

Carrie Waters' Week of: May 05-09, 2025 - Whole Group Lesson Plans

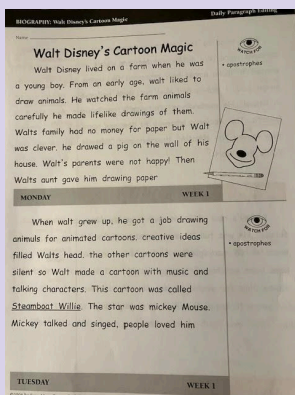
*for additional curriculum information, please visit the district's resource [Elementary Teaching Resources](#) or [Georgia Standards of Excellence](#)

GRAMMAR District MAP Language Review Proper Nouns, Commas, Apostrophes, Addresses	READING Unit 10 Week 2 Lessons 6-10 Changing Matter Graphic Novel	WRITING Write Score Daily Lesson Series: Writing Strong Essays Unit 4 Writing Personal Narratives & Mother's Day Poem	PHONICS Unit 10 Week 2 Prefixes UN, RE, DIS Changing Matter	MATH Module 6 Topic D, Lessons 16-18 Culminating Activity & Fluency Assessment	SOCIAL STUDIES Unit 5 Week 1 Georgia Leaders Juliette Gordon Low & Jimmy Carter
Monday - (K-2) DISTRICT MAP READING FLUENCY BEGINS!					
<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): ELAGSE2RL5 ELAGSE2RL7</p> <p>LT: I am learning to describe how a story is written including the beginning, middle, and ending. I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe how the beginning introduces the story. <input type="checkbox"/> I can describe how the middle provides major events and challenges. <input type="checkbox"/> I can describe how the ending concludes the story. <input type="checkbox"/> I can explain the 	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives telling what happened in order.</p> <p>SC: <i>I will 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. <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to use the spelling patterns I know to write words. I am learning to figure out the meaning of a word when a prefix is added.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. <input type="checkbox"/> I can identify prefixes and their meanings. 	<p>Standard(s): 2.NR.3.1</p> <p>LT: We are learning about equal groups of numbers.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -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. <p>Lesson 16: Use rectangular arrays to investigate combinations of even and odd numbers. Materials: Chart paper,</p>	<p>Standard(s): SS2G2a, b.</p> <p>LT: I can locate on a map the places that were important in the life of Juliette Gordon Low.</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 identify where Juliette Gordon Low was born. <input type="checkbox"/> I can locate and label Savannah on a map of Georgia. <input type="checkbox"/> I can identify the region of Georgia in which Savannah is located. <input type="checkbox"/> I can identify England on a map of the world. <p>Lesson/Activity: Here Comes the Girl Scouts- Read Aloud</p>

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

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

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



structure of a story (cause/effect, sequencing, compare/contrast, problem/solution).

❑ I can describe how the ending concludes the action.

❑ I can gather information about characters, setting, or plot from words in the text (print or digital).

❑ I can use the information gathered to understand characters, setting, and plot.

Lesson/Activity:
Unit 10, Lesson 6,
TE Pages 78-81.
Introduce the Genre:
Graphic Story

Mentor Text: "Miss Matter, Part 1," pages 12-13



Lesson 29 - Generating Personal Experience Ideas to Write About

Generate ideas to write about. Consider beginning the unit by having students write about things they know well - their own lives and experiences!



Start having students consider what they want to write about.

Create an anchor chart

Key Vocabulary:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 10 Week 2 Day 1
TE pages 228-231

Word Study Resource Book, p. 115
My Word Study, Volume 2, p. 42

Read HFWs:
built, correct, inside, island, language, oh, person, street, system, warm.

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

chart markers, 1 inch tiles

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:
Add Within 1,000-
Students add three-digit numbers.

$$423 + 251 = 674$$

Repeat with the following:

368 + 124 = 492	250 + 242 = 492	574 + 346 = 920	183 + 487 = 670
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Launch: Students reason about combinations of even and odd numbers.

Learn: Find the Sum of Two Even Numbers-
Students compose an even addend with an even addend and find that the sum is an even number.



MAP- Identify important locations in Gordon's life



ELEMENTS OF GRAPHIC STORIES

REMEMBER: Start at the top of the page and read from left to right, top to bottom.

FEATURE	DESCRIPTION
Panel	the separate sections of a graphic story; each one typically has illustrations and dialogue • Read each panel from left to right, top to bottom.
Gutter	the space between panels • You have to infer what action takes place between panels.
Speech balloon	shows character dialogue • The tail of a speech balloon points to the character who is speaking.
Narration box	tells like the voice of a narrator in a story
Sound effect	shows important sounds that are not spoken by the characters

with ideas.

unsafe It's **unsafe** to go outside during a thunderstorm.

unlock Do you have a key to **unlock** the door?

unhappy It makes me **unhappy** when people are mean.

unpack I still have to **unpack** after my last trip.

reheat Dad will **reheat** the stew in the microwave.

reuse I will wash the containers so we can **reuse** them.

reread It's important to **reread** if you have questions.

dislike I **dislike** the hot sun, so I sit in the shade.

disagree We can **disagree** about things and still be friends.

distrust If you lie, people will **distrust** you.




Find the Sum of an Even Number and an Odd Number: Students compose an even addend with an odd addend and find that the sum is an odd number.



Find the Sum of Two Odd Numbers: Students create two odd numbers with tiles and pair the leftover tile from each addend to make an even total.



