

## Carrie Waters' Week of: October 17-21, 2022 - Whole Group Lesson Plans

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

<b>GRAMMAR</b> Week 1 Review Designing Sentences Simple & Compound Sentences	<b>READING</b> Unit 2 Lessons 6-10	<b>WRITING</b> Unit 2 Sessions 11-15	<b>PHONICS</b> Unit 2 Week 2 Lessons 6-10 Long E Vowel Teams	<b>MATH</b> Module 3 Lessons 19-21 End of Module Review & Assessment of Place Value Understanding	<b>SOCIAL STUDIES</b> The Creek & Cherokee
<b>Monday - STAR Lab (Mcdowell - Kinstle &amp; Thompson 1:30)</b>					
<p>Standard(s): <b>ELAGSE2Lf</b></p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can tell the difference between complete and incomplete sentences.</li> <li><input type="checkbox"/> I can tell the difference between simple and compound sentences.</li> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I can rearrange parts of sentences without changing the meaning.</li> </ul> <p><u>Suggested Key Terms:</u></p>	<p>Standard(s): <b>ELAGSE2RL7</b></p> <p>LT: 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"> <li><input type="checkbox"/> I can create mental images from words and pictures when I read.</li> <li><input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations</li> <li><input type="checkbox"/> I can use the information gathered</li> </ul>	<p>Standard(s): <b>ELAGSE2W2</b></p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify facts and details that give information about my topic.</li> <li><input type="checkbox"/> I can identify important words I have learned that I will define for my reader.</li> <li><input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic.</li> </ul>	<p>Standard(s): <b>ELAGSE2RF3abcde</b>  <b>ELAGSE2RF4abcd</b>  <b>ELAGSE2L4bcd</b></p> <p>LT: I am learning to read two-syllable long vowel words.          I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the long vowel sounds.</li> <li><input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words.</li> <li><input type="checkbox"/> I can identify the sounds for common vowel teams.</li> <li><input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds.</li> </ul>	<p>Standard(s): <b>2.NBT.2</b></p> <p>LT: I am learning to count within 1,000.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can count forward from a given number from 1 to 1,000.</li> <li><input type="checkbox"/> I can count back from a given number from 1 to 1,000.</li> <li><input type="checkbox"/> I can show my counts on a number line.</li> <li><input type="checkbox"/> I can skip count by 5s, 10s, and 100s.</li> <li><input type="checkbox"/> I can describe patterns when I skip count (ex: when I skip count by 100s, the hundreds digit is the only digit that changes, and it increases by one number.)</li> </ul> <p><b>Vocabulary:</b>          compose, bundle, one,</p>	<p>Standard(s): <b>SS2H2</b></p> <p>LT: I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe the tools used by the Creek and Cherokee cultures of the past.</li> <li><input type="checkbox"/> I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.</li> <li><input type="checkbox"/> I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions</li> </ul>

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

**Lesson/Activity:**  
**Daily Sentence Editing**  
**Review: Days 1 & 2**  
[Daily Sentence Editing Activity](#)

\*Model sentences 1 and 2.  
\*Have students assist with sentences 3 & 4.  
\*GP - Students will work to complete Day 2 independently.  
\*Teachers will circulate and coach students with capitalization, punctuation, and various sentence types.  
\*Extended: Volunteers will share ways to expand and combine the different sentence types.  
\*Reconvene the class and work to read each sentence together.  
Accompany each sentence with a gesture to assist students in conveying the proper punctuation of each sentence.

to understand characters, setting, and plot.

**Suggested Key Terms:**  
illustrations, story details, events, characters, setting, plot, mental images

**Lesson/Activity:**  
**Day 1, Lesson 6,**  
**Pages 78-81.**

"The Baker's Dilemma"  
Create Mental Images of Characters

Create Mental Images

Imagine	Look For
Setting	Place names Words that tell where and when Words that describe physical surroundings (things, weather)
Characters	Physical descriptions What others say about characters Words that describe how people act and talk
Plot	Characters' interactions Words that explain why things happen Characters' reactions to events

**Lesson/Activity:**  
**Unit 2, Week 3**  
**Lesson 11**  
**Pages 52-55**  
**Drafting & Revising**

**Adding More Ideas**

Writers stretch their thinking by adding to their pictures. They then create new sentences that teach about those sketches.

