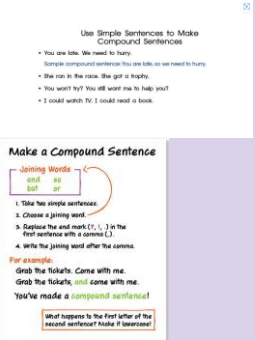
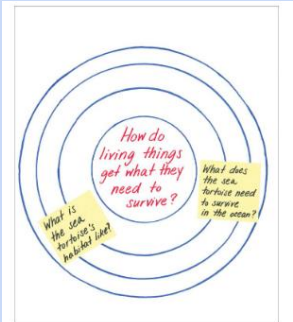


C. Waters' Week of: September 12-16, 2022 Whole Group Lesson Plans

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

GRAMMAR Unit 1 Lessons 18-22 Designing Sentences	READING Unit 1 Lessons 1-5 Informational Nonfiction Strategies	WRITING Unit 1 Lessons 21-25 Personal Narratives	PHONICS Unit 1 Lessons 1-5 Short Vowels	MATH Module 3 Lessons 1-5 Place Value Understanding	Science Sun, Moon, Stars
Monday					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types.</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 end mark 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: Explore Session 18 TE pages 36-37 Write Compound Sentences</p> <p>Students will work in partnerships taking turns using a conjunction and a</p>	<p>Standard(s): ELAGSER11 ELAGSES11 ELAGSES13</p> <p>LT: I am learning to ask and answer questions.</p> <p>SC: <i>I will know I am successful...</i> -I can generate and write relevant questions about a video and photo. -I can work with a partner to evaluate my questions. -I can listen actively.</p> <p>Lesson/Activity: Unit 1 Lesson 1 TE pages 58-61</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives in which I recount an event or short sequence of events.</p> <p>SC: <i>I know I am successful when...</i> -I can listen to a mentor text to gain more understanding of what I need to do. -I can determine a personal story I want to tell.</p> <p>Lesson/Activity: Kickoff Volume 1 Week 5 (starts personal narratives),</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L2d</p> <p>LT: I am learning to identify and spell one-syllable words with short vowels.</p> <p>SC: <i>I know I am successful when...</i> I can identify words with short a, e, i, o, u. I can blend and spell words with short vowels that include consonant blends and digraphs/trigraphs. I can read HFWs: a, can, and, come, are, for, big, go, has, I</p> <p>Lesson/Activity: WG Unit 1 Lesson 1 TE pages 4-7 Word Study Resource Book, p. 2 My Word Study, Volume 1, p. 2</p> <p>Spelling-Sound Correspondences: Short Vowels a, e, i, o, u Introduce/Model ch/tch, sh, dge, th, wh, ph, j</p>	<p>Standard(s): MGSE2.NBT.1</p> <p>LT: I can 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 bundle and count ones, tens, and hundreds to 1000.</p> <p>Lesson/Activity: Module 3 Lesson 1 TE pages 12-25 Bundle and count ones, tens, and hundreds to 1,000. Lesson 1 Problem Set Must Do: #s ALL Could Do: #s Extended: #s</p>	<p>Standard(s): S2E1 S2E2</p> <p>LT: I am learning to investigate the patterns of the moon.</p> <p>SC: <i>I know I am successful when...</i> I can practice the moon phase vocabulary by matching words to pictures.</p> <p>Lesson/Activity: Digital Moon Phases Digital Moon Phases Student</p>

<p>comma to combine sentences.</p> 	<p>Students will write on sticky notes to place on the target chart.</p>  <p>Sample Targeted Questions Chart</p>	<p>Session 21, pages 152-153.</p> <p>Pass out mentor texts to students and go over the goals for the unit and how they can annotate the mentor text as you read it. (The annotating directions are in the mentor text on the page before the actual mentor text.) Read “The Day I Split My Chin” and discuss the craft moves the author makes that students might want to try.</p>	<p>Introduce/Model l-blends, r-blends, s-blends Blend Words: chat, frog Transition to Multisyllabic Words - Model kit, kitten Spelling Patterns Quick Check - page 6 Read HFWs - Say, Spell, Read, & Write Share & Reflect</p>		
<p>Tuesday</p>					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types.</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 end mark to a comma.</p>	<p>Standard(s): ELAGSER11 ELAGSESL1 ELAGSESL3</p> <p>LT: I am learning to ask and answer questions.</p> <p>SC: -I will be able to ask and write questions about a text before and during reading.</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives in which I recount an event or short sequence of events.</p> <p>SC: <i>I know I am successful when...</i></p> <p>- I can generate ideas</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify, spell, and read one-syllable words with short vowels.</p> <p>SC: <i>I know I am successful when...</i> I can identify words with short a, e, i, o, u. I can blend, build, and spell words with short vowels that include consonant blends and digraphs/trigraphs.</p>	<p>Standard(s): MGSE2.NBT.1 MGSE2.NBT.2</p> <p>LT: I can 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 count up and down between 100 and 220 using ones and tens.</p> <p>Lesson/Activity:</p>	<p>Standard(s): S2E1 S2E2</p> <p>LT: I am learning to investigate the patterns of the sun.</p> <p>SC: <i>I know I am successful when...</i> I know that we have day and night depending on the position of the earth facing the sun.</p>