Apply the Pattern to Larger Numbers: Students apply

				<p>what they have learned about the total when adding different combinations of even and odd addends to larger numbers.</p> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective- Use rectangular arrays to investigate combinations of even and odd numbers.</p>  <p>Students will complete and turn in Exit Ticket 16 for a formative grade.</p>	
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Tuesday - (K-2) DISTRICT MAP GROWTH Reading!

<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>	<p>Standard(s): ELAGSE2RL3</p> <p>LT: I am learning to connect to the characters in a story and how they react to important (major) events or challenges.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe characters using character traits/feelings. <input type="checkbox"/> I can identify the major events or challenges in a story. 	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives telling what happened in order.</p> <p>SC: <i>I will 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). 	<p>Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to use the spelling patterns I know to write words. I am learning to figure out the meaning of a word when a prefix is added.</p>	<p>Standard(s): 2.NR.2.3 2.NR.3.1 2.NR.3.2</p> <p>LT: 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 add two two-digit numbers using the part-whole strategy. 	<p>Standard(s): SS2H1e</p> <p>LT: I am learning about the life and contributions of Juliette Gordon Low.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe Juliette's childhood and young adult life in a wealthy family. <input type="checkbox"/> I can describe Juliette's childhood and young adult life in a wealthy family. <input type="checkbox"/> I can describe the other places that Juliette
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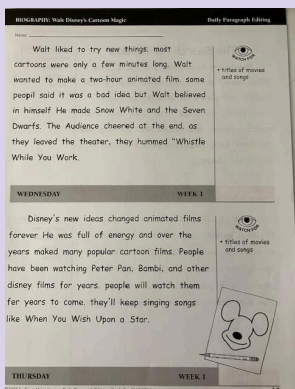
- ❑ I can identify words as holidays.
- ❑ I can identify words as product names.
- ❑ I can identify words as geographic names.
- ❑ I can determine the purpose of a contraction.
- ❑ I can determine where an apostrophe is needed to form contractions.
- ❑ I can determine where an apostrophe is placed to form possessives.

Key Vocabulary:

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

Lesson/Activity:

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

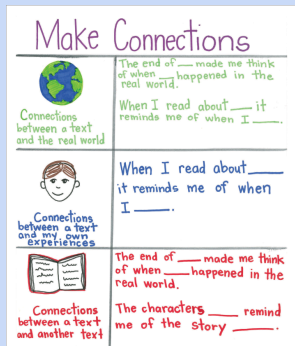


- ❑ I can use text evidence to describe how characters respond to major events/challenges.
- ❑ I can make connections to another text, to a personal experience, or to a real-world experience.

Lesson/Activity:

Unit 10, Lesson 7,
TE Pages 82-85.

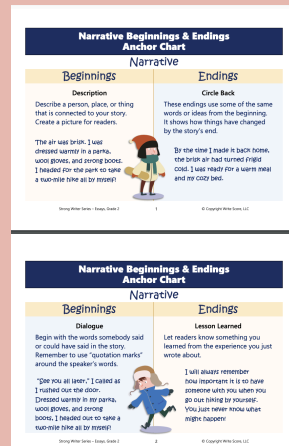
Mentor Text: "Miss Matter, Part 1," pages 12-13



- ❑ 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.

Lesson/Activity:

Lesson 30 - Writing a
Narrative Beginning and
Ending



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

- ❑ I can use spelling patterns to recognize words.
- ❑ I can rearrange, add, or remove letters to make new words.
- ❑ I can identify prefixes and their meanings.

Lesson/Activity:

Unit 10 Week 2 Day 2
TE pages 232-235

Word Study Resource Book, p. 115
My Word Study, Volume 2, p. 42

Read & Write HFWs:
built, correct, inside,
island, language, oh,
person, street, system,
warm.

Prefixes un-, re-, dis-

- Phonological Awareness: Blend and segment multisyllabic words by syllable
- Blend and Build Words
- Read Interactive Text "Tyler's Party"
- Spelling
- High-Frequency Word
- Abbreviations
- Share and Reflect

- ❑ 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:

Lesson 17: Solve word
problems that involve
equal groups and arrays.

Fluency - Numbers Up!
Materials—S: Numeral Cards



Students find an unknown total or part to build addition and subtraction fluency within 20.

Launch:

- traveled to as an adult.
- ❑ I can explain the significance of her trip to England.
- ❑ I can explain how and why Juliette started the Girl Scouts in America.

Lesson/Activity:

[The Mother of the Girl Scouts: Juliette Gordon Low](#)
[Georgia Stories](#)

[Juliette Gordon Low PPT](#)

Early Finishers:


[Juliette Gordon Low](#)
[Activities](#)



Name _____

LESSON 30: Writing a Narrative Beginning and Ending

NARRATIVE BEGINNINGS & ENDINGS – Continued



Beginning	
Ending	

distrust If you lie, people will **distrust** you.

Lesson 17: Tables word problems that involve word groups and units.




Read Draw

There are 2 rows of 3 cranberry muffins.
 There are 3 rows of 3 apple muffins.
 There is 1 row of 3 banana muffins.

How many muffins are there in all?

Write

Display student work samples. Then facilitate a class discussion. Invite students to share their thinking with the whole group and record their reasoning.

Repeated Addition	Tap Diagram	Separate Arrays
 Crayons $1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 = 10$ $1 \times 10 = 10$ Boxes	 $5 + 5 = 10$ $5 \times 2 = 10$ $10 \div 5 = 2$	 Crayons Apple Banana $5 + 5 = 10$ $5 \times 2 = 10$
There are 10 crayons in all.	There are 10 crayons in all.	There are 10 crayons in all.