☐ I can determine the meaning of a word based on the prefix or suffix.

**Lesson/Activity:**  
**Week 2 Day 6**  
**TE pages**  
**Word Study Resource**  
**Book, p. 18**  
**My Word Study, Volume 1, p. 14**  
**Phonics Song Ea/Ee**

**Focus Skill(s):**  
**Long E Vowel Teams:**  
**ee, ea, e, y, ey, ie, e\_e**

**HFWs: after, before, call, do, earth, father, give, her, know, large, here, look, me, play, said, see, she, try, about, because**

**Suggested Key Terms:**  
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, prefix, suffix, base word, homophones, meaning, common, spelling-sound correspondences, spelling patterns, orally, irregular vowel pattern, HFWs

ten, hundred, thousand, place value

**Lesson/Activity:**  
**Module 3 Lesson 19**  
**TE pages 256-268**  
Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.

**Must Do:**  
1, 2b, 2d,e, 2g,h, 2j, 3b, 3e, 3f  
**Could Do:**  
2c, 2f, 2i, 3a, 3c, 3d  
**Extended:**  
3g, 4

in which they lived.  
☐ I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

**Lesson/Activity:**  
Intro: 'Show What You Know'- The Creek & Cherokee  
Read Aloud- pgs. 4-13  
*The Creek and Cherokee* by Kelly Rodgers  
Outro: Students add information to the 'Show What you Know'

			<b>Vowel team syllable type: long e</b> <ul style="list-style-type: none"> <li>• Spelling-Sound Correspondences</li> <li>• Blend Words</li> <li>• Transition to Multisyllabic Words</li> <li>• Spelling Patterns Quick Check</li> <li>• High-Frequency Words</li> <li>• Share and Reflect</li> </ul>		
<b>Tuesday - STAR Lab (Mcdowell - Scott 9:45 &amp; Waters 11:00)</b>					
<b>Standard(s):</b> <b>ELAGSE2Lf</b>  LT: I am learning to produce and expand complete and compound sentences.  SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning.  <u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound	<b>Standard(s):</b> <b>ELAGSE2RL2</b>  LT: I am learning to retell different types of stories to share what the author is trying to teach me. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can retell stories read or heard in order and choose details from the beginning, middle, and end. <input type="checkbox"/> I can use details and events from a story and explain the message (lesson/moral) the author is trying to teach me.  <b>Suggested Key Terms:</b> central message, lesson, moral, story,	<b>Standard(s):</b> <b>ELAGSE2W2</b>  LT: I am learning to explain a topic using facts and definitions to develop points. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify facts and details that give information about my topic. <input type="checkbox"/> I can identify important words I have learned that I will define for my reader. <input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic.  Lesson/Activity: <b>Unit 2, Lesson 12,</b>	<b>Standard(s):</b> <b>ELAGSE2RF3abcde</b> <b>ELAGSE2RF4abcd</b> <b>ELAGSE2L4bcd</b>  LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words. I am learning to figure out the meaning of a word by knowing the root word. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.  SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can identify the long vowel sounds. <input type="checkbox"/> I can recognize the spelling patterns that	<b>Standard(s):</b> <b>2.NBT.2</b>  LT: I am learning to count within 1,000.  SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can count forward from a given number from 1 to 1,000. <input type="checkbox"/> I can count back from a given number from 1 to 1,000. <input type="checkbox"/> I can show my counts on a number line. <input type="checkbox"/> I can skip count by 5s, 10s, and 100s. <input type="checkbox"/> I can describe patterns when I skip count (ex: when I skip count by 100s, the hundreds digit is the only digit that changes, and it increases by one number.)  <b>Vocabulary:</b> compose, bundle, one, ten, hundred, thousand, place value	<b>Standard(s):</b> <b>SS2H2</b>  LT: I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.  SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can describe the tools used by the Creek and Cherokee cultures of the past. <input type="checkbox"/> I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived. <input type="checkbox"/> I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived. <input type="checkbox"/> I can describe the ways

