

Carrie Waters' Week of: May 12-16, 2025 - Whole Group Lesson Plans

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

GRAMMAR Language Review Proper Nouns, Commas, Dialogue, Possessive Nouns	READING Unit 10 Week 3 Lessons 11-15 Changing Matter Procedural Text	WRITING Write Score Daily Lesson Series: Writing Strong Essays Unit 4 Writing (Realistic) Fictional Stories	PHONICS Unit 10 Week 3 Lessons 11-15 Changing Matter Suffixes -ful, -less	MATH End of Module 6 Review End of Module 6 Assessment Culminating Activity Multiplication	SOCIAL STUDIES Unit 5 Weeks 2&3 GA Leaders & Economics Juliette Gordon Low & Jimmy Carter
Monday - (K-2) DISTRICT MAP GROWTH Math!					
Standard(s): ELAGSE2L2a 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>I know I am successful when:</i> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. <input type="checkbox"/> I can determine where	Standard(s): ELAGSE2RI5 ELAGSE2R17 LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text. I am learning to explain how specific images help me understand informational text. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify text features and their purposes. <input type="checkbox"/> I can use captions to help me understand pictures and words on a page. <input type="checkbox"/> I can recognize that words in bold highlight key ideas and concepts. <input type="checkbox"/> I can use text features to preview text and to locate information quickly.	Standard(s): ELAGSE2W3 LT: I am learning to write narratives telling what happened in order. I am learning to include details to describe actions, thoughts, and feelings in my narrative writing. I am learning to write an ending. SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can determine what kind of story I want to tell (real or made up). <input type="checkbox"/> I can develop characters and settings using sensory details (descriptive adjectives and strong verbs). <input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events). <input type="checkbox"/> I can use words such as a long time ago, today,	Standard(s): ELAGSE2RF3d ELAGSE2L4 LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word. I am learning to read words with common prefixes and suffixes. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can identify common	Standard(s): 2.NR.2.3 2.NR.3.1 2.NR.3.2 LT: We are learning about equal groups of numbers. We are learning to determine if a group has an odd or even number of objects. We are learning to add numbers using different strategies. We are learning how to create arrays to write an equation. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can determine if a group has an odd or even number of objects. <input type="checkbox"/> I can group by pairing objects or counting them by 2s. <input type="checkbox"/> I can use doubles to determine if a quantity is	Standard(s): SS2H1f. SS2CG3 SS2G2 LT: I am learning about the positive character traits demonstrated by Jimmy Carter. SC: <i>I will know I'm successful when I can...</i> <input type="checkbox"/> I can give examples of how Jimmy Carter demonstrated positive citizenship traits. <input type="checkbox"/> I can name ways Jimmy Carter has been honored for his contributions. Lesson/Activity: Unit 5 Georgia Leaders Jimmy Carter & Juliette Gordon Low Meet Jimmy Carter: A Kind Hearted Leader

an apostrophe is placed to form possessives.

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

Lesson/Activity:
Language Review
Daily Paragraph Editing
News Articles:
News On the Wing -
Butterflies Return to
Mexico Week 7 Page 37

News On the Wing
Butterflies Return to Mexico

February 21, 2003

There's a forest near Mexico City. Why are the trees black and orange? It's the wings of 500 million monarch butterflies. Scientists, tourists and locals are thrilled. Mrs. Alva Cruz said, "Oh, they're so pretty! They came in October and leave in March."

MONDAY WEEK 7

January 2002 was a tough month in Mexico. There was hard rain, frost and very cold weather. Sadly, three-fourths of the butterflies died. Dr. Juan C. Campa said, "Some of them lived. We didn't know what would happen to them. Luckily, they flew to Texas, Florida and other states. Their offspring have now come back."

TUESDAY WEEK 7

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

Lesson/Activity:
Unit 10, Lesson 11,
TE pages 98-101

Mentor Text: "Fun with Changing Matter,"
pages 18-19

Fun with Changing Matter

Experiment 101

Change can be fun! In this experiment, you will learn how to change matter from one state to another. You will see how a solid can become a liquid, a liquid can become a gas, and a gas can become a solid.

Materials:

- Water
- Ice cubes
- Container
- Stove
- Boiling water
- Steam
- Condensation

Procedure:

- Put ice cubes in a container.
- Watch the ice cubes melt.
- Put water on the stove.
- Watch the water boil.
- Watch the steam rise.
- Watch the steam condense.

ELEMENTS OF PROCEDURAL TEXTS

Procedural texts inform the reader how to do or make something step-by-step.

WHAT YOU NEED	materials list or ingredients necessary to complete the task
WHAT TO DO	directions you can follow

EXTRA INFORMATION

introductions, graphic features with a special message, explanations of specific parts of the process, added details for clarity or interest, or alternative steps to change the process

Examples of procedural texts include:

- how-to articles or manuals
- scientific experiments
- recipes
- directions

- later, first, next, then, and last to show the order of events.
- I can develop characters through thoughts and feelings.
 - I can add details that describe people's actions or the setting.
 - I can determine an ending to my narrative writing.
 - I can provide a closing statement.

Lesson/Activity:
Lesson 34 - Generating Ideas for Our Fictional Narratives

Students will continue to write stories, even fictional ones, based on real things that have happened to them or someone they know.

Today, students will think about people, places, and things from their own lives in order to come up with topic ideas to write about. In addition, they will begin to think about the realistic features they will include in their fictional stories as well.

prefixes and suffixes and their meanings.

Lesson/Activity:
Unit 10 Week 3 Day 1
TE pages 244-247
Word Study Resource Book, p. 118
My Word Study, Volume 2, p. 44

Read high-frequency words: dark, clear, explain, force, minutes, object, plane, power, produce, surface.