Direct students to problem 2 and read the problem chorally.

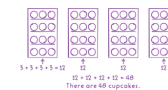
Solve an Array Word Problem
Students use the Read–Draw–Write process to solve an array word problem.

Direct students to problem 3 and read the problem chorally.

Array Word Problem:
Share, Compare, and
Connect:

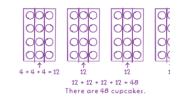
Equal Groups Representation (Pam's Way)

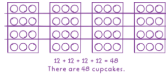
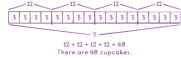
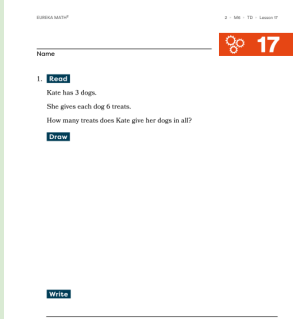
Invite students to examine Pam's work.



Column Representation (Sal's Way)

Invite students to examine Sal's work.



				<p>Row Representation (Ann's Way) Invite students to examine Ann's work.</p>  <p>$12 + 12 + 12 + 12 = 48$ There are 48 cupcakes.</p> <p>Students share solution strategies and reason about their connections.</p> <p>Tape Diagram Representation (Lee's Way) Invite students to examine Lee's work.</p>  <p>$12 + 12 + 12 + 12 = 48$ There are 48 cupcakes.</p> <p>They transition from using a pictorial model to a more abstract model, the tape diagram.</p> <p>Problem Set:</p>  <p>Students connect the pictorial and abstract models as they share their solution strategies.</p> <p>Students will complete and turn in Lesson 17 Topic Ticket D for a formative grade.</p>	
Wednesday - (K-2) DISTRICT MAP GROWTH Reading!					
Standard(s): ELAGSE2L2	Standard(s): ELAGSE2RL6	Standard(s): ELAGSE2W3	Standard(s): ELAGSE2RF3e	Standard(s): 2.NR.2.1, 2.NR.2.3,	Standard(s): SS2CG3

<p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing. <p><u>Key Vocabulary:</u> geographic names, capitalization, holiday, product names, proper nouns, letters, punctuation, greetings, correspondence, body, closings, commas, capitalization</p> <p>Lesson/Activity: Language Review Daily Paragraph Editing</p>	<p>ELAGSE2L3</p> <p>LT: I am learning about the characters in a story by analyzing dialogue and using different character voices when I read aloud to show what I know about the characters.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify who is telling the story at different (various) points. <input type="checkbox"/> I can recognize what characters are thinking and/or feeling at different parts of the story. <input type="checkbox"/> I can speak in a different voice for each character. <input type="checkbox"/> I can understand how writers use dialogue to show tone and characters' points of view. <input type="checkbox"/> I can differentiate formal and informal English. <p>Lesson/Activity: Unit 10, Lesson 8, TE Pages 86-89.</p> <p>Mentor Text: "Miss Matter, Part 2," pages 14–15</p>	<p>LT: I am learning to write narratives telling what happened in order.</p> <p>SC: <i>I will 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. <p>Lesson/Activity: Lesson 31 - Making a Plan for Writing Our Stories</p>	<p>ELAGSE2L2d ELAGSE2L4b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to use the spelling patterns I know to write words. I am learning to figure out the meaning of a word when a prefix is added.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. <input type="checkbox"/> I can identify prefixes and their meanings. <p>Lesson/Activity: Unit 10 Week 2 Day 3 TE pages 236-239 Word Study Resource Book, p. 116-117 My Word Study, Volume 2, p. 43</p> <p>Practice HFWs: <i>built, correct, inside, island, language, oh, person, street, system, warm.</i></p>	<p>2.NR.2.4</p> <p>LT: We are learning to add and subtract within 20. We are learning to add and subtract numbers using different strategies. We are learning to add and subtract 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 add and subtract within 20 using a variety of strategies (mental, part-whole, etc.) <input type="checkbox"/> I can fluently add and subtract within 20 using a variety of strategies. <input type="checkbox"/> I can add and subtract two two-digit numbers using the part-whole strategy. <input type="checkbox"/> I can add or subtract numbers within 100 using place value strategies. <input type="checkbox"/> I can add or subtract numbers within 100 using properties of operations. <input type="checkbox"/> I can add or subtract numbers within 100 using the relationship between addition and subtraction. <p>Lesson/Activity: Culminating Activity & Formative Assessment of Grade 2 Fluency (3 Days)</p> <p>Lesson 18: Use various</p>	<p>LT: I am learning how Juliette Gordon Low exhibited positive character traits.</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 give examples of how Juliette Gordon Low demonstrated positive citizenship traits. <input type="checkbox"/> I can name ways Juliette Gordon Low has been honored for her contributions. <p>Lesson/Activity: Get to Know Juliette Gordon Low Activities</p> <div data-bbox="1696 824 1990 1271"> </div> <p>Juliette Gordon Low PPT</p> <p>Juliette Gordon Low- Math Activity</p> <p>Early Finishers: Juliette</p>
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Letters: Letters to an Author Week 3 Page 21

LETTERS: Letters to an Author Daily Paragraph Editing

Name: _____

Letters to an Author

604 W 16th Street Dr
Yorktown VA 23693
February 24, 2004

Dear Mrs. Faith Ringgold

My name is Sara, and I am in the third grade. Our teacher, Mrs. Brock read Tar Beach to us. I liked it a lot.