sentence, legible, produce, expand, rearrange

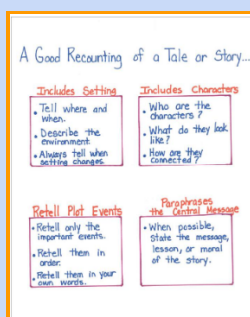
**Lesson/Activity:**  
**Daily Sentence Editing**  
**Review: Days 3 & 4**  
[Daily Sentence Editing Activity](#)

- \*Model sentences 1 and 2.
- \*Have students assist with sentences 3 & 4.
- \*GP - Students will work to complete Day 4 independently.
- \*Teachers will circulate and coach students with capitalization, punctuation, and various sentence types.
- \*Extended: Volunteers will share ways to expand and combine the different sentence types.
- \*Reconvene the class and work to read each sentence together. Accompany each sentence with a gesture to assist students in conveying the proper punctuation of each sentence.

key details,  
recount/retell,  
sequential order

**Lesson/Activity:**  
**Day 2, Lesson 7,**  
**Pages 82-85**

**"The Baker's Dilemma"**  
**Retell (Recount) Fiction**



**Pages 56-59**

**Telling More About an Idea**

Writers elaborate on their teaching sentences by adding partner sentences.

make vowels change sound in one syllable words.

- ☐ I can identify the sounds for common vowel teams.
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can determine the meaning of a word based on the prefix or suffix.
- ☐ I can define root words in unknown words.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can pay careful attention to the words that I read.
- ☐ I can self-correct when I make a mistake.
- ☐ I can read at the appropriate speed (not too fast or slow).
- ☐ I can change my voice and tone to match the mood of the text.

**Lesson/Activity:**  
**Week 2 Day 7**  
**TE pages**  
**Word Study Resource Book, p. 19**  
**My Word Study, Volume 1, p. 15**

**Focus Skill(s):**  
**Long E Vowel Teams:**  
**ee, ea, e, y, ey, ie, e\_e**

**Lesson/Activity:**  
**Module 3 Lesson 20**  
**TE pages 269-280**

Model 1 more and 1 less, 10 more and 10 less, and 100 more/100 less when changing the hundreds place.

**Must Do:**  
**Key Vocabulary - Consider practicing ALL during Strategy Groups if needed.**

of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

**Lesson/Activity:**  
Intro: 'Show What You Know'- The Creek & Cherokee  
Read Aloud- pgs. 14-21  
*The Creek and Cherokee* by Kelly Rodgers  
Outro: Students add information to the 'Show What you Know'

			<p><b>HFWs: after, before, call, do, earth, father, give, her, know, large, here, look, me, play, said, see, she, try, about, because</b></p> <p><b>Suggested Key Terms:</b> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, plurals, meaning, common, spelling-sound correspondences, irregular, spelling patterns, expression, accuracy, repeated reading, choral reading, partner reading, self correct, word recognition, context, HFWs</p> <div> <p><b>Vowel team syllable type: long e</b></p> <ul style="list-style-type: none"> <li>• Build Words</li> <li>• Read Interactive Text "Why Monkeys Live in Trees"</li> <li>• Spelling</li> <li>• High-Frequency Words</li> <li>• Blend and Build Plural Words</li> <li>• Share and Reflect</li> </ul> </div>		
--	--	--	---	--	--

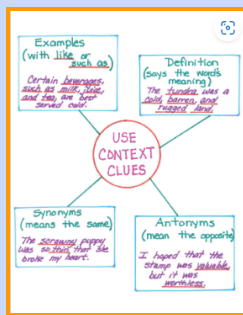
### Wednesday

<p><b>Standard(s):</b> <b>ELAGSE2Lf</b></p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can tell the difference between complete and</p>	<p><b>Standard(s):</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to explain a topic using facts and definitions to develop points. SC: <i>I know I am successful when ...</i> <input type="checkbox"/> I can identify facts</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3abcde</b> <b>ELAGSE2RF4abcd</b> <b>ELAGSE2L4bcd</b></p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.</p>	<p><b>Standard(s):</b> <b>2.NBT.2</b></p> <p>LT: I am learning to count within 1,000.</p> <p>SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can count forward from a given number from 1 to 1,000.</p>	<p><b>Standard(s):</b> <b>SS2H2</b></p> <p>LT: I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p>
--	---	---	--	--	---



