
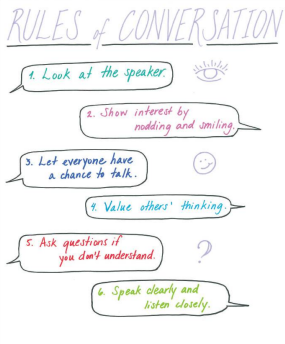




Carrie Waters' Week of: October 03-07, 2022, Whole Group Lesson Plans

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

GRAMMAR Unit 1 Review Week 5 Designing Sentences	READING Unit 1 Wrap-Up	WRITING Volume 2 Lessons 4-7	PHONICS Unit 1 Week 3 L4-5 Unit 2 Week 1 L1-2 Long A&O: Vowel Teams	MATH Module 3 Lessons 12-15 Place Value Understanding	SOCIAL STUDIES Review of Economics
Monday					
<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce, expand, and rearrange complete simple and compound sentences.</p> <p>SC: <i>I know I am successful when...</i> *I can design a variety of different sentences. *I can use periods, exclamation marks, and question marks correctly. *I can change the endmark to a comma. *I can choose a conjunction that makes sense. *I can use a comma and a conjunction to combine two sentences.</p> <p>Lesson/Activity: Day 1 - Review: Model: how ideas and details can be grouped by how they are the same or different.</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>SC: <i>I will know I am successful when...</i> *I can identify the features of poetry. *I can explain why the author uses these features. *I can use literary terms when discussing a poem (stanza).</p> <p>Lesson/Activity: Unit 1, Lesson 14 (Wk 3, Day 4), pages 110-113.</p>	<p>Standard(s): ELAGSE2W2 ELAGSE2W5 ELAGSE2W7</p> <p>LT: I am learning to use facts and definitions to develop points.</p> <p>SC: <i>I will know I am successful when...</i> *I can explain what a partner sentence is. *I can use partner sentences in my own writing.</p> <p>Lesson/Activity: Volume 2, Week 1, Session 4 Studying partner sentences in mentor texts, pages 22-25.</p> <p>Part 1: Students will study 'Two Habitats' for partner sentences. Students will need to understand that</p>	<p>Standard(s): ELAGSE2RF3abc ELAGSE2RF4abc</p> <p>LT: I am learning to identify, blend, build, and spell words with vowel team syllables. *I am learning to read grade-level text fluently and accurately.</p> <p>SC: I will know I am successful when... *I can blend, spell, and read multisyllabic words long a. *I can use <i>long a</i> letter patterns and word parts to decode new words. *I can practice reading HFWs: <i>he, like, little, no, of, saw, this, to, we, with.</i></p> <p>Lesson/Activity: Unit 1 Week 3 Long a: a, ai, ea, ay, a_e Day 4, pgs. 48-49</p>	<p>Standard(s): MGSE2.NBT.1</p> <p>LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: I know I will be successful when... *I can change 10 ones for 1 ten, 10 tens for 1 hundred, 10 hundreds for 1 thousand.</p> <p>Lesson/Activity: Module 3 Lesson 12 TE pages 169-179</p> <p>Modeling Numbers Within 1,000 with Place Value Disks - Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.</p>	<p>Standard(s): SS2E1, SS2E2, SS2E3, SS2E4</p> <p>LT: I am learning to explain the costs and benefits of spending and saving choices.</p> <p>SC: <i>I know I am successful when...</i> *I can explain that spending money means I have what I want, but I have less money. *I can explain that saving money means I have more money now, but I can't have what I want right now.</p> <p>Lesson/Activity: Lesson Intro: Saving and Spending Video Spend, Save, Donate Sort  Spending and Saving...</p>

<p>*Explain: Some sentences tell how two things are the same. Some sentences tell how two things are different.</p> <p>*Create a Venn diagram showing how these two sports are similar and different.</p> <p>Guided Practice: *Write a simple sentence for each. (examples) Soccer and baseball are both team sports.</p> <p>Soccer is easier to play than baseball.</p> <p>Guided Practice: Have students assist in creating a compound sentence that explains how the two sports are the same or different.</p> <p>Independent: *Students will practice writing a different compound sentence using a comma and a conjunction.