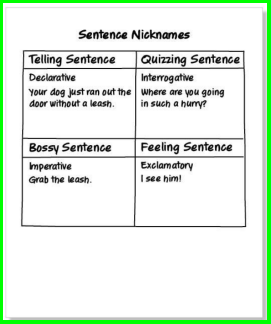
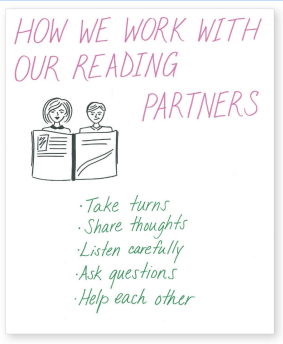
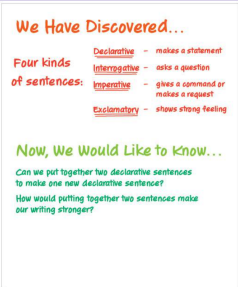
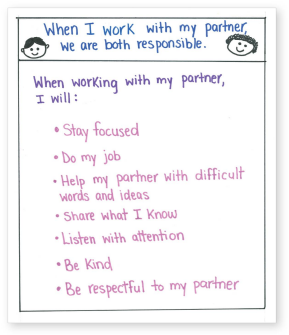
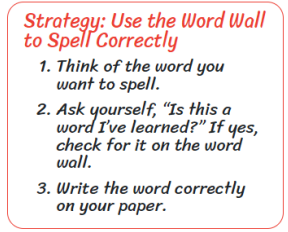




Week of: September 06-09, 2022

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

GRAMMAR Launch Lessons 14-17	READING Launch Lessons 14-17	WRITING Launch Lessons 14-17	PHONICS Mini-Lessons 14-17	MATH Module 2 Lesson 10 End of Module Review & Assessment	SCIENCE Patterns in Day and Night
Monday - Labor Day Holiday (No School)					
Standard(s): LT: SC: Lesson/Activity: Labor Day Holiday (No School)	Standard(s): LT: SC: Lesson/Activity: Labor Day Holiday (No School)	Standard(s): LT: SC: Lesson/Activity: Labor Day Holiday (No School)	Standard(s): LT: SC: Lesson/Activity: Labor Day Holiday (No School)	Standard(s): LT: SC: Lesson/Activity: Labor Day Holiday (No School)	Standard(s): LT: SC: Lesson/Activity: Labor Day Holiday No School
Tuesday					
Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2W7 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 correctly.	Standard(s): ELAGSE2SL1 LT: I can collaboratively work with reading partners. SC: I can take turns and share information and ideas. I can listen carefully and ask questions. I can help others and stay on task. Lesson/Activity:	Standard(s): ELAGSE2W5 LT: I am learning to add new pages to my writing. SC: I can reread my writing. I can choose where to add another page. I can add a sketch and words to match. Lesson/Activity: Kickoff Session 14, 124-127.	Standard(s): ELAGSE2RF3 LT: I am learning to identify, blend, and spell words with long vowels. I am learning to read multisyllabic words. SC: I can identify, blend, and spell long O words. I can read HFW do . I can decode multisyllabic words by identifying the base word.	Standard(s): MGSE2.MD.5 MGSE2.MD.6 MGSE2.MD.1 MGSE2.MD.3 MGSE2.MD.4 LT: I am learning to add and subtract length units. SC: I know I am successful when... I can solve one and two-step word problems that involve measuring length. Lesson 10/Activity:	Standard(s): S2E1a S2E1 b LT: I can obtain, evaluate, and communicate information about stars. SC: I know I am successful when... I know that stars can be different colors and sizes. I know that some stars are really bright and some stars are not. I know that the brightness of a star is determined by its size and distance from Earth.

<p>Lesson/Activity: Explore Lesson 14 Shared Writing: Sentence Nicknames Pgs. 28-29</p> <p>Discuss features and characteristics of sentence types. As a class, invent nicknames for each sentence type. Provide an example of each sentence type.</p> 	<p>Launch Lesson 14, pages 170-171.</p> 	<p>Strategy: Add Another Page</p> <ol style="list-style-type: none"> 1. Reread your writing. 2. Think to yourself, "Where should I add another page? In the beginning? In the middle? At the end?" 3. Choose a piece of paper and sketch on it 4. Write words to match. 	<p>Lesson/Activity: Mini-Lesson 14 Pgs. 72-75</p> <p>Spelling-Sound Correspondences: Introduce: Long O</p> <p>Model: Long O</p> <p>Blend and spell.</p> <p>Read HFW word: do</p> <p>Say, Spell, Read, Write Routine</p> <p>Focus Routine 15: Reading Big Words:</p> <p>Transition to Multisyllabic Words - Students read one-syllable words and underline them in the multisyllabic word. Model & Practice</p> <p>Word Study: Point out compound words</p> <p>Build Words</p> <p>Model & Practice</p> <p>Share & Reflect - Create HFW sentences</p>	<p>Module 2 Lesson 10 TE pages 118-126</p> <p>Apply conceptual understanding of measurement by solving two-step word problems. Must Do: 1, 3 Could Do: 2 Extended: Teacher Choice Vocabulary - distance, addends, smaller, taller, tape diagram, brackets</p>	<p>Lesson/Activity: Sun, Moon, Stars</p>
<p>Wednesday</p>					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L2</p> <p>LT: I am learning to</p>	<p>Standard(s): ELAGSE2SL1</p> <p>LT: I can be a responsible</p>	<p>Standard(s): ELAGSE2W6</p> <p>LT: I am learning to</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RL1</p> <p>LT: I am learning to</p>	<p>Standard(s): MGSE2.MD.5 MGSE2.MD.6 MGSE2.MD.1 MGSE2.MD.3</p>	<p>Standard(s): S2E1a S2E1 b</p> <p>LT: I can develop an understanding of the patterns</p>

