 Week 5<br>Stability and Change in<br>Plants and Animals<br>Changes In Our Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Monday -</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Standard(s):<br><b>ELAGSE2L2a</b><br><b>ELAGSE2L2c</b><br><br>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.<br><br>SC: <i>I will know I am successful when:</i><br><input type="checkbox"/> I can identify words as holidays.<br><input type="checkbox"/> I can identify words as product names.<br><input type="checkbox"/> I can identify words as geographic names.<br><input type="checkbox"/> I can determine the purpose of a contraction.<br><input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. | Standard(s):<br><b>ELAGSE2RI6</b><br><br>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.<br><br>SC: <i>I will know I am successful when:</i><br><input type="checkbox"/> I can define the author's purpose.<br><input type="checkbox"/> I can identify the author's purpose based on what the author wants to answer, explain, or describe.<br><input type="checkbox"/> I can use the facts from the text to support what the author wanted to answer, explain, or describe.<br><br>Lesson/Activity:<br><b>Unit 9, Week 3,</b><br><b>Lesson 11, Pages 98-101.</b> | Standard(s):<br><b>ELAGSE2W7</b><br><br>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading multiple texts on the same topic.<br><br>SC: <i>I will know I am successful when...</i><br><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic.<br><input type="checkbox"/> I can ask myself questions about what I already know pertaining to a shared project.<br><input type="checkbox"/> I can generate my own ideas about a shared project.<br><input type="checkbox"/> I can share my ideas about a project. | Standard(s):<br><b>ELAGSE2RF3e</b><br><br>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.<br><br>SC: <i>I will know I am successful when:</i><br><input type="checkbox"/> I can use spelling patterns to recognize words.<br><br><u>Key Vocabulary:</u><br>word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent<br><br>Lesson/Activity:<br><b>Unit 9 Week 2 Day 1</b> | Standard(s):<br><b>2.NR.3.2</b><br><br>LT: We are learning how to create arrays to write an equation.<br><br>SC: <i>I will know I am successful when..</i><br>-I can create a rectangular array with given numbers.<br>-I can find the total number of objects arranged in a rectangular array.<br>-I can write an equation to express the total parts in the array (ex. 5+5+5+5=20)<br><br><b>Lesson 6: Decompose arrays into rows and columns and relate them to repeated addition.</b><br><br>Fluency:<br>Sort: Addition Within 20- Students sort expressions cards by total. | Standard(s):<br><b>S2E3a.</b><br><br>LT: We are learning about changes to the environment in my community.<br><br>SC: <i>I will know I am successful when I can . . .</i><br><input type="checkbox"/> I can define "environment" and "change."<br><input type="checkbox"/> I can describe ways weather, plants, animals, and humans can cause changes to their environments.<br><input type="checkbox"/> I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.<br><br>Lesson/Activity:<br><b>Review/Recap:</b><br><b>How Weather Can Change</b> |

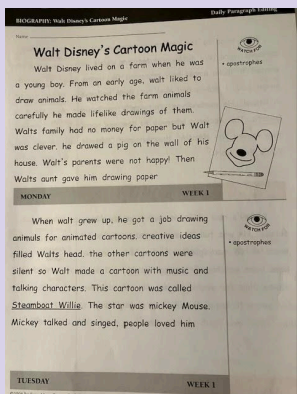
I can determine where an apostrophe is placed to form possessives.

### Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, apostrophe, titles

### Lesson/Activity:

Language Review  
Daily Paragraph Editing  
Biography: Walt Disney's  
Cartoon Magic Week 1  
Page 13



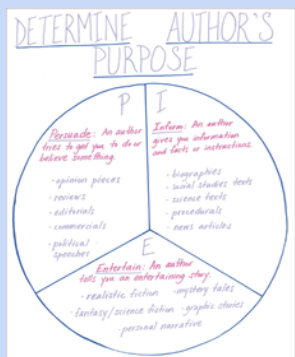
### Word Work Week 6....

LT: I can identify nouns, verbs, & adjectives and pronouns.

SC: I'll know I have it when I can:

- Explain that nouns name people, places, and things.

### Mentor Text: "Farmers' Market Fresh," pages 18–19



I can collaborate with others to develop new ideas about a shared project.

### Lesson/Activity:

Animal Life Cycles  
Research Project  
Unit 4 Week 4 Stabi...

-Each student will be given a specific animal to research and gather facts about.

- They will be given a book on the specific topic; EPIC! Can be used as an extra resource.

-Students will complete an informational writing on their designated animal answering questions  
-Students will create a presentation of their choice (poster or slides) to present with classmates.

### AnimalLifecycles-1.pptx - Google Slides

What is a Lifecycle?

- A lifecycle is the series of changes in life.
- All living things have a life cycle.
- All living things start out as young, grow older, and reproduce things that are exactly like them.
- The younger animals are typically similar to the parent, just smaller.
- The young slowly grow into adults.



### TE pages 192-195

Word Study Resource  
Book, p. 106  
My Word Study, Volume 2, p. 35

### Read HFWs:

among, building, circle,  
decided, finally, heavy,  
include, nothing, special,  
wheel.