I can choose a conjunction that makes sense.
I can use a comma and a conjunction to combine two sentences.

Lesson/Activity:

Explore Session 19
TE pages 38-39
Add Compound Sentences to a Sentence Response

Partnerships will add compound sentences to their responses from Session 13 or create a new situation and write a response that includes compound sentences.

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 Situation	
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.	

Name: _____ Date: _____

Adding Compound Sentences

Read the sentences you have already written to respond to the situations. Add compound sentences.

Situation	Sample Responses with Compound Sentences
Your dog just ran out the door without a leash.	Come quickly and get the leash. We need to hurry or he will run too fast! I'm sorry, but he is fast.
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.	

-I will be able to use questions to gain information and deepen my understanding of the text.

Lesson/Activity:

Unit 1 Lesson 2
TE pages 62-65

ASK QUESTIONS	
WHEN?	WHY?
BEFORE READING	<ul style="list-style-type: none">- To set a purpose for my reading- To make inferences about what I will read- To activate my prior knowledge
DURING READING	<ul style="list-style-type: none">- To clarify my understanding- To think more deeply about the topic

and plan across pages.

- I can use organizational structures (beginning, middle, end, and sequence of events).

Lesson/Activity:

Kickoff V1, Session 22, pages 154-157.

Strategy: Using a Feeling to Find Ideas

1. Think of a feeling you've had.
2. What was happening at that time?
3. Sketch out your story idea across pages.

Students begin generating ideas and planning out their writing by sketching across pages.

I can read words with short vowels and consonant blends.
I can read HFWs: **a, can, and, come, are, for, big, go, has, I**

Lesson/Activity:

WG Unit 1 Lesson 2
TE pages 8-11
Word Study Resource Book, p. 3
My Word Study, Volume 1, p. 3

Model Oral Blending and Segmenting CVC Words

Blend & Build Words

Read Interactive Text:

The Frogs and The Well

Comprehension Check - Students will read and circle words with consonant blends and underline words with short vowel spellings. Partnerships will answer questions and underline words and phrases to support their answers.

Spelling Closed Sort: Read, Spell, & Sort Words with Short Vowels (l/r-blend noticing's)

Read HFWs - Read, Spell, & Focus on common spelling patterns

Share & Reflect - HFW Sentences

Module 3 Lesson 2
TE pages 27-39
Count up and down between 100 and 220 using ones and tens.

Lesson 2 Problem Set

Must Do: #s 2, 4
Could Do: #s 1, 3
Extended: # N/A

Lesson/Activity:

[The Sun Slides](#)

Wednesday

Standard(s):


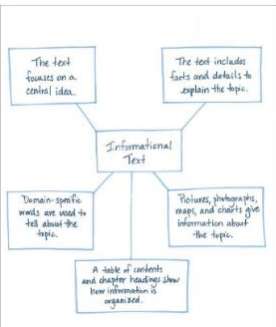
Standard(s):

Standard(s):


Standard(s):

Standard(s):

Standard(s):