<p>incomplete sentences.</p> <ul style="list-style-type: none"> <li>❑ I can tell the difference between simple and compound sentences.</li> <li>❑ I can use conjunctions to join two simple sentences and make them compound.</li> <li>❑ I can expand sentences by adding details, combining, or revising sentences.</li> <li>❑ I can rearrange parts of sentences without changing the meaning.</li> </ul> <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p> <p><b>Lesson/Activity:</b> <b>Daily Sentence Editing</b> <b>Review: Days 5 &amp; 6</b> <a href="#">Daily Sentence Editing Activity</a></p> <p>*Model sentences 1 and 2. *Have students assist with sentences 3 &amp; 4. *GP - Students will work to complete Day 6 independently. *Teachers will circulate and coach students with capitalization, punctuation, and various sentence types. *Extended: Volunteers will share ways to expand and</p>	<p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>❑ I can recognize grade-appropriate words and their meaning.</li> <li>❑ I can use prior knowledge to help determine the meaning of a word or phrase.</li> <li>❑ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.</li> </ul> <p><b><u>Suggested Key Terms:</u></b> phrase, context, sentence-level, clue</p> <p><b>Lesson/Activity:</b> <b>Day 3, Lesson 8,</b> <b>Pages 86-89</b></p> <div data-bbox="430 1161 678 1287"> <p><b>"Angel Fish"</b> Build Vocabulary: Use Context Clues</p> </div>	<p>and details that give information about my topic.</p> <ul style="list-style-type: none"> <li>❑ I can identify important words I have learned that I will define for my reader.</li> <li>❑ I can outline what I will say first, second, and third to make clear points about my topic.</li> </ul> <p><b>Lesson/Activity:</b> <b>Unit 2, Lesson 13,</b> <b>Pages 60-63</b></p> <div data-bbox="745 812 976 1055"> <p><b>Telling More Using a List</b> Writers use commas when they are making lists of three or more. Writers turn to partners to work together on where to add commas in their own writing.</p> </div>	<p>I am learning to read and spell words with vowel teams.</p> <p>I am learning to read two-syllable long vowel words.</p> <p>I am learning to read on-level text with purpose and understanding.</p> <p>I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>I am learning to use words in a sentence to help me understand or self-correct words I do not know.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <li>❑ I can identify the long vowel sounds.</li> <li>❑ I can recognize the spelling patterns that make vowels change sound in one syllable words.</li> <li>❑ I can identify the sounds for common vowel teams.</li> <li>❑ I can recognize common spelling patterns that create long vowel sounds.</li> <li>❑ I can use clues in the text to confirm understanding.</li> <li>❑ I can ask myself questions about a text to make sure I understand what I am reading.</li> </ul> <p><b>Lesson/Activity:</b></p>	<ul style="list-style-type: none"> <li>❑ I can count back from a given number from 1 to 1,000.</li> <li>❑ I can show my counts on a number line.</li> <li>❑ I can skip count by 5s, 10s, and 100s.</li> <li>❑ I can describe patterns when I skip count (ex: when I skip count by 100s, the hundreds digit is the only digit that changes, and it increases by one number.)</li> </ul> <p><u>Vocabulary:</u> compose, bundle, one, ten, hundred, thousand, place value</p> <p><b>Lesson/Activity:</b> <b>Module 3 Lesson 21</b> <b>TE pages 281-292</b> Complete a pattern counting up and down.</p> <p><b>Must Do:</b> <b>Skip-Count by 10s/100s</b> <b>Could Do:</b> <b>Skip-Count by 2s, 5s, 10s</b> <b>Extended:</b> <b>Skip-Count backwards from any random number within 1,000.</b></p>	<p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <li>❑ I can describe the tools used by the Creek and Cherokee cultures of the past.</li> <li>❑ I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.</li> <li>❑ I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.</li> <li>❑ I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.</li> </ul> <p><b>Lesson/Activity:</b> <a href="#">Cherokee Booklet</a> Locations and Homes pgs. 18-19</p>
--	--	--	---	---	--

combine the different sentence types.  
\*Reconvene the class and work to read each sentence together. Accompany each sentence with a gesture to assist students in conveying the proper punctuation of each sentence.