Suffixes -ful, -less

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

- careful Be careful when cooking on the stove.
- useful A new backpack is a very useful gift.
- helpful Good friends are helpful when you need them.
- colorful She has a colorful rainbow on her shirt.
- spoonful I sometimes put a spoonful of honey in my tea.
- painless A flu shot is nearly painless.
- fearless The superhero was fearless in the face of danger.
- spotless The floor is spotless when Dad sweeps it.
- speechless He was speechless when he won the prize.
- priceless Some things are so important, they are priceless.

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.
- I can add two two-digit numbers using the part-whole strategy.
- I can add three two-digit numbers using the part-whole strategy.
- I can add four two-digit numbers using the part-whole strategy.
- I can solve one-step word problems using addition strategies.
- I can solve two-step word problems using addition strategies.
- 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.

Lesson/Activity:
End of Module 6
Review & Assessment

Standards

Content Standards

Represent and solve problems involving addition and subtraction.

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Work with equal groups of objects to gain foundations for multiplication.

2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.C.4 Use addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Reason with shapes and their attributes.

2.G.A.3 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Students will learn about the significance of Jimmy Carter's life, from his beginnings as a farmer in rural Georgia to his time as the President of the United States.

The Life of Jimmy Carter

Directions: Read the facts about Jimmy Carter. Write the number of the fact that you think is most important.

- Jimmy Carter was born in 1924 in Georgia.
- Jimmy became a Georgia State Senator.
- Jimmy was the first person in his family to graduate from high school.
- Jimmy became President of the United States.
- Jimmy moved his family back to Plains, Georgia to run the Carter Farm after his father died.
- He became the Governor of Georgia.
- Jimmy was born in Plains, Georgia.
- He won the Nobel Peace Prize.
- He married Rosalynn Smith.

Explain how Jimmy Carter showed compassion.

Mapping the Carter Family Farm

Directions: Use the grid to answer the questions on page 2.

Jimmy Carter Bayfield Farm

1. Where is the Farm located?

2. Where is the Barn located?

3. Where is the Windmill located?

4. Where is the Backhouse located?

5. Which building is located west of the Garden?

6. What other buildings are in the same square as the Outhouse?

7. Which building is southeast of the Barn?

8. Why do you think the Crop Plant comes so much of the map?

9. Why do you think the Outhouse and the Well were located close to the Carter House?

10. What do you think Jimmy Carter did for his farm when he was a child?

11. Explain one way your childhood is different from Jimmy Carter's childhood.

Mapping the Carter Family Farm

Directions: Use the grid to answer the questions below.

Jimmy Carter Bayfield Farm

1. Where is the Farm located?

2. Where is the Barn located?

3. Where is the Windmill located?

4. Where is the Backhouse located?

5. Which building is located west of the Garden?

6. What other buildings are in the same square as the Outhouse?

7. Which building is southeast of the Barn?

8. Why do you think the Crop Plant comes so much of the map?

9. Why do you think the Outhouse and the Well were located close to the Carter House?

10. What do you think Jimmy Carter did for his farm when he was a child?

11. Explain one way your childhood is different from Jimmy Carter's childhood.

Students and teachers will discuss President Carter's political and personal roles using the themes of individuals, groups, and institutions.

Features of Realistic Fiction
Anchor Chart





Story Ideas—

Things that have happened to you or could really happen!



Fishing	Playing in a soccer game
Getting a pet	Losing something
Finding something	Going to the beach or lake

Features of Realistic Fiction Anchor Chart


 Setting: A real time and place	 Characters: A person and/or animal that does real things
<ul style="list-style-type: none"> - school at night - Summer morning at a park - A neighborhood on Saturday - A campground in the winter 	<ul style="list-style-type: none"> - A girl - A cat - A teacher - A friend - Zoo Animals
 Problem: a problem that seems real	 Solution: a realistic solution
<ul style="list-style-type: none"> - A cat gets lost - Boy gets stuck in mud - Lose lunch money 	<ul style="list-style-type: none"> - Find cat in laundry basket - Neighbor pulls him from mud - Friend shares her lunch

Name _____

Student Sheet

My Realistic Fiction Ideas—

List things that have happened to you or someone you know!



After making your list, circle ONE to use for your realistic fiction story.

180 minutes

Module Assessment


1

180

Module Assessment

Name

1. Circle groups of 3.



Redraw each group in columns of 3.

Write two repeated addition equations to match the array.

Draw a tape diagram to match the array.

1. Write a repeated addition equation to match the rows. Then complete the sentence.

2. Jill makes an array with her raisins. The array has 2 rows of 4 raisins. Use circles to draw Jill's array. Then draw a line between the rows.

Write a repeated addition equation to match the rows. Then complete the sentence.

2 rows of _____ is equal to _____

Jill gets more raisins. Now she has double the number of raisins. Draw the new array.

Tuesday - (K-2) DISTRICT MAP GROWTH Math!

