
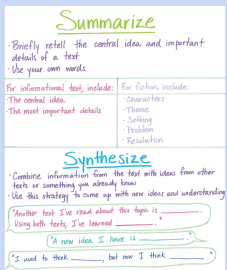
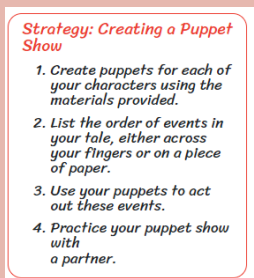
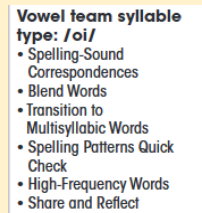


Carrie Waters' Week of: January 16-20, 2023 - Whole Group Lesson Plans

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

GRAMMAR Unit 3 Weeks 2-3 Lessons 9-12 The "WHO" & "What Did They Do": A Study of Nouns & Verbs	READING Unit 5 Lesson 7-10 *Skip Lesson 6	WRITING Volume 3 Fairy Tale Celebration (Puppet Show)	PHONICS Unit 5 Week 2 Lessons 6-10 (Combine Lessons 9 & 10) Vowel Teams /oi/: oi, oy Technology & Invention	MATH Module 5 Lessons 8-11 Addition & Subtraction w/in 1,000 w/ Word Problems to 100	SCIENCE States of Matter Changing States of Matter What is matter? How does it change?
Monday - Dr. MLK Jr. Holiday - No School					
Tuesday					
Standard(s): ELASGE2L1a,b LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can define a noun. <input type="checkbox"/> I can identify a noun. <input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural). <input type="checkbox"/> I can define an irregular plural noun. <input type="checkbox"/> I can identify an irregular plural noun. <input type="checkbox"/> I can define a collective noun. <input type="checkbox"/> I can identify a collective noun.	Standard(s): ELAGSE2RI2 LT: I am learning to summarize and synthesize important information. <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can gather important facts to identify the main topic and focus of a paragraph. <input type="checkbox"/> I can summarize important information by retelling the most important parts. <input type="checkbox"/> I can synthesize information by combining text details and original thinking.	(2 days to make puppets and rehearse (lesson 26); 2 days to present (lesson 27) Standard(s): ELAGSE2RL6 ELAGSE2W6 LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults). <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can use crafts, and puppets to present a writing piece. <input type="checkbox"/> I can collaborate with others (peers, teachers, and adults) to proofread my writing.	Standard(s): ELAGSE2RF3b,e LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read and spell words with vowel teams. <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can identify irregular vowel patterns (aw, ow/ou, oy/oi). <input type="checkbox"/> I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)	Standard(s): MGSE2.NBT.7 MGSE2.NBT.9 LT: I am learning to add within 1000 using models. I am learning to explain my addition and subtraction strategies. <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can count the total number of ones (composing a ten if needed), the total number of tens (composing a hundred if needed), then the total number of hundreds (composing a thousand if needed). <input type="checkbox"/> I can model both addends (place value chart, straws and bundles,	Standard(s): S2P1 b LT: I am learning how heating and cooling change matter. <i>SC: I know I am successful when:</i> <input type="checkbox"/> I can plan and carry out an investigation to describe how matter changes when I cool it. <input type="checkbox"/> I can plan and carry out an investigation to describe how matter changes when I warm it. <input type="checkbox"/> I can identify changes from heating and freezing as reversible or irreversible. <input type="checkbox"/> I can use my investigations to describe