</p>	<p><u>FEATURES OF POETRY</u></p> <p><u>LINE</u>: a group of words appearing together in a row</p> <p><u>STANZA</u>: a group of lines of poetry that form a unit together; poems are structured by stanzas</p> <p><u>RHyme</u>: words that have the same ending sound</p> <p><u>RHYTHM</u>: beat that is expressed through stressed and unstressed syllables</p> <p><u>ALLITERATION</u>: words close together that have the same starting sound</p> <p><u>REPETITION</u>: repeated words, phrases, or lines</p> <p><u>FIGURATIVE LANGUAGE</u>: language that shows something other than what the words literally mean</p>	<p>the first sentence is a fact and the partner sentence adds more information or gives an example.</p> <p>Part 2: Students will look at their own writing and try adding partner sentences to their own habitat writing.</p> <div data-bbox="751 440 1035 532"> <p><i>Strategy: Using Partner Sentences</i></p> <ol style="list-style-type: none"> 1. Look for a place in your writing where you taught the reader something about your topic. 2. Ask: "What more do I have to say about this?" 3. Rehearse it out loud before jotting it down. </div>	<p>Word Study Resource Book, p. 12-13 My Word Study, V1, p. 10</p> <p>Vowel team syllable type: long a</p> <ul style="list-style-type: none"> • Read Multisyllabic Words • Decode by Analogy • Read Accountable Text "My Desert Blog" and/or "All About Squirrels" • Share and Reflect 	<p>If pacing is a problem... Omit Application Problem</p> <p>Problem Set 12:</p> <p>Must Do: #s 2, 4, 5, 6</p> <p>Could Do: #s 1, 3</p> <p>Extended: # N/A</p>	
<p>Tuesday</p>					
<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce, expand, and rearrange complete simple and compound sentences.</p>	<p>Standard(s): ELAGSE2SL1</p> <p>Unit 1 Wrap UP: Real-World Perspectives</p> <p>LT: I am learning to participate in collaborative</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to elaborate.</p> <p>SC: <i>I will know I am</i></p>	<p>Standard(s): ELAGSE2RF3abc ELAGSE2RF4abc</p> <p>LT: I am learning to build and spell words with vowel team syllables.</p>	<p>Standard(s): MGSE2.NBT.1</p> <p>LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p>	<p>Standard(s): SS2E1, SS2E2, SS2E3, SS2E4</p> <p>LT: I am learning to explain that people must make choices when they</p>

<p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> *I can design a variety of different sentences. *I can use periods, exclamation marks, and question marks correctly. *I can change the endmark to a comma. *I can choose a conjunction that makes sense. *I can use a comma and a conjunction to combine two sentences. <p>Lesson/Activity: Day 2 - Review: Model: how ideas and details can be grouped by how they are the same or different.</p> <p>*Review: Some sentences tell how two things are the same. Some sentences tell how two things are different.</p> <p>*Create a T-chart showing how swimming and ice-skating are different.</p> <p>Guided Practice: *Write a simple sentence. <i>You can swim in a pool.</i> <i>You can ice-skate at a rink or pond.</i></p> <p>Have students rearrange or expand your sentence by creating a compound sentence that tells how swimming and ice-skating</p>	<p>conversations about second grade topics.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> *I can listen to and share ideas. *I can support and build ideas with evidence from the text. *I can ask questions to clarify understanding. <p>Lesson/Activity: Unit 1, Lesson 15 (Wk 3, Day 5), TE pages 114-117, Unit 1 Assessment</p> 	<p>successful when...</p> <ul style="list-style-type: none"> *I can describe how a mentor text uses facts and comparisons. *I can use facts and comparisons in my own writing. <p>Lesson/Activity: Volume 2, Week 1, Session 5 Studying nonfiction details in mentor texts, TE pages 26-29.</p> <p>Part 1: Students will take another look at 'Two Habitats' and study how the authors use facts and numbers to teach about their topic.</p> <p>Part 2: Students will add facts and comparisons to their own writing.