Carrie Waters' 9/26-9/30, 2022 Whole Group Lesson Plans
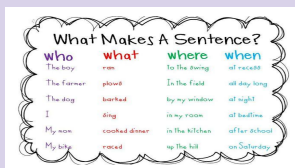
*for additional curriculum information, please visit the district's resource
Elementary Teaching Resources or Georgia Standards of Excellence

GRAMMAR Unit 1 Review Complete Sentences & Sentence Types	READING Unit 1 Week 3 Lessons 11-15	WRITING Volume 2 Week 2 Lessons 1-5	PHONICS Unit 1 Week 3 Lessons 11-15	MATH Module 3 Mid-Module Review/Assessment Lessons 11-13	Social Studies Review of Georgia Rivers
Monday					
Standard(s): **ELAGSE2SL6 ELAGSE2L2 ELAGSE2W7** LT: I am learning to recognize and analyze different sentence types. SC: *I will know I am successful when…* *I can design a variety of different sentences. *I can use periods, exclamation marks, and question marks correctly. Lessons 14 & 15/Review Shared Writing: Sentence Types & Nicknames/Pause and Share, pgs. 28-31 Review how to write a complete sentence. Pause and share what we have learned so far and what we still want to know about end punctuation. Review concepts.	Standard(s): **ELAGSE2RI5 ELAGSE2RI6** LT: I am learning to recognize informational text features. I am learning to identify the author's purpose. SC: I will know I am successful when… * I can identify what the author wants to answer, explain, or describe. * I can use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key	Standard(s): **ELAGSE2W2** LT: I am learning how to write an informational text. SC: I will know I am successful when… *I can come up with ideas and make plans for informational books. *I can design books with a reader in mind. *I can use visual and written details. *I can edit my writing for accuracy. Lesson/Activity: Volume 2, Week 1, Session 1 Gearing up for the Unit, Write on the	Standard(s): **ELAGSE2RF3abc** LT: I am learning to identify, blend, and spell words with vowel team syllables. SC: I will know I am successful when… *I can identify, blend, and spell words with **long a, ai, ea, ay, a_e**. *I can read HFWs: *he, like, little, no, of, saw, this, to , we, with.* Lesson/Activity: Unit 1 Week 3 Long a: a, ai, ea, ay, a_e Day 1, pgs. 36-39 Word Study Resource Book, p. 10 My Word Study, V1, p. 8	Standard(s): **MGSE2.NBT.1 MGSE2.NBT.2 MGSE2.NBT.3** LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers. SC: I will know I am successful when… *I can demonstrate my understanding of working with numbers up to 1000 using place value strategies. Lesson/Activity: Module 3 Mid-Module Assessment Review TE pages 149-155 Place Value	Standard(s): **SS2G1** LT: I am learning to locate the 3 major rivers of Georgia on a map. SC: *I know I am successful when…* I can locate the Savannah River, Chattahoochee River, and Flint River on a map. Lesson/Activity: Savannah River 📄 GeorgiaRiversFl…

Discuss features and characteristics of sentence types. Provide an example of each sentence type.	facts or information in a text efficiently. Lesson/Activity: Unit 1, Lesson 11 (Wk3, Day1), pages 98-101. 	Spot, pages 10-11. Teachers introduce students to informational writing. Students Write on the spot about a habitat they know a lot about.	Vowel team syllable type: long a • Spelling-Sound Correspondences • Blend Words • Transition to Multisyllabic Words • Spelling Patterns Quick Check • High-Frequency Words • Share and Reflect	Understanding	

Tuesday

Standard(s): **ELAGSE2SL6** **ELAGSE2L2** **ELAGSE2L1f** LT: I am learning to recognize and analyze different sentence types. SC: *I will know I am successful when…* *I can design a variety of different sentences. *I can use periods, exclamation marks, and	Standard(s): **ELAGSE2RF3d** **ELAGSE2L4bc** LT: I am learning about root words and affixes. SC: *I will know I am successful when…* *I can identify and understand roots and affixes.	Standard(s): **ELAGSE2W2** LT: I am learning to analyze an informational mentor text. SC: I will know I am successful when… *I can determine the features and	Standard(s): **ELAGSE2RF3abc** **ELAGSE2RF4abc** **ELAGSE2RL1** LT: I am learning to identify, blend, build, and spell words with vowel team syllables. *I am learning to read grade-level text with accuracy.	Standard(s): **MGSE2.NBT.1** **MGSE2.NBT.2** **MGSE2.NBT.3** LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers.	Standard(s): **SS2G1** LT: I am learning to locate the 3 major rivers of Georgia on a map. SC: *I know I am successful when…* I can locate the

