

# Carrie Waters' Week of: April 28 - May 02, 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> Review - Unit 4 Week 5 Lessons 22-25 Pronouns, Adjectives, & Adverbs Transfer/Shared Writing Word Work Week 7 Nouns, Verbs, Adjectives, Adverbs, & Pronouns	<b>READING</b> Unit 10 Week 1 Lessons 1-5 Changing Matter	<b>WRITING</b> Informational Writing Unit 4 Weeks 4-5 Stability & Change in Animals Animal Research Projects	<b>PHONICS</b> Unit 10 Week 1 Possessives Singular & Plural Changing Matter	<b>MATH</b> Module 6 Topic C, Lessons 11-13 Topic D, Lessons 14-15 Rectangular Arrays The Meaning of Even and Odd Numbers	<b>SCIENCE</b> Unit 4 Week 6 Stability and Change in Plants and Animals Changes In Our Environment
<b>Monday -</b>					
<b>Standard(s):</b> <b>ELAGSE2L1e</b>  LT: I am learning to use adjectives and adverbs correctly when speaking or writing.  SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can distinguish between an adjective and an adverb. <input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.  <b>Lesson/Activity:</b> Week 5 Transfer Day 22 Explore: Shared Writing; Rework A Fill-In-The Blank	<b>Standard(s):</b> <b>ELAGSE2RI1</b>  LT: I am learning to ask and answer questions to show understanding of key details in the text.  SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can list (generate) questions before, during, and after reading. <input type="checkbox"/> I can ask and answer questions to understand key details. <input type="checkbox"/> I can ask and answer questions to understand the main ideas.  <b>Lesson/Activity:</b> Unit 10, Week 1, Lesson 1 - Pgs. 58-61  <a href="#">Video &amp; Mentor Text: Changing Matter</a> , pages 4-5	<b>Standard(s):</b> <b>ELAGSE2W7</b>  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>I know I am successful when...</i> <input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic. <input type="checkbox"/> I can ask myself questions about what I already know pertaining to a shared project. <input type="checkbox"/> I can generate my own ideas about a shared project. <input type="checkbox"/> I can share my ideas	<b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2L2cd</b>  LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives. I am learning to use the spelling patterns I know to write words. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.  SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify how apostrophes are used in contractions and possessives through literature. <input type="checkbox"/> I can determine where	<b>Standard(s):</b> <b>2.NR.3.2</b>  LT: We are learning how to create arrays to write an equation.  SC: <i>I will know I am successful when..</i> -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)  <b>Lesson 11: Decompose an array to find the total efficiently.</b> <b>Materials:</b> Numeral Cards, Hidden Addends Mat, 1 inch tiles, ruler  <b>Fluency:</b> Whisper-Shout	<b>Standard(s):</b> <b>S2E3a.</b>  LT: We are learning about changes to the environment in my community.  SC: <i>I will know I am successful when I can...</i> <input type="checkbox"/> I can define "environment" and "change." <input type="checkbox"/> I can describe ways weather, plants, animals, and humans can cause changes to their environments. <input type="checkbox"/> I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.  <b>Lesson/Activity:</b> Living Things Change the

## Explore Shared Writing: Rework a Fill-in-the

Review the previous day's Fill-in-the \_\_\_, notice its shortcomings, then redo it with some stronger adjectives and adverbs.



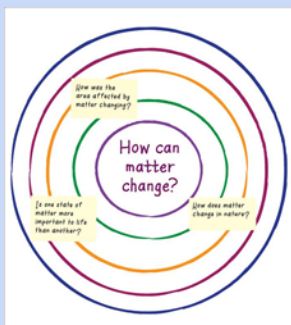
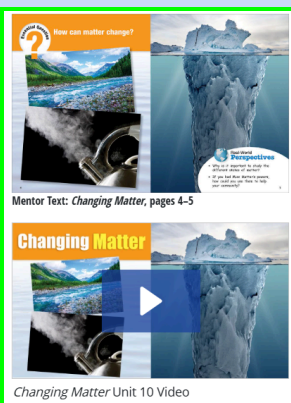
## Lesson/Activity: Parts of Speech District MAP Review Word Work Week 7.pptx Google Slides

## Word Work Week 7

Color Code Parts of Speech

### Learning Target

- I can identify nouns, verbs, adjectives, pronouns, & adverbs.
- I'll know I have it when I can:
1. Explain that nouns name people, places, and things.
  2. Explain that verbs are action words.
  3. Explain that adjectives describe nouns.
  4. Explain that pronouns take the place of nouns.
  5. Explain that adverbs describe verbs.



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

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



an apostrophe is placed to form possessives.

- I can use spelling patterns to recognize words.

## Key Vocabulary:

apostrophe, possessives, spelling patterns, spelling rules, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns

## Lesson/Activity:

### Unit 10 Week 1 Day 1 TE pages 212-215

Word Study Resource Book, p. 110  
My Word Study, Volume 2, p. 38

## Read HFWS:

**Brought, contain, front, gave, inches, material, noun, ocean, strong, verb**

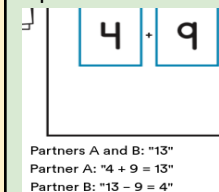
### Possessives

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

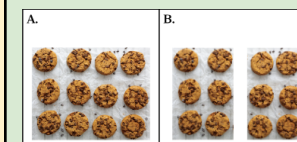
Counting by Twos:

Students count by twos with an emphasis on multiples of 4.