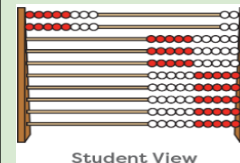
### Silent Letters

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

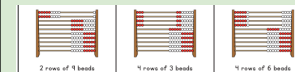
sign The baker put a **sign** in his store window.  
gnat The **gnat** flying around my face is driving me crazy.  
know What do you **know** about soccer?  
knock I heard a loud **knock** on the door.  
knife That **knife** isn't sharp enough to cut.  
write Do you like to **write** stories?  
wrong Unfortunately, that is the **wrong** answer.  
thumb I need a bandage for the cut on my **thumb**.  
comb I need to **comb** my hair again.  
climb Do you want to **climb** Mount Everest?

|     |     |     |     |      |      |      |      |
|-----|-----|-----|-----|------|------|------|------|
| 11  | 12  | 13  | 14  | 15   | 16   | 17   | 18   |
| 6+2 | 7+2 | 8+2 | 9+2 | 10+2 | 11+2 | 12+2 | 13+2 |

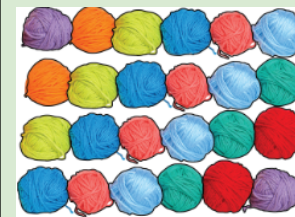
Whiteboard Exchange:  
Repeated Addition with the Rekenrek- Students represent an array shown on a rekenrek with a sentence, unit form, and a repeated addition equation.



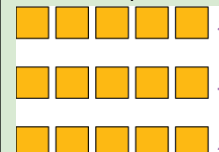
Repeat with the following:



Launch: Students represent an array in a variety of ways to view an array as a collection of rows and columns.



Learn: Decompose Arrays into Rows or Columns- Students decompose an array into rows or columns and write repeated addition equations.



### the Environment



### Mystery Science: What's Strong Enough to make a Canyon

Teachers & students will review how wind and water can change the land. Unit 8 BMK resources.

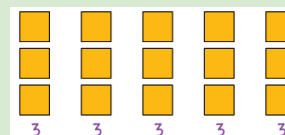
Students make hypotheses and investigate the causes of canyons.

### Activity:

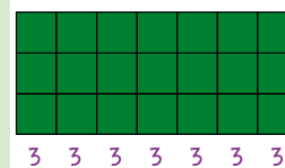
Cornmeal Canyons

Students create a model landform using cornmeal. Then they drip water over this "land" to observe how water can change its shape and to understand how, over long periods of time, canyons can be formed through a similar process.

- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.



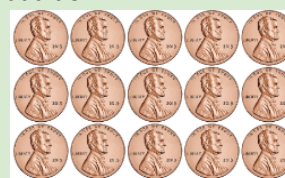
Arrays Without Gaps-  
Students describe an array as rows or column and write repeated addition equations to match.



Gradual release to the Problem Set.

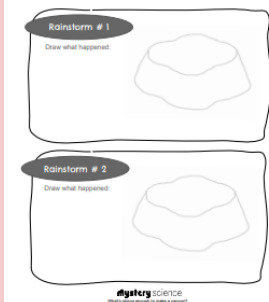
### Land:

Debrief Objective-  
Decompose arrays into rows and columns and relate them to repeated addition.

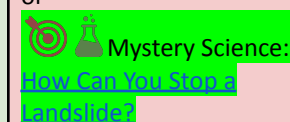


Students will complete and turn in ET 6 for a formative grade.

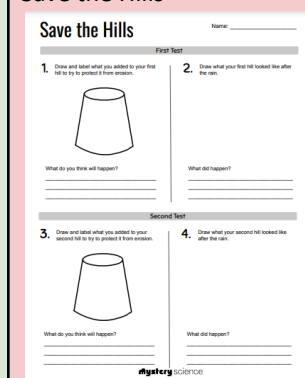
### How did water change your land?



or



### Activity #2 - Save the Hills



Tuesday -

Standard(s):  
ELAGSE2L2a

Standard(s):  
ELAGSE2L4

Standard(s):  
ELAGSE2W7

Standard(s):  
ELAGSE2RF3e

Standard(s):  
2.NR.3.2

Standard(s):  
S2E3a.

## ELAGSE2L2c

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.

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, titles

Lesson/Activity:

Language Review  
Daily Paragraph Editing  
Biography: Walt Disney's  
Cartoon Magic  
Week 1 Page 15

LT: am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase

SC: *I know I am successful when:*

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

Lesson/Activity:

Unit 9, Week 3,  
Lesson 12, Pages 102-105.

Mentor Text:

"Farmers' Market Fresh," pages 18–19



LT: I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading multiple texts on the same topic.

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

- ☐ I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic.
- ☐ I can ask myself questions about what I already know pertaining to a shared project.
- ☐ I can generate my own ideas about a shared project.
- ☐ I can share my ideas about a project.
- ☐ I can collaborate with others to develop new ideas about a shared project.