<p><u>Suggested Key Terms:</u> conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns</p> <p>Lesson/Activity: Unit 3 Week 2 Day 9 TE pages 126-127 Explore: Guess My Sort</p>  <p>Each member of a partnership may develop categories and then challenges the other partner to sort the nouns into those categories.</p>	<p>Lesson/Activity: Unit 5, Lesson 7 TE pages 82-85.</p> 	<p><input type="checkbox"/> I can publish and present my writing to an audience.</p> <p>Lesson/Activity: Volume 3, Session 26 TE pages 114-117.</p> 	<p><u>Suggested Key Terms:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent</p> <p>Lesson/Activity: Unit 5 Week 2 Day 6 TE pages 228-231 Word Study Book, p. 54 My Word Study, Volume 1, p. 41</p> <p>Read HFWs: above, began, different, enough, few, grow, they, were, which, why.</p> 	<p>chip models, etc.). <input type="checkbox"/> I can relate my model to a written method. <input type="checkbox"/> I can use place value and math language to explain why my strategy works.</p> <p>Lesson/Activity: Module 5 Topic B Lesson 8 TE pages 100-113 Strategies for Composing Tens and Hundreds Within 1,000: Relate manipulative representations to the addition algorithm.</p> <p><u>Suggested Key Terms:</u> add, subtract, sum, total, difference, part-part, whole, place value, bundle compose, decompose, difference, equal, equation fewer, greater, ones, tens, hundreds, thousand, number line, missing addend</p> <p><u>Problem Set:</u> Must Do: 1b, 1d, 1f, 2d-e, 2i-j Could Do: 1a, 1c, 1e, 1g-h, 2a-c, 2f-h</p>	<p>ways cooling is reversible and irreversible. <input type="checkbox"/> I can use my investigations to describe ways heating is reversible and irreversible.</p> <p>Lesson/Activity: Mystery Science: What materials might be invented in the future?</p>
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Wednesday					
<p>Standard(s): ELASGE2L1a,b</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing.</p>	<p>Standard(s): ELAGSE2L4 ELAGSE2RI4</p> <p>LT: I am learning to use context clues in the</p>	<p>Standard(s): ELAGSE2RL6 ELAGSE2W6</p> <p>LT: I am learning to use a variety of tools to produce</p>	<p>Standard(s): ELAGSE2RF3b,e ELASGE2L1b</p> <p>LT: I am learning to identify words that do not</p>	<p>Standard(s): MGSE2.NBT.7 MGSE2.NBT.9</p> <p>LT: I am learning to add within 1000 using models.</p>	<p>Standard(s): S2P1 b</p> <p>LT: I am learning how heating and cooling change matter.</p>

(elements a/b)

SC: *I know I am successful when:*

- ☐ I can define a noun.
- ☐ I can identify a noun.
- ☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).
- ☐ I can define an irregular plural noun.
- ☐ I can identify an irregular plural noun.
- ☐ I can define a collective noun.
- ☐ I can identify a collective noun.

Suggested Key Terms:

conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns

Lesson/Activity:

Unit 3 Week 2 Day 10

TE pages 128-129

Reflect: Revisit the Goal

Reflect

Revisit the Goal

Pause and chart what we have learned so far about nouns and what we still want to know about nouns.

Reflect as a whole class, and create an anchor chart with shared discoveries.

sentence or the strategies I know to figure out the meaning of an unknown word.

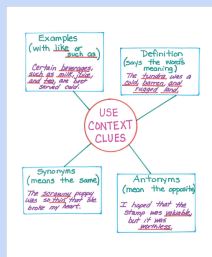
SC: *I know I am successful when...*

- ☐ I can use prior knowledge to help determine the meaning of a word or phrase.
- ☐ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

Lesson/Activity:

Unit 5, Lesson 8

TE pages 86-89.



and publish writing with guidance and support from others (peers, teachers, adults).

SC: *I know I am successful when:*

- ☐ I can use crafts, and puppets to present a writing piece.
- ☐ I can collaborate with others (peers, teachers, and adults) to proofread my writing.
- ☐ I can publish and present my writing to an audience.

Lesson/Activity:

Volume 3, Session 26

TE pages 114-117

(continued).

follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.

I am learning to read and spell words with vowel teams.

I am learning to use collective nouns correctly when speaking or writing. (elements a/b)

SC: *I know I am successful when:*

- ☐ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
- ☐ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).

Suggested Key Terms:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:

Unit 5 Week 2 Day 7

TE pages 232-235

I am learning to explain my addition and subtraction strategies.

SC: *I know I am successful when:*

- ☐ I can count the total number of ones (composing a ten if needed), the total number of tens (composing a hundred if needed), then the total number of hundreds (composing a thousand if needed).
- ☐ I can model both addends (place value chart, straws and bundles, chip models, etc.).
- ☐ I can relate my model to a written method.
- ☐ I can use place value and math language to explain why my strategy works.

