
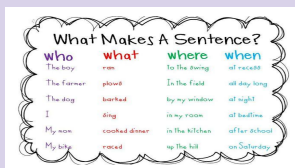


Carrie Waters' 9/26-9/30, 2022 Whole Group Lesson Plans

*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					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2W7</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I will know I am successful when...</i> *I can design a variety of different sentences. *I can use periods, exclamation marks, and question marks correctly.</p> <p>Lessons 14 & 15/Review Shared Writing: Sentence Types & Nicknames/Pause and Share, pgs. 28-31</p> <p>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.</p>	<p>Standard(s): ELAGSE2RI5 ELAGSE2RI6</p> <p>LT: I am learning to recognize informational text features. I am learning to identify the author's purpose.</p> <p>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</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning how to write an informational text.</p> <p>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.</p> <p>Lesson/Activity: Volume 2, Week 1, Session 1 Gearing up for the Unit, Write on the</p>	<p>Standard(s): ELAGSE2RF3abc</p> <p>LT: I am learning to identify, blend, and spell words with vowel team syllables.</p> <p>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: <i>he, like, little, no, of, saw, this, to, we, with.</i></p> <p>Lesson/Activity: Unit 1 Week 3 Long a: a, ai, ea, ay, a_e Day 1, pgs. 36-39 Word Study Resource Book, p. 10 My Word Study, V1, p. 8</p>	<p>Standard(s): MGSE2.NBT.1 MGSE2.NBT.2 MGSE2.NBT.3</p> <p>LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: I will know I am successful when... *I can demonstrate my understanding of working with numbers up to 1000 using place value strategies.</p> <p>Lesson/Activity: Module 3 Mid-Module Assessment Review TE pages 149-155 Place Value</p>	<p>Standard(s): SS2G1</p> <p>LT: I am learning to locate the 3 major rivers of Georgia on a map.</p> <p>SC: <i>I know I am successful when...</i></p> <p>I can locate the Savannah River, Chattahoochee River, and Flint River on a map.</p> <p>Lesson/Activity: Savannah River</p> <p> GeorgiaRiversFl...</p>

Discuss features and characteristics of sentence types. Provide an example of each sentence type.



Sentence Nicknames	
Telling Sentence Describe the "your dog just ran out the door without a leash."	Quizzing Sentence Infer the "where are you going to catch a jump?"
Boozy Sentence Exaggerate "Gosh the beach."	Feeling Sentence Exclaim "I see him!"

We Have Discovered...

Four kinds of sentences:

- declarative** - makes a statement
- interrogative** - asks a question
- imperative** - gives a command or makes a request
- exclamatory** - shows strong feeling

Now, We Would Like to know...

Can we put together two declarative sentences to make one new declarative sentence? How would putting together two sentences make our writing stronger?

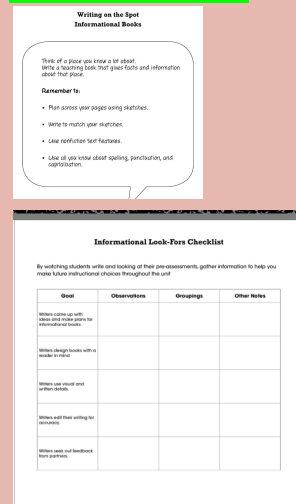
facts or information in a text efficiently.

Lesson/Activity:
Unit 1, Lesson 11
(Wk3, Day1), pages 98-101.

GRAPHICS AND TEXT FEATURES

FEATURE	PURPOSE
titles/headings	tell what a text or a section of a text is about
photographs / illustrations	provide visual information
captions	explain photographs
maps	show location
diagrams	show steps in a process or how something works
time line	a diagram that shows events in time order
bold and italic type	highlight important words and ideas

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

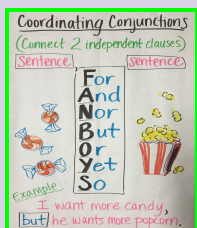
question marks correctly.
 *I can identify compound sentences.
 *I can explain how commas may be used in a sentence.