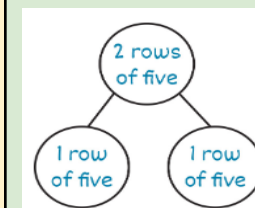
Hidden Addends: Students find the total and say an addition equation or related subtraction equation.



Launch: Students determine that a decomposed array is equal to its total.



Learn: Decompose an Array by Rows- Students decompose the rows of an array into equal parts to find the total efficiently.

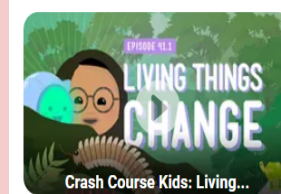


Decompose an Array by Columns: Students decompose the columns of an array into equal parts to find the total efficiently.

## Environment

### Key Vocabulary:

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



In this informative video, the narrator explores how animals, just like plants, are capable of altering their surroundings.

The video starts by highlighting the fact that animals interact with their environment by consuming plants in their vicinity.



**cat's** The **cat's** food is in the little red bowl.

**Mom's** Mom's plants must be watered once a week.

**house's** Smoke came out of the **house's** chimney.

**sun's** The **sun's** rays beat down on us at the beach.

**tree's** That **tree's** leaves will change color in the fall.

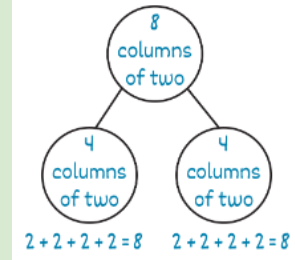
**boys'** The **boys'** uniforms have the team logo on them.

**doctors'** All the **doctors'** offices are closed for the holiday.

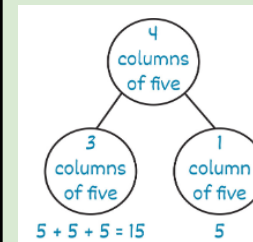
**dogs'** We hang all of our **dogs'** leashes near the door.

**classes'** All the **classes'** teachers came in early today.

**children's** The **children's** clothes are in the back of the store.



Decompose an Array into Groups That Are Not Equal: Students compare the efficiency of decomposing an array into equal groups versus decomposing an array into two equal groups that are not equal.



Gradual release to the Problem Set.

Land:  
Debrief Objective-  
Decompose an array to find the total efficiently.

Students will complete and turn in Exit Ticket 11 for a formative grade.

The video further elaborates on animals shaping their environment through home-building activities. This behavior underscores how animals actively participate in shaping their habitats.

**Activity:**  
***Favorite Places In Nature or Explore A Nature Walk***



Students share observations of their favorite places in nature, from a pond in the park to the clouds seen from a fire escape.

Students will model science process skills, such as observing and recording data, and also show that you don't need to look very far to find nature!

Potential positive and negative consequences of animals altering their surroundings:

**PositiveConsequences -**

- Positive Consequences:
- Ecosystem Diversity:** By modifying their environment, animals contribute to the diversity of ecosystems. This diversity can support a wide range of species and enhance overall ecosystem resilience.
  - Habitat Creation:** Animals like beavers create habitats that can benefit other species by providing shelter and resources.
  - Seed Dispersal:** Some animals play a crucial role in seed dispersal, which helps in the regeneration of plant species and promotes biodiversity.

**Negative Consequences -**

					<p>Negative Consequences:</p> <ol style="list-style-type: none"> <li>1. <b>Habitat Destruction:</b> Excessive alteration by animals can lead to habitat destruction, potentially threatening the survival of certain plant and animal species.</li> <li>2. <b>Erosion:</b> Activities like digging and tree-cutting by animals can contribute to soil erosion, impacting the stability of ecosystems.</li> <li>3. <b>Competition and Predation:</b> Certain alterations made by animals can lead to increased competition for resources or changes in predator-prey dynamics, affecting the balance of ecosystems.</li> </ol> <p><b>Examples: Animals</b>  Ants, Termites, Birds,  Worms, &amp; Beavers are just a few.</p> <ul style="list-style-type: none"> <li>• Habitat Creation, Deforestation, Pollution, Urbanization, Climate Change, Water Flow, Overfishing, Seed Dispersal, Soil Composition &amp; Decomposition, &amp; Plant Interactions.</li> </ul>
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## Tuesday -

<p><b>Standard(s):</b> <b>ELAGSE2L1e</b></p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can distinguish between an adjective and an adverb.</li> <li><input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RI1</b></p> <p>LT: I am learning to ask and answer questions to show understanding of key details in the text.</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 list (generate) questions before, during, and after reading.</li> <li><input type="checkbox"/> I can ask and answer questions to understand key details.</li> </ul>	<p><b>Standard(s):</b> <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,</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3, RF4</b> <b>ELAGSE2L1</b> <b>ELAGSE2L2cd</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>I am learning to use the spelling patterns I know to write words.</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><b>Standard(s):</b> <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> </ul>	<p><b>Standard(s):</b> <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</li> </ul>
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be modified (noun or verb) when speaking or writing.

### Lesson/Activity:

Week 5 Transfer Day 23  
Explore: Shared Writing:  
Create a Tool for Revising  
Adjectives & Adverbs

### Explore

### Shared Writing: Create a Tool for Revising Adjectives and Adverbs

Create a chart,  
checklist, mnemonic  
device, or other tool  
that helps with  
revising writing with  
adjectives and  
adverbs.

#### A.R.E. You Using the Best Word?

- Add adjectives and adverbs to describe
- Replace adjectives and adverbs that are incorrect or unclear
- Erase adjectives and adverbs that are not needed.