<p>ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types. I am learning to reflect on the best ways to use the different sentence types.</p> <p>SC: <i>I know I am successful when...</i> I can tell if my sentences make sense with the rest of my text. I can design a variety of different sentences. I can use periods, exclamation marks, and question marks correctly. I can change the end mark 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: Reflect Session 20 TE pages 40-41 Revisit Goals</p>  <p>Share what we have learned so far and what we still want to know about end punctuation and creating compound sentences. Reflect on discoveries, conclusions, and bigger concepts. Students should</p>	<p>ELAGSERI5 ELAGSERI6</p> <p>LT: I am learning to identify, use, and explain the purpose of various text features.</p> <p>SC: <i>I will know I am successful when...</i> -I am able to identify and name various text features (headings, captions, photos, diagrams, labels, etc.) - I can explain the author's purposes of informational texts.</p> <p>Lesson/Activity: Unit 1 Lesson 3 TE pages 66-70</p> 	<p>ELAGSE2W3</p> <p>LT: I am learning to write narratives in which I recount an event or short sequence of events.</p> <p>SC: <i>I know I am successful when...</i> - I can generate ideas and plan across pages. - I can use organizational structures (beginning, middle, end, and sequence of events). - I can use temporal words such as <i>a long time ago, today, later, first, next, then, and last</i> to show the order of events.</p> <p>Lesson/Activity: Kickoff V1, Session 23, pages 158-161.</p> <p>Strategy: Adding a Beginning, Middle, and End to Your Sketch</p> <ol style="list-style-type: none"> 1. Look at your sketch, and see what's happening there. 2. Say what happens first, next, and after that. 3. Write those words under your sketch. <p>Students begin writing their beginning, middle, and end, using temporal words like first, next, then, and last.</p>	<p>ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify, spell, and read one-syllable words with short vowels.</p> <p>SC: <i>I know I am successful when...</i> I can identify words with short a, e, i, o, u. I can blend and spell words with short vowels that include consonant blends and digraphs/trigraphs. I can read words with short vowels. I can read and use HFWs: a, can, and, come, are, for, big, go, has, I</p> <p>Lesson/Activity: WG Unit 1 Lesson 3 TE pages 12-15 Word Study Resource Book, pgs. 4-5 My Word Study, Volume 1, p. 4</p> <p>Read Interactive Text: Meet Ranger Diaz Point out short vowel spellings. Model blending decodable words & HFWs. Choral read the text.</p> <p>Connect Phonics to Comprehension: Students will answer questions and find sentences to support their answers.</p> <p>Spelling: Word Clues Read & Write Words that go with clues page 13.</p> <p>Read HFWs - Word Ladder</p>	<p>MGSE2.NBT.1 MGSE2.NBT.2</p> <p>LT: I can 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 count up and down between 90 and 1,000 using ones and tens, and hundreds.</p> <p>Lesson/Activity: Module 3 Lesson 3 TE pages 40-52 Count up and down between 90 and 1,000 using ones, tens, and hundreds. Lesson 3 Problem Set Must Do: #s 2, 3 Could Do: #s 1, 4 Extended: # N/A</p>	<p>S2E1 S2E2</p> <p>LT: I can explore how shadows are made. SC: <i>I know I am successful when...</i> I know shadows are made by light and can change depending on where the light is positioned.</p> <p>Lesson/Activity: The Sun and Shadow Slides</p>
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<p>seek answers to, “What have I learned so far about sentences? What am I still wondering? What can I use in my own writing?” Display sentence frames to assist with ideas.</p> <p>Display the sentence frames below to help students share their ideas.</p> <p>Substantial Support I learned ____ I want to learn ____ I know ____ I can ____</p> <p>Moderate Support I learned ____ I’m still wondering ____ I can use what I learned to ____</p> <p>Light Support So far I’ve learned ____ I’m still wondering about ____ I can use ____ in my own writing to ____</p>			<p>Read, Spell, & Use words in a sentence.</p> <p>Share & Reflect - HFW Sentences for come, for</p>		
Thursday					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types. I am learning to develop a resource tool to support my understanding of simple sentences.</p> <p>SC: <i>I know I am successful when...</i> I can participate in a shared writing community. I can use a resource tool to make my writing clear and more interesting. I can design a variety of different sentence types. I can use periods, exclamation marks, and question marks correctly.</p> <p>Lesson/Activity: Explore Session 21 TE pages 42-43 Shared Writing: Start a Sentence Tool</p>	<p>Standard(s): ELAGSE2RF3d ELAGSE2L4bc</p> <p>LT: I am learning about root words and affixes.</p> <p>SC: <i>I will know I am successful when...</i> I can identify and understand roots and affixes. I can use knowledge of roots and affixes to determine the meaning of a word.</p> <p>Lesson/Activity: Unit 1 Lesson 4 TE pages 70-73</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to include details in my narrative writing.</p> <p>SC: <i>I know I am successful when...</i> - I can develop characters through thoughts and feelings. - I can add details that describe people’s actions or the setting.</p> <p>Lesson/Activity: Kickoff V1, Session 24, pages 162-165.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read multisyllabic words with short vowels. I am learning to read with accuracy and fluency.</p> <p>SC: <i>I know I am successful when...</i> I can identify words with short a, e, i, o, u. I can blend multisyllabic words with short vowels. I can spell words with short vowels that include consonant blends and digraphs/trigraphs. I can read HFWs: a, can, and, come, are, for, big, go, has, I</p> <p>Lesson/Activity: WG Unit 1 Lesson 4 TE pages 16-17 Word Study Resource Book, pgs. 4-5 My Word Study, Volume 1, p. 4</p>	<p>Standard(s): MGSE2.NBT.1 MGSE2.NBT.2 MGSE2.NBT.3</p> <p>LT: I can 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 count up to 1,000 on the place value chart.</p> <p>Lesson/Activity: Module 3 Lesson 4 TE pages 55-71 Count to 1,000 on the place value chart. Lesson 4 Problem Set Must Do: #s 2, 3 Could Do: #s 1, 4 Extended: # N/A</p>	<p>Standard(s): S2E1, S2E2</p> <p>LT: I can explore how shadows are made.</p> <p>SC: <i>I know I am successful when...</i> I know shadows are made by light and can change depending on where the light is positioned.</p> <p>Lesson/Activity: Shadows and Sundials</p>