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.



[Combining Sentences](#)



*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	
<i>Root Word</i> the most basic form of a word	
<i>Affix</i> - word part added to the beginning or end of a root word - creates a new word with a new meaning	
<i>Prefix</i> comes before the word	<i>Suffix</i> comes after the word
<i>re-</i> : "again"	<i>-est</i> : "most"
<i>un-</i> : "not"	<i>-er</i> : "more than"
	<i>-ly</i> : turns an adjective into an adverb
	<i>-turn/-turn/-sun</i> : turn a verb into a noun

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](#)

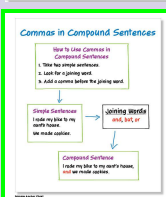
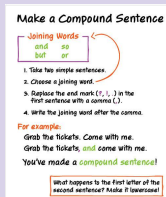
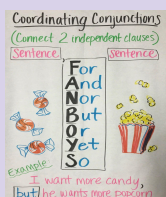
		<p>Strategy: Thinking of a Place to Draw</p> <ol style="list-style-type: none"> 1. Think of a place you have been to or a place you already know things about. 2. List across your fingers or on a piece of paper all of the things you would see there. 3. Make a sketch of the place and what you would see there on a piece of paper. 	<p>Vowel team syllable type: long a</p> <ul style="list-style-type: none"> • Build Words • Read Interactive Text "Rain, Rain, Go Away!" • Spelling • High-Frequency Words • Share and Reflect 		
Wednesday					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I will know I am successful when...</i> *I can design a variety of different sentences. *I can use periods, exclamation marks, and question marks correctly. *I can change the endmark to a comma. *I can choose a conjunction that makes sense. *I can use a comma and a conjunction to combine two sentences.</p> <p>Lesson/Activity: Review Lesson 17 Make a Compound Sentence Pgs. 34-35</p>	<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 paragraph. *I can gather important facts (ideas, details, and events) from multiple paragraphs to identify the main topic.</p> <p>Lesson/Activity: Unit 1, Lesson 13 (Wk 3, Day 3), pages</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to analyze an informational mentor text.</p> <p>SC: <i>I will know I am successful when...</i> *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.</p> <p>Lesson/Activity: Volume 2, Week 1, Session 3 Another look at a Mentor Text, pages</p>	<p>Standard(s): ELAGSE2RF3abc ELAGSE2RF4abc ELAGSE2RI1 ELAGSE2SL4</p> <p>LT: I am learning to identify, blend, build, and spell words with vowel team syllables.</p> <p>SC: I will know I am successful when... *I am learning to read grade-level text with accuracy. *I am learning to ask and answer questions about grade-level text.</p> <p>SC: I will know I am successful when... *I can point out <i>long a</i> spelling patterns. * I can blend multisyllabic words</p>	<p>Standard(s): MGSE2.NBT.1</p> <p>LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: I know I will be successful when... *I can count by ones, tens, and hundreds using place value discs.</p> <p>Lesson/Activity: Module 3 Lesson 11 TE pages 158-168 Modeling Numbers Within 1,000 with Place Value Disks - Count the total value</p>	<p>Standard(s): SS2G1</p> <p>LT: I am learning to locate the 3 major rivers of Georgia on a map.</p> <p>SC: <i>I know I am successful when...</i> I can locate the Savannah River, Chattahoochee River, and Flint River on a map.</p> <p>Lesson/Activity: GeorgiaRiversFlipbo... Flint River</p>

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.*



106-109.

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.

18-21.

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.

Strategy: Organized Writing

1. Think and say the location.
2. Say the parts (or subheadings) you can teach about across your fingers.
3. Write down all of the parts (or subheadings) on different pages.

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:

Unit 1 Week 3
Long a: a, ai, ea, ay, a_e
Day 3, pgs. 44-47
Word Study Resource Book, p. 12-13
My Word Study, V1, p. 10

Vowel team syllable type: long a

- Read Accountable Text "My Desert Blog"
- Spelling
- High-Frequency Words
- Share and Reflect

of ones, tens, and hundreds with place value disks.