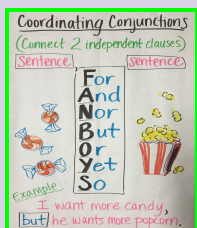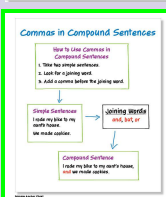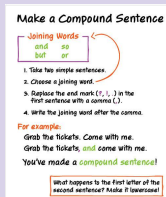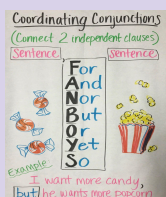|					
question marks correctly. *I can identify compound sentences. *I can explain how commas may be used in a sentence. Lesson/Activity: Review Lesson 16 Look at Compound Sentences Pgs. 32-33 Review writing a complete sentence. Model combining two sentences together. Partnerships work to create a list of compound sentences and a list of complex sentences and compare comma usage. Jot down observations and discoveries. Coach students to compare the different types of sentences. What Makes A Sentence? Combining Sentences Coordinating Conjunctions	*I can use knowledge of roots and affixes to determine the meaning of a word. Lesson/Activity: Unit 1, Lesson 12 (Wk 3, day 2), pages 102-103. BUILD VOCABULARY: USE ROOTS AND AFFIXES	techniques used in a mentor text. *I can point out how writers include details. *I can imagine illustrations to use in my own writing. Lesson/Activity: Volume 2, Week 1, Session 2 Studying a Mentor Text, pages 12-17. Part 1: Students will study two different mentor texts, 'Two Habitats' and 'Welcome to the Tundra' (writing mentor text 2) to determine what other authors do to teach. Part 2: Students will participate in a shared writing to list different places they know a lot about and then sketch all they would see there. This is the beginning of their informational writing.	*I am learning to ask and answer questions about grade-level text. SC: I will know I am successful when… *I can identify, blend, build, and spell words with **long a, ai, ea, ay, a_e**. * I can read *long a* spellings in one-syllable words. * I can read and answer questions about grade-level text. *I can read HFWs: *he, like, little, no, of, saw, this, to , we, with.* Lesson/Activity: Unit 1 Week 3 Long a: a, ai, ea, ay, a_e Day 2, pgs. 40-43 Word Study Resource Book, p. 11 My Word Study, V1, p. 9	SC: I will know I am successful when… *I can practice working with numbers up to 1000 using place value strategies. Lesson/Activity: Module 3 Mid-Module Assessment TE pages 149-155 Place Value Understanding	Savannah River, Chattahoochee River, and Flint River on a map. Lesson/Activity: 📄 GeorgiaRiversFlipbo… Chattahoochee River

Strategy: Thinking of a Place to Draw
1. *Think of a place you have been to or a place you already know things about.*
2. *List across your fingers or on a piece of paper all of the things you would see there.*
3. *Make a sketch of the place and what you would see there on a piece of paper.*

Vowel team syllable type: long a
- Build Words
- Read Interactive Text "Rain, Rain, Go Away!"
- Spelling
- High-Frequency Words
- Share and Reflect