</p> <div data-bbox="751 987 1033 1075"> <p>Strategy: Adding Facts and Comparisons</p> <ol style="list-style-type: none"> 1. Look at your sketches and your words. 2. Think about a fact or comparison that could be added. 3. Sketch it or write it down. </div>	<ul style="list-style-type: none"> *I am learning to read multisyllabic words with <i>long a</i>. *I am learning to read grade-level text fluently and accurately. <p>SC: I will know I am successful when...</p> <ul style="list-style-type: none"> *I can blend, spell, and read one-syllable and multisyllabic words long a. *I can use <i>long a</i> letter patterns and word parts to decode new words. *I can read HFWs: <i>he, like, little, no, of, saw, this, to, we, with.</i> <p>Lesson/Activity: Unit 1 Week 3 Review & Assess Long a: a, ai, ea, ay, a_e Day 5, pgs. 50-51 Word Study Resource Book, p. 12 My Word Study, V1, p. 10</p> <div data-bbox="1066 1123 1348 1448"> <p>Review and Assess Vowel team syllable type: long a</p> <ul style="list-style-type: none"> • Read Accountable Text "My Desert Blog" and/or "All About Squirrels" • Build Words • Review Multisyllabic Words • Spelling Patterns and Dictation • High-Frequency Words </div>	<p>SC: I know I will be successful when...</p> <ul style="list-style-type: none"> *I can read and write numbers within 1,000. <p>Lesson/Activity: Module 3 Lesson 13 TE pages 180-191</p> <p>Modeling Numbers Within 1,000 with Place Value Disks - Read and write numbers within 1,000 after modeling with place value disks.</p> <p>If pacing is a problem... Omit empty number line if omitted in Lesson 9.</p> <p>Problem Set 13: Must Do: #s 2,3,6 Could Do: #s 1,4 Extended: # 5</p>	<p>make purchases.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> *I can explain that scarcity means not having much of something. *I can explain that an opportunity cost is what I have to give up when I want something else more. <p>Lesson/Activity: Lesson Intro:  What is scarcity </p> <p>Google Classroom: Scarcity/Opportunity Cost </p>
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are different. Independent: *Students will practice writing a different compound sentence using a comma and a conjunction.					
Wednesday					
<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce, expand, and rearrange complete simple and compound sentences.</p> <p>SC: <i>I know I am successful when...</i> *I can design a variety of different sentences. *I can use periods, exclamation marks, and question marks correctly. *I can change the endmark to a comma. *I can choose a conjunction that makes sense. *I can use a comma and a conjunction to combine two sentences.</p> <p>Lesson/Activity: Day 3 - Review: Model: how ideas and details can be grouped by how they are the same or different. *Review: Some sentences</p>	<p>Standard(s): ELAGSE2RI6 ELAGSE2RI10</p> <p>LT: I am learning to present my research findings.</p> <p>SC: <i>I know I am successful when...</i> *I can gather and organize specific information pertaining to my topic. *I can speak clearly and audibly. *I can teach others about my topic.</p> <p>Lesson/Activity: Inquiry Project Presentations</p>	<p>Standard(s): ELAGSE2W2 ELAGSE2W8</p> <p>LT: I am learning to recall information from experiences to brainstorm writing topics.</p> <p>SC: <i>I know I am successful when...</i> *I can ask myself, "What are some places I like to visit?" *I can picture those places in my head. *I can name some of those places across my fingers. *I can share that information with others.</p> <p>Lesson/Activity: Volume 2, Week 2, Session 6 Brainstorming ideas for informational writing, TE pages 32-35.</p> <p>Students are not necessarily writing</p>	<p>Standard(s): ELAGSE2RF3abcde ELAGSE2RF4abcd ELAGSE2L4bcd</p> <p>LT: I am learning to identify, blend, and spell words with vowel team syllables. *I am learning to clarify and determine the meaning of compound words.</p> <p>SC: <i>I will know I am successful when...