**If pacing is a problem...
Reduce - Omit Dienes Blocks**

Problem Set:

Must Do:

#s 1c, 2d-2j


Could Do:

#s 1a, 1b, 2a-2c

Extended:

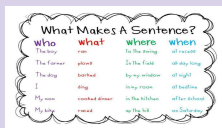
#s 1d, 1e

Thursday

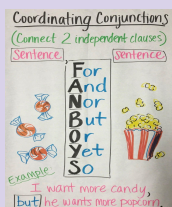
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I know I am successful when...</i> *I can design a variety of different sentences. *I can use periods, exclamation marks, and question marks correctly. *I can change the endmark to a comma. *I can choose a conjunction that makes sense. *I can use a comma and a conjunction to combine two sentences.</p> <p>Lesson/Activity: Review Session 18 TE pages 36-37 Write Compound Sentences</p> <p>Review writing a complete sentence. Model combining two sentences together.</p>  <p>Students will work in partnerships taking turns using a conjunction and a comma to combine sentences. (Use two sentence strips)</p> <p>Combining Sentences</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>SC: <i>I will know I am successful when...</i> *I can identify the features of poetry. *I can explain why the author uses these features. *I can use literary terms when discussing a poem (stanza).</p> <p>Lesson/Activity: Unit 1, Lesson 14 (Wk 3, Day 4), pages 110-113.</p>	<p>Standard(s): ELAGSE2W2 ELAGSE2W5 ELAGSE2W7</p> <p>LT: I am learning to use facts and definitions to develop points.</p> <p>SC: <i>I will know I am successful when...</i> *I can explain what a partner sentence is. *I can use partner sentences in my own writing.</p> <p>Lesson/Activity: Volume 2, Week 1, Session 4 Studying partner sentences in mentor texts, pages 22-25.</p> <p>Part 1: Students will study 'Two Habitats' for partner sentences. Students will need to understand that the first sentence is a fact and the partner sentence adds more information or gives an example.</p>	<p>Standard(s): ELAGSE2RF3abc ELAGSE2RF4abc</p> <p>LT: I am learning to identify, blend, build, and spell words with vowel team syllables. *I am learning to read grade-level text fluently and accurately.</p> <p>SC: I will know I am successful when... *I can blend, spell, and read multisyllabic words long a. *I can use <i>long a</i> letter patterns and word parts to decode new words. *I can practice reading HFWs: <i>he, like, little, no, of, saw, this, to, we, with.</i></p> <p>Lesson/Activity: Unit 1 Week 3 Long a: a, ai, ea, ay, a_e Day 4, pgs. 48-49 Word Study Resource Book, p. 12-13 My Word Study, V1, p. 10</p>	<p>Standard(s): MGSE2.NBT.1</p> <p>LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: I know I will be successful when... *I can change 10 ones for 1 ten, 10 tens for 1 hundred, 10 hundreds for 1 thousand.</p> <p>Lesson/Activity: Module 3 Lesson 12 TE pages 169-179 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</p> <p>Problem Set: Must Do: #s 2, 4, 5, 6 Could Do: #s 1, 3 Extended: # N/A</p>	<p>Standard(s): SS2G1</p> <p>LT: I am learning to locate the 3 major rivers of Georgia on a map.</p> <p>SC: <i>I know I am successful when...</i></p> <p>I can locate the Savannah River, Chattahoochee River, and Flint River on a map.</p> <p>Lesson/Activity: The Shape of Georgia/Rivers</p>
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 <p>Make a Compound Sentence</p> <p>Joining Words: and, so, but, or</p> <ol style="list-style-type: none"> Take two simple sentences. Choose a joining word. Separate the end mark (., !, ?) in the first sentence with a comma (,). Write the joining word after the comma. <p>For example: Grab the tickets. Come with me. Grab the tickets, and come with me. You've made a compound sentence!</p> <p>What happens to the first letter of the second sentence? Underline it (capitalize).</p> <p>Coordinating Conjunctions (Connect 2 independent clauses)</p> <p>Sentence Sentence</p> <p>For And Nor But Or Yet So</p> <p>Example: I want more candy, but he wants more popcorn.