

## Carrie Waters' Week of: December 04-08, 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 2 Lesson(s) 6-10 Study of Nouns & Verbs Review Word Work Nouns & Verbs	READING Unit 4 Research Inquiry Project Different Characters, Different Points of View	WRITING Volume 3 Week 4 Lesson(s) 16-19 Narrative Writing Enchanted Tales	PHONICS Unit 4 Week 1 Review Lesson(s) 1-5 Different Characters, Different Points of View R-Controlled Vowels or, oar, ore	MATH Addition & Subtraction w/in 200 Topic D Lessons 26, 27, DISTRICT MAP, Review for End of Module 2 Assessment	SOCIAL STUDIES Georgia Becomes A Colony Unit 4 Week 2 <a href="#">James Oglethorpe</a> , <a href="#">Tomochichi</a> , & <a href="#">Mary Musgrove</a>
<b>Monday - District Dyslexia Screener MAP Assessment &amp; PLC/Planning (C. Henson) Go over ALDs</b>					
<p>Standard(s): <b>ELASGE2L1</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a noun.</li> <li><input type="checkbox"/> I can identify a noun.</li> <li><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</li> <li><input type="checkbox"/> I can define an irregular plural noun.</li> <li><input type="checkbox"/> I can identify an irregular plural noun.</li> <li><input type="checkbox"/> I can define a collective noun.</li> <li><input type="checkbox"/> I can identify a collective noun.</li> </ul> <p><u>Suggested Key Terms:</u> conventions, grammar, nouns, irregular plural,</p>	<p>Standard(s): <b>ELAGSE2RL10 ELAGSE2W8</b></p> <p>LT: I am learning to read stories and poems (on and above grade level) with help from the teacher if needed.</p> <p>I am learning to use what I know or gather information to answer a question.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can choose books to read on my own.</li> <li><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic to help me answer a question.</li> </ul> <p><u>Suggested Key Terms:</u> Understand, purpose,</p>	<p>Standard(s): <b>ELAGSE2W3</b></p> <p>LT: I am learning to include details to describe actions, thoughts, and feelings in my narrative writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can develop characters through thoughts and feelings.</li> <li><input type="checkbox"/> I can add details that describe people's actions or the setting.</li> </ul> <p><b>Lesson/Activity:</b> Volume 3, Session 16 TE pages 74-77. Adding Dialogue</p>	<p>Standard(s): <b>ELAGSE2RF3</b></p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).</li> </ul> <p><u>Suggested Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated, choral reading, partner reading,</p>	<p>Standard(s): <b>2.NR.2.3</b></p> <p>LT: I am learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can subtract two two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using subtraction strategies.</li> <li>-I can solve two-step word problems using subtraction strategies.</li> </ul> <p><b>Lesson/Activity:</b> Lesson 26: Solve add to and take from with start unknown word problems.</p> <p><b>Fluency:</b> Happy Counting by Ones Within 630- Students visualize a number line</p>	<p>Standard(s): <b>SS2G2 SS2H1</b></p> <p>LT: I can locate on a map the places that were important in the life of Tomochichi.</p> <p>I am learning about the role of Tomochichi in the founding of Georgia.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can locate Savannah (Yamacraw Bluff) on a map.</li> <li><input type="checkbox"/> I can describe Tomochichi's life as the chief of the Yamacraw Indian tribe.</li> <li><input type="checkbox"/> I can explain Tomochichi's role in the founding of Georgia, including the land given to Oglethorpe.</li> <li><input type="checkbox"/> I can tell you about his good relationship with</li> </ul>

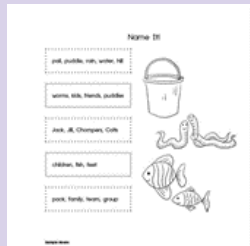


usage, parts of speech, common nouns, collective nouns

Lesson/Activity:  
Unit 3 Week 2 Day 6  
TE pages 120-121  
Explore: A Collection of Nouns

Explore  
A Collection of Nouns

Display and read aloud different lists of nouns from the mentor texts. Discuss what they have in common.



Partnerships may find additional nouns from their reading about them then jot down observations about the nouns and share these observations with the class.