A Closer Look at R in Replace:

- Does the adjective or adverb tell EXACTLY what you mean?
- Is the adjective or adverb unclear or confusing?
- Does the adjective or adverb give enough information?
- Do you use the adjective or adverb all the time? Can you think of a different word?

### Lesson/Activity:

Parts of Speech District  
MAP Review  
Word Work Week 7.pptx  
Google Slides

I can ask and answer questions to understand the main ideas.

### Lesson/Activity:

Unit 10, Week 1,  
Lesson 2 - Pgs. 62-65

Mentor Text: "Matter Changes Size and Shape," pages 6-7



### ASK QUESTIONS

WHEN?	WHY?
BEFORE READING	<ul style="list-style-type: none"><li>To set a purpose for my reading</li><li>To make inferences about what I will read</li><li>To activate my prior knowledge</li></ul>
DURING READING	<ul style="list-style-type: none"><li>To clarify my understanding</li><li>To think more deeply about the topic</li></ul>
AFTER READING	<ul style="list-style-type: none"><li>To review what I have learned</li><li>To identify other questions I might have on the topic</li></ul>

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.  
- 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 am learning to use collective nouns correctly when speaking or writing.

SC: I know I am successful when...

I can identify how apostrophes are used in contractions and possessives through literature.  
I can determine where an apostrophe is placed to form possessives.  
I can use spelling patterns to recognize words.  
I can distinguish between different kinds of nouns (common/proper, singular/plural).  
I can apply letter-sound knowledge to decode words.

### Lesson/Activity:

Unit 10 Week 1 Day 2  
TE pages 216-219

Word Study Resource  
Book, p. 112-113  
My Word Study, Volume 2, p. 40

Read HFWs:  
brought, contain, front,  
gave, inches, material,  
noun, ocean, strong, verb.

-I can write an equation to express the total parts in the array (ex.  $5+5+5+5=20$ )

### Lesson 12: Reason about how equal arrays can be composed differently.

Materials: Arrays (digital download) scissors, Numeral Cards, Hidden Addends Math, 1 inch tiles

Fluency: Tap, Tap, Clap Threes- Students count with an emphasis on multiples of 3.

Hidden Addends: Students find the total and say an addition equation or related subtraction equation.

Launch: Students reason about the relationship between 4 rows of 4 and 2 rows of 8.



Learn: Decompose an Array Two Different Ways- Students partition two same-size arrays into rows and columns and reason about how the total is affected.  
Cut & discuss rectangle A:

changes to their environments.

I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.

### Lesson/Activity:

How Animals Change the Environment

### Key Vocabulary:

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

[Crash Course: Big Changes In the Big Forest](#)

#### CHANGES TO OUR ENVIRONMENT: ANIMALS

Animals are very powerful things! They can change wildlife or habitats for many years. Do you already know some ways?

**Positive**

Animals can really help our environment. Earthworms aerate (pore) the soil so that the roots of plants can get better oxygen. Bees, bunnies, and other animals help with pollination. Bees make honey for food. Rats help us with bug and pest control by eating them up. Also, animal droppings help soil to be better and healthier for plants. Goats, bunnies, rats, and locusts are known for helping the environment.



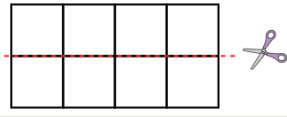
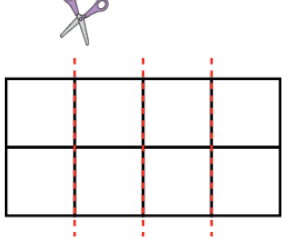
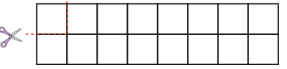
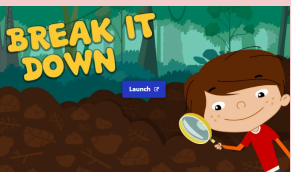
**Negative**

Some animals are very harmful. Locusts are always on the move and can quickly strip whole fields of growing plants. Goats can have huge effects on habitats if left alone. They eat and eat! They love little plants and trees, turning whole woodlands into nothing but grass. Many kinds of bark beetles are known to attack and kill live trees! Whole forests can be destroyed by bark beetle numbers get out of control. The bugs can also bring disease, like the American elm bark beetle. Rats also bring disease, and high rat population can cause food losses because they eat and ruin the small amount of food countries have.