Lesson/Activity:

Animal Life Cycles  
Research Project  
☒ Unit 4 Week 4 Stabi...

-Each student will be given a specific animal to research and gather facts about.

LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.

SC: *I know I am successful when:*

- ☐ I can identify the short vowel sounds.
- ☐ I can identify the long vowel sounds.
- ☐ I can use spelling patterns to recognize words.

Lesson/Activity:

Unit 9 Week 3 Day 2  
TE pages 196-199

Word Study 107  
My Word Study, Volume 2, p. 36

Read & Write HFWs:

among, building, circle, decided, finally, heavy, include, nothing, special, wheel.

LT: We are learning how to create arrays to write an equation.

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

- I can create a rectangular array with given numbers.
- I can find the total number of objects arranged in a rectangular array.
- I can write an equation to express the total parts in the array (ex.  $5+5+5+5=20$ )

Lesson 7: Distinguish between rows and columns and use math drawings to represent arrays.

Materials: Prepare

"Subtraction Within 20" cards and "Take a Stand" Signs (in the TE).

Fluency: Flip-Subtraction Within 20: Students say a subtraction equation with a difference of 2 to 9.

$$12 - 7$$

$$12 - 7 = 5$$

Whiteboard Exchange:

Add Within 100- Students add two-digit numbers.

$$53 + 21 = 74$$

Repeat with the following:

LT: We are learning about changes to the environment in our community.

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

- ☐ I can define "environment" and "change."
- ☐ I can describe ways weather, plants, animals, and humans can cause changes to their environments.
- ☐ I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.

Lesson/Activity:

Mystery Science:  
Where Do Plants Grow?  
Rest?

Students are encouraged to think about what plants need and how habitats change over time.

Students investigate how different plants grow under very different conditions.

Activity:

Dandelion Hunt



**DISNEY: Walt Disney's Cartoon Magic** Daily Paragraph Editing

Wait liked to try new things, most cartoons were only a few minutes long. Wait wanted to make a two-hour animated film, some people said it was a bad idea but Walt believed in himself. He made Snow White and the Seven Dwarfs. The audience cheered at the end, as they loved the theater, they hummed "Whistle While You Work."

WEDNESDAY WEEK 1

Disney's new ideas changed animated films forever. He was full of energy and over the years made many popular cartoon films. People have been watching Peter Pan, Bambi, and other Disney films for years, people will watch them for years to come, they'll keep singing songs like When You Wish Upon a Star.

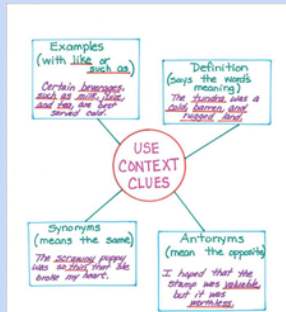
THURSDAY WEEK 1

## Word Work Week 6....

LT: I can identify nouns, verbs, & adjectives and pronouns.

SC: I'll know I have it when I can:

- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.



- They will be given a book on the specific topic; EPIC! Can be used as an extra resource.

-Students will complete an informational writing on their designated animal answering questions  
-Students will create a presentation of their choice (poster or slides) to present with classmates.

## Animal Lifecycles-1.pptx - Google Slides

**What is a Lifecycle?**

- A lifecycle is the series of changes in life.
- All living things have a life cycle.
- All living things start out as young, grow older, and reproduce things that are exactly like them.
- The younger animals are typically similar to the parent, just smaller.
- The young slowly grow into adults.

**Unit 4 Week 4**  
**Stability & Change in Animals**  
**Animal Research Projects**

**SCIENCE TAB-ITS**  
Interactive Fun Easy Prep

**Animals**

5 All about Snakes  
5 All about Frogs  
5 All about Butterflies  
5 All about Dinosaurs  
5 All about Mammals  
5 All about Amphibians

**sign** The baker put a **sign** in his store window.

**gnat** The **gnat** flying around my face is driving me crazy.

**know** What do you **know** about soccer?

**knock** I heard a loud **knock** on the door.

**knife** That **knife** isn't sharp enough to cut.

**write** Do you like to **write** stories?

**wrong** Unfortunately, that is the **wrong** answer.

**thumb** I need a bandage for the cut on my **thumb**.

**comb** I need to **comb** my hair again.

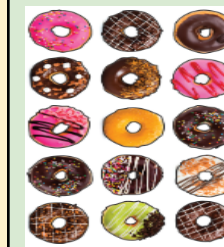
**climb** Do you want to **climb** Mount Everest?

**Silent Letters**

- Phonological Awareness: Substitute medial vowel sound
- Blend and Build Words
- Read Interactive Text "Start a Business"
- Spelling
- High-Frequency Words
- Share and Reflect

46 ÷ 52 = .88 23 ÷ 34 = .68 27 ÷ 61 = .44 88 ÷ 32 = .28 24 ÷ 76 = .32

**Launch: Students analyze an array and wonder about whether the orientation affects the total.**



**Learn: Use Either Rows or Columns as Units to Compare Arrays-Students reason about how the same array can be described differently.**

4 4 4

4 + 4 + 4 = 12

**Activity**

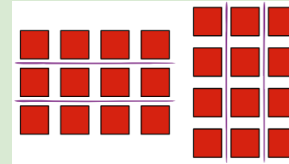
After you complete the lesson and activity, try this extension.