Wednesday

Standard(s): **ELAGSE2SL6** **ELAGSE2L2** **ELAGSE2L1f** LT: I am learning to recognize and analyze different sentence types. SC: *I will know I am successful when…* *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. Lesson/Activity: Review Lesson 17 Make a Compound Sentence Pgs. 34-35	Standard(s): **ELAGSE2RI2** LT: I am learning to recognize the central idea (main topic) and supporting evidence. SC: *I will know I am successful when…* *I can gather important facts to identify the focus of a paragraph. *I can gather important facts (ideas, details, and events) from multiple paragraphs to identify the main topic. Lesson/Activity: Unit 1, Lesson 13 (Wk 3, Day 3), pages	Standard(s): **ELAGSE2W2** LT: I am learning to analyze an informational mentor text. SC: *I will know I am successful when…* *I can come up with ideas and make plans for my informational book. *I can organize my information clearly. *I can edit my writing for accuracy. Lesson/Activity: Volume 2, Week 1, Session 3 Another look at a Mentor Text, pages	Standard(s): **ELAGSE2RF3abc** **ELAGSE2RF4abc** **ELAGSE2RI1** **ELAGSE2SL4** LT: I am learning to identify, blend, build, and spell words with vowel team syllables. *I am learning to read grade-level text with accuracy. *I am learning to ask and answer questions about grade-level text. SC: I will know I am successful when… *I can point out *long a* spelling patterns. * I can blend multisyllabic words	Standard(s): **MGSE2.NBT.1** LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers. SC: I know I will be successful when… *I can count by ones, tens, and hundreds using place value discs. Lesson/Activity: Module 3 Lesson 11 TE pages 158-168 Modeling Numbers Within 1,000 with Place Value Disks - Count the total value	Standard(s): **SS2G1** LT: I am learning to locate the 3 major rivers of Georgia on a map. SC: *I know I am successful when…* I can locate the Savannah River, Chattahoochee River, and Flint River on a map. Lesson/Activity: 📄 **GeorgiaRiversFlipbo…** **Flint River**

|					
Review writing a complete sentence. Model how to combine two simple sentences into one compound sentence using these joining words: *and, but, or, so.* [Making Compound Sentences](#) Show how to combine two simple sentences into one compound sentence using these joining words: *nor, for, yet.* 	<mark>106-109.</mark> 	<mark>18-21.</mark> Part 1: Students will analyze 'Two Habitats' again, but this time for organizational structures (title/topic, subheadings). Part 2: Students will be given 3 pages and students will plan out the different subheadings of their habitat. Ex. If they picked Desert, their subheadings might be Desert Climate, Desert Animals, and Desert Plants. 	long a. * I can practice blending decodable and HFWs: ***he, like, little, no, of, saw, this, to , we, with.*** *I can read and answer questions about grade-level text. Lesson/Activity: <mark>Unit 1 Week 3</mark> <mark>Long a: a, ai, ea, ay, a_e</mark> <mark>Day 3, pgs. 44-47</mark> <mark>Word Study Resource Book, p. 12-13</mark> <mark>My Word Study, V1, p. 10</mark> 	of ones, tens, and hundreds with place value disks. **<mark>If pacing is a problem… Reduce - Omit Dienes Blocks</mark>** Problem Set: <mark>Must Do:</mark> <mark>#s 1c, 2d-2j</mark> <mark>Could Do:</mark> <mark>#s 1a, 1b, 2a-2c</mark> <mark>Extended:</mark> <mark>#s 1d, 1e</mark>	

Thursday

Standard(s): **ELAGSE2SL6** **ELAGSE2L2** **ELAGSE2L1f**	Standard(s): **ELAGSE2RL4**	Standard(s): **ELAGSE2W2** **ELAGSE2W5** **ELAGSE2W7**	Standard(s): **ELAGSE2RF3abc** **ELAGSE2RF4abc**	Standard(s): **MGSE2.NBT.1**	Standard(s): **SS2G1**

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

SC: *I know I am successful when…*
*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.

Lesson/Activity:
Review Session 18 TE pages 36-37 Write Compound Sentences

Review writing a complete sentence. Model combining two sentences together.

Students will work in partnerships taking turns using a conjunction and a comma to combine sentences. (Use two sentence strips)

Combining Sentences

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.

SC: *I will know I am successful when…*
*I can identify the features of poetry.
*I can explain why the author uses these features.
*I can explain why the author uses these features.
*I can use literary terms when discussing a poem (stanza).

Lesson/Activity:
Unit 1, Lesson 14 (Wk 3, Day 4), pages 110-113.

LT: I am learning to use facts and definitions to develop points.

SC: *I will know I am successful when…*
*I can explain what a partner sentence is.
*I can use partner sentences in my own writing.

Lesson/Activity:
Volume 2, Week 1, Session 4 Studying partner sentences in mentor texts, pages 22-25.

Part 1: Students will study 'Two Habitats' for partner sentences. Students will need to understand that the first sentence is a fact and the partner sentence adds more information or gives an example.

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.

SC: I will know I am successful when…
* I can blend, spell, and read multisyllabic words long a.
*I can use *long a* letter patterns and word parts to decode new words.
* I can practice reading HFWs: *he, like, little, no, of, saw, this, to , we, with.*

Lesson/Activity:
Unit 1 Week 3 Long a: a, ai, ea, ay, a_e Day 4, pgs. 48-49 Word Study Resource Book, p. 12-13 My Word Study, V1, p. 10

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

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.