#### ANIMALS GLOSSARY

**Locust:** Insects that bring up into population (noun) the total number of something in a town, area, or country.

### Activity:

<div data-bbox="111 110 405 277"> <h3>Word Work Week 7</h3> <p>Color Code Parts of Speech</p> </div> <div data-bbox="111 285 405 456"> <h4>Learning Target</h4> <p>I can identify nouns, verbs, adjectives, pronouns, &amp; adverbs.</p> <p>I'll know I have it when I can:</p> <ol style="list-style-type: none"> <li>1. Explain that nouns name people, places, and things.</li> <li>2. Explain that verbs are action words.</li> <li>3. Explain that adjectives describe nouns.</li> <li>4. Explain that pronouns take the place of nouns.</li> <li>5. Explain that adverbs describe verbs.</li> </ol> </div>		<div data-bbox="749 110 1035 329"> <h4>+ What is a Lifecycle?</h4> <ul style="list-style-type: none"> <li>• A lifecycle is the series of changes in life.</li> <li>• All living things have a life cycle.</li> <li>• All living things start out as young, grow older, and reproduce things that are exactly like them.</li> <li>• The younger animals are typically similar to the parent, just smaller.</li> <li>• The young slowly grow into adults.</li> </ul> </div> <div data-bbox="749 337 1035 500"> <h4>Unit 4 Week 4</h4> <h5>Stability &amp; Change in Animals</h5> <p>Animal Research Projects</p>  </div> <div data-bbox="749 508 1035 751"> <h3>Science TAB-ITS</h3> <p>Interactive Fun Easy Prep</p> <h2>Animals</h2>  </div>	<div data-bbox="1068 110 1354 362"> <h4>Possessives</h4> <ul style="list-style-type: none"> <li>• Phonological Awareness: Substitute medial vowel sounds</li> <li>• Blend and Build Words</li> <li>• Read Interactive Text "Lemonade"</li> <li>• Spelling</li> <li>• High-Frequency Words</li> <li>• Share and Reflect</li> </ul> </div> <div data-bbox="1068 378 1354 833"> <p><b>cat's</b> The <b>cat's</b> food is in the little red bowl.</p> <p><b>Mom's</b> Mom's plants must be watered once a week.</p> <p><b>house's</b> Smoke came out of the <b>house's</b> chimney.</p> <p><b>sun's</b> The <b>sun's</b> rays beat down on us at the beach.</p> <p><b>tree's</b> That <b>tree's</b> leaves will change color in the fall.</p> <p><b>boys'</b> The <b>boys'</b> uniforms have the team logo on them.</p> <p><b>doctors'</b> All the <b>doctors'</b> offices are closed for the holiday.</p> <p><b>dogs'</b> We hang all of our <b>dogs'</b> leashes near the door.</p> <p><b>classes'</b> All the <b>classes'</b> teachers came in early today.</p> <p><b>children's</b> The <b>children's</b> clothes are in the back of the store.</p> </div>	<div data-bbox="1388 110 1673 232">  </div> <div data-bbox="1388 240 1673 272"> <p>Cut &amp; discuss rectangle B:</p> </div> <div data-bbox="1388 280 1673 524">  </div> <div data-bbox="1388 565 1673 792"> <p>Compose Different Arrays by Using the Same Total- Students compose arrays and determine that many different arrays can be made by using the same number of paper squares.</p> </div> <div data-bbox="1388 800 1673 873">  </div> <div data-bbox="1388 881 1673 946"> <p>Gradual release to the Problem Set.</p> </div> <div data-bbox="1388 987 1673 1255"> <p><b>Land:</b></p> <p>Debrief Objective- Reason about how equal arrays can be composed differently. Students will complete and turn in Exit Ticket 12 for a formative grade.</p> </div>	<div data-bbox="1707 110 1995 280">  </div> <div data-bbox="1707 289 1995 508"> <p>Encourage students to look for fun facts. Ask them to note at least three facts to share with the class about how leafcutter ants and mushrooms break down leaf litter.</p> </div> <div data-bbox="1707 548 1995 703"> <p>Ask students to explain how leafcutter ants and mushrooms work together to break down leaf litter on the forest floor.</p> </div> <div data-bbox="1707 743 1995 865"> <p>Turn &amp; Talk?</p> <p>What might happen to the ecosystem if either species disappeared?</p> </div> <div data-bbox="1707 906 1995 1027"> <p><b>Activity:</b></p> <p>Make A Worm Composter Or Disappearing Banana Peel</p> </div> <div data-bbox="1707 1068 1995 1222"> <p>Ask students if they can explain why forests aren't piled high with dead leaves and other organisms.</p> </div> <div data-bbox="1707 1263 1995 1320"> <p>Turn &amp; Talk:</p> <p>Where does it all go?</p> </div>
<p>Wednesday -</p>					
<p>Standard(s):</p>	<p>Standard(s):</p>	<p>Standard(s):</p>	<p>Standard(s):</p>	<p>Standard(s):</p>	<p>Standard(s):</p>

## ELAGSE2L1c, e

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

I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves). (element c)

SC: *I know I am successful when:*

- ☐ I can distinguish between an adjective and an adverb.
- ☐ I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.
- ☐ I can determine when to use a pronoun.
- ☐ I can determine when to use a reflexive pronoun.

Lesson/Activity:

Week 5 Transfer Day 24  
Explore: Try, Try Again:  
Revising Sentences  
Lesson 24, TE pgs. 210-211

Have students review a piece of writing in their grammar notebooks, which may be in draft form or a finished piece.

Review any strategies or revision tools.

## ELAGSE2R15

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

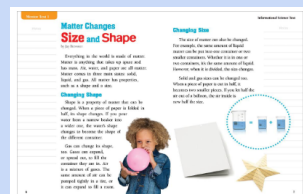
SC: *I know I am successful when...*

- ☐ I can identify text features and their purposes.
- ☐ I can use captions to help me understand pictures and words on a page.
- ☐ I can recognize that words in bold highlight key ideas and concepts.
- ☐ I can use text features to preview text and to locate information quickly.

Lesson/Activity:

Unit 10, Lesson 3,  
TE Pages 66-69.

Mentor Text: "Matter Changes Size and Shape," pages 6-7



## ELAGSE2W7

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

## ELAGSE2RF3 ELAGSE2L1 ELAGSE2L2cd

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

I am learning to use the spelling patterns I know to write words.

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

I am learning to use collective nouns correctly when speaking or writing.

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

- ☐ I can identify how apostrophes are used in contractions and possessives through literature.
- ☐ I can determine where an apostrophe is placed to form possessives.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).
- ☐ I can use frequently occurring irregular plural nouns.

