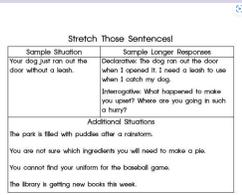
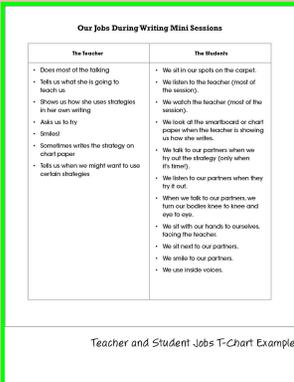


Week of: August 29-September 02, 2022

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

GRAMMAR Launch Lessons 9-13	READING Launch Lessons 9-13	WRITING Kickoff-Lessons 9-13	PHONICS Mini-Lessons 9-13	MATH Module 2 Lessons 4-8	SOCIAL STUDIES Regions & Rivers
Monday					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2</p> <p>LT: I am learning to compose and expand different types of sentences.</p> <p>SC: I can design a variety of different sentences. I can compose longer sentences by adding more detail. I can use periods, exclamation marks, and question marks.</p> <p>Lesson/Activity: Immersion Lesson 9 Pgs. 18-19</p>  <p>Read aloud sample</p>	<p>Standard(s): ELAGSE2RI2 ELAGSE2RL3 ELAGSE2SL1</p> <p>LT: I am learning how to conduct a book talk.</p> <p>SC: I can read a book and discuss the important points with others. I can tell who wrote the book (author). I can identify the genre (fiction/nonfiction). I can explain why it is interesting to me and what others might like about it.</p> <p>Lesson/Activity: Launch Lesson 9, pgs. 160-161</p>	<p>Standard(s): ELAGSE2W7</p> <p>LT: I am learning about writing workshop routines.</p> <p>SC: I understand what my job is during writer's workshop. I understand the teacher's role. I know what the classroom should look and sound like during workshop time.</p> <p>Lesson/Activity: Kickoff Session 9, pgs. 78-81.</p>  <p>Teacher and Student Jobs T-Chart Example</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify, blend, and spell words with long vowels.</p> <p>SC: I can identify, blend, and spell long a and long i words with VCe. -I can read HFW here, said. -I can build fluency by reading words and practicing with a partner.</p> <p>Lesson/Activity: Mini-Lesson 9 Pgs. 52-55</p> <p>Spelling-Sound Correspondences: Final e (a_e, i_e)</p> <p>Model: a_e, i_e</p> <p>Blend and spell.</p> <p>Read HFW words: here, said. Say, Spell, Read, Write Routine Build Words</p> <p>Model & Practice: Building</p>	<p>Standard(s): MGSE2.MD.1 MGSE2.MD.3</p> <p>LT: I can add and subtract length units.</p> <p>SC: I know I am successful when: -I can measure objects using centimeter rulers and meter sticks. -I can use mental benchmarks to estimate length.</p> <p>Lessons 4 & 5 Activity: Module 2 Topic B Measure and Estimate Length Using Different Measurement Tools (Combined 4&5) Lesson 4 TE pages 46-55</p> <p>Measure various objects using centimeter rulers and meter sticks. Must Do: 2 Could Do: 1, 3 Extended: 4 & review ET3</p> <p>Lesson 5 TE pages 56-65</p> <p>Develop estimation strategies by applying prior knowledge of length and using mental benchmarks. Must Do: 1, 2, 3, 6a-b, 7a-c</p>	<p>Standard(s): SS2G1 a SS2G1 b</p> <p>LT: I am learning to identify the different regions and rivers of Georgia, so I can better understand why where people live matters. SC: <i>I know I am successful when...</i></p> <p>I can name, locate, and describe the different regions of Georgia. I can name and locate three of the seven major rivers in Georgia. I can explain how where we live affects the way we live.</p> <p>Lesson/Activity: Nearpod: Coastal Plains Region PDF</p>

