

Carrie Waters' Week of: January 02-06, 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 Week 1 Lessons 1-3 The "WHO" & "What Did They Do": A Study of Nouns & Verbs	READING Unit 5 Technology and Invention Introduction & Research/Inquiry Project	WRITING Volume 3 - Lesson 20 Enchanted Tales Young Georgia Authors Competition Begins 2 Submissions Due 01/26/23	PHONICS Unit 5 Week 1 Lessons 1-3 Technology and Invention VCe & Consonant -le Syllables	MATH Module 5 Lessons 1-3 Addition & Subtraction w/in 1,000 w/ Word Problems to 100	PBIS Review R.I.S.E. Expectations Rules & Procedures Classroom, Restroom, Hallway, & Cafeteria
Monday - No School Teacher Planning Day					
Tuesday - No School Teacher Planning Day					
Wednesday - Review PBIS Expectations & Prepare for MAP Assessments Next Week - Jan. 09-13					
<p>Standard(s): ELASGE2L1a,b ELASGE2L1d</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify a noun. <input type="checkbox"/> I can identify a collective noun. <input type="checkbox"/> I can identify an irregular plural noun.</p>	<p>Standard(s): ELAGSE2RI10</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can self-select and read a variety of informational texts (history, science, and technical). <input type="checkbox"/> I can use the internet and books to research topics.</p>	<p>Standard(s): 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> <input type="checkbox"/> I can use paper, pencil, and digital media to produce a writing piece. <input type="checkbox"/> I can collaborate with (peers, teachers, and adults) to proofread my writing. <input type="checkbox"/> I can use tools to find</p>	<p>Standard(s): ELAGSE2RF3a,c</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read two-syllable long vowel words.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams) Ex. Can/Cane</p>	<p>Standard(s): MGSE2.NBT.8</p> <p>LT: I am learning to add and subtract 10 and 100 from a given number 100-900.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can name 10 more, 10 less, 100 more, and 100 less than any three-digit number.</p> <p><u>Key Terms:</u> add, subtract, sum, difference, total, ten, hundred</p>	<p>PBIS- Classroom/ Restroom LT: I am learning how to show R.I.S.E in the classroom and the hallway.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can model R.I.S.E behaviors in the classroom. <input type="checkbox"/> I can model R.I.S.E behaviors in the restroom. <input type="checkbox"/> I can teach others the R.I.S.E behaviors for the classroom and restroom.</p> <p><i>Teachers will discuss and</i></p>

- ☐ I can identify a verb.
- ☐ I can identify a past tense verb.

Suggested Key Terms:

conventions, grammar, nouns, parts of speech, common nouns, plural nouns, collective nouns, verbs, geographic names, capitalization, holiday, product names, proper nouns

Lesson/Activity:

Unit 3 Week 1 Day 1
TE pages 110-111

Immersion: Nouns & Verbs
Pre-Assessment

Pre-Assessment

Pre-Assess: Nouns and Verbs

Give two sentences in two separate categories. Ask them to list what they know or notice about the underlined words. Share goals.

Name: _____ Date: _____

What We Know About Nouns and Verbs

Below are two lists of words. All these words have shared the underlined words in Unit 3. Now, let's learn what you know about the underlined words in Unit 3.

Set 1

1. We also often look at the words in the list.

2. Read the words in the list. Write down the words you see.

Set 2

1. Today, the team is practicing. They have practiced for two hours.

2. On Monday, the team went to a game at another school. They won. They all play a game at our school.

After students complete the pre-assessment, they may work in partnerships to talk over their discoveries, prior knowledge, and points of confusion. They may begin to jot down questions that they would like to explore in this study.

Lesson/Activity:

[Research/Inquiry Project for Unit 5](#)

Students will bookshop for the new unit.

Students will choose 1 of 3 inventions to explore (telephone, zipper, stop sign). Students research the inventor, where the ideas came from, and how the invention changed over time. They can complete this [task sheet](#) and then get with a group and present their findings.

and organize information.

- ☐ I can publish and present my writing to an audience.

Lesson/Activity:

[Young Georgia Authors](#)

Wednesday, January 4th- YGA competition begins
Thursday, January 26th - 2 best writings from each class will be submitted for judging.

- ☐ I can identify the long vowel sounds.
- ☐ I can recognize common spelling patterns that create long vowel sounds.

Suggested Key Vocabulary:

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 1 Day 1
TE pages 212-215

Word Study Book, p. 50
My Word Study, Volume 1, p. 38

Read HFWs: answer, brown, country, start, then, there, wash, went, who, your.

VCe and consonant -le syllable types

- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- High-Frequency Words
- Share and Reflect

Lesson/Activity:

Module 5 Lesson 1
TE pages 13-26

Strategies for Adding and Subtracting Within 1,000: Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.