## 2.NR.3.2

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 13: Decompose an array and relate it to a number bond.**

Materials: colored pencils

Fluency: Whiteboard Exchange- Subtract Within 100: Students subtract two-digit numbers.

$$53 - 21 = 32$$

Repeat with the following:

76 - 52 = 24	68 - 35 = 33	47 - 11 = 36	81 - 56 = 25	60 - 24 = 36
--------------	--------------	--------------	--------------	--------------

Whiteboard Exchange- Arrays: Students

determine the number of rows and columns in a rectangular array, and then represent the array with a sentence, unit form, and two repeated addition equations.

## S2E3a.

LT: We are learning about changes to the environment in my 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:

Humans Change the Environment

[Crash Course: Big Changes In the Big Apple](#)

**CHANGES TO OUR ENVIRONMENT:**

**humans**

**Humans** are a very powerful thing! They can change wildlife or habitats for many years. Are you making positive or negative changes to the environment?

**Positive**

One way humans help the environment is by protecting animals who are becoming **endangered** (en-dan-jer-ed). They also control wildfires that wipe out animals and their habitats. Humans clean water ways and even have jobs to pick-up trash (like garbage men). Humans can also recycle trash instead of throwing it away.

**Is this making a positive or negative change?**

**Negative**

One big way humans harm the environment is by **pollution** (puh-loo-shun). Air pollution coming from factories hurts the air, making it hard to breathe and it destroys our ozone layer which is made to protect us from the powerful sun rays. Littering in oceans put sea animals in danger and can kill them. Littering in fresh water causes animals to die because the water is undrinkable and disease can break out. Humans can also hurt animals too much which can harm the **food chain**. Also, when humans build they can destroy animal habitats.

**HUMAN GLOSSARY**

**endangered** (adjective): seriously at risk of extinction

**pollution** (noun): something in our environment that has harmful or poisonous effects

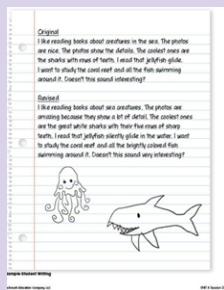
**food chain** (noun): series of organisms each dependent on the next as a source of food

Invite students to revise their writing using their discoveries about adjectives, adverbs, and pronouns using the "Editing Tally Sheet."

## Explore

### Try, Try Again: Revising Sentences

Go back to a piece of writing and revise it to include adjectives, adverbs, pronouns, and prepositional phrases.



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

**Editing Tally Sheet**

Strategy	Tally
Include adjectives:	
• size	
• number	
• color	
Include adverbs:	
• telling when	
• telling where	
• telling how	
• telling how often	
Use prepositions (look to chart for ideas)	
Include word punctuation:	

Hint: Did I use too few? Too many? Just right?

Lesson/Activity:  
Parts of Speech District  
MAP Review  
Word Work Week 7.pptx  
Google Slides

## 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

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.

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



## Lesson/Activity: Unit 10 Week 1 Day 3 TE pages 220-223

Word Study Resource  
Book, p. 112-113  
My Word Study, Volume 2,  
p. 40

**Practice HFWs:**  
*brought, contain, front,  
gave, inches, material,  
noun, ocean, strong, verb.*

### Possessives

- Read Multisyllabic Words
- Review Consonant -le syllables
- Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"
- Share and Reflect

**cat's** The **cat's** food is in the little red bowl.

**Mom's** Mom's plants must be watered once a week.

**house's** Smoke came out of the **house's** chimney.

**sun's** The **sun's** rays beat down on us at the beach.

**tree's** That **tree's** leaves will change color in the fall.

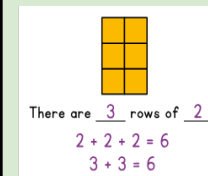
**boys'** The **boys'** uniforms have the team logo on them.

**doctors'** All the **doctors'** offices are closed for the holiday.

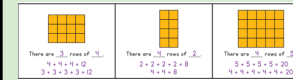
**dogs'** We hang all of our **dogs'** leashes near the door.

**classes'** All the **classes'** teachers came in early today.

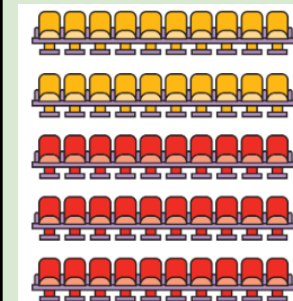
**children's** The **children's** clothes are in the back of the store.



Repeat with the following:

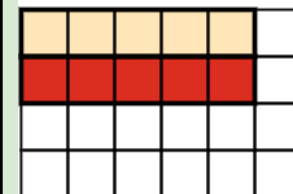


**Launch:** Students determine which model represents a decomposed array.



What do you notice about the theater seats?

**Learn:** Decompose Arrays- Students identify a specified array within a larger array and use a number bond to represent the part-total relationship.

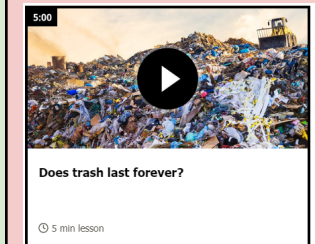


Then, compose arrays.

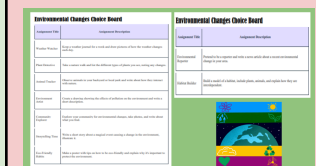
## Examples: Humans

- Habitat Creation, Deforestation, Pollution, Urbanization, Climate Change, Water Flow, Overfishing, Seed Dispersal, Soil Composition & Recycling, & Plant Interactions.