<p>situations and model how to compose longer responses. Lead a discussion with students to additional situations. Students will work to add more detail creating a longer response.</p>	 <p>Build a Book Talk</p> <ol style="list-style-type: none"> Tell us what book you're going to talk about. Tell us who wrote the book. Tell us what the book is about. <ul style="list-style-type: none"> If it's fiction: <ul style="list-style-type: none"> Who are the characters? What was the problem? Don't give away the ending! If it's informational text: <ul style="list-style-type: none"> What are some interesting facts you learned? Tell why the book is interesting or what you liked about it. Tell why you think other readers might like this book. 		<p>Automaticity, Read & Record Share & Reflect</p>	<p>Could Do: 4, 5 Extended: 6c-e Vocabulary - meter stick, tape measure, meter, double, benchmark, height, length, unit</p>	
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<p>Tuesday</p>					
<p>Standard(s): ELAGSE2SL1 ELAGSE2SL6 ELAGSE2L2</p> <p>LT: I am learning how to ask questions and reflect on learning goals.</p> <p>SC: I can participate in a shared discussion and draw conclusions on what I know and what I need to know. I can design a variety of different sentences. I can use periods, exclamation marks, and question marks. I can compose longer sentences by adding more detail.</p> <p>Lesson/Activity: Reflect Lesson 10 Pgs. 20-21</p>	<p>Standard(s): ELAGSE2SL3</p> <p>LT: I am learning how my classroom library is organized.</p> <p>SC: I know the different sections of the classroom library. I can explain which books go where. I can treat books with respect and put them back where they belong.</p> <p>Lesson/Activity: Launch Lesson 10, pgs. 162-163.</p>	<p>Standard(s): ELAGSE2W1 ELAGSE2W2 ELAGSE2W3</p> <p>LT: I am learning that once I'm done, I've just begun.</p> <p>SC: I can finish one piece of writing and start another.</p> <p>Lesson/Activity: Kickoff Session 11, pgs/ 82-85.</p> <div data-bbox="745 1112 1039 1461" style="border: 2px solid green; padding: 5px;"> <p>Strategy: Finish One and Move On</p> <ol style="list-style-type: none"> When you finish a piece, put it in the "Done for Now" side of your folder. Ask yourself, "Do I want to look at another piece from my folder and make it better, or do I want to start a new piece?" Make a choice, then start writing! TIP: If you're starting a new piece, look at the Inspiration Board for ideas on what to write next! </div>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify, blend, and spell words with long vowels.</p> <p>SC: I can identify, blend, and spell long o, long u, and long e words with VCe. -I can read HFW there, where.</p> <p>Lesson/Activity: Mini-Lesson 10 Pgs. 56-59 Spelling-Sound Correspondences: Final e (o_e, u_e, e_e) Model: o_e, u_e, e_e</p> <p>Blend & Spell</p> <p>Read HFW: there, where. Say, Spell, Read, Write</p>	<p>Standard(s): MGSE2.MD.1 MGSE2.MD.3</p> <p>LT: I am learning to add and subtract length units.</p> <p>SC: I know I am successful when: -I can use meter sticks to measure and compare lengths of objects.</p> <p>Lesson 6/Activity: Module 2 Lesson 6 TE pages 66-80 Measure and compare lengths using centimeters and meters Must Do: 1a-b, 3a-d, 4a-d, 5 Could Do: 2a-b Extended: 3e, 7 Vocabulary - meter strip, shorter than, less than, longer, doubled, fewer, taller</p>	<p>Standard(s): SS2G1 a SS2G1 b</p> <p>LT: I am learning to identify the different regions and rivers of Georgia, so I can better understand why where people live matters.</p> <p>SC: <i>I know I am successful when...</i> I can name, locate, and describe the different regions of Georgia. I can name and locate three of the seven major rivers in Georgia. I can explain how where we live affects the way we live.</p> <p>Lesson/Activity: Nearpod: Piedmont Region PDF</p>

Partnerships will work together to ask questions and reflect on learning goals. Create an anchor chart with shared discoveries.

We Have Discovered...

- Two sentence types: declarative and interrogative
- Which punctuation mark to use for those sentence types
- When to use those sentences
- Why writers use a variety of sentence types

We Still Wonder...

- What else do we need to know about sentences?
- Can commas be used in all kinds of sentences?

How Our Classroom Library Is Organized

- We have different sections for different kinds of books.
- Each book is kept in its own spot.
- We treat our books with care and respect.
- We are all librarians, responsible for our classroom library.

Routine
BuildWords

Choral read connected text, "One to Five"
Write & Retell: write a list of facts about the text.

Wednesday

Standard(s):
ELAGSE2SL6
ELAGSE2L2

LT: I am learning to recognize and analyze different sentence types.

SC: I can design a variety of different sentences. I can use periods, exclamation marks, and question marks.