**Dandelion Hunt**

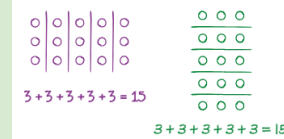
If you have a grassy lawn near you, you can go on a dandelion hunt! Find four areas on the lawn that are about the same size. Ideally you want:

- a sunny spot with plenty of water
- a shady spot with plenty of water
- a sunny spot with not much water
- a shady spot with not much water

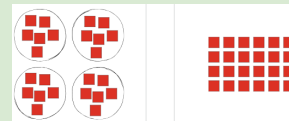
Assign a team to count the dandelion plants in each spot. Then analyze your results. Which area had the most dandelions? Which had the least? Discuss what might affect the success of dandelions in a particular area. For a math extension, make a bar graph displaying your data.



Draw Arrays to Show  
Addition or Subtraction of  
a Unit:





Identify Many Ways to  
Represent a Group:



Gradual release to the  
Problem Set.

Land:

Debrief Objective-  
Distinguish between rows  
and columns and use math  
drawings to represent  
arrays.

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <p>3. Draw 4 columns of 3.</p>  <p>4. Draw 4 rows of 3.</p>  <p><math>\frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} = \frac{12}{12}</math></p> <p>4 rows of 3 is equal to <u>12</u>.</p> <p>4 columns of 3 is equal to <u>12</u>.</p> <p>Students will complete and turn in Exit Ticket 7 for a formative grade.</p> |  |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Wednesday -

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Standard(s):</b><br/><b>ELAGSE2L2</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can recognize that a</li> </ul> | <p><b>Standard(s):</b><br/><b>ELAGSE2RI5</b></p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify text features and their purposes.</li> <li><input type="checkbox"/> I can use captions to help me understand pictures and words on a page.</li> <li><input type="checkbox"/> I can recognize that words in bold highlight key ideas and concepts.</li> </ul> | <p><b>Standard(s):</b><br/><b>ELAGSE2W7</b></p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading multiple texts on the same topic.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic.</li> <li><input type="checkbox"/> I can ask myself questions about what I</li> </ul> | <p><b>Standard(s):</b><br/><b>ELAGSE2RF3</b><br/><b>ELAGSE2RF4</b></p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. 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"> <li><input type="checkbox"/> I can use spelling patterns to recognize words.</li> </ul> | <p><b>Standard(s):</b><br/><b>2.NR.3.2</b></p> <p>LT: We are learning how to create arrays to write an equation.</p> <p>SC: <i>I will know I am successful when..</i></p> <ul style="list-style-type: none"> <li>-I can create a rectangular array with given numbers.</li> <li>-I can find the total number of objects arranged in a rectangular array.</li> <li>-I can write an equation to express the total parts in the array (ex. 5+5+5+5=20)</li> </ul> <p><b>Lesson 8: Use square tiles to create arrays with</b></p> | <p><b>Standard(s):</b><br/><b>S2E3a.</b></p> <p>LT: We are learning about changes to the environment in my community.</p> <p>SC: <i>I will know I am successful when I can . . .</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define “environment” and “change.”</li> <li><input type="checkbox"/> I can describe ways weather, plants, animals, and humans can cause changes to their environments.</li> <li><input type="checkbox"/> I can ask questions about how weather, plants, animals, and humans have changed the</li> </ul> |
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comma indicates a pause in text.

I can determine where the comma is placed in a greeting.

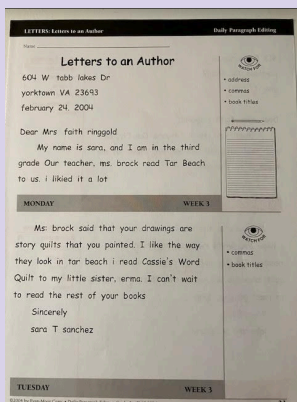
I can determine where the comma is placed in a closing.

#### Key Vocabulary:

geographic names, capitalization, holiday, product names, proper nouns, letters, punctuation, greetings, correspondence, body, closings, commas, capitalization

#### Lesson/Activity:

Swimming Writing or Daily Paragraph Editing Letters: Letters to an Author Week 3 Page 21



#### Word Work Week 6....

LT: I can identify nouns, verbs, & adjectives and

I can use text features to preview text and to locate information quickly

#### Lesson/Activity:

Unit 9, Week 3, Lesson 13, Pages 106-109.

#### Mentor Text:

"Farmers' Market Fresh," pages 18-19



| 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              |
| sidebars                   | give extra information that supports the text    |

already know pertaining to a shared project.

I can generate my own ideas about a shared project.

I can share my ideas about a project.

I can collaborate with others to develop new ideas about a shared project.

#### Lesson/Activity:

Animal Life Cycles Research Project

Unit 4 Week 4 Stabi...