Standard(s):
ELAGSE2L2a
ELAGSE2L2c

Standard(s):
ELAGSE2L4
ELAGSE2RF4

Standard(s):
ELAGSE2W3

Standard(s):
ELAGSE2RF3d

Standard(s):
2.NR.2.3

Standard(s):
SS2H1e,f
SS2G2

<p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. <input type="checkbox"/> I can determine where an apostrophe is placed to form possessives. <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns, apostrophe, contractions, possessives</p> <p>Lesson/Activity: Language Review Daily Paragraph Editing News Articles: News On the Wing Robins Flock to Virginia</p>	<p>LT: I am learning to find the meanings of words and phrases from grade-level informational text.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize new or unknown words. <input type="checkbox"/> I can use prior knowledge and experiences to determine and clarify word/phrase meanings. <input type="checkbox"/> I can use context clues to determine word/phrase meanings. <input type="checkbox"/> I can identify real-life connections between words and their use. <p>Lesson/Activity: Unit 10, Lesson 12, TE pages 102-105.</p> <p>Mentor Text: "Fun with Changing Matter," pages 18-19</p> 	<p>LT: I am learning to write narratives telling what happened in order. I am learning to include details to describe actions, thoughts, and feelings in my narrative writing. I am learning to write an ending.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine what kind of story I want to tell (real or made up). <input type="checkbox"/> I can develop characters and settings using sensory details (descriptive adjectives and strong verbs). <input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events). <input type="checkbox"/> I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events. <input type="checkbox"/> I can develop characters through thoughts and feelings. <input type="checkbox"/> I can add details that describe people's actions or the setting. <input type="checkbox"/> I can determine an ending to my narrative writing. <input type="checkbox"/> I can provide a closing statement. <p>Lesson/Activity:</p>	<p>ELAGSE2L4</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word. I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can identify common prefixes and suffixes and their meanings. <p>Lesson/Activity: Unit 10 Week 3 Day 2 TE pages 248-251</p> <p>Word Study Resource Book, p. 119 My Word Study, Volume 2, p. 45</p> <p>Read high-frequency words: <i>dark, clear, explain, force, minutes, object, plane, power, produce, surface.</i></p>	<p>2.NR.3.1 2.NR.3.2</p> <p>LT: We are learning about equal groups of numbers. We are learning to determine if a group has an odd or even number of objects.</p> <p>We are learning to add numbers using different strategies. We are learning how to create arrays to write an equation.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine if a group has an odd or even number of objects. <input type="checkbox"/> I can group by pairing objects or counting them by 2s. <input type="checkbox"/> I can use doubles to determine if a quantity is even (18 is even because 9+9=18). <input type="checkbox"/> I can write an equation to express an even number as a sum of two equal addends. <input type="checkbox"/> I can add two two-digit numbers using the part-whole strategy. <input type="checkbox"/> I can add three two-digit numbers using the part-whole strategy. <input type="checkbox"/> I can add four two-digit numbers using the part-whole strategy. <input type="checkbox"/> I can solve one-step 	<p>SS2CG3</p> <p>LT: I am learning about the ways Juliette Gordon Low and Jimmy Carter adapted to and were influenced by their environments.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how Juliette Gordon Low's attendance at schools outside of Georgia and her travels helped her to adapt to living in England. <input type="checkbox"/> I can explain how running the family's peanut business led to Jimmy Carter becoming involved in local and state planning and into politics. <input type="checkbox"/> I can explain how Jimmy Carter's upbringing led him to challenge segregation in his hometown, state and in the nation. <p>Lesson/Activity: Juliette Gordon Low PPT</p> <p>Students will review how the leadership of Low was beneficial in the establishment and the continued success of the Girl Scouts.</p>
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NEWS ARTICLES News on the Wing

Robins flock to Virginia
February 23 2003

Usually, Virginia has some robins. This February, there are millions more. Dr. Greg K. Hill said many of these birds are from states like Georgia. They go to New Jersey, New York and other northern states for the summer. They'll stop in Virginia, and then fly on.

WORDS TO KNOW

- flock of people and birds
- migrate
- delay

WRITING TASK

Dr. Hill also said that December, January and February were very cold. The ground in the Northeast is still frozen. The birds can't find worms, insects or any other food there. They're staying in Virginia instead of flying north. Folks in Richmond, Yorktown and Norfolk are happy Mrs. B. K. Marks said, "Wow, I love their singing."

THURSDAY WEEK 7

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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."

Lesson 35 - Making a Plan for Writing Our Fictional Narratives

Students will plan for their fictional narratives. As we did in the personal narrative unit, teachers can have students draw a quick sketch for each story part and add a sentence that tells what happened in each part.

My Fictional Story Plan Student Sheet

My fictional story plan helps me remember how my story will go!

1. Plan your Beginning. Write your beginning paragraph.

2. Plan your Middle. Tell what happened in each part. The middle box is about your Main Event!

First	Next	Finally

3. Plan your Ending. Write your ending paragraph.

Fictional Story Planning Anchor Chart (with Sketch)

Fictional Story Planning

My story plan helps me remember how my story will go!

1. Plan your Beginning. Write your beginning paragraph.

One bright September morning, Maddie arrived at Hensley Farm. There would be her very first nonstopback riding season. Maddie didn't realize just how special it would be.

2. Plan your Middle. Tell what happened in each part. The middle box is about your Main Event!

First	Next (Problem)	Finally (Solution)
 Maddie rode Hensley's new horse and her horse's name was Hensley.	 Gladie kept bucking naming Maddie fell off. 1. Tried to get up 2. Tried to get up	 Hensley was Hensley's new horse and her horse's name was Hensley.

3. Plan your Ending. Write your ending paragraph.

Maddie was Hensley's new horse and her horse's name was Hensley. Her first day riding a horse named out better than she even imagined. It turned out to be the most special day of her life.

Suffixes -ful, -less

- Phonological Awareness: Blend and segment multisyllabic words by syllable
- Blend and Build Words
- Read Interactive Text "Changing Liquids and Solids"
- Spelling
- High-Frequency Word
- Share and Reflect

careful Be careful when cooking on the stove.

useful A new backpack is a very useful gift.

helpful Good friends are helpful when you need them.

colorful She has a colorful rainbow on her shirt.

spoonful I sometimes put a spoonful of honey in my tea.

painless A flu shot is nearly painless.

fearless The superhero was fearless in the face of danger.

spotless The floor is spotless when Dad sweeps it.

speechless He was speechless when he won the prize.

priceless Some things are so important, they are priceless.

word problems using addition strategies.

□ I can solve two-step word problems using addition strategies.

□ 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.

Lesson/Activity: End of Module 6 Review & Assessment

Standards

Content Standards

Represent and solve problems involving addition and subtraction.

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawing and equations with a symbol for the unknown number to represent the problem.