Week 2 Day 8  
TE pages  
Word Study Resource  
Book, pp. 20–21  
My Word Study, Volume  
1, p. 16

**Focus Skill(s):**

**Long e:** ee, ea, e, y, ey, ie,  
e\_e **Long E Vowel Teams:**  
ee, ea, e, y, ey, ie, e\_e

**HFWS:** after, before, call,  
do, earth, father, give,  
her, know, large, here,  
look, me, play, said, see,  
she, try, about, because

**Suggested Key Terms:**

word analysis, decode,  
long vowel, short vowel,  
one syllable, spelling,  
sound, phonics, antonyms,  
common, spelling-sound  
correspondences,  
meaning, irregular,  
spelling patterns,  
expression, accuracy,  
repeated reading, choral  
reading, partner reading,  
self correct, word  
recognition, context, HFWS

			<b>Vowel team syllable type: long e</b> <ul style="list-style-type: none"> <li>• Read Accountable Text "Bee and Daisy"</li> <li>• Spelling</li> <li>• High-Frequency Words</li> <li>• Share and Reflect</li> </ul>		
--	--	--	--	--	--

Thursday					
<p><b>Standard(s):</b> <b>ELAGSE2Lf</b></p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can tell the difference between complete and incomplete sentences.</li> <li><input type="checkbox"/> I can tell the difference between simple and compound sentences.</li> <li><input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</li> <li><input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.</li> <li><input type="checkbox"/> I can rearrange parts of sentences without changing the meaning.</li> </ul> <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete</p>	<p><b>Standard(s):</b> <b>ELAGSE2RL3</b></p> <p>LT: I am learning to describe how the characters in a story react to important (major) events or challenges in stories.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe characters using character traits/feelings.</li> <li><input type="checkbox"/> I can identify the major events or challenges in a story.</li> <li><input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges.</li> </ul> <p><u>Suggested Key Terms:</u></p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify facts and details that give information about my topic.</li> <li><input type="checkbox"/> I can identify important words I have learned that I will define for my reader.</li> <li><input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic.</li> </ul> <p>Lesson/Activity: <b>Unit 2, Lesson 14,</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3abcde</b> <b>ELAGSE2RF4abcd</b> <b>ELAGSE2L4bcd</b></p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.</p> <p>I am learning to read and spell words with vowel teams.</p> <p>I am learning to read two-syllable long vowel words.</p> <p>I am learning to read words with common prefixes and suffixes.</p> <p>I am learning to figure out the meaning of a word by knowing the root word.</p> <p>I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>I am learning to use words in a sentence to help me</p>	<p><b>Standard(s):</b> <b>MGSE2.NBT.1</b> <b>MGSE2.NBT.2</b> <b>MGSE2.NBT.3</b> <b>MGSE2.NBT.4</b></p> <p>LT: I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can demonstrate my understanding of identifying place value, counting, and comparing numbers to 1,000.</li> </ul> <p><b>Lesson/Activity:</b> <b>End of Module 3</b> <b>Assessment Review</b> <b>TE pages 293-299</b></p> <p><a href="#">End of Module 3 Reviewer</a></p>	<p><b>Standard(s):</b> <b>SS2H2</b></p> <p>LT: I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe the tools used by the Creek and Cherokee cultures of the past.</li> <li><input type="checkbox"/> I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.</li> <li><input type="checkbox"/> I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions</li> </ul>



sentence, compound sentence, legible, produce, expand, rearrange

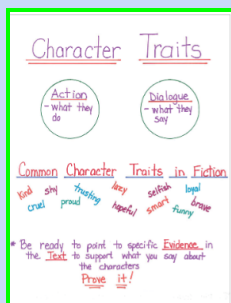
**Lesson/Activity:**  
**Daily Sentence Editing**  
**Review: Days 7 & 8**  
[Daily Sentence Editing Activity](#)