<div></div> <p>Teachers and students will discuss and generate ideas for a tool that will show types of sentences, nicknames, and explain how to use each one. (simple sentences, definitions and examples)</p>	<div><p><i>BUILD VOCABULARY: USE ROOTS AND AFFIXES</i></p><p><i>Root Word</i> the most basic form of a word</p><p><i>Affix</i> word part added to the beginning or end of a root word creates a new word with a new meaning</p><table><tr><th><i>Prefix</i> comes before the word</th><th><i>Suffix</i> comes after the word</th></tr><tr><td>re-: "again"</td><td>-ish: "fuzzy"</td></tr><tr><td>un-: "not"</td><td>-er: "more than"</td></tr><tr><td></td><td>-ly: turns an adjective into an adverb</td></tr><tr><td></td><td>-ful/-tion/-sion: turns a verb into a noun</td></tr></table></div>	<i>Prefix</i> comes before the word	<i>Suffix</i> comes after the word	re-: "again"	-ish: "fuzzy"	un-: "not"	-er: "more than"		-ly: turns an adjective into an adverb		-ful/-tion/-sion: turns a verb into a noun	<div><p>Strategy: Adding a Description of Setting</p><ol style="list-style-type: none">Look at your first page, and think about where and when your story takes place.How much does the sketch show readers about the setting?Add some description of the setting with words.Look for a place where the setting changes, and repeat.</div> <p>Students add details to capture the setting.</p>	<div><p>Read Multisyllabic Words: Model: resting Explain when seeing a longer word, you can break it apart. Blend the syllables to read the word. (Adding suffix - ing)</p><p>Decode by Analogy: Model & Practice: can, plan, and, hop, went Use letter patterns and word parts in familiar words to decode new words while reading. Have students use each word in a sentence to confirm meaning.</p><p>Read for Fluency and Transfer: Conduct rereading of Meet Ranger Diaz or Life In the Ocean.</p><p>Share & Reflect: Have students generate other words using and (sand, grand, land)</p></div>		
<i>Prefix</i> comes before the word	<i>Suffix</i> comes after the word														
re-: "again"	-ish: "fuzzy"														
un-: "not"	-er: "more than"														
	-ly: turns an adjective into an adverb														
	-ful/-tion/-sion: turns a verb into a noun														
Friday															
<div><p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f</p><p>LT: I am learning to recognize and analyze different sentence types. I am learning to develop a resource tool to support my understanding of simple and compound sentences.</p><p>SC: <i>I know I am successful when...</i> I can participate in a shared writing community.</p></div>	<div><p>Standard(s): ELAGSE2RI2</p><p>LT: I am learning to recognize the central idea (main topic) and supporting evidence.</p><p>SC: <i>I will know I am successful when...</i> -I can gather important facts to identify the focus of a</p></div>	<div><p>Standard(s): ELAGSE2W3</p><p>LT: I am learning to include details in my narrative writing.</p><p>SC: <i>I know I am successful when...</i></p><p>- I can develop characters through thoughts and feelings.</p></div>	<div><p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p><p>LT: I am learning to read one-syllable and multisyllabic words with short vowels. I am learning to read with accuracy and fluency.</p><p>SC: <i>I know I am successful when...</i> I can identify words with short a, e, i, o, u. I can blend multisyllabic words with short vowels. I can build and spell words</p></div>	<div><p>Standard(s): MGSE2.NBT.1 MGSE2.NBT.2 MGSE2.NBT.3</p><p>LT: I can 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 count up to 1,000 on the place value chart.</p><p>Lesson/Activity:</p></div>	<div><p>Standard(s): S2E1 S2E2</p><p>LT: I understand how shadows are made.</p><p>SC: <i>I know I am successful when...</i></p><p>The sun's position in the sky affects the position and length of shadows on Earth.</p></div>										