Work with equal groups of objects to gain foundations for multiplication.

2.OA.C.3 Measure a length of an object (up to 100) by using one end or even number of members, e.g., by joining objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.


Reason with shapes and their attributes.

2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.

Complete the number bond for Jiff's new array.


Write a repeated addition equation for each part.

Then write an addition sentence to find the total.



_____ + _____ = _____

3. Describe the array.



There are _____ rows of _____.

There are _____ columns of _____.

The Life of Daisy

Remember that each pet has a life story. Think of the pet's life as a story. Write the pet's life story in the space below.

Juliette "Daisy" Gordon Low

Me and Daisy

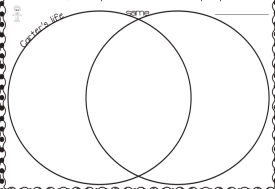
Compare and contrast your life with another animal. Draw your pet's life story in the space below.

Review Jimmy Carter & Juliette Gordon Low

Juliette Gordon Low & Jimmy Carter Compare & Contrast

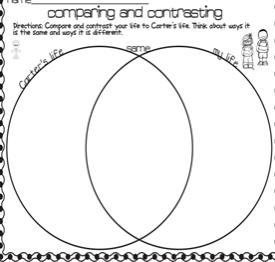
comparing and contrasting

Directions: Compare and contrast your life with another animal. Draw your pet's life story in the space below.

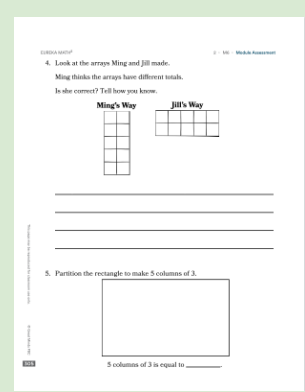


comparing and contrasting

Directions: Compare and contrast your life with another animal. Draw your pet's life story in the space below.



Students should have a full understanding of how their lives in modern

					Georgia are similar to and different from the lives of Carter and Low.
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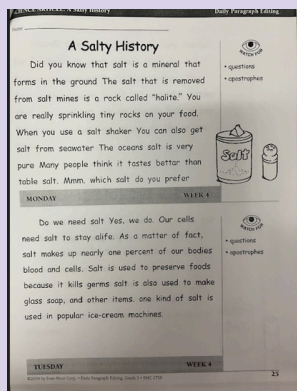
Wednesday - (K-2) DISTRICT MAP GROWTH Make-Ups!

<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed 	<p>Standard(s): ELAGSE2RI9 ELAGSE2RI5</p> <p>LT: I am learning to compare (same) and contrast (different) the major points in two texts on the same topic. 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"> <input type="checkbox"/> I can make connections between two texts on the same topic. <input type="checkbox"/> I can identify the important points in two texts on the same topic. <input type="checkbox"/> I can identify similarities and differences between the important points presented in two 	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives telling what happened in order. I am learning to include details to describe actions, thoughts, and feelings in my narrative writing. I am learning to write an ending.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine what kind of story I want to tell (real or made up). <input type="checkbox"/> I can develop characters and settings using sensory details (descriptive adjectives and strong verbs). <input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events). 	<p>Standard(s): ELAGSE2RF3d ELAGSE2L4</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word. I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. 	<p>Standard(s): 2.NR.2.3 2.NR.3.1 2.NR.3.2</p> <p>LT: We are learning about equal groups of numbers. We are learning to determine if a group has an odd or even number of objects.</p> <p>We are learning to add numbers using different strategies.</p> <p>We are learning how to create arrays to write an equation.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine if a group has an odd or even number of objects. <input type="checkbox"/> I can group by pairing objects or counting them by 2s. 	<p>Standard(s): SS2H1e,f SS2G2 SS2CG3</p> <p>LT: I am learning about the ways Juliette Gordon Low and Jimmy Carter adapted to and were influenced by their environments.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how Juliette Gordon Low's attendance at schools outside of Georgia and her travels helped her to adapt to living in England. <input type="checkbox"/> I can explain how running the family's peanut business led to Jimmy Carter becoming involved in local and state planning and into politics. <input type="checkbox"/> I can explain how
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☐ I can determine where an apostrophe is placed to form possessives.

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

Language Review
Daily Paragraph Editing
Science Article -
A Salty History
Week 4 Page 25



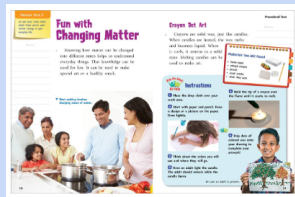
☐ I can identify text features and their purposes.

☐ I can recognize that words in bold highlight key ideas and concepts.

☐ I can use illustrations, diagrams, charts, and graphic organizers to help explain the text.

Unit 10, Lesson 13,
TE pages 106-109.

Mentor Text: “Fun with Changing Matter,” pages 18–19



☐ I can develop characters through thoughts and feelings.

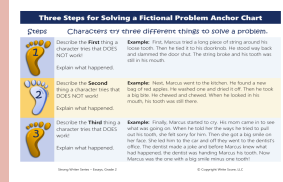
☐ I can determine an ending to my narrative writing.

- ☐ I can provide a closing statement.

Lesson 36 - Three Steps for Solving the Problem in our Fictional Narratives

Today they will learn a “three steps for solving the problem” strategy.

The first two steps do not work but the third one is successful in solving the problem.



☐ I can identify common prefixes and suffixes and their meanings.

Unit 10 Week 3 Day 3
TE pages 252-253

Word Study Resource
Book, pp. 120–121
My Word Study, Volume 2,
p. 46

Practice high-frequency words: dark, clear, explain, force, minutes, object, plane, power, produce, surface.