MONDAY **WEEK 3**

Mrs. Brock said that your drawings are story quilts that you painted. I like the way they look in tar beach. I read Cassie's Word Quilt to my little sister, Emma. I can't wait to read the rest of your books.

Sincerely,
Sara T. Sanchez

TUESDAY **WEEK 3**



Dialogue

Characters reveal themselves through the things that they say, their dialogue.

Characters Communicate in the Following Ways

Words	the simplest and most direct way to learn about characters Ask: What does the character say?
Point of View	how the characters feel about other characters, the setting, or their wants and needs Ask: What is the character trying to accomplish in the scene?
Tone	the attitude of the character that reveals point of view Ask: How does the character speak? What is the character feeling?
Informal or Formal English	the way that the character speaks to other characters; makes dialogue sound more realistic Ask: Does the character use informal or formal English? What does that reveal about the character in the scene?

Story Planning Anchor Chart (with Sketch)

Story Planning

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

1. Plan your Beginning: Write your beginning paragraph.

It was a bright, sunny spring morning. The air smelled fresh and clean. It was a perfect day to go outside and there is exactly what my brother and I decided to do!

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

First: Life flew like in the field as the side of our house.
Next: Life moved on the swings in the backyard until my brother ran up.
Finally: Dad took Doug to the hospital.

3. Plan your Ending: Write your ending paragraph.

After what my brother done me to do anything Doug I will never tell him, "No, thank you!" Then I'll go off and jump rope as for me!

My Story Plan Student Sheet

Story Planning

My 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!

3. Plan your Ending: Write your ending paragraph.

- Prefixes un-, re-, dis-**
- Read Accountable Text "Water!"
 - Spelling
 - High-Frequency Words
 - Share and Reflect

unsafe It's **unsafe** to go outside during a thunderstorm.

unlock Do you have a key to **unlock** the door?

unhappy It makes me **unhappy** when people are mean.

unpack I still have to **unpack** after my last trip.

reheat Dad will **reheat** the stew in the microwave.

reuse I will wash the containers so we can **reuse** them.

reread It's important to **reread** if you have questions.

dislike I **dislike** the hot sun, so I sit in the shade.

disagree We can **disagree** about things and still be friends.

distrust If you lie, people will **distrust** you.

strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory. (Optional)

Students engage in activities that focus on fluently adding and subtracting within 100 by using various strategies based on place value, properties of operations, and the relationship between addition and subtraction.

Students also demonstrate their ability to know all sums and differences within 20 from memory.

Note: There is no Fluency or Problem Set for this lesson. The Exit Ticket provides students with an opportunity to reflect on their learning.

Launch:

Students find the total and say an addition equation or related subtraction equation to build addition and subtraction fluency within 20.

Learn: Number Line Hop: Race to 100 & Numbers Up!

Materials—S: Counters, measuring tape, dice.

Gordon Low Activities

Optional: [Juliette Gordon Low- Letters](#) Collab with another 2nd Grade school.

Students use benchmark numbers to build fluency adding within 100.

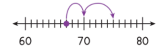
UDL: Action & Expression

Consider using the following example to support students in getting to a benchmark number to add efficiently:

- Let's say partner A's counter is on 67, and partner A rolls an 8.
- First, partner A hops 3 spaces to the closest benchmark, 70.
- Then partner A hops 5 more spaces to 75.

$67 + 8 = 75$

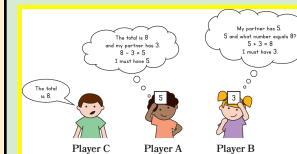
$+3 + 5$



Numbers Up!
Materials—S: Numeral Cards

Students find an unknown total or part to build addition and subtraction fluency within 20.

Have students form groups of three. Assign roles: Player A is one part, player B is one part, and player C is the total. Distribute two sets of cards to each triad and have them play according to the following rules. Consider doing a practice round with students.



Close to 100 -
Materials—S: Numeral Cards

- Player A mixes up the cards and places them facedown in a pile.
- Players A and B each take 4 cards from the pile.
- Each player uses the cards to make 2 two-digit numbers that can be added together to make a sum that is close to 100. For example, a student who picks 6, 3, 5, and 0 might write $30 + 58 = 88$ on their whiteboard.
- The player whose sum is closer to 100, without going over, gets a point for that round.

$$30 + 58 = 88$$

Students use place value reasoning to create a sum that is close to 100.

The 9 Game -

Materials—S: The 9 Game, paper clips, counters

Students use simplifying strategies to add and subtract within 100.

EXERCISE SHEET

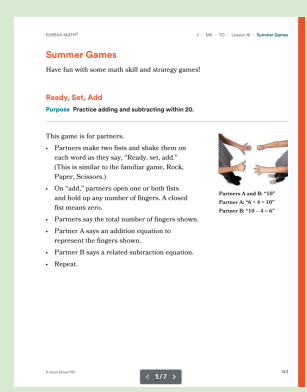
2 100 10 The 9 Game

40	52	22	54	27
36	44	64	22	64
34	45	40	27	46
48	22	36	66	54
52	34	46	48	66

Land - Debrief

Objective: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory.