Lesson/Activity:
Explore Lesson 11
Pgs. 22-24

Compare & contrast Imperative and Exclamatory sentence types using the "Imperative and Exclamatory Sentences". Have students study the list and jot down discoveries. Share discoveries and refer

Standard(s):
ELAGSE2SL3

LT: I can shop for books in my classroom.

SC: I can follow directions and select texts for myself and read the entire time.

Lesson/Activity: **Launch Lesson 11, pgs. 164-165.**

HOW WE SHOP FOR BOOKS

1. Choose books you want to read.
2. Put the books in your book bag.
3. Read the books!
4. Return them and pick out new books.

SCHEDULE

MONDAY green table	TUESDAY red table	WEDNESDAY orange table	THURSDAY blue table	FRIDAY purple table
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Standard(s):
ELAGSE2W7

LT: I am learning how to transition smoothly during writer's workshop.

SC: I can sing a song to get back to my seat from the mini lesson. I can start writing right away.

Lesson/Activity:
Kickoff session 11, pgs. 112-115.

Standard(s):
ELAGSE2RF3

LT: I am learning to identify, blend, and spell words with long vowels.

SC: I can identify, blend, and spell long **a** words.
-I can read HFW **was, saw**

Lesson/Activity:
Mini-Lesson 11
Pgs. 60-63

Focus Routine:
Spelling/Dictation

Spelling-Sound

Correspondences: **Long a**

Model: **Long a**

Reference **a, ai, and ay** spellings

Blend & Spell

Standard(s):
MGSE2.MD.1 **MGSE2.MD.2**
MGSE2.MD.4

LT: I am learning to add and subtract length units.

SC: I know I am successful when:
-I can explain how the size of the measuring unit affects the number of units in a measurement.

Lesson 7/Activity:
Topic C Measure and Compare Lengths Using Different Length Units
Module 2
Lesson 7
TE pages 81-92

Measure and compare lengths using standard metric length units and non-standard length units; relate measurement to unit size.

Must Do: 1a-d, 3a-e (Explain why? discussions)
Could Do: 2a-c

Standard(s):
SS2G1 a
SS2G1 b

LT: I am learning to identify the different regions and rivers of Georgia, so I can better understand why where people live matters.
SC:

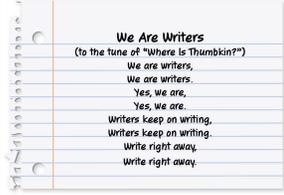
I know I am successful when...

I can name, locate, and describe the different regions of Georgia.

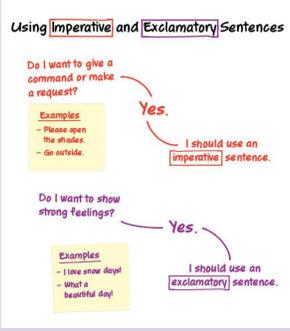
I can name and locate three of the seven major rivers in Georgia.

I can explain how where we live affects the way we live.

Lesson/Activity:
[Nearpod: Blue Ridge Mountains PDF](#)

<p>back to the goals.</p> <p>Name: _____ Date: _____</p> <p>Imperative and Exclamatory Sentences</p> <table border="1"> <tr> <td>Imperative Sentences</td> <td>Exclamatory Sentences</td> </tr> <tr> <td>Come inside for dinner.</td> <td>That is huge!</td> </tr> <tr> <td>Please take off your shoes.</td> <td>Oh, you must be so sad!</td> </tr> <tr> <td>Wash your hands.</td> <td>What a beautiful sunset!</td> </tr> </table>	Imperative Sentences	Exclamatory Sentences	Come inside for dinner.	That is huge!	Please take off your shoes.	Oh, you must be so sad!	Wash your hands.	What a beautiful sunset!		<p>Strategy: Smooth Transitions</p> <ol style="list-style-type: none"> 1. Stand up from the Gathering Area. 2. As you walk to get your writing folder and supplies, sing the "We Are Writers" song. 3. Keep singing as you walk to your writing spot. 4. When you sit in your writing spot, stop singing. 5. Think about what you want to write today. 6. Begin!  <p>"We Are Writers" Song Example</p>	<p>Model HFWs: was, saw</p> <p>Use the Say, Spell, Read, Write routine.</p> <p>Spelling Practice: Close Sort</p> <p>Spelling Patterns & Dictation</p> <p>Share & Reflect: partnerships create oral sentences or questions using the HFWs.</p>	<p>Extended: 2d, 4 Vocabulary - more, more than, doubled, (introduce-inverse relationships)</p>	
Imperative Sentences	Exclamatory Sentences												
Come inside for dinner.	That is huge!												
Please take off your shoes.	Oh, you must be so sad!												
Wash your hands.	What a beautiful sunset!												