- Read Accountable Text "New Planets"
- Spelling
- High-Frequency Words
- Share and Reflect

careful Be **careful** when cooking on the stove.

useful A new backpack is a very **useful** gift.

helpful Good friends are **helpful** when you need them.

colorful She has a **colorful** rainbow on her shirt.

spoonful I sometimes put a **spoonful** of honey in my tea.

painless A flu shot is nearly **painless**.

face of danger.

spotless
sweeps it.

speechless He was **speechless** when he won the prize.

priceless Some things are so important, they are **priceless**.

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

☐ I can add three two-digit numbers using the part-whole strategy.

☐ I can add four two-digit numbers using the part-whole strategy.

☐ I can solve one-step word problems using addition strategies.

☐ I can solve two-step word problems using addition strategies.

- ❑ 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.

End of Module 6
Review & Assessment

Jimmy Carter's upbringing led him to challenge segregation in his hometown, state and in the nation.

**Georgia Leaders PPT
Research Project
Culminating Activity:**

Students will culminate their second-grade social studies year by studying prominent leaders of Georgia President Jimmy Carter and Juliette Gordon Low.

Students and teachers will continue to read about President Carter's political and personal roles and Low's leadership using the themes of individuals, groups, and institutions.

Second Order: Transcripts for the Sample Students of Excellence in General Studies			
Important Dates	Our Similarities	Our Differences	
Illustration			
	Character Traits	Contributions	

Source: Department of Education
 THE STATE OF CALIFORNIA DEPARTMENT OF EDUCATION
 400 R STREET, SACRAMENTO, CALIFORNIA 95833
 TEL: (916) 227-3000 FAX: (916) 227-3001
 WWW.CAEDU.CA

Students will research and work to complete the graphic organizer as a resource to organize information about Juliette Gordon Low and Jimmy Carter.

Compare and Contrast Procedural Texts

What is alike or the same?

What is different?

Topic of "Crayon Dot Art"

Topic of "Healthy Ice Pops"

creates art

explains how to create something in steps

involves matter changing form

makes a food snack

LESSON 36: Three Steps for Solving the Problem in our Fictional Narratives

Three Steps for Solving a Fictional Problem

Directions: Look at the story ideas and possible problems below. Think of three things a character in each story might try to do to solve the problem. Write your ideas in the "Solving the Problem" column. Then share your ideas with a partner.

Story Idea	Possible Problem	Solving the Problem
Example Character playing in the rain.	Gets stuck in the mud.	1. Tries to grab a tree limb to pull on. 2. Tries to crawl out on hands and knees. 3. Dad pulls him out.

LESSON 36: Three Steps for Solving the Problem in our Fictional Narratives – Cont.

Story Idea	Possible Problem	Solving the Problem
Riding a bike home from school.	Tire goes flat.	1. 2. 3.
Planting a garden.	Character gets stung by a bee.	1. 2. 3.
Walking a dog.	Dog breaks leash and runs away.	1. 2. 3.

Standards

Content Standards

Represent and solve problems involving addition and subtraction.

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Work with equal groups of objects to gain foundations for multiplication.



2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.



2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Reason with shapes and their attributes.

2.G.A.1 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.

LESSON 36/37
Make pairs. Then circle Even or Odd.

6.  Even  Odd

7.  Even  Odd

6. Jill says 18 is an even number. Do you agree? Tell how you know.

LESSON 36/37
9. **Read**
Mr. Green sets up chairs for a class show.
He puts the chairs in 4 rows.
Each row has 6 chairs.
How many chairs does Mr. Green set up in all?
Draw

Write

< 5/6 >

Thursday - (K-2) DISTRICT MAP GROWTH Make-Ups!

<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</p> <p>LT: I am learning to use</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases in poems, stories,</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives telling what</p>	<p>Standard(s): ELAGSE2RF3d ELAGSE2L4</p> <p>LT: I am learning to read</p>	<p>Standard(s): 3.PAR.3.6 3.PAR.3.7</p> <p>LT: We are developing our understanding of</p>	<p>Standard(s): SS2H1e,f. SS2G2b. SS2CG3</p> <p>LT: I am learning about</p>
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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, contractions, possessives

Lesson/Activity:

Language Review
Daily Paragraph Editing
Science Article -
A Salty History
Week 4 Page 27

or songs can supply rhythm and meaning.

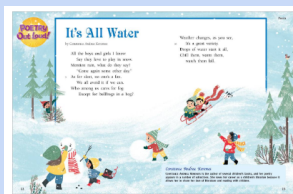
SC: I know I am successful when...

- ☐ I can identify words or phrases that repeat or rhyme.
- ☐ I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way.
- ☐ I can describe how word choices can affect the meaning of a story.
- ☐ I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition.

Lesson/Activity:

Unit 10, Lesson 14,
TE pages 110-113.

Mentor Text: "It's All Water," pages 22-23



happened in order. I am learning to include details to describe actions, thoughts, and feelings in my narrative writing. I am learning to write an ending.

SC: I know I am successful when:

- ☐ I can determine what kind of story I want to tell (real or made up).
 - ☐ I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).
 - ☐ I can use organizational structures (beginning, middle, end, and sequence of events).
 - ☐ I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.
 - ☐ I can develop characters through thoughts and feelings.
 - ☐ I can add details that describe people's actions or the setting.
 - ☐ I can determine an ending to my narrative writing.
- I can provide a closing statement.

Lesson/Activity:

Lesson 37 - Writing and
Elaborating Our Fictional

words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word. I am learning to read words with common prefixes and suffixes.

SC: I know I am successful when:

- ☐ I can identify common prefixes and suffixes.
- ☐ I can recognize when a word has a prefix or suffix.
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can determine the meaning of a word based on the prefix or suffix.
- ☐ I can identify common prefixes and suffixes and their meanings.