Summer Games:

					
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Thursday -

<p>Standard(s): ELAGSE2L2</p> <p>LT: I am learning to use capital letters at the beginning of holidays, product names, and places on a map when writing. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify words as holidays. <input type="checkbox"/> I can identify words as product names. <input type="checkbox"/> I can identify words as geographic names. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. 	<p>Standard(s): ELAGSE2RI5</p> <p>LT: I am learning to explain how illustrations contribute to the meaning of 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 identify text features and their purposes. <input type="checkbox"/> I can use text features to preview text and to locate information quickly. <input type="checkbox"/> I can discuss the author and illustrator's use of graphic and text features to achieve specific purposes. <p>Lesson/Activity: Unit 10, Lesson 9, TE pages 90-93.</p> <p>Mentor Text: "Miss</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to include details to describe actions, thoughts, and feelings in my narrative writing.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <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. <p>Lesson/Activity: Lesson 32 - Writing and Elaborating Our Stories</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to use the spelling patterns I know to write words. I am learning to figure out the meaning of a word when a prefix is added.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. <input type="checkbox"/> I can identify prefixes 	<p>Standard(s): 2.NR.2.1, 2.NR.2.3, 2.NR.2.4</p> <p>LT: We are learning to add and subtract within 20. We are learning to add and subtract numbers using different strategies. We are learning to add and subtract 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 add and subtract within 20 using a variety of strategies (mental, part-whole, etc.) <input type="checkbox"/> I can fluently add and subtract within 20 using a variety of strategies. <input type="checkbox"/> I can add and subtract two two-digit numbers using the part-whole strategy. <input type="checkbox"/> I can add or subtract numbers within 100 using 	<p>Standard(s): SS2G2a.</p> <p>LT: I can locate on a map the places that were important in the life of Jimmy Carter.</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 identify and label on a map of Georgia where Jimmy Carter was born and lived. <input type="checkbox"/> I can identify the region of Georgia in which Plains, GA is located. <input type="checkbox"/> I can locate where Jimmy Carter lived when he was the governor of Georgia. <input type="checkbox"/> I can locate where Jimmy Carter lived when he was the President of the United States.
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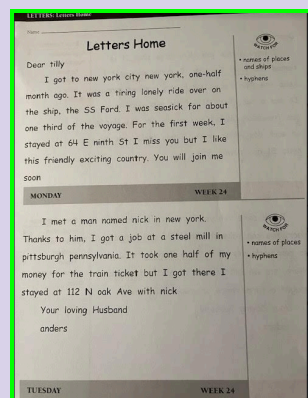
□ I can determine where the comma is placed in a closing.

Key Vocabulary:

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

Lesson/Activity:

Language Review
Daily Paragraph Editing
Letters: Letters Home
Week 24 Pages 105 & 107



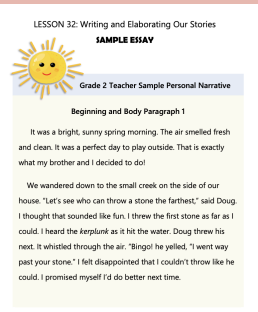
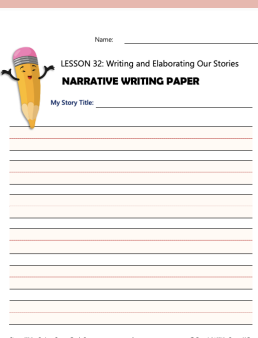
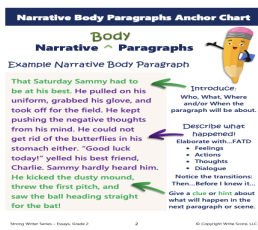
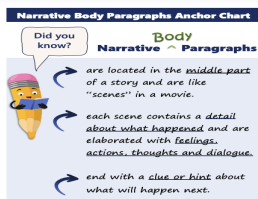
Matter, Part 2," pages 14–15



ELEMENTS OF GRAPHIC STORIES

REMEMBER: Start at the top of the page and read from left to right, top to bottom.

FEATURE	DESCRIPTION
Panel	The separate sections of a graphic story, each one typically has illustrations and dialogue. • Read each panel from left to right, top to bottom.
Gutter	The space between panels. • You have to infer what action takes place between panels.
Speech balloon	Shows character dialogue. • The tail of a speech balloon points to the character who is speaking.
Narration box	Not like the voice of a narrator in a story.
Sound effect	Shows important sounds that are not spoken by the characters.



and their meanings.

Lesson/Activity:

Unit 10 Week 2 Day 4
TE pages 240-241

Word Study Resource Book, p. 116-117

My Word Study, Volume 2, p. 43

Read HFWS:

built, correct, inside, island, language, oh, person, street, system, warm.

Prefixes un-, re-, dis-

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Water!" and/or "Sand Becomes Glass!"
- Share and Reflect

- unsafe** It's **unsafe** to go outside during a thunderstorm.
- unlock** Do you have a key to **unlock** the door?
- unhappy** It makes me **unhappy** when people are mean.
- unpack** I still have to **unpack** after my last trip.
- reheat** Dad will **reheat** the stew in the microwave.
- reuse** I will wash the containers so we can **reuse** them.
- reread** It's important to **reread** if you have questions.
- dislike** I **dislike** the hot sun, so I sit in the shade.
- disagree** We can **disagree** about things and still be friends.
- distrust** If you lie, people will **distrust** you.

place value strategies.

- I can add or subtract numbers within 100 using properties of operations.
- I can add or subtract numbers within 100 using the relationship between addition and subtraction.