Thursday					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: I can design a variety of different sentences. I can use periods, exclamation marks, and question marks correctly. I can use imperative sentences to give commands. I can use exclamatory sentences to show strong feelings.</p> <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2RL10 ELAGSE2RI10</p> <p>LT: I am learning how to make good book choices.</p> <p>SC: I know how to tell if a book is too easy, too hard, or just right.</p> <p>Lesson/Activity: Launch Lesson 12, pgs. 166-167.</p>	<p>Standard(s): ELAGSE2W5 ELAGSE2L2</p> <p>LT: I am learning strategies to spell words I don't know.</p> <p>SC: I can say words and think about how they are spelled. I can stretch words out. I can listen for the sounds I know and write them.</p> <p>Lesson/Activity: Kickoff session 12, pgs. 116-119.</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify, blend, and spell words with long vowels.</p> <p>SC: I can identify, blend, and spell long <i>e</i> words. -I can read HFWs little, look.</p> <p>Lesson/Activity: Mini-Lesson 12 Pgs. 64-67</p> <p>Focus Routine: Pacing Goals and Spiral Review</p> <p>Spelling-Sound</p>	<p>Standard(s): MGSE2.MD.1 MGSE2.MD.2 MGSE2.MD.4</p> <p>LT: I am learning to add and subtract length units.</p> <p>SC: I know I am successful when: -I can solve addition and subtraction word problems using the ruler as a number line.</p> <p>Lesson 8/Activity: Module 2 (May OMIT/Practice in Strategy Groups) Lesson 8 TE pages 93-106 Solve addition and subtraction word problems using the ruler as a number line.</p>	<p>Standard(s): SS2G1 a SS2G1 b</p> <p>LT: I am learning to identify the different regions and rivers of Georgia, so I can better understand why where people live matters. SC: I can name, locate, and describe the different regions of Georgia. I can name and locate three of the seven major rivers in Georgia. I can explain how where we live affects the way we live.</p> <p>Lesson/Activity:</p>