Suggested Key Terms:

add, subtract, sum, total, difference, part-part, whole, place value, bundle compose, decompose, difference, equal, equation ones, tens, hundreds, thousand, missing addend

Lesson/Activity:

Module 5 Lesson 9

TE pages 114-125

Strategies for Composing Tens and Hundreds Within 1,000: Relate manipulative representations to the

SC: *I know I am successful when:*


- ☐ I can plan and carry out an investigation to describe how matter changes when I cool it.
- ☐ I can plan and carry out an investigation to describe how matter changes when I warm it.
- ☐ I can identify changes from heating and freezing as reversible or irreversible.
- ☐ I can use my investigations to describe ways cooling is reversible and irreversible.
- ☐ I can use my investigations to describe ways heating is reversible and irreversible.

Lesson/Activity:

[Mystery Science: Why are so many toys made out of plastic?](#)

Materials:

Testing Candy for Camp Way-Too-Hot worksheet
1 cooler
Popsicle Sticks (Class Set)
Gummy Bears-
4 fun-size packs
Starburst/Caramel-
1 11-oz bag
Jelly Beans- 5 ounces
Chocolate Chips- 6 ounces
Plastic Containers- 10
Thick Paper Plates-10
Ziploc Bags (Sandwich

 <p>We Have Discovered...</p> <p>1. Nouns can name one or more people, places, or things. Examples: - dancer - engine - house</p> <p>2. Some nouns name more than one in special ways with special spelling. Examples: - children - teeth - feet</p> <p>3. A common noun names any person, place, or thing. Examples: - building - town - day</p> <p>4. A proper noun names a specific person, place, or thing. Examples: - Jones - New York - Friday</p> <p>5. A collective noun names a group. Examples: - team - flock - group</p> <p>We Still Wonder...</p> <ul style="list-style-type: none"> What new nouns might plural nouns that are not formed in the usual way? Does making a noun plural change the kind of noun it is? How do I decide on the right verb to use with a collective noun? 			<p>Word Study Book, p. 55 My Word Study, Volume 1, p. 42</p> <p>Read & Write HFWs: above, began, different, enough, few, grow, they, were, which, why.</p> <div data-bbox="1066 414 1291 657"> <p>Vowel team syllable type: /oi/</p> <ul style="list-style-type: none"> Build Words Read Interactive Text "A Noisy Problem" Spelling High-Frequency Words Inflectional Ending -es, Changing y to i Share and Reflect </div>	<p>addition algorithm.</p> <p><u>Problem Set:</u> Must Do: 1a-c, 1e-f, 2d-e, 2g Could Do: 1d, 1g, 1h, 2a-c, 2f</p>	<p>Size/snack bags- 20 bags</p>
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Thursday

<p>Standard(s): ELAGSE2L1d</p> <p>LT: I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a verb. <input type="checkbox"/> I can identify a verb. <input type="checkbox"/> I can distinguish between different tenses of verbs (past, present, future). <input type="checkbox"/> I can identify a past tense verb. <input type="checkbox"/> I can recognize that some past tense verbs have irregular spellings. 	<p>Standard(s): ELAGSE2RI6</p> <p>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe. (Author's opinion)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can distinguish between fact and opinion. <input type="checkbox"/> I can describe the author's opinion in a persuasive text. <input type="checkbox"/> I can identify the reasons that support an author's opinion. <input type="checkbox"/> I can use the facts from 	<p>Standard(s): ELAGSE2RL6 ELAGSE2W6</p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults).</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use crafts, and puppets to present a writing piece. <input type="checkbox"/> I can collaborate with others (peers, teachers, and adults) to proofread my writing. <input type="checkbox"/> I can publish and present my writing to an 	<p>Standard(s): ELAGSE2RF3b,c,e</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify irregular vowel patterns (aw, 	<p>Standard(s): MGSE2.NBT.7 MGSE2.NBT.9</p> <p>LT: I am learning to add within 1000 using models. I am learning to explain my addition and subtraction strategies.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can count the total number of ones (composing a ten if needed), the total number of tens (composing a hundred if needed), then the total number of hundreds (composing a thousand if needed). 	<p>Standard(s): S2P1 b</p> <p>LT: I am learning how heating and cooling change matter.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can plan and carry out an investigation to describe how matter changes when I cool it. <input type="checkbox"/> I can plan and carry out an investigation to describe how matter changes when I warm it. <input type="checkbox"/> I can identify changes from heating and freezing as reversible or irreversible. <input type="checkbox"/> I can use my
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Suggested Key Terms:
Parts of speech, verbs,
irregular verbs, past tense,
present tense, future tense