Lesson/Activity:

Culminating Activity & Formative Assessment of Grade 2 Fluency (3 Days)

Lesson 18: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory. (Optional)

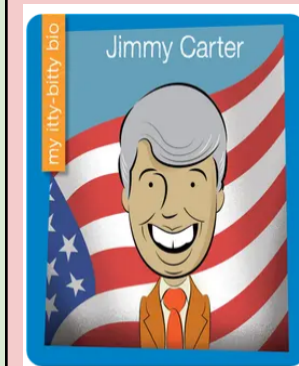
Students engage in activities that focus on fluently adding and subtracting within 100 by using various strategies based on place value, properties of operations, and the relationship between addition and subtraction.

Students also demonstrate their ability to know all sums and differences within 20 from memory.

Note: There is no Fluency or Problem Set for this lesson. The Exit Ticket

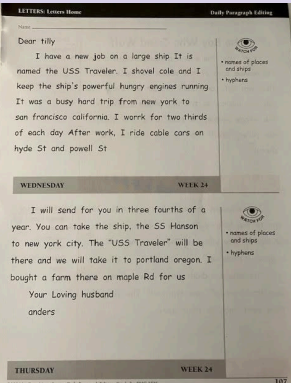
Lesson/Activity:

Georgia Leaders - Jimmy Carter



Jimmy Carter- Epic

JimmyCarterPointPoint.pp
tx
*Print Out Maps
Pgs. 20-21



provides students with an opportunity to reflect on their learning.

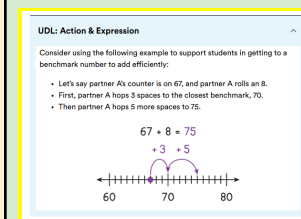
Launch:

Students find the total and say an addition equation or related subtraction equation to build addition and subtraction fluency within 20.

Learn: Number Line Hop: Race to 100 & Numbers Up!

Materials—S: Counters, measuring tape, dice.

Students use benchmark numbers to build fluency adding within 100.



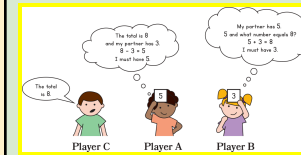
Numbers Up!

Materials—S: Numeral Cards

Students find an unknown total or part to build addition and subtraction fluency within 20.

Have students form groups of three. Assign roles: Player A is one part, player

B is one part, and player C is the total. Distribute two sets of cards to each triad and have them play according to the following rules. Consider doing a practice round with students.



Close to 100 - Materials—S: Numeral Cards

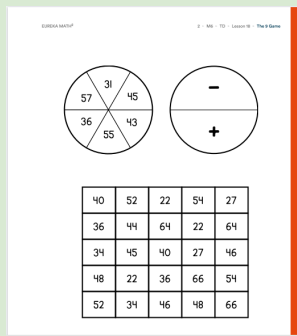
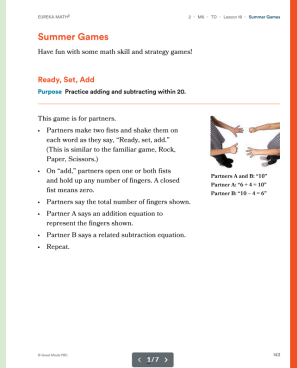
- Player A mixes up the cards and places them face down in a pile.
- Players A and B each take 4 cards from the pile.
- Each player uses the cards to make 2 two-digit numbers that can be added together to make a sum that is close to 100. For example, a student who picks 8, 3, 5, and 0 might write $30 + 58 = 88$ on their whiteboard.
- The player whose sum is closer to 100, without going over, gets a point for that round.

The diagram shows a row of four numeral cards: 8, 3, 5, and 0. An arrow points down from the 3 and 0 cards to a two-digit number 30. Another arrow points down from the 5 and 8 cards to a two-digit number 58. Below these two numbers is the equation $30 + 58 = 88$.

Students use place value reasoning to create a sum that is close to 100.

The 9 Game - Materials—S: The 9 Game, paper clips, counters

Students use simplifying strategies to add and subtract within 100.

				 <p>Land - Debrief Objective: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory.</p> <p>Summer Games:</p> 	
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Friday - (K-2) DISTRICT MAP GROWTH Language!					
Standard(s): ELAGSE2L2 LT: I am learning to use capital letters at the beginning of holidays, product names, and places	Standard(s): ELAGSE2RL7 LT: I am learning to use information from the pictures (illustrations) and words in a text to	Standard(s): ELAGSE2W6 LT: I am learning to use a variety of tools to produce and publish writing with guidance and support	Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b ELAGSE2RF4b LT: I am learning to	Standard(s): 2.NR.2.1, 2.NR.2.3, 2.NR.2.4 LT: We are learning to add and subtract within 20. We are learning to add	Standard(s): SS2H1f. LT: I am learning about the life and contributions of Jimmy Carter.

on a map when writing.
I am learning to use commas in the greetings and closings of a letter when writing.

SC: I know I am successful when:

- ☐ I can identify words as holidays.
- ☐ I can identify words as product names.
- ☐ I can identify words as geographic names.
- ☐ I can recognize that a comma indicates a pause in text.
- ☐ I can determine where the comma is placed in a greeting.
- ☐ I can determine where the comma is placed in a closing.

Key Vocabulary:

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

Lesson/Activity:

Language Review
Daily Paragraph Editing
Journal Entries: A Holiday
Diary Week 29 Pages 125 & 127

understand characters, setting, and plot of a story.