P Word Work week 2....

storybooks, fables, folktales, fantasy, poetry, informational text, narrative

Lesson/Activity:  
DISTRICT Oral Reading  
Fluency MAP Assessment

Unit 4  
Research Inquiry Project  
Different Characters,  
Different Points of View  
Mentor Texts book,  
TE pages 28–29.

**RESEARCH AND INQUIRY PROJECT**  
A World of Children's Stories

Students will research and write about a story from a different country or culture. They will then share their findings with the class.

**Unit 4 Research Inquiry Project**

Students will research and write about a story from a different country or culture. They will then share their findings with the class.

Country	Story	Character	Point of View
China	What is the most common story?	What are the most common characters?	What are the most common points of view?
Egypt			
India			
Mexico			
Africa			
Israel			

In this inquiry project, we'll be studying popular stories (and holidays) from other countries, such as China, Mexico, India, and Egypt (as well as Africa and Israel).

When you read a well-known story from a different part of the world, it reveals something about the country it's from.

**Strategy: Adding Conversation Between Characters**

1. Reread your story. Ask yourself: "Is there a point in the story where my characters can have a conversation?"
2. Think about what your characters might talk about at that point in the story. List ideas across your fingers.
3. Choose an idea. Add it to your draft. Be sure to add a comma and quotation marks around what each character says.
4. Start a new paragraph with each new speaker.

self correct, word recognition, context, irregular vowel pattern, high frequency words

Lesson/Activity:  
Unit 4, Week 1, Day 1  
TE pages 160-163  
Word Study Resource Book, p. 38  
My Word Study, Volume 1, p. 29

Read HFWs:  
long, now, our, some, them, through, upon, was, when, work.

**r-controlled vowel syllable type: /ôr/**

- Phonological Awareness: Add Initial and Final Sounds
- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- High-Frequency Words
- Share and Reflect

Due to testing, use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

**Small Group**

- Build Automaticity
- Blend and Build Words
- Independent Practice/Partner Work

while counting aloud.

595 596 597 598 599 600 601 602 603 604 605 606

Choral Response: Subtract in Unit Form- Students subtract ones or tens in unit form.

6 ones - 4 ones = \_\_ ones  
6 tens - 4 tens = \_\_ tens

Repeat with the following:

Whiteboard Exchange: Interpret Tape Diagrams- Students write and complete an addition equation to represent a tape diagram.

9 + 2 = ?

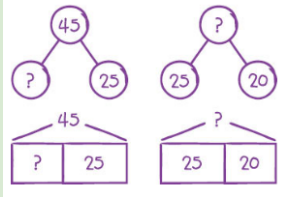
Repeat with the following:

**Launch:**

Students reason about how to find the unknown in an equation when the start is unknown.

\_\_\_ + 25 = 45      \_\_\_ - 25 = 20

Give students 2 minutes of silent think time to find the unknown. Have students give a silent signal to indicate they are finished.

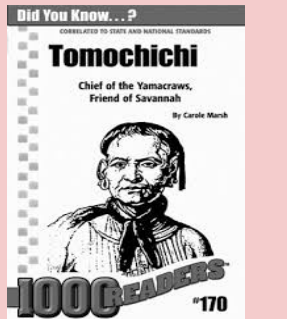
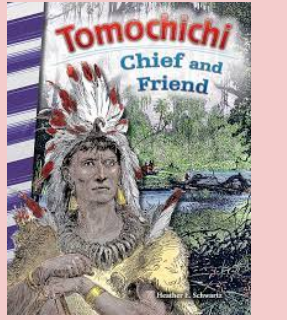
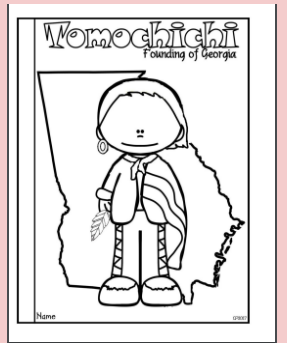


**Learn: Take From With Start Unknown Word Problems-** Students use part-total relationships to represent and solve take from with start unknown word problems.

James Oglethorpe and the colonists.