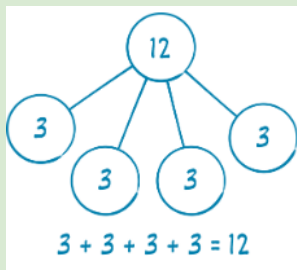
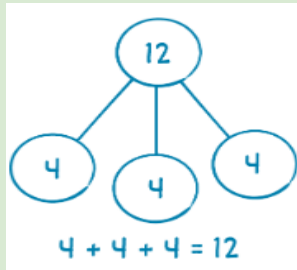
## Mystery Science: [Does Trash Last Forever?](#)



**Activity:**  
Changes In Environment  
Choice Board or  
Differentiated Tasks





<div data-bbox="111 110 405 272"> <p><b>Word Work Week 7</b></p> <p>Color Code Parts of Speech</p> </div> <div data-bbox="111 280 405 459"> <p><b>Learning Target</b></p> <p>I can identify nouns, verbs, adjectives, pronouns, &amp; adverbs.</p> <p>I'll know I have it when I can:</p> <ol style="list-style-type: none"> <li>1. Explain that nouns name people, places, and things.</li> <li>2. Explain that verbs are action words.</li> <li>3. Explain that adjectives describe nouns.</li> <li>4. Explain that pronouns take the place of nouns.</li> <li>5. Explain that adverbs describe verbs.</li> </ol> </div>				<div data-bbox="1381 110 1675 378">  </div> <div data-bbox="1381 418 1675 686">  </div> <p>Gradual Release to the Problem Set.</p> <p>Land: Debrief Objective- Decompose an array and relate it to a number bond.</p> <p>Students will complete and turn in Topic Ticket C for a summative grade.</p>	
<b>Thursday -</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L1c, e</b></p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use</p>	<p><b>Standard(s):</b> <b>ELAGSE2RI4</b></p> <p>LT: I am learning to find the meanings of words and phrases from grade-level informational text.</p>	<p><b>Standard(s):</b> <b>ELAGSE2W7</b></p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a science</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2L1</b> <b>ELAGSE2L2cd</b></p> <p>LT: I am learning to use an apostrophe to form contractions and</p>	<p><b>Standard(s):</b> <b>2.NR.3.1</b></p> <p>LT: We are learning about equal groups of numbers.</p> <p>SC: <i>I will know I am</i></p>	<p><b>Standard(s):</b> <b>S2E3a.</b></p> <p>LT: We are learning about changes to the environment in my community.</p>

reflexive pronouns when speaking or writing (e.g. myself, ourselves).  
(element c)

SC: *I know I am successful when:*

- ❑ I can distinguish between an adjective and an adverb.
- ❑ I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.
- ❑ I can determine when to use a pronoun.
- ❑ I can determine when to use a reflexive pronoun.

Lesson/Activity:  
Week 5 Transfer Day 25  
Assess: What Students Know About Special Words  
Lesson 25, TE pgs. 212-216

Students show what they have learned about adjectives, adverbs, pronouns, and prepositions during this unit.

Revisit the pre-assessment or  
Students may show what they have learned by responding to a prompt about a favorite place.

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

- ❑ I can recognize new or unknown words.
- ❑ I can use prior knowledge and experiences to determine and clarify word/phrase meanings.
- ❑ I can use context clues to determine word/phrase meanings.

Lesson/Activity:  
Unit 10, Lesson 4,  
TE Pages 70-73.

Mentor Text:  
"Changing States of Matter," pages 8-9



REAL-LIFE CONNECTIONS BETWEEN WORDS AND THEIR USES				
WORD	MEANING	SYNONYMS	ANTONYMS	REAL-LIFE USES
warmth	"comfortable heat"	• heat	• chill	"Hot cocoa, sunshine, and a warm bath all provide me with warmth."
enjoy	"to get pleasure or happiness from something or someone"	• like • love	• hate • dislike	"I enjoy spending time with my friends and pets." "I enjoy playtime because it is really fun."

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.  
- 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

frequently occurring possessives.  
I am learning to use the spelling patterns I know to write words.  
I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.  
I am learning to use collective nouns correctly when speaking or writing.

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

- ❑ I can identify how apostrophes are used in contractions and possessives through literature.
- ❑ I can determine where an apostrophe is placed to form possessives.
- ❑ I can use spelling patterns to recognize words.
- ❑ I can distinguish between different kinds of nouns (common/proper, singular/plural).

Lesson/Activity:  
Unit 10 Week 1 Day 4  
TE pages 224-225  
Word Study Resource Book, p. 112-113  
My Word Study, Volume 2, p. 40

Read HFWs:

successful when...  
-I can determine if a group has an odd or even number of objects.  
-I can group by pairing objects or counting them by 2s.  
-I can use doubles to determine if a quantity is even (18 is even because  $9 + 9 = 18$ ).  
-I can write an equation to express an even number as a sum of two equal addends.

Lesson 14: Relate doubles to even numbers and write equations to express the sums.

Materials: Chart paper, chart markers, 1 inch tiles, Even/Not Even cards (student books)

Fluency: Ready, Set, Add-  
Students find the total and say an addition equation or related subtraction equation.



Partners A and B: "10"  
Partner A: " $6 + 4 = 10$ "  
Partner B: " $10 - 4 = 6$ "

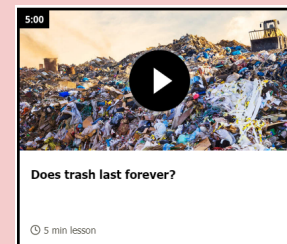
Whiteboard Exchange:

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

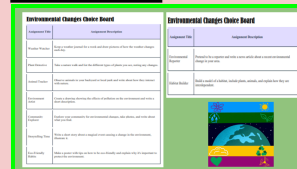
- ❑ I can define "environment" and "change."
- ❑ I can describe ways weather, plants, animals, and humans can cause changes to their environments.
- ❑ I can ask questions about how weather, plants, animals, and humans have changed the environment in our community.