<p>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 15 Pause and Share Pgs. 30-31</p> <p>Pause and share what we have learned so far and what we still want to know about end punctuation. Review discoveries, conclusions, and bigger concepts. Students start with a goal and/or question in mind. Share the order of importance. Make a list of larger conclusions about sentence types you want to remember.</p> 	<p>reading partner.</p> <p>SC: I can stay focused and share what I know. I can listen and be kind. I can help my partner with difficult words and ideas.</p> <p>Lesson/Activity: Launch Lesson 15, pages 172-173.</p> 	<p>use a word wall.</p> <p>SC: I can think of a word I want to spell. I can ask myself, “Is this a word I’ve learned?” If so, I can check the word wall and spell the word correctly.</p> <p>Lesson/Activity: Kickoff Session 15, pages 128-130.</p> 	<p>identify, blend, and spell words with long vowels.</p> <p>SC: I can identify, blend, and spell long U words. I can read HFWs have, does.</p> <p>Lesson/Activity: Mini-Lesson 15 Pgs. 76-79</p> <p>Spelling-Sound Correspondences: Introduce: Long U</p> <p>Model: Long U</p> <p>Blend and spell.</p> <p>Read HFWs: have, does</p> <p>Say, Spell, Read, Write Routine</p> <p>Read the connected text “Looking Up” and point out long u spellings.</p> <p>Model blending decodable words and HFW.</p> <p>Write in response to reading. Students will write what they see when they look up. Share ideas.</p> <p>Teacher Focus: How to Form and Manage Small Skills-Based Groups Differentiate Instruction</p>	<p>MGSE2.MD.4</p> <p>LT: I can show what I know about adding and subtracting length units.</p> <p>SC: I know I am successful when... I can demonstrate my knowledge of adding and subtracting length units.</p> <p>Lesson/Activity: Module 2 End of Module 2 Assessment Review TE pages 127-137</p>	<p>of the sun and moon.</p> <p>SC: <i>I know I am successful when...</i></p> <p>I know that although the moon LOOKS like it changes shape, it really doesn't.</p> <p>I know that moon's phases depend on the it's position in the sky.</p> <p>I know that the moon does not make its own light. It's shape is made by shadows.</p> <p>Lesson/Activity: Sun, Moon, Stars</p>
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<p>Standard(s): ELAGSE2SL6 ELAGSE2L2 ELAGSE2L1f</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 identify compound sentences. I can explain how commas may be used in a sentence.</p> <p>Lesson/Activity: Explore Lesson 16 Look at Compound Sentences Pgs. 32-33</p> <p>Partnerships look at 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.</p> <div data-bbox="113 1265 386 1464"> <p>Name: _____ Date: _____</p> <p>A List of Compound Sentences</p> <ul style="list-style-type: none"> • The looked up, and the star is colorful butterfly. • Should we wash the dishes now, or should we wait until later? • Go in to see the movie, but be quiet. • You can practice, or you can just give up! </div>	<p>Standard(s): ELAGSE2RF4</p> <p>LT: I am learning to determine when I need a new book.</p> <p>SC: I can change my book when it's too hard or too easy. I can change my book if I'm not interested in the topic or characters.</p> <p>Lesson/Activity: Launch Lesson 16, pages 174-175.</p> <div data-bbox="428 643 722 993"> <p><u>WHY READERS</u> <u>ABANDON BOOKS</u></p> <p><i>I choose a new book when...</i></p> <ul style="list-style-type: none"> • The book is too hard • The book is too easy • I'm not interested in the topic • I don't like the characters  </div>	<p>Standard(s): ELAGSE2W6</p> <p>LT: I am learning how to choose work to publish.</p> <p>SC: I can reread my different writing pieces. I can think about which piece I like the most and want to share. I can make it great!</p> <p>Lesson/Activity: Kickoff Session 16, pages 132-135.</p> <div data-bbox="747 846 1037 1208"> <p>Strategy: Pick and Publish</p> <ol style="list-style-type: none"> 1. Look through your writing folder on the "Done for Now" side. 2. Ask yourself, "Which piece do I like the most and want to share?" 3. Make your piece beautiful! <p>Tip To make your piece beautiful, try coloring the sketches, coloring over some important words, adding a cover page, or anything else!</p> </div>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I can blend and build CVC words.</p> <p>SC: I can show what I know by saying words, listening for their sounds, and writing them correctly.</p> <p>Lesson/Activity: Mini-Lesson 16 Pg. 80</p> <p>Students will blend and build words with short vowels. Teacher will provide sentences and have students write the list of words.</p> <div data-bbox="1066 971 1230 1156">  <p>Routine Focus Blend Words Build Words</p> </div>	<p>Standard(s): MGSE2.MD.5 MGSE2.MD.6 MGSE2.MD.1 MGSE2.MD.3 MGSE2.MD.4</p> <p>LT: I can show what I know about adding and subtracting length units.</p> <p>SC: I know I am successful when... I can demonstrate my knowledge of adding and subtracting length units. I can measure objects using centimeter rulers and meter sticks. I can use mental benchmarks to estimate length. I can compare and measure length units.</p> <p>Unit Review/Activity: Real World Connections Discussion - Teachers will model response starters, "___'s answer will be correct/incorrect, because..._____."</p> <p>Teachers will set up hands-on activities and field events or scenarios for students to measure and compare length, width, height, and distance involving centimeters and meters. Students will explore measuring various objects outdoors and on the playground. Students will practice using centimeter rulers and meter sticks to compare with a difference unknown, and smaller/bigger unknown.</p>	<p>Standard(s): S2E1a S2E1 b</p> <p>LT: I can develop an understanding of the patterns of the sun and moon.</p> <p>SC: <i>I know I am successful when...</i> I know that although the moon LOOKS like it changes shape, it really doesn't. I know that moon's phases depend on the it's position in the sky. I know that the moon does not make its own light. It's shape is made by shadows.</p> <p>Lesson/Activity: <u>Sun, Moon, Stars</u></p>
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Friday