- \*Model sentences 1 and 2.
- \*Have students assist with sentences 3 & 4.
- \*GP - Students will work to complete Day 8 independently.
- \*Teachers will circulate and coach students with capitalization, punctuation, and various sentence types.
- \*Extended: Volunteers will share ways to expand and combine the different sentence types.
- \*Reconvene the class and work to read each sentence together. Accompany each sentence with a gesture to assist students in conveying the proper punctuation of each sentence.

describe, major events, challenges, character, cause, effect, respond, traits

**Lesson/Activity:**  
**Day 4, Lesson 9,**  
**Page 90-93**

**"Angel Fish"**  
**Describe Characters and How They Respond to Challenges**



**Pages 64-67**

**Telling More by Using Describing Words**

Writers plan out their chapters by naming topics and subtopics across their fingers and then sketching or writing.

understand or self-correct words I do not know.

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

- ☐ I can identify the long vowel sounds.
- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable words.
- ☐ I can identify the sounds for common vowel teams.
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can pay careful attention to the words that I read.
- ☐ I can self-correct when I make a mistake.
- ☐ I can read at the appropriate speed (not too fast or slow).
- ☐ I can change my voice and tone to match the mood of the text.
- ☐ I can use word parts to determine meanings.
- ☐ I can reread to improve my reading.
- ☐ I can use clues in the text to confirm understanding.

**Lesson/Activity:**

**End of Module 3**  
**Assessment & Rubric**

in which they lived.  
☐ I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

**Lesson/Activity:**  
[Cherokee Booklet](#)  
Food, Clothing, and Tools  
pgs 20-22

			<p>Week 2 Day 9 TE pages Word Study Resource Book, pp. 20–21 My Word Study, Volume 1, p. 16</p> <p>Focus Skill(s): <b>Long E Vowel Teams:</b> <i>ee, ea, e, y, ey, ie, e_e</i></p> <p><b>HFWs:</b> <i>after, before, call, do, earth, father, give, her, know, large, here, look, me, play, said, see, she, try, about, because</i></p> <p><b>Suggested Key Terms:</b> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, meaning, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, expression, accuracy, repeated reading, choral reading, partner reading, self correct, word recognition, context, HFWs</p> <p><b>Vowel team syllable type: long e</b></p> <ul style="list-style-type: none"><li>• Read Multisyllabic Words</li><li>• Decode Unknown Words by Analogy</li><li>• Read Accountable Texts “Bee and Daisy” and/or “Jack and the Bean Tree”</li><li>• Share and Reflect</li></ul>		
--	--	--	--	--	--

## Friday

Standard(s):  
**ELAGSE2Lf**

LT: I am learning to produce and expand complete and compound sentences.

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

- ☐ I can tell the difference between complete and incomplete sentences.
- ☐ I can tell the difference between simple and compound sentences.
- ☐ I can use conjunctions to join two simple sentences and make them compound.
- ☐ I can expand sentences by adding details, combining, or revising sentences.
- ☐ I can rearrange parts of sentences without changing the meaning.

### Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

**Lesson/Activity:**  
**Unit 1 CFA:**  
**Editing Sentences**

\*Teacher will read each

Standard(s):  
**ELAGSE2RL7**

LT: I am learning to use information from and words in a text to understand

characters, setting, and plot of a story.

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

- ☐ I can name the turning point of the story when the main character does something to solve the problem.
- ☐ I can gather information about characters, setting, or plot from words in the text (print or digital).

### Suggested Key Terms:

story details, events, characters, setting, plot, text evidence, turning point

**Lesson/Activity:**  
**Day 5, Lesson 10,**  
**Pages 94-97.**

Standard(s):  
**ELAGSE2W2**

LT: I am learning to explain a topic using facts and definitions to develop points.