-Each student will be given a specific animal to research and gather facts about.

- They will be given a book on the specific topic; EPIC! Can be used as an extra resource.

-Students will complete an informational writing on their designated animal answering questions  
-Students will create a presentation of their choice (poster or slides) to present with classmates.

AnimalLifecycles-1.pptx - Google Slides

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

I can reread to improve my reading.

#### Lesson/Activity:

Unit 9 Week 3 Day 3 TE pages 200-203

Word Study 108-109 My Word Study, Volume 2, p. 37

#### Practice HFWs:

among, building, circle, decided, finally, heavy, include, nothing, special, wheel.

|       |                                                            |
|-------|------------------------------------------------------------|
| sign  | The baker put a <b>sign</b> in his store window.           |
| gnat  | The <b>gnat</b> flying around my face is driving me crazy. |
| know  | What do you <b>know</b> about soccer?                      |
| knock | I heard a loud <b>knock</b> on the door.                   |
| knife | That <b>knife</b> isn't sharp enough to cut.               |
| write | Do you like to <b>write</b> stories?                       |
| wrong | Unfortunately, that is the <b>wrong</b> answer.            |
| thumb | I need a bandage for the cut on my <b>thumb</b> .          |
| comb  | I need to <b>comb</b> my hair again.                       |
| climb | Do you want to <b>climb</b> Mount Everest?                 |

#### Silent Letters

- Read Accountable Text "Our Class Knows!"
- Spelling
- High-Frequency Words
- Share and Reflect

gaps.

#### Materials:

"Subtraction Within 20" cards, sticky notes, 1 inch tiles, ruler

#### Fluency:

Sort-Subtraction Within 20- Students sort expressions cards by difference.



#### Whiteboard Exchange:

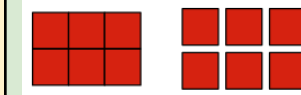
Add Within 100- Students add two-digit numbers.

$$63 + 31 = 94$$

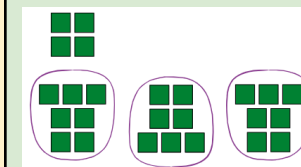
#### Repeat with the following:

$$42 + 56 = 98 \quad 33 + 49 = 82 \quad 28 + 63 = 91 \quad 47 + 43 = 90 \quad 39 + 66 = 105$$

Launch: Students determine that gaps between objects in an array do not change the total of the array.



Learn: Compose Arrays to Match a Context- Students compose arrays to match a context.



Decompose the Same

environment in our community.

#### Lesson/Activity:

Mystery Science: Plants Needs & Habitats

Students investigate how different plants grow best under very different conditions, ranging from deserts to tropical rainforests.

#### Activity -

Grass Heads

Students will learn the importance of sunlight to plants, which is collected by their leaves.

Students make predictions about the direction that the grass will grow based on the orientation (standing up or lying down) that they place the Grass Head.

Grass Head

My name: \_\_\_\_\_  
My grass head's name: \_\_\_\_\_

Setup

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

This is my set-up:

Results

See this other grass growth:

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

This is what happened:

Here's something that turned out as I predicted:

Here's something that surprised me:

My teacher's name: \_\_\_\_\_



pronouns.

*SC: I'll know I have it when I can:*

- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the naming part (subject) and action part (predicate) of a sentence.
- ☐ Explain that pronouns take the place of nouns.

#### + What is a Lifecycle?

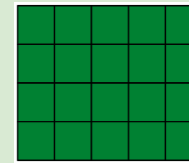
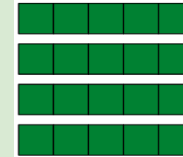
- A lifecycle is the series of changes in life.
- All living things have a life cycle.
- All living things start out as young, grow older, and reproduce things that are exactly like them.
- The younger animals are typically similar to the parent, just smaller.
- The young slowly grow into adults.

#### Unit 4 Week 4 Stability & Change in Animals

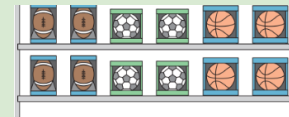
##### Animal Research Projects



aRray into Groups of Rows or Columns: Students decompose an array into groups of rows or columns with no gaps between the tiles.



Develop Contexts to Match Arrays- Students construct scenarios to match a given array.



Gradual release to the Problem Set.

Land:

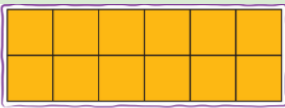
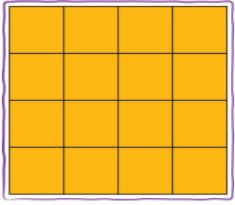
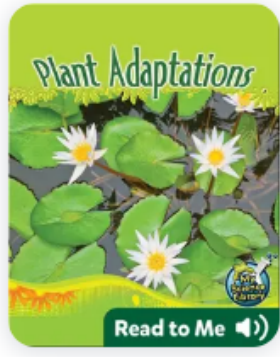
Debrief Objective: Use square tiles to create arrays with gaps.