Lesson/Activity:  
Introduction: [Georgia's Geography](#)

[Oglethorpe & Tomochichi](#)





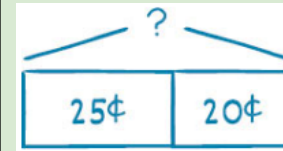
Even if you haven't been outside the United States, you might already know about other countries from books or movies.

What do you think stories and holidays can tell us about another country?

How do you think a country's culture or way of life can be shown in popular literature or the holidays they celebrate?

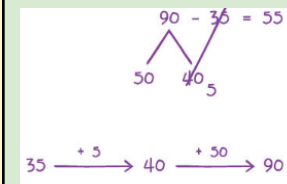
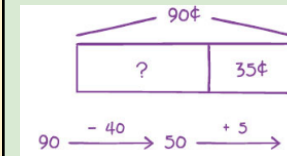
Students will research a chosen country, a story from that country, its people, and share how they are often portrayed in stories.

Students may work together in a group and present their findings.



*Add To with Start Unknown Word Problems-* Students use part-total relationships to represent and solve *add to with start unknown* word problems.

Alex has some money in his bank. He finds 35 cents. Now he has 90 cents in his bank. How much money did Alex have in his bank to start?



Gradual release to the problem set.

**Land/Debrief:** Solve *add to and take from with start unknown* word problems.

How can a tape diagram help us make sense of a word problem? How can part-total thinking and the relationship between addition and subtraction help us find the



				unknown?	
				Students will complete and turn in Exit Ticket 26 for a formative grade.	

## Tuesday - District Reading MAP Assessment

<p><b>Standard(s):</b> <b>ELASGE2L1</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a noun.</li> <li><input type="checkbox"/> I can identify a noun.</li> <li><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</li> <li><input type="checkbox"/> I can define an irregular plural noun.</li> <li><input type="checkbox"/> I can identify an irregular plural noun.</li> <li><input type="checkbox"/> I can define a collective noun.</li> <li><input type="checkbox"/> I can identify a collective noun.</li> </ul> <p><u>Suggested Key Terms:</u> conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective</p>	<p><b>Standard(s):</b></p> <p>LT:</p> <p>SC: <i>I know I am successful when...</i></p> <p><b>Lesson/Activity:</b> DISTRICT Reading MAP Assessment</p>	<p><b>Standard(s):</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can include interesting words and phrases that make my piece better.</li> <li><input type="checkbox"/> I can add fairy tale elements (element of 3).</li> </ul> <p><b>Lesson/Activity:</b> Volume 3, Session 17 TE pages 78-81. Adding the Element of Three</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></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 recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).</li> <li><input type="checkbox"/> I can read words containing irregular vowel patterns.</li> </ul> <p><b>Lesson/Activity:</b> Unit 4, Week 1, Day 2 TE pages 164-167 Word Study Resource Book, p. 39</p>	<p><b>Standard(s):</b> <b>2.NR.2.3</b></p> <p>LT: I am learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can subtract two two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using subtraction strategies.</li> <li>- I can solve two-step word problems using subtraction strategies.</li> </ul> <p><b>Lesson/Activity:</b> Lesson 27: Solve two-step word problems within 100.</p> <p><b>Fluency:</b> Counting on the Number Line by Tens Within 200- Students count by tens in unit and standard form.</p>	<p><b>Standard(s):</b> <b>SS2G2</b> <b>SS2H1</b></p> <p>LT: I can locate on a map the places that were important in the life of Mary Musgrove. I am learning about the life and the role of Mary Musgrove in the founding of Georgia.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can locate the Savannah River on a map.</li> <li><input type="checkbox"/> I can describe Mary Musgrove's life as the daughter of a Creek Indian mother and English father.</li> <li><input type="checkbox"/> I can explain Mary Musgrove's role in the founding of Georgia - as a translator for James Oglethorpe and Tomochichi.</li> </ul> <p><b>Lesson/Activity:</b> Introduction - <a href="#">Georgia</a></p>
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nouns

## Lesson/Activity:

Unit 3 Week 2 Day 7

TE pages 122-123

Teach: All About Nouns

### Teach

#### All About Nouns

Create an anchor chart that shows the different types of nouns, gives examples, and explains when to use them.