Problem Set:

Must Do: 1e, 1f, 1h, 1j, 1l, 2b, 2e, 2f, 3b-c, 4b
Could Do: 1a-d, 1g, 1i, 1k, 2a, 2c-d, 3a, 4a
Extended: 3d, 4c

model R.I.S.E expectations in the classroom as well as introduce any new classroom rules/procedure changes.

Thursday - Review PBIS Expectations & Prepare for MAP Assessments Next Week - Jan. 09-13

Standard(s):
ELASGE2L1a,b

LT: I am learning to use collective nouns correctly when speaking or writing. (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.

Suggested Key Terms:

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

Lesson/Activity:

Unit 3 Week 1 Day 2
TE pages 112-113
Explore: Nouns & Verbs
Look at a Mentor Text

Standard(s):
ELAGSE2RI10

LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.

SC: *I know I am successful when:*

- ☐ I can self-select and read a variety of informational texts (history, science, and technical).
- ☐ I can use the internet and books to research topics.

Lesson/Activity:

Research/Inquiry Project for Unit 5

Students choose 1 of 3 inventions to explore (telephone, zipper, stop sign). Students research the inventor, where the ideas came from, and how the invention changed over time. They will get with a group and present their findings.

Standard(s):
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 paper, pencil, and digital media to produce a writing piece.
- ☐ I can collaborate with (peers, teachers, and adults) to proofread my writing.
- ☐ I can use tools to find and organize information.
- ☐ I can publish and present my writing to an audience.

Lesson/Activity:

Wednesday, January 4th- YGA competition begins
Thursday, January 26th - 2 best writings from each class will be submitted for judging.

Standard(s):
ELAGSE2RF3a,c
ELAGSE2RF4d

LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.

I am learning to read two-syllable long vowel words.

I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*

- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams) Ex. Can/Cane
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 5, Week 1 Day 2
TE pages 216-219
Word Study Book, p. 51
My Word Study, Volume 1,

Standard(s):
MGSE2.NBT.7
MGSE2.NBT.8

LT: I am learning to add and subtract 10 and 100 from a given number 100-900.

I am learning to add within 1000 using written strategies.

I am learning to subtract within 1000 using written strategies.

SC: *I know I am successful when:*

- ☐ I can name 10 more, 10 less, 100 more, and 100 less than any three-digit number.
- ☐ I can break apart an addend to make the next 10 or 100, then add the remaining value. (This can be done while counting on using a number line, or using a number bond/ "Make the next ten/hundred" strategy.)
- ☐ I can solve a subtraction problem by counting up from the number I am subtracting to the total, and keeping track of my counts to find the difference (I can write/say my counts or show them on an open number line). I

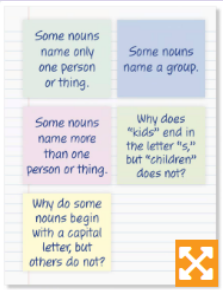
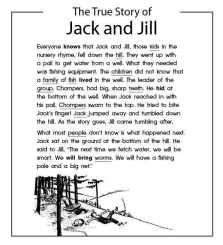
PBIS-Hallway/ Cafeteria

LT: I am learning how to show R.I.S.E behaviors in the hallway and cafeteria.

SC: *I know I am successful when:*

- ☐ I can model R.I.S.E behaviors in the hallway.
- ☐ I can model R.I.S.E behaviors in the cafeteria.
- ☐ I can teach others the R.I.S.E behaviors for the hallway and cafeteria.

Teachers will discuss and model R.I.S.E expectations in the hallway and the cafeteria. This can include practicing in the hallway, making anchor charts, and not limited to role playing.

<p>Explore Look at a Mentor Text</p> <p>List out any observations about nouns in Mentor Text 1.</p>   <p>With partners, students may begin to read the mentor text and then share their discoveries with small groups.</p>			<p>p. 39</p> <p>Read & Write HFWs: answer, brown, country, start, then, there, wash, went, who, your.</p> <div data-bbox="1066 349 1260 568"> <p>VCe and consonant -le syllable types</p> <ul style="list-style-type: none"> • Build Words • Read Interactive Text "Found!" • Spelling • High-Frequency Words • Share and Reflect </div>	<p>can write the related missing addend equation.</p> <p><u>Key Terms:</u> add, subtract, sum, difference, total, compose, decompose, difference, equal, equation, place value</p> <p><u>Lesson/Activity:</u> Module 5 Lesson 2 TE pages 27-39</p> <p>Strategies for Adding and Subtracting Within 1,000: Add and subtract multiples of 100, including counting on to subtract.</p> <p><u>Problem Set:</u> Must Do: 1d-e, 2d-e, 3b-c, Could Do: 1b-c, 2b-c, 3a, 3d Extended: 1a, 2a, 4</p>	
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Friday - Review PBIS Expectations & Prepare for MAP Assessments Next Week - Jan. 09-13