Lesson/Activity:
Unit 3 Week 3 Day 11
TE pages 130-131
Explore: An Array of Verbs

Explore

An Array of Verbs

Display and read aloud lists of verbs from the mentor texts. Notice what they have in common (verb tenses).

Lightbulb Comment Anchor

Write a how-why reason from the text.

Good, wonderful, correct, excellent, fantastic, awesome

maybe, but, not, never, worst

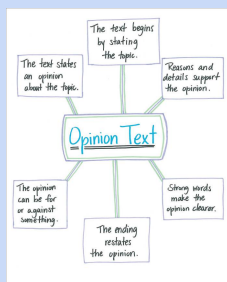
well but, not only, well, yet, not only

have happened, has happened

With partners, students may study the lists of verbs and seek definitions for each verb tense.

the text to support the author's purpose for writing.

Lesson/Activity:
Unit 5, Lesson 9
TE pages, 90-93.



audience.

Lesson/Activity:
Volume 3, Session 27
TE pages 118-121.

Strategy: Performing a Puppet Show

1. Review your tale's order of events.
2. Use your puppets to perform the tale. Refer to your order of events. Try not to read your story word for word.
3. Add sound effects and movements as you perform.
4. Perform your puppet show in front of an audience using a loud, clear voice.

ow/ou, oy/oi).

- ❑ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ❑ I can determine how many syllables are in a word.

Suggested Key Terms:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 5 Week 2 Day 8
TE pages 236-239
Word Study Resource Book, pp. 56-57
My Word Study, Volume 1, p. 43

Practice HFWs: above, began, different, enough, few, grow, they, were, which, why.

Vowel team syllable type: /oi/

- Read Accountable Text "Satellites"
- Spelling
- High-Frequency Words
- Share and Reflect

- ❑ I can model both addends (place value chart, straws and bundles, chip models, etc.).
- ❑ I can relate my model to a written method.
- ❑ I can use place value and math language to explain why my strategy works.

Suggested Key Terms:
add, subtract, sum, total, difference, part-part, whole, place value, bundle compose, decompose, difference, equal, equation ones, tens, hundreds, thousand, missing addend

Lesson/Activity:
Module 5 Lesson 10
TE pages 126-137
Strategies for Composing Tens and Hundreds Within 1,000: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

Problem Set:
Must Do: 1b, 1c, 1d, 2b
Could Do: 1a, 2a

investigations to describe ways cooling is reversible and irreversible.

- ❑ I can use my investigations to describe ways heating is reversible and irreversible.

Lesson/Activity:
[Mystery Science: Why are so many toys made out of plastic?](#)

Materials:
Testing Candy for Camp Way-Too-Hot worksheet
1 cooler
Popsicle Sticks (Class Set)
Gummy Bears- 4 fun-size packs
Starburst/Caramel- 1 11-oz bag
Jelly Beans- 5 ounces
Chocolate Chips- 6 ounces
Plastic Containers- 10
Thick Paper Plates- 10
Ziploc Bags (Sandwich Size/snack bags- 20 bags

Friday

Standard(s):
ELAGSE2L1d

LT: I am learning to make and use verbs when speaking or writing.

SC: *I know I am successful when:*

- ☐ I can define a verb.
- ☐ I can identify a verb.
- ☐ I can distinguish between different tenses of verbs (past, present, future).
- ☐ I can identify a past tense verb.
- ☐ I can recognize that some past tense verbs have irregular spellings.