</p>	<p>FEATURES OF POETRY</p> <p><u>LINE</u>: a group of words appearing together in a row</p> <p><u>STANZA</u>: a group of lines of poetry that form a unit together; poems are structured by stanzas</p> <p><u>RHyme</u>: words that have the same ending sound</p> <p><u>RHYTHM</u>: beat that is expressed through stressed and unstressed syllables</p> <p><u>ALLITERATION</u>: words close together that have the same starting sound</p> <p><u>REPETITION</u>: repeated words, phrases, or lines</p> <p><u>FIGURATIVE LANGUAGE</u>: language that shows something other than what the words literally mean</p>	<p>Part 2: Students will look at their own writing and try adding partner sentences to their own habitat writing.</p> <p><i>Strategy: Using Partner Sentences</i></p> <ol style="list-style-type: none"> Look for a place in your writing where you taught the reader something about your topic. Ask: "What more do I have to say about this?" Rehearse it out loud before jotting it down. 	<p>Vowel team syllable type: long a</p> <ul style="list-style-type: none"> Read Multisyllabic Words Decode by Analogy Read Accountable Text "My Desert Blog" and/or "All About Squirrels" Share and Reflect 		
<p>Friday</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 endmark to a comma. *I can choose a conjunction that makes sense. *I can use a comma and a conjunction to combine two sentences.</p> <p>Lesson/Activity: Review Session 19 TE pages 38-39 Add Compound Sentences to a Sentence Response</p>	<p>Standard(s): ELAGSE2SL1</p> <p>Unit 1 Wrap UP: Real-World Perspectives</p> <p>LT: I am learning to participate in collaborative conversations about second grade topics.</p> <p>SC: <i>I will know I am successful when...</i> *I can listen to and share ideas. *I can support and build ideas with evidence from the text. *I can ask questions to clarify</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to elaborate.</p> <p>SC: <i>I will know I am successful when...</i> *I can describe how a mentor text uses facts and comparisons. *I can use facts and comparisons in my own writing.</p> <p>Lesson/Activity: Volume 2, Week 1, Session 5 Studying nonfiction details in mentor texts, pages 26-29.</p> <p>Part 1: Students will</p>	<p>Standard(s): ELAGSE2RF3abc ELAGSE2RF4abc</p> <p>LT: I am learning to build and spell words with vowel team syllables. *I am learning to read multisyllabic words with <i>long a</i>. *I am learning to read grade-level text fluently and accurately.</p> <p>SC: I will know I am successful when... *I can blend, spell, and read one-syllable and multisyllabic words long a.</p>	<p>Standard(s): MGSE2.NBT.1</p> <p>LT: I am learning to work with numbers up to 1000 including identifying place value, counting, and comparing numbers.</p> <p>SC: I know I will be successful when... *I can read and write numbers within 1,000.</p> <p>Lesson/Activity: Module 3 Lesson 13 TE pages 180-191 Modeling Numbers Within 1,000 with Place Value Disks -</p>	<p>Standard(s): SS2G1</p> <p>LT: I am learning to locate the 3 major rivers of Georgia on a map.</p> <p>SC: <i>I know I am successful when...</i> I can locate the Savannah River, Chattahoochee River, and Flint River on a map.</p> <p>Lesson/Activity: Factile Regions and Rivers Jeopardy Or Regions and Rivers Assessment</p>

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.



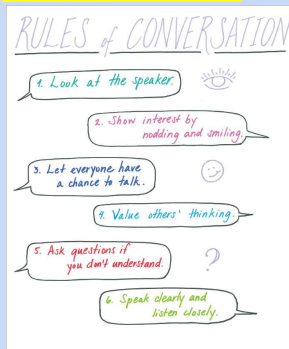
Compound Sentences



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.

Strategy: Adding Facts and Comparisons
1. Look at your sketches and your words.
2. Think about a fact or comparison that could be added.
3. Sketch it or write it down.

*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