#### Strategy: Use Nouns in Sentences

Think about the person, place, or thing you want to write about.

Check the chart to see what kind of noun you need.

Write your sentence.

Look at the chart again to check your noun.



### Using Nouns

#### Do I Want to...

- Name a **(any)** person, place, or thing?  
Use a **common noun**.  
cat .....  
friend .....  
city .....  
dog .....  
cup .....  
basket .....  
child .....
- Name a **(specific)** person, place, or thing?  
Use a **proper noun**.  
Mia .....  
Oscar .....  
Chicago .....
- Name a **(any)** thing?  
Use a **common noun**.  
dog .....  
cup .....  
basket .....  
child .....
- Name a **(specific)** thing?  
Use a **proper noun**.  
dog .....  
cup .....  
basket .....  
child .....

Sample Sentence  
My dog, Oscar, likes to visit my family in Chicago.

P Word Work week 2....

### Strategy: Adding the Element of Three

1. Read your draft and begin to think of places where you can add the element of three.
2. Think of ideas for adding the element of three, such as three tries, three wishes, three gifts, or three spells.
3. List these ideas across your fingers or sketch them in your notebook.
4. Choose the one that is most interesting to you.
5. Add the element of three to your story.

My Word Study, Volume 1, p. 30

Read & Write HFWs:

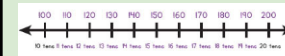
long, now, our, some, them, through, upon, was, when, work.

### r-controlled vowel syllable type: /ôr/

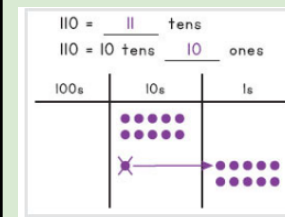
- Phonological Awareness: Delete Initial Sound in a Blend
- Build Words
- Read Interactive Text "The Perfect Pet"
- Spelling
- High-Frequency Words
- Share and Reflect

Due to testing, use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

- Blend and Build Words
- Write Words
- Review r-Controlled Vowels or, oar, ore
- Independent Practice/ Partner Work



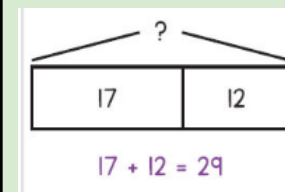
Choral Response: Rename Place Value Units- Students rename hundreds.



Repeat with the following:

102 = 10 tens 2 ones	106 = 10 tens 6 ones	123 = 12 tens 3 ones
102 = 10 tens 2 ones	106 = 10 tens 6 ones	123 = 12 tens 3 ones

Whiteboard Exchange: Interpret Tape Diagrams- Students write and complete an equation.



Repeat with the following:

15 + 13 = 28	14 + 2 = 16	25 + 14 = 39	10 + 10 = 20	27 + 13 = 40	34 + 8 = 42
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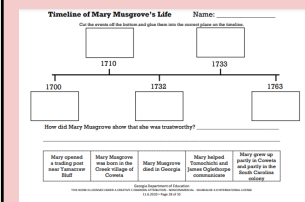
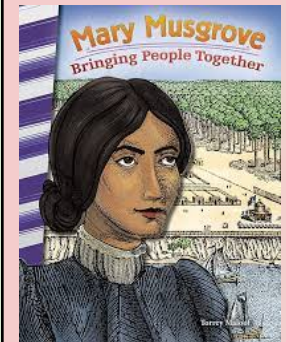
### Launch:

Students reason about a two-step problem.

Play Imani's Wish video then write a problem to match it.

## State Adventures

[Mary Musgrove, Colonial Go-Between | Georgia Stories](#)





Imani has 70 cents.  
She finds 24 cents.  
How much money does Imani have?

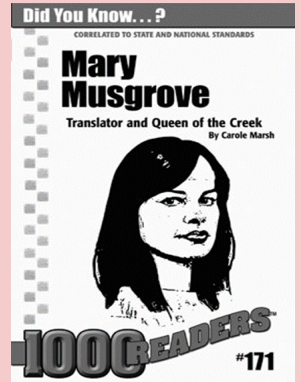
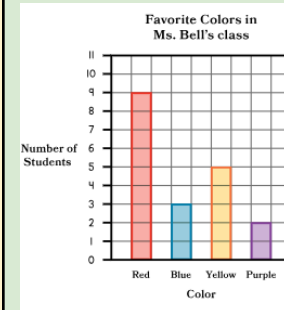
Imani throws some of the money into a fountain.  
Now she has 61 cents.  
How much money did Imani throw into the fountain?