<p>Standard(s): ELASGE2L1d</p> <p>LT: I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful</i></p>	<p>Standard(s): ELAGSE2RI10</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p>	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p>	<p>Standard(s): ELAGSE2RF3a,c ELAGSE2RF4d</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading</p>	<p>Standard(s): MGSE2.NBT.7 MGSE2.NBT.8</p> <p>LT: I am learning to add and subtract 10 and 100 from a given number 100-900. I am learning to add within</p>	<p>SMALL GROUP READING Intervention</p> <ul style="list-style-type: none"> • TEACHER SELECTED STRATEGY • Based on previous Benchmark Unit 4 results.
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<p><i>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><u>Suggested key Terms:</u> Parts of speech, verbs, irregular verbs, past tense, present tense, future tense</p> <p><u>Lesson/Activity:</u> Unit 3 Week 1 Day 3 TE pages 114-115 Explore: Nouns & Verbs Look at Second Mentor Text</p> <div data-bbox="113 971 281 1235"> <p>Explore</p> <p>Look at a Second Mentor Text</p> <p>List out any observations about verbs in Mentor Text 2.</p> </div>	<p><i>SC: I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can self-select and read a variety of informational texts (history, science, and technical). <input type="checkbox"/> I can use the internet and books to research topics. <p><u>Lesson/Activity:</u> Research/Inquiry Project for Unit 5</p> <p>Students choose 1 of 3 inventions to explore (telephone, zipper, stop sign). Students research the inventor, where the ideas came from, and how the invention changed over time. They will get together with a group and present their findings.</p>	<p><i>SC: I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can reread my writing and add details to make my sentences longer and stronger. <p><u>Lesson/Activity:</u> Volume 3, Session 20, TE pages 90-93.</p> <div data-bbox="751 618 1037 1016"> <p><i>Strategy: Editing for Sentence Length</i></p> <ol style="list-style-type: none"> 1. Identify a sentence or sentences to edit. It could be that all sentences are the same length or the sentence sounds funny when you read it aloud. 2. Ask yourself, "Which strategies can I use to edit this sentence?" Remember that you can expand, combine, or divide sentences. You can also remove words. 3. Follow the strategies to make the edits. 4. Repeat this process for the rest of your draft. </div>	<p>regularly spelled one-syllable words.</p> <p>I am learning to read two-syllable long vowel words.</p> <p>I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p><i>SC: I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams) Ex. Can/Cane <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <p><u>Lesson/Activity:</u> Unit 5, Week 1 Day 3 TE pages 220-223</p> <p>Word Study Book, pp. 52–53</p> <p>My Word Study, Volume 1, p. 40</p> <p>Practice HFWs: answer, brown, country, start, then, there, wash, went, who, your.</p>	<p>1000 using written strategies.</p> <p><i>SC: I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can name 10 more, 10 less, 100 more, and 100 less than any three-digit number. <input type="checkbox"/> I can break apart an addend to make the next 10 or 100, then add the remaining value. (This can be done while counting on using a number line, or using a number bond/ "Make the next ten/hundred" strategy.) <p><u>Key Terms:</u> add, subtract, sum, difference, total, compose, decompose, difference, equal, equation, place value</p> <p><u>Lesson/Activity:</u> Module 5 Lesson 3 TE pages 40-52</p> <p>Strategies for Adding and Subtracting Within 1,000: Add multiples of 100 and some tens within 1,000.</p> <p><u>Problem Set:</u> Must Do: 1b-c, 2b-c, 2e Could Do: 1a, 1d, 2a-b, 2d Extended: 3a-e</p>	
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Some verbs have "will" or "was" before the action word.	Can all verbs be used with all nouns?
Why don't all the verbs have the same ending?	Some of the verbs end with "ed."
What would happen to the meaning of a sentence if the verb tense were to change?	Do long and short sentences have verbs?

Rain, Rain, Come and Stay

Some people don't like it when it rains. They say, "Get this go home!" Well, rain can come and stay. My friends and I will go outside. We will play all day!

With a good forecast I make puddles and children love to jump into puddles. One time, during a minor practice, I missed my last shot. When everyone at my table for GSA jumped into that puddle, we jumped in with both feet. We splashed so much I made a big wave. Then, in front of a kids' team sitting in the crowd, they could hear the fun that started before when it rained.

We were happy for a lot of rain to fall during another practice, but I was not disappointed yet.



With partners, students may begin to read the mentor text and then share their discoveries with other partnerships.

VCe and consonant-le syllable types

- Read Accountable Text "A Cool Solution"
- Spelling
- High-Frequency Words
- Share and Reflect