Suggested Key Terms:

Parts of speech, verbs, irregular verbs, past tense, present tense, future tense

Lesson/Activity:

Unit 3 Week 3 Day 12

TE pages 132-133

Teach: The Many Functions of Verbs

Teach

The Many Functions of Verbs

Present a mini-session on the function of verbs in a sentence. (Who and what did they do?)

Standard(s):
ELAGSE2RI6

LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.
(Author's audience and purpose)

SC: *I know I am successful when:*

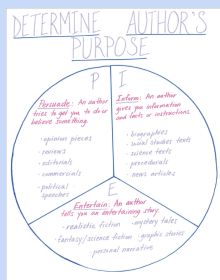
- ☐ I can identify the intended audience.
- ☐ I can identify the author's purpose.
- ☐ I can use the facts from the text to recognize what the author is trying to persuade readers to think or do.

Lesson/Activity:

Unit 5, Lesson 10

TE pages 94-97.

Week 2 Assessment



Standard(s):
ELAGSE2RL6
ELAGSE2W6

LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults).

SC: *I know I am successful when:*

- ☐ I can use crafts, and puppets to present a writing piece.
- ☐ I can collaborate with others (peers, teachers, and adults) to proofread my writing.
- ☐ I can publish and present my writing to an audience.

Lesson/Activity:

Volume 3, Session 27

TE pages 118-121

(continued).

Strategy: Performing a Puppet Show

1. Review your tale's order of events.
2. Use your puppets to perform the tale. Refer to your order of events. Try not to read your story word for word.
3. Add sound effects and movements as you perform.
4. Perform your puppet show in front of an audience using a loud, clear voice.

Standard(s):
ELAGSE2RF3b,d,e
ELAGSE2RF4b

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.
I am learning to read and spell words with vowel teams.
I am learning to read words with common prefixes and suffixes.
I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*

- ☐ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
- ☐ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can apply letter-sound knowledge to read grade-level text.

Standard(s):
MGSE2.NBT.7
MGSE2.NBT.9

LT: I am learning to add within 1000 using models. I am learning to explain my addition and subtraction strategies.

SC: *I know I am successful when:*

- ☐ I can count the total number of ones (composing a ten if needed), the total number of tens (composing a hundred if needed), then the total number of hundreds (composing a thousand if needed).
- ☐ I can model both addends (place value chart, straws and bundles, chip models, etc.).
- ☐ I can relate my model to a written method.
- ☐ I can use place value and math language to explain why my strategy works.

Suggested Key Terms:

add, subtract, sum, total, difference, part-part, whole, place value, bundle compose, decompose, difference, equal, equation ones, tens, hundreds,

Standard(s):
Reading Intercession

Lesson/Activity:
SMALL GROUP
READING- TEACHER
SELECTED STRATEGY

Action is happening all around us! Verbs tell an action or a state of being for example: “I go to school. I am here.” Today we are going to discover more about verbs and the way they work in a sentence.

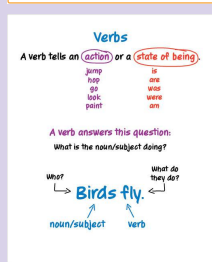
Strategy: Using Verbs in a Sentence

Ask yourself, "Who is the subject and what do they do?"

Look at the chart.

Write your sentence so that "who" and "what they do" fit with each other.

Look at the chart again to check.



Bridge to Transfer:
When you are writing a sentence, remember to answer the questions “Who?” and “What did they do?” Follow the strategy.

Suggested Key Terms:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 5 Week 2 Days 9 & 10
TE pages 240-243
Word Study Resource Book, pp. 56–57
My Word Study, Volume 1, p. 43

Read HFWs: above, began, different, enough, few, grow, they, were, which, why.

Vowel team syllable type: /oi/

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text “Satellites” and/or “The Curious Boy”
- Share and Reflect

Review and Assess Vowel team syllable type: /oi/

- Read Accountable Text “Satellites” and/or “The Curious Boy”
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words
- Cumulative Assessment

thousand, missing addend

Lesson/Activity:
Module 5 Lesson 11
TE pages 138-148
Strategies for Composing Tens and Hundreds Within 1,000: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

Problem Set:
Must Do: 1a, 1c, 2a, 2b
Could Do: 1b, 1d