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

- ☐ I can identify facts and details that give information about my topic.
- ☐ I can identify important words I have learned that I will define for my reader.
- ☐ I can outline what I will say first, second, and third to make clear points about my topic.

**Lesson/Activity:**  
**Unit 2, Lesson 15,**  
**Pages 68-71**

Standard(s):  
**ELAGSE2RF3abcde**  
**ELAGSE2RF4abcd**  
**ELAGSE2L4bcd**

LT: I am learning to read and spell words with vowel teams.

I am learning to read two-syllable long vowel words.

I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.

I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

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

- ☐ I can identify the long vowel sounds.
- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable words.
- ☐ I can identify the sounds for common vowel teams.
- ☐ I can recognize common spelling patterns that create long vowel sounds.

Standard(s):  
**MGSE2.NBT.1**  
**MGSE2.NBT.2**  
**MGSE2.NBT.3**  
**MGSE2.NBT.4**

LT: I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.

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

- ☐ I can demonstrate my understanding of identifying place value, counting, and comparing numbers to 1,000.

### **Lesson/Activity:**

**End of Module 3**  
**Assessment & Rubric**  
**TE pages 293-299**

[End of Module 3](#)  
[Reviewer](#)

[End of Module 3](#)  
[Assessment & Rubric](#)

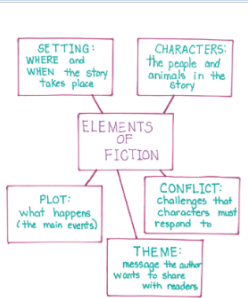
Standard(s):  
**SS2H2**

LT: I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.

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

- ☐ I can describe the tools used by the Creek and Cherokee cultures of the past.
- ☐ I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.
- ☐ I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.
- ☐ I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

**Lesson/Activity:**  
[Creek Student Booklet](#)

<p>sentence aloud.</p> <p>*Students will work to edit each sentence and complete assessment independently.</p> <p>*Teachers will circulate and make notes of observations students need more support with capitalization, punctuation, and editing various sentence types.</p> <p>*If time permits, review and debrief.</p> <p>*Reconvene the class and work to read each sentence together. Accompany each sentence with a gesture to assist students in conveying the proper punctuation of each sentence.</p> <p>Extended: Volunteers will share ways to expand and combine the different sentence types.</p>	<p><b>"Angel Fish"</b> Describe Setting and Plot Elements</p> 	<p><b>Pausing and Reflecting</b></p> <p>Writers pause and think about what they have learned and think ahead to what else they want to learn.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify individual words within a compound word.</li> <li><input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</li> <li><input type="checkbox"/> I can self-correct when I make a mistake.</li> <li><input type="checkbox"/> I can read at the appropriate speed (not too fast or slow).</li> </ul> <p>Lesson/Activity:  <b>Week 2 Day 10</b>  <b>TE pages</b>  <b>Word Study Resource Book, pp. 20–21</b>  <b>My Word Study, Volume 1, p. 16</b></p> <p><b>Focus Skill(s):</b>  <b>Long E Vowel Teams:</b>  <b>ee, ea, e, y, ey, ie, e_e</b></p> <p><b>HFWs: after, before, call, do, earth, father, give, her, know, large, here, look, me, play, said, see, she, try, about, because</b></p> <p><b>Suggested Key Terms:</b>  word analysis, decode, long vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, meaning, compound word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, expression, accuracy, repeated reading, choral reading,</p>		<p>Locations and Homes pgs. 4-6</p>
--	---	---	---	--	-------------------------------------

			<p>partner reading, self correct, word recognition, context, HFWs</p> <div><p><b>Review and Assess</b> <b>Vowel team syllable</b> <b>type: long e</b></p><ul style="list-style-type: none"><li>• Read Accountable Text "Bee and Daisy" and/or "Jack and the Bean Tree"</li><li>• Build Words</li><li>• Review Multisyllabic Words</li><li>• Spelling Patterns and Dictation</li><li>• High-Frequency Words</li></ul><p>• Cumulative Assessment</p></div>		
--	--	--	--	--	--