Lesson/Activity:  
Changes In Our Environment

Mystery Science:  
Does Trash Last Forever?



Choice Board  
Presentations:



Activity:  
Let's Review - Optional

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

Show What You Know About Special Words

Write a description of a family place. Use at least two examples of adjectives, adverbs, and pronouns. Include at least one preposition.

Here are the steps for the exercise:

- Write a description of a family place.
- Use at least two different adjectives, two different adverbs, two different pronouns, and one preposition.
- Underline the adjectives and adverbs, and circle the pronouns and prepositions.

Encourage students to use adjectives, adverbs, pronouns, and prepositions.

Then, share what they know about one example of each part of speech.

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

Timothy write a response to a writing prompt about describing a normal Saturday. Read Timothy's response and look for the evidence he needs to make. Then answer the questions that follow.

**Timothy's Saturday**

(1) A normal Saturday is sometimes busy for me. (2) I get up and eat breakfast. (3) Sometimes my mom or dad make pancakes. (4) I put soap on the sides of pancakes. (5) I get dressed and play in my room. (6) I like to build things out of cardboard. (7) One time, I built a spaceship from a big box my mom and dad had. (8) That was a fun Saturday. (9) Sometimes I go and watch Jack's baseball game. (10) Jack is my brother. (11) Saturday is a good day of the week!

Answer the following questions.

- Which word in the actuals in sentence 1?
  - normal
  - sometimes
  - busy
  - me
- Which reason adds a possessive pronoun correctly to sentence 2?
  - I get up and eat my breakfast.
  - I get up and eat breakfast myself.
  - He get up and eat breakfast.
  - I get up and eat breakfast of theirs.

Lesson/Activity:  
Parts of Speech District  
MAP Review  
Word Work Week 7.pptx  
Google Slides

## Word Work Week 7

Color Code Parts of Speech

### Learning Target

- I can identify nouns, verbs, adjectives, pronouns, & adverbs.
- I'll know I have it when I can:
1. Explain that nouns name people, places, and things.
  2. Explain that verbs are action words.
  3. Explain that adjectives describe nouns.
  4. Explain that pronouns take the place of nouns.
  5. Explain that adverbs describe verbs.

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.

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



**brought, contain, front, gave, inches, material, noun, ocean, strong, verb.**

### Possessives

- Read Multisyllabic Words
- Review Consonant -le syllables
- Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"
- Share and Reflect

**cat's** The **cat's** food is in the little red bowl.

**Mom's** Mom's plants must be watered once a week.

**house's** Smoke came out of the **house's** chimney.

**sun's** The **sun's** rays beat down on us at the beach.

**tree's** That **tree's** leaves will change color in the fall.

**boys'** The **boys'** uniforms have the team logo on them.

**doctors'** All the **doctors'** offices are closed for the holiday.

**dogs'** We hang all of our **dogs'** leashes near the door.

**classes'** All the **classes'** teachers came in early today.

**children's** The **children's** clothes are in the back of the store.

Subtract Within 100-  
Students subtract two-digit numbers.

$$74 - 32 = \underline{42}$$

Repeat with the following:

$$87 - 34 = \underline{53} \quad 86 - 37 = \underline{49} \quad 82 - 38 = \underline{44} \quad 70 - 41 = \underline{29} \quad 100 - 22 = \underline{78}$$

Launch: Students reason about a context and manipulate tiles to show even amounts.

Learn: Relate Doubles Facts to Even Numbers-  
Students determine that the sums of all doubles facts are even numbers.

$0 + 0 = 0$
$1 + 1 = 2$
$2 + 2 = 4$
$3 + 3 = 6$
$4 + 4 = 8$
$5 + 5 = 10$













The sum of a doubles fact is even.

Double Numbers to  
Compose an Even Total-  
Students double a given number of tiles to total.  
compose an even total.



Even or Not Even Sort-  
students sort numbers and representations into two

Changes In Habitats Quiz,  
Activity Cards, and/or  
Jeopardy

				<p>categories: even and not even.</p> <table><tr><th>Even</th><th>Not Even</th></tr><tr><td></td><td><math>5 + 6 = 11</math></td></tr><tr><td>18</td><td></td></tr><tr><td></td><td>35</td></tr><tr><td><math>4 + 4 = 8</math></td><td></td></tr><tr><td></td><td></td></tr></table> <p>Gradual release to the Problem Set.</p> <p>Land:</p> <p>Debrief Objective- Relate doubles to even numbers and write equations to express the sums.</p> <p>Students will complete and turn in Exit Ticket 14 for a formative grade.</p>	Even	Not Even		$5 + 6 = 11$	18			35	$4 + 4 = 8$				
Even	Not Even																
	$5 + 6 = 11$																
18																	
	35																
$4 + 4 = 8$																	
																	

### Friday -

<p><b>Standard(s):</b> <b>ELAGSE2L1c, e</b></p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use reflexive pronouns when</p>	<p><b>Standard(s):</b> <b>ELAGSE2RI2</b></p> <p>LT: I am learning to identify the main topic (main idea or central idea) of a text.  <i>SC: I know I am successful</i></p>	<p><b>Standard(s):</b> <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</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3, RF4</b> <b>ELAGSE2L2cd</b></p> <p>LT: I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p>	<p><b>Standard(s):</b> <b>2.NR.3.1</b></p> <p>LT: We are learning about equal groups of numbers.  <i>SC: I will know I am successful when...</i></p>	<p><b>Standard(s):</b> <b>2L1a-d.</b></p> <p>LT: We are learning the sequence of the life cycle for different living organisms.</p>
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speaking or writing (e.g. myself, ourselves).  
(element c)

SC: *I know I am successful when:*

- ☐ I can distinguish between an adjective and an adverb.
- ☐ I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.
- ☐ I can determine when to use a pronoun.
- ☐ I can determine when to use a reflexive pronoun.