I can use a resource tool to make my writing clear and more interesting.
I can design a variety of different sentence types.
I can use commas, conjunctions, periods, exclamation marks, and question marks correctly.

Lesson/Activity:
Explore Session 22
TE pages 44-45
Shared Writing: Finish the Sentence Tool

Teachers and students will continue to discuss and generate ideas for a tool that will show simple and compound sentence types, nicknames, and explain how to use each one. (Add to Session 21 anchor chart: include compound sentences, definitions and examples.)

Our Tool	
Telling Sentence	Clarifying Sentence
Exclamation	Interrogative
• makes a statement	• asks a question
• ends with a period	• ends with a question mark
Has this been to school?	Can you read this book?
I am going to jump in the pool.	Can you see the butterfly as jump you see the pool?
To whom	Exclamation
Exclamation	Interrogative
• gives a command or makes a request	• asks a question
• ends with a period	• ends with an exclamation mark
Watch me splash!	How beautiful!
Watch me splash, but don't get too close.	How beautiful, that's how to jump in the pool!

paragraph.
-I can gather important facts (ideas, details, and events) from multiple paragraphs to identify the main topic.

Lesson/Activity:
Unit 1 Lesson 5
TE pages 74-77

Identify the Central Idea

- LOOK at the title, headings, and graphic features.
- READ the text and identify important evidence, details, and ideas.
- FOCUS on the topic of each section or paragraph.
- ASK: "What is this text mostly about?"
- STATE the central idea in your own words.

- I can add details that describe people's actions or the setting.

- I can add quotation marks to show dialogue where characters are talking.

Lesson/Activity:
Kickoff V1, Session 25, pages 166-169.

Strategy: Adding Quotes

1. Find a place in the story where a character is talking.
2. Write the character's words in his or her own voice.
3. Be sure to put quotation marks around the words, and use a comma to separate the quote from the rest of the sentence.
4. Find another place where a character is talking.

Students add dialogue to their writing to show words, thoughts, emotions, and/or actions.

with short vowels that include consonant blends and digraphs/trigraphs.
I can read HFWs: **a, can, and, come, are, for, big, go, has, I**

Lesson/Activity:
WG Unit 1 Lesson 5
TE pages 18-19
Word Study Resource Book, pgs. 4-5
My Word Study, Volume 1, p. 4

Read for Fluency:
Have students independently read **Meet Ranger Diaz.**

Differentiation:
(Partnerships if needed)
Challenge: Read **Life In the Ocean.**

Note: Speed Accuracy, and Intonation

Build Words: short vowels
Model & Practice

Review Multisyllabic Words: **bend, bending**
Model & Practice:
Point out added syllable (ing) is a suffix.

Spelling Patterns & Dictation:
Assess spelling of this week's words.
Have students write the word or sentence as time permits. Underline the spelling word.

Review HFWs: **a, can, and, come, are, for, big, go, has, I**
Have students say and spell - random order.
Provide a sentence for one

Module 3 Lesson 5
TE pages 72-82
Write base ten three-digit numbers in unit form; show the value of each digit.
Lesson 5 Problem Set
Must Do: #s ALL
Could Do: #s
Extended: #s

Lesson/Activity
[Shadows Kahoot](#)

			<p>of this week's words.</p> <p>Cumulative Assessment: Select 5-6 students to assess for accuracy and fluency on phonics skills. Note: fluency concerns and decayed learning. Use findings to form small groups.</p>		
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