Discuss art by Paul Klee. Students will complete

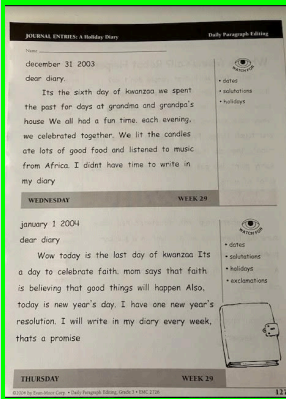
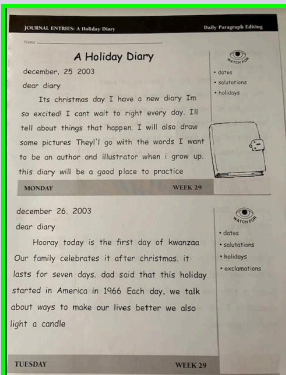
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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | and turn in Topic Ticket B for a summative grade.                                                                                                                                                                                                                                                                                                                                                                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| <b>Thursday -</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                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         |
| <p><b>Standard(s):</b><br/><b>ELAGSE2L2</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify words as holidays.</li> <li><input type="checkbox"/> I can identify words as product names.</li> <li><input type="checkbox"/> I can identify words as geographic names.</li> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> <li><input type="checkbox"/> I can determine where the comma is placed in a greeting.</li> <li><input type="checkbox"/> I can determine where the comma is placed in a closing.</li> </ul> <p><u>Key Vocabulary:</u><br/>geographic names, capitalization, holiday, product names, proper nouns, letters,</p> | <p><b>Standard(s):</b><br/><b>ELAGSE2RL10</b><br/><b>ELAGSE2RL4</b></p> <p>LT: I am learning to read stories and poems (on and above grade level) with help from the teacher if needed. I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.</p> <p>SC: <i>I will know I am successful when .....</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can choose books to read on my own.</li> <li><input type="checkbox"/> I can use all that I know to read a poem on my own.</li> <li><input type="checkbox"/> I can participate in group reading activities (e.g., Read-alouds, Reader's Theater).</li> <li><input type="checkbox"/> I can show what I know about reading a text by helping my reading partner.</li> <li><input type="checkbox"/> I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.</li> </ul> | <p><b>Standard(s):</b><br/><b>ELAGSE2W7</b></p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading multiple texts on the same topic.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic.</li> <li><input type="checkbox"/> I can ask myself questions about what I already know pertaining to a shared project.</li> <li><input type="checkbox"/> I can generate my own ideas about a shared project.</li> <li><input type="checkbox"/> I can share my ideas about a project.</li> <li><input type="checkbox"/> I can collaborate with others to develop new ideas about a shared project.</li> </ul> <p><b>Lesson/Activity:</b></p> | <p><b>Standard(s):</b><br/><b>ELAGSE2RF3</b><br/><b>ELAGSE2RF4</b></p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. 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"> <li><input type="checkbox"/> I can use spelling patterns to recognize words.</li> <li><input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</li> <li><input type="checkbox"/> I can reread to improve my reading.</li> </ul> <p><b>Lesson/Activity:</b><br/><b>Unit 9 Week 3 Day 4</b><br/><b>TE pages 204-205</b><br/>Word Study 108-109<br/>My Word Study, Volume 2, p. 37</p> <p><b>Read HFWs:</b><br/><b>among, building, circle,</b></p> | <p><b>Standard(s):</b><br/><b>2.NR.3.2</b></p> <p>LT: We are learning how to create arrays to write an equation.</p> <p>SC: <i>I will know I am successful when..</i></p> <ul style="list-style-type: none"> <li>-I can create a rectangular array with given numbers.</li> <li>-I can find the total number of objects arranged in a rectangular array.</li> <li>-I can write an equation to express the total parts in the array (ex. 5+5+5+5=20)</li> </ul> <p><b>Lesson 9: Determine the attributes of a square array.</b></p> <p><b>Materials:</b> 1 inch tiles</p> <p><b>Fluency:</b><br/>Whisper-Shout Counting by Twos: Students count by twos with an emphasis on multiples of 4.</p> <p>Tap, Tap, Clap Threes: Students count with an emphasis on multiples of 3.</p> | <p><b>Standard(s):</b><br/><b>S2E3a.</b></p> <p>LT: We are learning about changes to the environment in my community.</p> <p>SC: <i>I will know I am successful when I can . . .</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define "environment" and "change."</li> <li><input type="checkbox"/> I can describe ways weather, plants, animals, and humans can cause changes to their environments.</li> <li><input type="checkbox"/> I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.</li> </ul> <p><b>Lesson/Activity:</b><br/><b>How Plants Change the Environment</b></p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                                                 |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                       |
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| <p>when I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain that nouns name people, places, and things.</li> <li><input type="checkbox"/> Explain that verbs are action words.</li> <li><input type="checkbox"/> Explain that adjectives describe nouns.</li> <li><input type="checkbox"/> Identify the naming part (subject) and action part (predicate) of a sentence.</li> <li><input type="checkbox"/> Explain that pronouns take the place of nouns.</li> </ul> |                                                                                                                                                                                                     |                                                                                                                                                                                                                 |                                                                                                                                                                                                             | <div data-bbox="1388 144 1671 250">  </div> <p>Compose Square Arrays-<br/>Students compose square arrays and write a repeated addition equation.</p> <div data-bbox="1388 427 1621 630">  </div> <p><math>5 + 5 + 5 + 5 + 5 = 25</math><br/>Gradual release to the Problem Set.</p> <p>Land:<br/>Debrief Objective-<br/>Determine the attributes of a square array.</p> <p>Students will complete and turn in Exit Ticket 9 for a formative grade.</p> | <div data-bbox="1707 123 1984 477">  </div>                        |