Standard(s):
ELAGSE2SL6
ELAGSE2L2
ELAGSE2L1f

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 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:
Explore Lesson 17
Make a Compound Sentence
Pgs. 34-35

Show how to combine two simple sentences into one compound sentence using these joining words: *and*, *but*, *or*, *so*.

Standard(s):
ELAGSE2RL1
ELAGSE2RI1
ELAGSE2W7

LT: I am learning how to respond to what I'm reading.

SC: I can think about the genre and ask questions. I can determine if I would like to learn more about the book. I can write down my thoughts about a book.

Lesson/Activity:
Launch lesson 17, pages 176-177.

Responding to Reading in Our Reader's Notebooks

Remember: Refer back to the text!

Things to Think About:	Questions to Ask Ourselves:
Is this fiction or informational text?	Who are the characters? Where does the story take place? What is this text mostly about? Did I learn something from this text?
Do I have any questions?	What happened? What did I learn? Did I understand everything?
Do I want to read/learn more about this?	Where can I read more books like this? Where can I learn more about this?
What did I think about this?	What made me excited? Nervous? Happy? Sad? What did I like or not like about the text?

Standard(s):
ELAGSE2W6
ELAGSE2SL1

LT: I am learning how to work with a partner to make my writing better.

SC: I can sit hip to hip with my partner. I can read a writing piece aloud. I can listen to my partner's piece. We can share ideas or ask clarifying questions to improve each other's writing.

Lesson/Activity:
Kickoff session 17, pages 136-139.

Strategy: Partner Share Protocol

Partner A	Partner B
Sit hip to hip with your partner.	Sit hip to hip with your partner.
Read the piece aloud to your partner.	Follow along with your eyes and listen with your ears.
Ask your partner for comments or questions.	Think of a positive comment you can say or a question you can ask about that piece of writing.

Standard(s):
ELAGSE2RF3

LT: I can blend, build, sort, and write words with blends.

SC: I can blend, build, and sort words with l, r, and s blends. I can show what I know by listening for the sounds in a word and writing them correctly.

Lesson/Activity:
Mini-Lesson 17
Pg. 80

Students will blend and build words with short vowels. Partners will sort the words. Teacher will provide sentences and have students write the list of words.



Routine Focus
 Sort Words
 Spelling/Dictation

Standard(s):
MGSE2.MD.5
MGSE2.MD.6
MGSE2.MD.1
MGSE2.MD.3
MGSE2.MD.4

LT: I can show what I know about adding and subtracting length units.

SC: I know I am successful when... I can demonstrate my knowledge of adding and subtracting length units.

Lesson/Activity:
Module 2
End of Module 2 Assessment
 TE pages 127-137

Standard(s):
S2E1a
S2E1 b

LT: I can show what I've learned about the sun, moon, and stars.

SC: *I know I am successful when...* I know that the sun is a medium sized star in the Milky Way galaxy. I know that the moon orbits earth and has different phases.

Lesson/Activity:
[Sun, Moon, Stars](#)

Commas in Compound Sentences

How to Use Commas in Compound Sentences

1. Take two simple sentences.
2. Look for a joining word.
3. Add a comma before the joining word.

Simple Sentences

I rode my bike to my aunt's house.
We made cookies.

Joining Words

and, but, or

Compound Sentence

I rode my bike to my aunt's house,
and we made cookies.

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