SC: I know I am successful when:

- ☐ I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers).
- ☐ I can gather information about characters, setting, or plot from words in the text (print or digital).
- ☐ I can use the information gathered to understand characters, setting, and plot.

Lesson/Activity:

Unit 10, Lesson 10,
TE pages 94-97.

Mentor Text: "Miss Matter, Part 2," pages 14-15



from others (peers, teachers, adults).

SC: I know I am successful when:

- ☐ I can use paper, pencil, and digital media to produce a writing piece.
- ☐ I can collaborate with (peers, teachers, and adults) to proofread my writing.
- ☐ I can use tools to find and organize information.
- ☐ I can publish and present my writing to an audience.

Lesson/Activity:

Mother's Day Poem
Writing Activity

Standard(s):

ELAGSE2W3

LT: I am learning to write an ending.

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

- ☐ I can determine an ending to my narrative writing.
- ☐ I can provide a closing statement.

Lesson/Activity:

Lesson 33 - Completing and Evaluating Our Stories

identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-correspondences.

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

I am learning to figure out the meaning of a word when a prefix is added.
I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: I know I am successful when...

- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can identify prefixes and their meanings.
- ☐ I can reread to improve my reading.

Lesson/Activity:

Unit 10 Week 2 Day 5
TE pages 242-243

Word Study Resource Book, p. 116-117
My Word Study, Volume 2, p. 43

Read HFWs:

built, correct, inside, island, language, oh, person, street, system, warm.

and subtract numbers using different strategies.
We are learning to add and subtract within 100.

SC: I know I am successful when...

- ☐ I can add and subtract within 20 using a variety of strategies (mental, part-whole, etc.)
- ☐ I can fluently add and subtract within 20 using a variety of strategies.
- ☐ I can add and subtract two two-digit numbers using the part-whole strategy.
- ☐ I can add or subtract numbers within 100 using place value strategies.
- ☐ I can add or subtract numbers within 100 using properties of operations.
- ☐ I can add or subtract numbers within 100 using the relationship between addition and subtraction.

Lesson/Activity:

Culminating Activity & Formative Assessment of Grade 2 Fluency (3 Days)

Lesson 18: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory. (Optional)

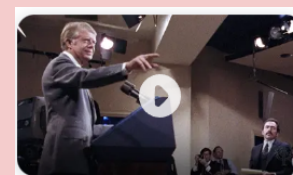
SC: I will know I'm successful when I can...

- ☐ I can describe Jimmy Carter's childhood and young adult life.
- ☐ I can describe Jimmy Carter's role as Governor of Georgia.
- ☐ I can describe Jimmy Carter's role as President of the United States.
- ☐ I can describe Jimmy Carter's work since his presidency.

Lesson/Activity:

Georgia Leaders - Jimmy Carter

James Carter- Epic



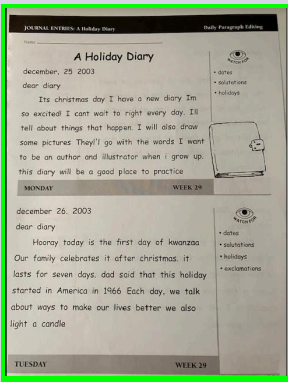
Jimmy Carter

JimmyCarterPointPoint.pptx

Jimmy Carter Activities:

Timeline and Fact & Opinion
Pg. 21 & 25

Comparing & Contrasting
Pg. 18



ELEMENTS OF GRAPHIC STORIES

REMEMBER: Start at the top of the page and read from left to right, top to bottom.

FEATURE	DESCRIPTION
Pencil	<i>The separate sections of a graphic story, each one typically has illustrations and dialogue</i> • Read each panel from left to right, top to bottom.
Gutter	<i>The space between panels</i> • You have to infer what action takes place between panels.
Speech Balloon	<i>Shows character dialogue</i> • The tail of a speech balloon points to the character who is speaking.
Narration box	<i>Acts like the voice of a narrator in a story</i>
Sound effect	<i>Shows important sounds that are not spoken by the characters</i>

Time and Place Anchor Chart

Transitions help to keep a story running smoothly from one part or idea to another!

Time Transitions

These are words or phrases that let readers know **WHEN** things happened!

-First	-Soon, After	-The following day, week, month, year
-Next	-Later that day	
-Finally	-Meanwhile	
	-In the meantime	
	-Not long after	

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Time and Place Anchor Chart

Transitions help to keep a story running smoothly from one part or idea to another!

Place Transitions

These are words or phrases that let readers know **WHERE** things happened!

-Above	-Beside, Inside, Outside	-In the center of, on top of, beyond, next to
-Below	-Near the fence	
-Under	-Outside the barn	
-Over	-Over the garage	
	-In back of	

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GRADE 2 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 with a logical series of events. My middle paragraph is about the Main Event.		

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Evidence	I wrote about the events in my story by using facts and details.		
Elaboration	I have used FACTS: 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.		
Capitalization	I have corrected misspelled words.		
Punctuation	I have checked to be sure I capitalized words correctly.		
How My Essay Looks	I have checked to be sure I used correct punctuation.		