Lesson/Activity:

Unit 10 Week 3 Day 4
TE pages 254-255

Word Study Resource
Book, pp. 120-121
My Word Study, Volume 2,
p. 46

Read high-frequency words: dark, clear, explain, force, minutes, object, plane, power, produce, surface.

multiplication. We are learning to solve multiplication problems within 100.

SC: I know I am successful when:

- ☐ I can use concrete models to represent multiplication.
- ☐ I can use visual representations to model multiplication.
- ☐ I use part-whole strategies to represent multiplication.
- ☐ I can solve practical multiplication problems within 100.
- ☐ I can write a multiplication equation
- ☐ I can represent the unknown with a letter.
- ☐ I can solve a multiplication problem
- ☐ I can explain and justify the solution.

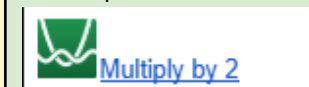
Lesson/Activity:

Culminating Activity &
Grade 3 Multiplication

Optional:

Fluency Practice

Conceptual Understanding
of Multiplication



Read Aloud:

[TWO of Everything!](#)

the positive character traits demonstrated by Jimmy Carter and Juliette Gordon Low.

I am learning about the ways Juliette Gordon Low and Jimmy Carter adapted to and were influenced by their environments.

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

- ☐ I can give examples of how Jimmy Carter and Juliette Gordon Low demonstrated positive citizenship traits.
- ☐ I can name ways Jimmy Carter and Juliette Gordon Low have been honored for their contributions.
- ☐ I can explain how Juliette Gordon Low's attendance at schools outside of Georgia and her travels helped her to adapt to living in England.
- ☐ I can explain how running the family's peanut business led to Jimmy Carter becoming involved in local and state planning and into politics.
- ☐ I can explain how Jimmy Carter's upbringing led him to challenge segregation in his hometown, state and in the nation.

Lesson/Activity:

Jimmy Carter or

WEDNESDAY WEEK 4

Poland's famous salt mines are very unusual. For hundreds of years, miners have dug salt from deep beneath the Earth's surface. They have carved elegant rooms and beautiful statues from the solid salt. Curious tourists visit to see the miners' statues. Wow, would you like to see them?

Across the ages and around the world, salt has been valued very highly. It was important and hard to obtain. The ancient Roman soldiers' wages were paid in salt. Their word for "salt" was "sol." That is where our word "salary" comes from. Gee, would you like to get paid in salt? In many places, salt is still a symbol of friendship.

THURSDAY WEEK 4

Read to Know Next Step: 1. Read: Paragraph Editing, Grade 4, 180-192.

FEATURES OF POETRY

LINE: a group of words appearing together in a row

STANZA: a group of lines of poetry that form a unit together; poems are structured by stanzas

RHyme: words that have the same ending sound

RHYTHM: beat that is expressed through stressed and unstressed syllables

ALLITERATION: words close together that have the same starting sound

REPETITION: repeated words, phrases, or lines

FIGURATIVE LANGUAGE: language that shows something other than what the words literally mean

Stories

Students will use the Fictional Story Planning page to help guide them as they begin writing their fictional narratives.

On this first day of writing, students will draft a narrative beginning and the first body paragraph of their fictional story.

Students will be reminded of several elaboration strategies writers use when writing narratives of any kind.

Elaborating Body Paragraphs Anchor Chart

Body
Elaborating Narrative Paragraphs

Writers Elaborate body paragraphs by including:

feelings, thoughts, actions, and dialogue. We call this FATDI!

Writers Connect story parts or ideas by using:

Time Transitions: first, next, finally, soon, meanwhile, the following day, not long after, in the meantime, later that month.

Place Transitions: above, below, near the fence, over the garage, in back of, in the center of, on top of, next to

Elaborating Body Paragraphs Anchor Chart

Body
Elaborating Narrative Paragraphs

Example Narrative Body Paragraph

As soon as Maddie reached the barn, she met her riding instructor. "Welcome, Maddie!" he said. "My name is Manny." She was excited to meet him. Inside she felt kind of nervous. He walked her over to a horse stall. "What's his name?" Maddie asked. "This is Goldie. He is a special horse!" said Manny. Maddie thought he looked beautiful. Manny led Goldie out to the ring. He helped Maddie get in the saddle. Off she went! Goldie bucked! Then, down she fell. "Don't worry," said Manny. "try it again!" Maddie tried about twenty more times. Goldie kept bucking her off! "Oh no," she thought, "what in the world am I going to do now?"

Individual: Who, What, Where and/or When the paragraph will be about.

Reflection is written in third person: she, her, he, him, his.

Describe what happened! Elaborate with FATDI

- Feelings
- Actions
- Thoughts
- Dialogue

Narrate the Time and Place transitions: inside, over to a larger stall, out to the ring... Then... Down she fell

Give a clue or hint about what will happen in the next paragraph or scene.

Suffixes -ful, -less

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "New Planets" and/or "Beautiful Ice Cities"
- Share and Reflect

careful Be **careful** when cooking on the stove.

useful A new backpack is a very **useful** gift.

helpful Good friends are **helpful** when you need them.

colorful She has a **colorful** rainbow on her shirt.

spoonful I sometimes put a **spoonful** of honey in my tea.

painless A flu shot is nearly **painless**.

fearless The superhero was **fearless** in the face of danger.

spotless The floor is **spotless** when Dad sweeps it.

speechless He was **speechless** when he won the prize.

priceless Some things are so important, they are **priceless**.



Juliette Gordon Low Living Poster Culminating Activity:

Living Poster Project

Name: _____

To create your poster, you will need these supplies:

- An eggplant (Juliette, anyone, etc.)
- Poster board
- Glue

Follow these steps:

1. Decide to create a living poster for Jimmy Carter or Juliette Gordon Low.
2. Cut a hole in the middle of your poster big enough for your head. Your head will be the face of Juliette or Jimmy.
3. Begin to research and gather information. Use the rubric to guide you.
4. With the information on your poster.
5. There is your living poster on!