| <b>Friday -</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                                                 |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                       |
| <p>Standard(s):<br/><b>ELAGSE2L2</b></p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings</p>                                                                                                                                                                                                                                                                                | <p>Standard(s):<br/><b>ELAGSE2SL1</b></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>Standard(s):<br/><b>ELAGSE2W7</b></p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading multiple texts on the same</p> | <p>Standard(s):<br/><b>ELAGSE2RF4</b></p> <p>LT: I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to read on-level text orally with accuracy, appropriate</p> | <p>Standard(s):<br/><b>2.NR.3.2</b></p> <p>LT: We are learning how to create arrays to write an equation.</p> <p>SC: <i>I will know I am successful when..</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Standard(s):<br/><b>S2E3a.</b></p> <p>LT: We are learning about changes to the environment in my community.</p> <p>SC: <i>I will know I am</i></p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                           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| <p>and closings of a letter when writing.</p> <p><i>SC: I know I am successful when:</i></p> <ul style="list-style-type: none"> <li>❑ I can identify words as holidays.</li> <li>❑ I can identify words as product names.</li> <li>❑ I can identify words as geographic names.</li> <li>❑ I can recognize that a comma indicates a pause in text.</li> <li>❑ I can determine where the comma is placed in a greeting.</li> <li>❑ I can determine where the comma is placed in a closing.</li> </ul> <p><u>Key Vocabulary:</u><br/>geographic names, capitalization, holiday, product names, proper nouns, letters, punctuation, greetings, correspondence, body, closings, commas, capitalization</p> <p><b>Lesson/Activity:</b><br/><b>Daily Paragraph Editing</b><br/><b>Journal Entries: A Holiday Diary Week 29</b><br/><b>Pages 125 &amp; 127</b></p> | <p><i>SC: I know I am successful when:</i></p> <ul style="list-style-type: none"> <li>❑ 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.).</li> <li>❑ I can build on others' ideas by linking their comments to others or my own ideas.</li> <li>❑ I can ask for clarification and further explanation if I'm confused.</li> <li>❑ I can maintain a focus on a particular topic or text.</li> <li>❑ I can state ideas or opinions about a real-world question clarifies ideas or opinions by restating them or asking questions about them.</li> </ul> <p>I can support my ideas or opinions with details from texts or personal experience</p> <p><b>Lesson/Activity:</b><br/><b>Unit 9 Assessment Lesson 15</b><br/><b>Unit Wrap-Up: Real-World Perspectives</b><br/><b>TE pages 114-117</b></p> | <p>topic.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>❑ I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic.</li> <li>❑ I can ask myself questions about what I already know pertaining to a shared project.</li> <li>❑ I can generate my own ideas about a shared project.</li> <li>❑ I can share my ideas about a project.</li> <li>❑ I can collaborate with others to develop new ideas about a shared project.</li> </ul> <p><b>Lesson/Activity:</b><br/><b>Animal Life Cycles Research Project</b><br/><b>Unit 4 Week 4 Stabi...</b></p> <p>-Each student will be given a specific animal to research and gather facts about.</p> <p>- They will be given a book on the specific topic; EPIC! Can be used as an extra resource.</p> <p>-Students will complete an informational writing on their designated animal answering questions</p> <p>-Students will create a</p> | <p>speed, and expression.</p> <p><i>SC: I know I am successful when:</i></p> <ul style="list-style-type: none"> <li>❑ I can read words containing irregular vowel patterns.</li> <li>❑ I can spell words containing irregular vowel patterns.</li> <li>❑ I can reread to improve my reading.</li> </ul> <p><b>Lesson/Activity:</b><br/><b>Unit 9 Week 3 Day 5</b><br/><b>TE pages 206-207</b><br/>Word Study 108-109<br/>My Word Study, Volume 2, p. 37</p> <p><b>Read HFWs:</b><br/><b>among, building, circle, decided, finally, heavy, include, nothing, special, wheel.</b></p> <p><b>Review and Assess Silent Letters</b></p> <ul style="list-style-type: none"> <li>• Read Accountable Text "Our Class Knows!" and/or "Picture III!"</li> <li>• Blend and Build Words</li> <li>• Review Multisyllabic Words</li> <li>• Spelling and Dictation</li> <li>• High-Frequency Words</li> </ul> <p>• Cumulative Assessment</p> | <p>-I can create a rectangular array with given numbers.</p> <p>-I can find the total number of objects arranged in a rectangular array.</p> <p>-I can write an equation to express the total parts in the array (ex. 5+5+5+5=20)</p> <p><b>Lesson 10: Use math drawings to compose a rectangle.</b></p> <p><b>Materials:</b> blank paper and 1 inch tiles.</p> <p><b>Fluency:</b><br/>Whisper-Shout Counting by Twos- Students count by twos with an emphasis on multiples of 4.</p> <p>Repeat with the following:</p> <p>Tap, Tap, Clap Threes: Students count with an emphasis on multiples of 3.</p> <p><b>Whiteboard Exchange:</b><br/>Arrays- Students determine the number of rows and columns in an array, then represent the array with a sentence, unit form, and two repeated addition equations.</p> | <p><i>successful when I can . . .</i></p> <ul style="list-style-type: none"> <li>❑ I can define "environment" and "change."</li> <li>❑ I can describe ways weather, plants, animals, and humans can cause changes to their environments.</li> <li>❑ I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.</li> </ul> <p><b>Lesson/Activity:</b><br/><b>Invasive Species</b></p> <p>Students will explore how invasive species of plants and animals cause changes to the environment and the positive and negative consequences of those modifications.</p> <p><b>Plants:</b><br/>Students investigate how different plants grow under very different conditions, ranging from deserts to tropical rainforests.</p>  <p><b>Activity - Invasive Species "Wanted"</b></p> <p><b>Invasive Plants:</b><br/>Students do research on an invasive species of their choice and create a wanted poster that includes facts about the species and what they would be "wanted" for.</p>  <p>Students will research an</p> |
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## Word Work Week 6....