Review and Assess

Prefixes un-, re-, dis-

- Read Accountable Text "Water!" and/or "Sand Becomes Glass!"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

Cumulative Assessment

unsafe It's **unsafe** to go outside during a thunderstorm.

unlock Do you have a key to **unlock** the door?

unhappy It makes me **unhappy** when people are mean.

unpack I still have to **unpack** after my last trip.

reheat Dad will **reheat** the stew in the microwave.

reuse I will wash the containers so we can **reuse** them.

reread It's important to **reread** if you have questions.

dislike I **dislike** the hot sun, so I sit in the shade.

disagree We can **disagree** about things and still be friends.

distrust If you lie, people will **distrust** you.

Students engage in activities that focus on fluently adding and subtracting within 100 by using various strategies based on place value, properties of operations, and the relationship between addition and subtraction.

Students also demonstrate their ability to know all sums and differences within 20 from memory.

Note: There is no Fluency or Problem Set for this lesson. The Exit Ticket provides students with an opportunity to reflect on their learning.

Launch:
Students find the total and say an addition equation or related subtraction equation to build addition and subtraction fluency within 20.

Learn: Number Line Hop: Race to 100 & Numbers Up!

Materials—S: Counters, measuring tape, dice.

Students use benchmark numbers to build fluency

Assessment

LESSON 33: Completing and Evaluating Our Stories

SAMPLE ESSAY

Feelings Actions Thoughts Dialogue
Time transition Place transition

Grade 2: Teacher Sample Personal Essay

Swing Disaster

It was a bright, sunny spring morning. The air smelled fresh and clean. It was a perfect day to play outside. That is exactly what my brother and I decided to do!

We wandered down to the small creek on the side of our house. "Let's see who can throw a stone the farthest," said Doug. I thought that sounded like fun. I threw the first stone as far as I could. I heard the keplunk as it hit the water. Doug threw his next. It whistled through the air. "Bingo!" he yelled. "I went way past your stone!" I felt disappointed that I couldn't throw like he could. I promised myself I'd do better next time.

Soon after, we ran to play on the swings in our back yard. Doug pushed me for a while. Then I had to push him. He dared me to push him really high. I shouldn't have listened. I pushed him higher, and higher, and higher! Before I knew it, he looked like a jet soaring in the sky. All of a sudden, he screamed, "Help!" as he lost his grip. He went crashing flat on the ground. I felt my eyes tear up. "I'm so sorry," I said.

Strong Writer Series - Copy, Grade 2 © Copyright Writer Series, LLC

"I'm ok," Doug whispered. I tried to help him up, but he screamed in pain. "My leg!" he yelled. I knew it was bad. That's when I ran as fast as I could to get help.

I tore through the kitchen door yelling, "Mom, Dad, where are you?" Mom and Dad hurried into the kitchen with a concerned look on their faces. "What's wrong?" they asked. I quickly told them. Dad put Doug in the back seat of our car. Then he took off for the hospital. Meanwhile, Mom and I waited and worried. Later that day, Dad called to tell us Doug was fine except that he had a broken leg.

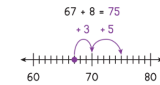
Next time my brother dares me to do anything crazy I will politely tell him, "No, thank you!" Then I'll go off and jump rope all by myself!

adding within 100.

UDL: Action & Expression

Consider using the following example to support students in getting to a benchmark number to add efficiently:

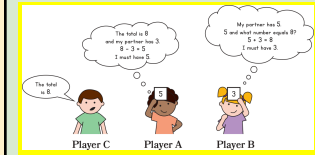
- Let's say partner A's counter is on 67, and partner A rolls an 8.
- First, partner A hops 3 spaces to the closest benchmark, 70.
- Then partner A hops 5 more spaces to 75.



Numbers Up! Materials—S: Numeral Cards

Students find an unknown total or part to build addition and subtraction fluency within 20.

Have students form groups of three. Assign roles: Player A is one part, player B is one part, and player C is the total. Distribute two sets of cards to each triad and have them play according to the following rules. Consider doing a practice round with students.



Close to 100 - Materials—S: Numeral Cards

- Player A mixes up the cards and places them facedown in a pile.
- Players A and B each take 4 cards from the pile.
- Each player uses the cards to make 2 two-digit numbers that can be added together to make a sum that is close to 100. For example, a student who picks 8, 3, 5, and 0 might write $30 + 58 = 88$ on their whiteboard.
- The player whose sum is closer to 100, without going over, gets a point for that round.

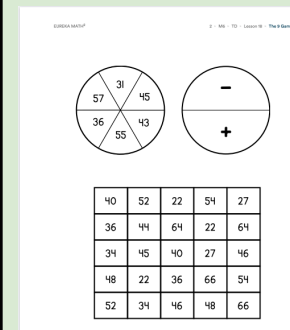
$$30 + 58 = 88$$

Students use place value reasoning to create a sum that is close to 100.

The 9 Game -

Materials—S: The 9 Game, paper clips, counters

Students use simplifying strategies to add and subtract within 100.



Land - Debrief

Objective: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory.

AIMS Assessment & Introduce Summer Games:

Eureka Math® 2 • M3 • T2 • Lesson 6 Summer Game

Summer Games


Have fun with some math skill and strategy games!

Ready, Set, Add

Purpose: Practice adding and subtracting within 20.

This game is for partners.

- Partners make two fists and shake them on each word as they say, "Ready, set, add." (This is similar to the familiar game, Rock, Paper, Scissors.)
- On "add," partners open one or both fists and hold up any number of fingers. A closed fist means zero.
- Partners say the total number of fingers shown.
- Partner A says an addition equation to represent the fingers shown.
- Partner B says a related subtraction equation.
- Repeat.



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

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< 5 / 7 >

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