Performance Rubric

Category	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
Content				
Organization				
Visual Appeal				
Overall				

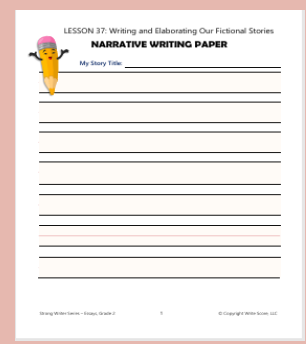
Total Points (14 possible)

Students will create a living poster about Jimmy Carter or Juliette Gordon Low.

Students should include at least five major events in Low or Carter's life, what they are most famous for, and the character traits that describe the figure.

The poster will have a hole in the middle for the student to put his/her head in so they can be the "face" of the figure.

Teachers may encourage students to dress up as Carter or Low when they present their posters to the class.

					
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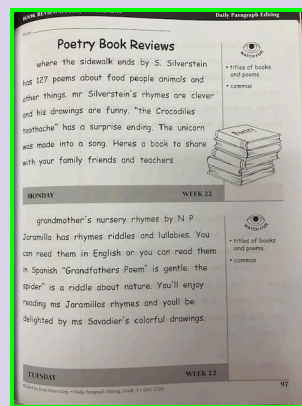
Friday - (K-2) DISTRICT MAP GROWTH Make-Ups!

<p>Standard(s): ELAGSE2L2a ELAGSE2L2c</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use an apostrophe to form contractions and frequently occurring possessives.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can determine the purpose of a contraction. <input type="checkbox"/> I can determine where an apostrophe is needed to form contractions. 	<p>Standard(s): ELAGSE2RI10</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed. I am learning to state ideas or opinions about a real-world question. I am learning to clarify ideas or opinions by restating them or asking questions about them. I am learning to support my ideas or opinions with details from texts or personal experiences.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can state ideas or opinions I have about a real-world question. <input type="checkbox"/> Clarify my ideas or opinions by restating them 	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives telling what happened in order. I am learning to include details to describe actions, thoughts, and feelings in my narrative writing. I am learning to write an ending.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine what kind of story I want to tell (real or made up). <input type="checkbox"/> I can develop characters and settings using sensory details (descriptive adjectives and strong verbs). <input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events). <input type="checkbox"/> I can use words such as 	<p>Standard(s): ELAGSE2RF3d ELAGSE2L4</p> <p>LT: I am learning to read words with common prefixes and suffixes. I am learning to figure out the meaning of a word by knowing the root word. I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify common prefixes and suffixes. <input type="checkbox"/> I can recognize when a word has a prefix or suffix. <input type="checkbox"/> I can cover parts of a word to determine the sounds and then blend them together. <input type="checkbox"/> I can determine the meaning of a word based on the prefix or suffix. <input type="checkbox"/> I can identify common 	<p>Standard(s): 3.PAR.3.6 3.PAR.3.7</p> <p>LT: We are developing our understanding of multiplication. We are learning to solve multiplication problems within 100.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use concrete models to represent multiplication. <input type="checkbox"/> I can use visual representations to model multiplication. <input type="checkbox"/> I use part-whole strategies to represent multiplication. <input type="checkbox"/> I can solve practical multiplication problems within 100. <input type="checkbox"/> I can write a multiplication equation <input type="checkbox"/> I can represent the 	<p>Standard(s): SS2E4</p> <p>LT: I am learning about the costs and benefits of personal saving and spending choices.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain the benefits and costs of saving. <input type="checkbox"/> I can explain the benefits and costs of spending. <p>Lesson/Activity: Spending & Saving</p> <p>Students will match economic vocabulary words to the definitions.</p> <p>Students will explain the difference between spending and saving and give an example of an</p>
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□ I can determine where an apostrophe is placed to form possessives.

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

Lesson/Activity:
Language Review
Daily Paragraph Editing
Book Reviews:
Poetry Book Reviews
Week 22 Page 97-99

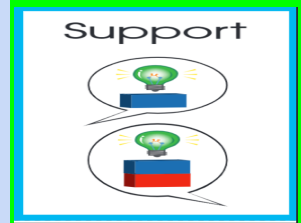
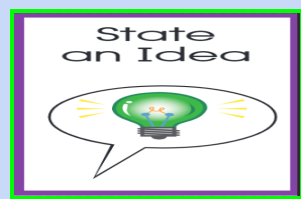


or asking questions about them.

□ Support my ideas or opinions with details from texts or my personal experience.

Lesson/Activity:
Unit Wrap-Up: Real-World Perspectives
BMK Unit 10 Unit Assessment

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



a long time ago, today, later, first, next, then, and last to show the order of events.

□ I can develop characters through thoughts and feelings.
□ I can add details that describe people's actions or the setting.
□ I can determine an ending to my narrative writing.
I can provide a closing statement.

Lesson/Activity:
Lesson 38 - Completing and Evaluating Our Fictional Stories

Students will use the Fictional Story Plan Sheet they already started to help guide them as they complete their narratives.

On this second day of writing, students will review the FATD elaborating strategy as well as the use of time and place transitions.

Students will also use a fictional narrative rubric to assess their own stories.

prefixes and suffixes and their meanings.

Lesson/Activity:
Unit 10 Week 3 Day 5
TE pages 256-257
Word Study Resource Book, pp. 120–121
My Word Study, Volume 2, p. 46

Read high-frequency words: *dark, clear, explain, force, minutes, object, plane, power, produce, surface.*

Review and Assess Suffixes -ful, -less
• Read Accountable Text "New Planets" and/or "Beautiful Ice Cities"
• Blend and Build Words
• Review Multisyllabic Words
• Spelling and Dictation
• High-Frequency Words

• Cumulative Assessment

unknown with a letter.