<p>Teach Lesson 12 Pgs. 24-25</p> <p>Teach the Strategy: When to Use an Imperative or an Exclamatory Sentence GP - Provide students with the different sentence types and ask students to write an example of each.</p>  <p>Using Imperative and Exclamatory Sentences</p> <p>Do I want to give a command or make a request? Yes. I should use an imperative sentence.</p> <p>Do I want to show strong feelings? Yes. I should use an exclamatory sentence.</p>	<p>Make Good Book Choices</p> <table border="1"> <tr> <td> <p>It's too easy!</p> <ul style="list-style-type: none"> You know most of the words. You have read this text multiple times. You are reading too fast. You know a lot about this topic. You can retell the text easily. </td> <td> <p>It's just right!</p> <ul style="list-style-type: none"> The book is interesting to you. There are only 2-3 unfamiliar words on each page. Reading is mostly smooth. You don't want to stop reading. You are familiar with the topic. You still struggle at points during reading. You mostly understand what you have read and can retell it. </td> </tr> </table>	<p>It's too easy!</p> <ul style="list-style-type: none"> You know most of the words. You have read this text multiple times. You are reading too fast. You know a lot about this topic. You can retell the text easily. 	<p>It's just right!</p> <ul style="list-style-type: none"> The book is interesting to you. There are only 2-3 unfamiliar words on each page. Reading is mostly smooth. You don't want to stop reading. You are familiar with the topic. You still struggle at points during reading. You mostly understand what you have read and can retell it. 	<p>Strategy: Writers Stretch and Write Words to Spell</p> <ol style="list-style-type: none"> Say the word you want to spell. Slowly say the sounds as you tap one finger for each sound. Write the sounds you hear in the beginning, middle, and end of the word. 	<p>Correspondences: Long e</p> <p>Model: Long e</p> <p>Reference e, ee, and ea spellings</p> <p>Blend & Spell</p> <p>Model HFWs: little, look</p> <p>Use the Say, Spell, Read, Write routine.</p> <p>Build Words</p> <p>Share & Reflect: partnerships create oral sentences or questions using the HFWs.</p>		<p>Nearpod: Appalachian Plateau PDF</p>
<p>It's too easy!</p> <ul style="list-style-type: none"> You know most of the words. You have read this text multiple times. You are reading too fast. You know a lot about this topic. You can retell the text easily. 	<p>It's just right!</p> <ul style="list-style-type: none"> The book is interesting to you. There are only 2-3 unfamiliar words on each page. Reading is mostly smooth. You don't want to stop reading. You are familiar with the topic. You still struggle at points during reading. You mostly understand what you have read and can retell it. 						
<p>Friday</p>							
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: I can design a variety of different sentences. I can use periods, exclamation marks, and question marks correctly.</p> <p>Lesson/Activity: Explore Lesson 13 Pgs.26-27 Revisit the situations and sentence responses from</p>	<p>Standard(s): ELAGSE2SL4</p> <p>LT: I am learning how to use my book baggie.</p> <p>SC: I understand how to organize my books in my book baggie and keep them neat. I know how to take care of the books in my bag. I know when to get new books, and where to put the old ones.</p> <p>Lesson/Activity: Launch lesson 13, pgs. 168-169.</p>	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning how to elaborate in my writing.</p> <p>SC: I can add more details by touching different parts of my sketch and writing what I say about it. I can add what people are saying, feeling and/or thinking. I can tell more about the background.</p> <p>Lesson/Activity: Kickoff session 13, pgs.</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify, blend, and spell words with long vowels.</p> <p>SC: I can identify, blend, and spell long i words. -I can read HFWs for, me</p> <p>Lesson/Activity: Mini-Lesson 13 Pgs. 68-71</p> <p>Focus Routine: Share & Reflect</p> <p>Spelling-Sound</p>	<p>Standard(s): MGSE2.MD.5 MGSE2.MD.6 MGSE2.MD.1 MGSE2.MD.3 MGSE2.MD.4</p> <p>LT: I am learning to add and subtract length units.</p> <p>SC: I know I am successful when: -I can measure lengths of string using measurement tools, and use tape diagrams to represent and compare lengths.</p> <p>Lesson 9/Activity: Module 2 Lesson 9 TE pages 107-117</p>	<p>Standard(s): SS2G1 a SS2G1 b</p> <p>LT: I am learning to identify the different regions and rivers of Georgia, so I can better understand why where people live matters.</p> <p>SC: I know I am successful when... I can name, locate, and describe the different regions of Georgia. I can name and locate three of the seven major rivers in Georgia. I can explain how where we live affects the way we</p>		

Sessions 8 and 9. Ask students to orally respond to the situations by adding imperative and exclamatory sentences. Read aloud the sample situation and sample responses. Circulate and support students in generating sentence ideas.

Adding Imperative and Exclamatory Sentences

Sample Situation	
Your dog just ran out the door without a leash.	
Sample Responses	
Imperative: Grab the leash. Come with me.	Exclamatory: I see him! He ran around the corner!
Additional Situations	
The park is filled with puddles after a rainstorm.	
You are not sure which ingredients you will need to make a pie.	
You cannot find your uniform for the baseball game.	
The library is getting new books this week.	

How We Use Our Book Bags

- ✓ I know which book bag is mine because my name is on it.
- ✓ I know where my book bag belongs in my classroom.
- ✓ I keep my book bag where it belongs.
- ✓ I keep my books organized in my book bag.
- ✓ I know how to choose new books for my book bag.
- ✓ I know how to return books when I'm finished reading them.
- ✓ I take care of my books and my book bag.

120-123.

Strategy: Add Sketches and Words to Give More Information

1. Touch the different parts of your sketch and say what you see.
2. Ask yourself, "What else can I add to the sketch?"
Should you add:
 - A background?
 - People's faces?
 - What people are saying or thinking?
 - Details?
 - Captions?
 - Labels?
3. Add it!
4. Find a place in your writing to add in words that match what you just added to the sketch.

Correspondences: Long i

Model: Long i

Reference i, igh, and y spellings

Blend & Spell

Phonological Awareness:
Introduce Rhyming Words

Model: flight, shy
Have students generate two words that rhyme.

Model HFWS: for, me

Use the Say, Spell, Read, Write routine.

Spelling: Close Sort
Share & Reflect:
partnerships use one or more words in a sentence.

Measure lengths of string using measurement tools, and use tape diagrams to represent and compare the lengths.
Must Do: 2a-c
Could Do: 1a-b
Extended: 3a-c
Vocabulary - measure, estimate, compare, tape diagrams

live.

Lesson/Activity:
[Nearpod: Ridge and Valley Region PDF](#)