</i> *I can identify, blend, and spell words with long o, oa, o, oe, ow, o_e. *I can use knowledge of the meaning of individual words to predict the meaning of compound words. *I can read HFWS: here, look, me, play, said, see, she, try, about, because.</p> <p>Lesson/Activity: Unit 2 Week 1</p>	<p>Standard(s): MGSE2.NBT.1 MGSE2.NBT.3</p> <p>LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: <i>I know I will be successful when...</i> *I can represent numbers in expanded, unit, standard, and word forms.</p> <p>Lesson/Activity: Module 3 Lesson 14 TE pages 192-204 Modeling Numbers Within 1,000 with Place Value Disks - Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms. Note: If pacing is a problem...Omit Application Problem</p> <p>Problem Set 14: Must Do:</p>	<p>Standard(s): SS2E1, SS2E2, SS2E3, SS2E4</p> <p>LT: I am learning to explain that people need goods and services to live.</p> <p>SC: <i>I know I am successful when...</i> *I can explain the difference between goods and services. *I can identify different ways people get goods and services.</p> <p>Lesson/Activity: Lesson Intro:  Economics for Kids: ... Allocation of Goods and Services Posters Allocation of Goods and Services Activities "Write the Room Activity"</p>

<p>tell how two things are the same. Some sentences tell how two things are the same and different. *Create a Venn Diagram showing how basketball & hockey are the same and different.</p> <p>Guided Practice: *Begin to write a simple sentence showing how both sports are the same. Have students complete. <i>Both basketball and hockey _____.</i> <i>Ex: are played in teams.</i></p> <p>Guided Practice: Have students assist by rearranging or expanding your sentence by creating a compound sentence that tells how basketball and hockey are different.</p> <p><i>Basketball has five players, but hockey has six players.</i></p> <p>Independent: *Students will practice writing a different compound sentence using a comma and a conjunction.</p>		<p>anything except maybe lists or ideas. They're just brainstorming.</p>	<p>Long o: oa, o, oe, ow, o_e. Day 1, pgs. 56-59 Word Study Resource Book, p. 14 My Word Study, V1, p. 11 Phonics Song: Long Oa</p> <p>PA: Oral Blending & Segmenting Words with final blends Vowel team syllable type: long o</p> <ul style="list-style-type: none"> • Spelling-Sound Correspondences Long O • Blend Words • Transition to Multisyllabic Words - as Compound Words • Spelling Patterns Quick Check • HFWs • Share and Reflect - Turn & Talk: Words with Long O and state the spellings. Use in a sentence. 	<p>#s 1c,2b-2d,2e,2g,3 Could Do: #s 1a,1b,2a,2f Extended: # 3</p>	
<p>Thursday</p>					

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce, expand, and rearrange complete simple and compound sentences.</p> <p>SC: <i>I know I am successful when...</i> *I can design a variety of different sentences. *I can use periods, exclamation marks, and question marks correctly. *I can change the endmark to a comma. *I can choose a conjunction that makes sense. *I can use a comma and a conjunction to combine two sentences.</p> <p>Lesson/Activity: Day 4 - Review Model: how ideas and details can be grouped by how they are the same or different. *Review: Some sentences tell how two things are the same. Some sentences tell how two things are the same and different. *Create a Venn Diagram showing how you looked like or were as a baby and how you are now. Fill in the Venn Diagram. How are you the same and different?</p>	<p>Standard(s): ELAGSE2RI6 ELAGSE2RI10</p> <p>LT: I am learning to present my research findings.</p> <p>SC: <i>I know I am successful when...</i> *I can gather and organize specific information pertaining to my topic. *I can speak clearly and audibly. *I can teach others about my topic.</p> <p>Lesson/Activity: Inquiry Project Presentations Book shop for Fiction Unit</p>	<p>Standard(s): ELAGSE2W5 ELAGSE2RI5</p> <p>LT: I am learning to focus on a topic to write about by drawing sketches.</p> <p>SC: <i>I know I am successful when...