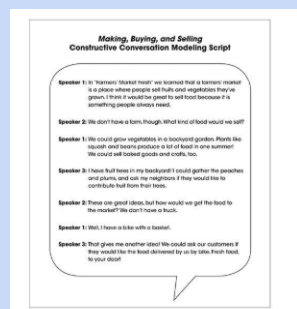
LT: I can identify nouns, verbs, & adjectives and pronouns.

SC: I'll know I have it when I can:

- ☐ Explain that nouns name people, places, and things.
- ☐ Explain that verbs are action words.
- ☐ Explain that adjectives describe nouns.
- ☐ Identify the



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



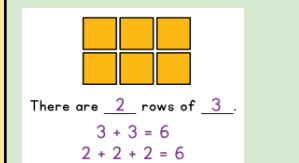
presentation of their choice (poster or slides) to present with classmates.

## AnimalLifecycles-1.pptx - Google Slides

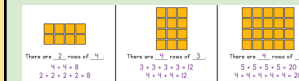
- What is a Lifecycle?
- A lifecycle is the series of changes in life.
- All living things have a life cycle.
- All living things start out as young, grow older, and reproduce things that are exactly like them.
- The younger animals are typically similar to the parent, just smaller.
- The young slowly grow into adults.



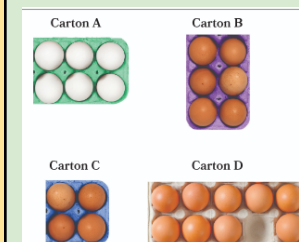
- sign** The baker put a **sign** in his store window.
- gnat** The **gnat** flying around my face is driving me crazy.
- know** What do you **know** about soccer?
- knock** I heard a loud **knock** on the door.
- knife** That **knife** isn't sharp enough to cut.
- write** Do you like to **write** stories?
- wrong** Unfortunately, that is the **wrong** answer.
- thumb** I need a bandage for the cut on my **thumb**.
- comb** I need to **comb** my hair again.
- climb** Do you want to **climb** Mount Everest?



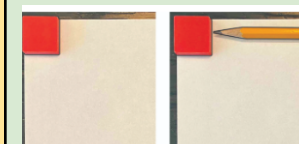
Repeat with the following:



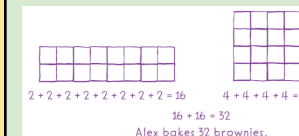
Launch: Students analyze a variety of arrays and look for similarities and differences.



Learn: Draw Square and Rectangular Arrays- Students draw arrays by reasoning about the structure of an array as a collection of same-size squares arranged in rows and columns.



Use Arrays to Solve Problems- Students draw arrays and write repeated addition equations.



invasive species of their choice and create a wanted poster that includes facts about the species and what they would be "wanted" for.

## Key Vocabulary:

- Environment
- Change
- Habitat
- Animal
- Plant
- Weather
- Drought
- Erosion
- Flood
- Lightning

|                                                                                                                                                        |  |  |  |                                                                                                                                                                                                          |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>naming part (subject) and action part (predicate) of a sentence.</p> <p><input type="checkbox"/> Explain that pronouns take the place of nouns.</p> |  |  |  | <p>Gradual release to the Problem Set.</p> <p>Land:<br/>Debrief Objective- Use math drawings to compose a rectangle.</p> <p>Students will complete and turn in Exit Ticket 10 for a formative grade.</p> |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|