Lesson/Activity:

Week 5 Transfer Review & Post Assessment Assess: What Students Know About Special Words

#### Post-Assessment Assess What Students Know About Special Words

Choice 1: Revisit pre-assessment and add their new learning.

Choice 2: Write a selection with adverbs, adjectives, pronouns, and prepositions.

Lesson/Activity:

when...

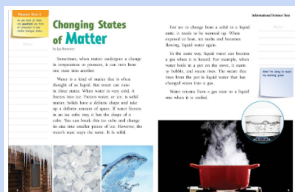
- ☐ I can identify important facts in a multi-paragraph text.
- ☐ I can gather important facts to identify the main topic and focus of a paragraph.
- ☐ I can gather important facts (ideas, details, and events) from many (multiple) paragraphs to identify the main topic of a text.

Lesson/Activity:

Unit 10, Lesson 5, TE Pages 74-77. Unit 10, Week 1 Assessment

Mentor Text:

"Changing States of Matter," pages 8-9



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.

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.

- 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

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.

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

- ☐ I can determine where an apostrophe is placed to form possessives.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).

Lesson/Activity:

Unit 10 Week 1 Day 5 TE pages 226-227

Word Study Resource Book, p. 112-113

My Word Study, Volume 2, p. 40

Read HFWs:

brought, contain, front, gave, inches, material, noun, ocean, strong, verb.

-I can determine if a group has an odd or even number of objects.

-I can group by pairing objects or counting them by 2s.

-I can use doubles to determine if a quantity is even (18 is even because  $9 + 9 = 18$ ).

-I can write an equation to express an even number as a sum of two equal addends.

Lesson 15: Pair objects and skip-count to determine whether a number is even or odd.

Materials: "A Number is Even" chart, chart markers, 1 inch tiles

Fluency: Whiteboard Exchange- Subtract Within 1,000: Students subtract three-digit numbers.

$$653 - 241 = 412$$

Repeat with the following:

$516 - 378 = 218$	$432 - 150 = 282$	$764 - 397 = 367$	$802 - 65 = 867$
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Launch: Students determine what comes next in a pattern as they learn the history of the Fibonacci sequence.

SC: *I know I am successful when:*

- ☐ I can describe what a life cycle means.
- ☐ I can identify organisms with unique or diverse life cycles.
- ☐ I can describe the life cycle for a mammal and a bird.
- ☐ I can describe the life cycle for an amphibian and an insect.
- ☐ Given a common animal, I can determine the sequence of their life cycle.
- ☐ I can create a model to illustrate how the organism's life cycle is unique or diverse.
- ☐ I can describe the lifecycle of a plant.
- ☐ I can define pollination as how plants reproduce.
- ☐ I can describe how animals help in dispersing plant seeds.

Lesson/Activity:

Wrap-Up Unit- Life Cycles Progress Learning Life Science Videos, Practice & Assessment

## Parts of Speech District

### MAP Review

### Word Work Week 7.rptx

### Google Slides

## Word Work Week 7

Color Code Parts of Speech

### Learning Target

I can identify nouns, verbs, adjectives, pronouns, & adverbs.

I'll know I have it when I can:

1. Explain that nouns name people, places, and things.
2. Explain that verbs are action words.
3. Explain that adjectives describe nouns.
4. Explain that pronouns take the place of nouns.
5. Explain that adverbs describe verbs.

-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.

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

Animal Research Projects



### Review and Assess Possessives

- Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

#### • Cumulative Assessment

**cat's** The **cat's** food is in the little red bowl.

**Mom's** Mom's plants must be watered once a week.

**house's** Smoke came out of the **house's** chimney.

**sun's** The **sun's** rays beat down on us at the beach.

**tree's** That **tree's** leaves will change color in the fall.

**boys'** The **boys'** uniforms have the team logo on them.

**doctors'** All the **doctors'** offices are closed for the holiday.

**dogs'** We hang all of our **dogs'** leashes near the door.

**classes'** All the **classes'** teachers came in early today.

**children's** The **children's** clothes are in the back of the store.

$$1 + 1 = 2$$

$$2 + 1 = 3$$

$$3 + 2 = 5$$

$$5 + 3 = 8$$

$$8 + 5 = 13$$

Learn: Pair Objects to Determine Whether a Number is Even or Odd- Students form pairs to determine whether a number is even or odd.



Build Arrays to Determine Whether a Number is Even or Odd- Students build arrays to show numbers from 0 to 20 and determine whether each number is even or odd.

⓪ ① ② 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 □

Land:

Debrief Objective- Pair objects and skip-count to determine whether a number is even or odd.

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

## Contents Include:

- Diverse Life Cycles
- Dispersing Seeds
- Life Cycle of a Plant
- Sequence of Life Cycles



S2L1.d Diverse Life Cycles x

S2L1.c Dispersing Seeds ... x

S2L1.b Life Cycle of a Plant x

S2L1.a Sequence of Life ... x