</i> *I can choose a place to write about and picture it in my head. *I can name topics that I see in my head across my fingers, including those things that live there. *I can sketch and label these topics.</p> <p>Lesson/Activity: Volume 2, Week 2, Session 7 Sketching ideas for informational writing, TE pages 36-39.</p> <p>Students sketch out their pictures for their habitat.</p>	<p>Standard(s): ELAGSE2RF3abcde ELAGSE2RF4abcd ELAGSE2L4bcd ELAGSE2RL1</p> <p>LT: I am learning to identify, blend, build, and spell words with vowel team syllables. *I am learning to determine the meaning of words and phrases using a variety of strategies. *I am learning to read grade-level text with accuracy. *I am learning to ask and answer questions about grade-level text.</p> <p>SC: <i>I will know I am successful when...</i> *I can identify, blend, build, and spell words with Long O: oa, o, oe, ow, o_e. *I can review long a spelling patterns. *I can predict the meaning of words and phrases. *I can read and answer questions about grade-level text. *I can read HFWS: here, look, me, play, said, see, she, try, about, because.</p> <p>Lesson/Activity: Unit 2 Week 1 Long O: oa, o, oe, ow, o_e. Day 2, pgs. 60-63</p>	<p>Standard(s): MGSE2.NBT.1 MGSE2.NBT.3</p> <p>LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: <i>I know I am successful when...</i> *I can represent numbers in expanded, unit, standard, and word forms. *I can apply to 9 groups of ten.</p> <p>Lesson/Activity: Module 3 Lesson 15 TE pages 205-216 Modeling Numbers Within 1,000 with Place Value Disks - Explore a situation with more than 9 groups of ten.</p> <p>Problem Set 15: Must Do: #s ALL Could Do: #s Extended: #s</p>	<p>Standard(s): SS2E1, SS2E2, SS2E3, SS2E4</p> <p>LT: I am learning to explain that money is easier to trade than using the bartering system.</p> <p>SC: <i>I know I am successful when...</i> *I can explain that bartering is a system of trading goods and services. *I can explain that we now use money as a tool for trading.</p> <p>Lesson/Activity: Lesson Intro: Barter for Trade Students use bartering trading cards to trade for something they want. Tell them they can either keep what they have or trade for something they want. Tell them they might want to trade more than once to get what they want, but only try to trade up in value. After a few minutes, discuss why the bartering system is harder than using actual money (something that EVERYONE would be able to use and trade for things they want). OR You may hold a classwide * BARTERING EVENT. If you choose this, you must send home the forms in advance and get parents to help</p>
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<p>*Optional: Bring Baby Pictures Have students assist you in creating simple sentences. <i>(ex.) I have ten fingers and ten toes. I have gray hair and brown eyes.</i></p> <p>Guided Practice: Have students assist by rearranging or expanding your sentence by creating a compound sentence that tells how you as a baby and you now are the same or different.</p> <p>Independent: *Have students ask & answer questions. What did you look like as a baby? What do you look like now? *Have students create their own Venn diagram by filling in the details in the appropriate sections of a diagram. *Circulate to help students fill in their own diagrams. *Remind students to group their details. Students will practice writing different simple and compound sentences using a comma and a conjunction.</p>			<p>Word Study Resource Book, p.15 My Word Study, V1, p.12</p> <p>Vowel team syllable type: long o PA: Delete Final Sound in a Blend</p> <ul style="list-style-type: none"> • Blend & Build Words • Read Interactive Text "Lion and Mouse" - Circle Long O spellings and answer questions. • Spelling - Closed Sort • HFWs - Focus Long E, as in <i>me, she</i> • Share and Reflect - Share HFW sentences 		<p>students choose things from home (little toys or trinkets) they may want to bring to class to barter for something else.</p>
Friday - School Holiday					