□ I can solve a multiplication problem
□ I can explain and justify the solution.

Lesson/Activity:
Culminating Activity & Grade 3 Multiplication

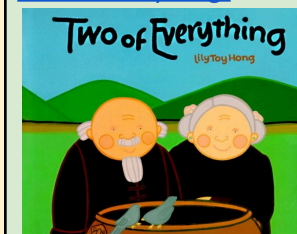
Optional:
Fluency Practice

Conceptual Understanding of Multiplication

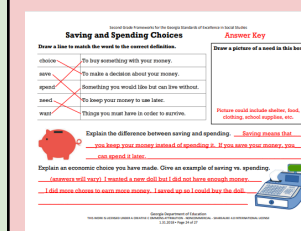
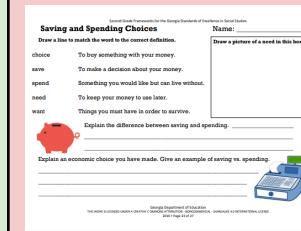


Read Aloud:

TWO of Everything!



economic choice they have made.



Students will complete the attached activity independently or with a partner.

Optional - Extended Activity:
Discover A New Girl Scout Cookie

Create a new type of Girl Scout cookie.

Draw a picture and describe the new cookie by writing a detailed paragraph.

Badges, Journeys, & Awards

Research the types of badges Girl Scouts can earn.

Students will think about which badge they would



GRADE 2 FICTIONAL NARRATIVE RUBRIC/CHECKLIST			
Elements of Narrative Writing		Self	Teacher
Beginning	My beginning sets the scene for readers. It may include who is in the story and where it takes place. It may hint at what might happen.		
Ending	My ending ties up my story. It might circle back to the beginning or share a lesson learned.		
Transitions	I have used transitions to connect ideas or move from one part of my story to another.		
Supporting Paragraphs	I have included at least three body paragraphs in a logical order. My middle paragraph is about the Problem and two solution attempts.		

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	My last paragraph is about the Solution to the problem.		
Evidence	I wrote about the events in my story by using facts and details.		
Elaboration	I have used FATD: feelings, actions, thoughts, and dialogue to elaborate the facts and details.		
Sentence Formation	My sentences start with a capital letter. They end with a punctuation mark.		
Spelling	I have checked my spelling. I have corrected misspelled words.		
Capitalization	I have checked to be sure I capitalized words correctly.		
Punctuation	I have checked to be sure I used correct punctuation.		
How My Essay Looks	My writing is easy to read. I have indented each new paragraph.		

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LESSON 38: Completing and Evaluating Our Fictional Stories

SAMPLE ESSAY

Teacher Sample Fictional Narrative

"Problem" Body Paragraph 2, "Solution" Body Paragraph 3, and Ending

Manny knew they had a problem, but he didn't want Maddie to get discouraged. He had a plan. First, he ran to the barn and searched through the old saddles. He found one he thought Goldie would like. He put it on Goldie. Goldie kicked and bucked. The saddle hurt his back. Next, Manny brought out dozens of leather bridles with fresh new bits. He put one on Goldie. Goldie foamed at the mouth. He shook his head. Now Manny was really worried. Manny had no idea what to try next.

Finally, Manny had a unique idea. He took off to get his tools. Once he finished putting new shoes on the horse, Goldie nudged Maddie's arm. With some doubts and lots of worry, Maddie climbed back on top of Goldie. He took off at a slow trot around and around the ring. Not once did Goldie buck her off. Wow, what a great feeling thought Maddie. Maddie thanked Manny and gave Goldie a big hug around his neck.

Maddie left Hilltop Farm just as the bright sun was setting. Her first day riding a horse turned out better than she ever imagined. It turned out to be the most special day of her life!

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careful Be **careful** when cooking on the stove.

useful A new backpack is a very **useful** gift.

helpful Good friends are **helpful** when you need them.

colorful She has a **colorful** rainbow on her shirt.

spoonful I sometimes put a **spoonful** of honey in my tea.

painless A flu shot is nearly **painless**.

fearless The superhero was **fearless** in the face of danger.

spotless The floor is **spotless** when Dad sweeps it.

speechless He was **speechless** when he won the prize.

priceless Some things are so important, they are **priceless**.

like to earn.

Plan an outing or activity for you to complete with your family to earn the badge.

LESSON 38: Completing and Evaluating Our Fictional Stories

SAMPLE ESSAY

Teacher Completed Sample Fictional Narrative

The Horseback Riding Lesson

One bright Saturday Morning, Maddie arrived at Hilltop Farm. Today would be her very first horseback riding lesson. Maddie didn't realize just how special it would be.

As soon as Maddie reached the barn, she met her riding instructor. "Welcome, Maddie!" he said. "My name is Manny." She was excited to meet him. Inside she felt kind of nervous. He walked her over to a horse stall. "What's his name?" Maddie asked. "This is Goldie. He is a special horse!" said Manny. Maddie thought he looked beautiful. Manny led Goldie out to the ring. He helped Maddie get in the saddle. Off she went. Goldie bucked! Then, down she fell. "Don't worry," said Manny. "try it again!" Maddie tried about twenty more times. Goldie kept bucking her off! "Oh no," she thought, "what in the world am I going to do now?"

Manny knew they had a problem, but he didn't want Maddie to get discouraged. He had a plan. First, he ran to the barn and searched through the old saddles. He found one he thought Goldie would like. He put it on Goldie. Goldie kicked and bucked. The saddle hurt his back. Next, Manny brought out dozens of leather bridles with fresh new bits. He put one on Goldie. Goldie foamed at the mouth. He shook his head. Now Manny was really worried. Manny had no idea what to try next.

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Maddie left Hilltop Farm just as the bright sun was setting. Her first day riding a horse turned out better than she ever imagined. It turned out to be the most special day of her life!



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