Lesson/Activity:
Module 3 Lesson 12 TE pages 169-179 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.
If pacing is a problem… Omit Application Problem

Problem Set:
Must Do: #s 2, 4, 5, 6 Could Do: #s 1, 3 Extended: # N/A

LT: I am learning to locate the 3 major rivers of Georgia on a map.

SC: *I know I am successful when…*

I can locate the Savannah River, Chattahoochee River, and Flint River on a map.

Lesson/Activity:
The Shape of Georgia/Rivers

Part 2: Students will look at their own writing and try adding partner sentences to their own habitat writing.

Strategy: Using Partner Sentences
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.

Friday

Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f	Standard(s): ELAGSE2SL1 Unit 1 Wrap UP: Real-World Perspectives	Standard(s): ELAGSE2W2	Standard(s): ELAGSE2RF3abc ELAGSE2RF4abc	Standard(s): MGSE2.NBT.1	Standard(s): SS2G1
LT: I am learning to recognize and analyze different sentence types.	LT: I am learning to participate in collaborative conversations about second grade topics.	LT: I am learning to elaborate.	LT: I am learning to build and spell words with vowel team syllables.	LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers.	LT: I am learning to locate the 3 major rivers of Georgia on a map.
SC: *I know I am successful when…* *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.	SC: *I will know I am successful when…* *I can listen to and share ideas. *I can support and build ideas with evidence from the text. *I can ask questions to clarify	SC: *I will know I am successful when…* *I can describe how a mentor text uses facts and comparisons. * I can use facts and comparisons in my own writing.	*I am learning to read multisyllabic words with *long a*. *I am learning to read grade-level text fluently and accurately. SC: I will know I am successful when… * I can blend, spell, and read one-syllable and multisyllabic words long a.	SC: I know I will be successful when… *I can read and write numbers within 1,000.	SC: *I know I am successful when…* I can locate the Savannah River, Chattahoochee River, and Flint River on a map.
Lesson/Activity: Review Session 19 TE pages 38-39 Add Compound Sentences to a Sentence Response		Lesson/Activity: Volume 2, Week 1, Session 5 Studying nonfiction details in mentor texts, pages 26-29. Part 1: Students will		Lesson/Activity: Module 3 Lesson 13 TE pages 180-191 Modeling Numbers Within 1,000 with Place Value Disks -	Lesson/Activity: Factile Regions and Rivers Jeopardy Or Regions and Rivers Assessment

Review combining two simple sentences to create a compound sentence. Partnerships will work together to make simple and compound sentences. Students may then write a response that includes a compound sentence of their own.
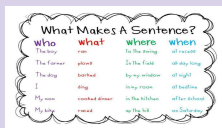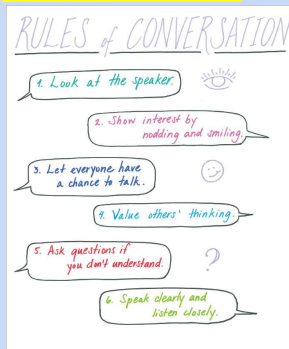

[Compound Sentences](#)

---
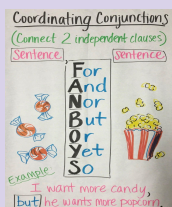
understanding.

Lesson/Activity: Unit 1, Lesson 15 (Wk 3, Day 5), pages 114-117.
Unit 1 Assessment

---

take another look at 'Two Habitats' and study how the authors use facts and numbers to teach about their topic.

Part 2: Students will add facts and comparisons to their own writing.

---

*I can use *long a* letter patterns and word parts to decode new words.
* I can read HFWs: *he, like, little, no, of, saw, this, to , we, with.*

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

Review and Assess Vowel team syllable type: long a
• Read Accountable Text "My Desert Blog" and/or "All About Squirrels"
• Build Words
• Review Multisyllabic Words
• Spelling Patterns and Dictation
• High-Frequency Words

Read and write numbers within 1,000 after modeling with place value disks.
If pacing is a problem… Omit empty number line if omitted in Lesson 9.

Problem Set:
Must Do: #s 2,3,6
Could Do: #s 1,4
Extended: # 5