**Learn:**  
Students represent and solve a Two-Step Word Problem. Use Read-Draw-Write to answer the Imani's wish problem.

Imani has 70 cents.  
She finds 24 cents.  
How much money does Imani have?

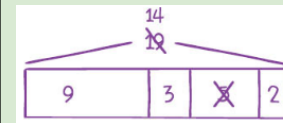
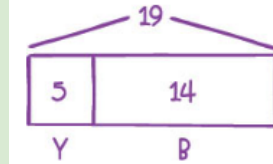
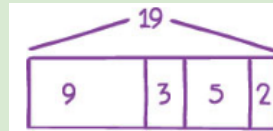
Imani throws some of the money into a fountain.  
Now she has 61 cents.  
How much money did Imani throw into the fountain?

Use Read-Draw-Write to Represent and Solve a Two-Step Word Problem (Ms. Bell's Class' Favorite Colors graph)





Ms. Bell wants to give each student a pencil in their favorite color.  
How many pencils does Ms. Bell need for the class?  
She already has 5 yellow pencils.  
How many more pencils does Ms. Bell need?



Gradual release to the problem set.

**Land/Debrief:**

Solve two-step word problems within 100.

How is a two-step problem different from a one-step problem? How do you solve a problem with more than one step? How does a tape diagram help you make sense of a word problem?

Students will complete and turn in Topic Ticket D for a summative grade.



## Wednesday - District Math MAP Assessment

Standard(s):  
ELASGE2L1

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.
- ☐ 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 8  
TE pages 124-125  
Explore: Sorting Nouns

Standard(s):  
ELAGSE2RL10  
ELAGSE2W8

LT: I am learning to read stories and poems (on and above grade level) with help from the teacher if needed.

I am learning to use what I know or gather information to answer a question.

SC: *I know I am successful when:*

- ☐ I can choose books to read on my own.
- ☐ I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic to help me answer a question.

Suggested Key Terms:

Understand, purpose, storybooks, fables, folktales, fantasy, poetry, informational text, narrative

Lesson/Activity:

Unit 4  
Research Inquiry Project  
Different Characters,  
Different Points of View

Standard(s):  
ELAGSE2W5

LT: I am learning to use others' help to strengthen my writing through revising and editing.

SC: *I know I am successful when:*

- ☐ I can include interesting words and phrases that make my piece better.
- ☐ I can add fairy tale elements (magic to cause or solve a problem).

Lesson/Activity:

Volume 3, Session 18  
TE pages 82-85.  
Using Magic to  
Cause of Solve a Problem

*Strategy: Using Magic to Cause or Solve a Problem*

1. Reread your draft.
2. Look for ways magic could cause or solve a problem.
3. List your ideas on a piece of paper or across your fingers.
4. Choose a favorite idea and include it in your story.
5. Check that the magic causes or solves a problem.

Standard(s):  
ELAGSE2RF3  
ELAGSE2RF4

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 recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*

- ☐ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 4, Week 1, Day 3  
TE pages 168-171

Word Study Resource Book, pgs. 40-41  
My Word Study, Volume 1, p. 31

Practice HFWs:

long, now, our, some, them, through, upon, was, when, work.

Standard(s):  
2.NR.2.3

LT: I am learning to add and subtract numbers using different strategies.

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

- I can add or subtract two two-digit numbers using the part-whole strategy.
- I can add three two-digit numbers using the part-whole strategy.
- I can add four two-digit numbers using the part-whole strategy.
- I can solve one-step word problems using addition or subtraction strategies.
- I can solve two-step word problems using addition or subtraction strategies.

Lesson/Activity:

DISTRICT MATH MAP:  
Review End of Module 2  
Assessment, if time permits.

Standard(s):  
SS2G2  
SS2H1

LT: I can locate on a map the places that were important in the life of Mary Musgrove. I am learning about the life and the role of Mary Musgrove in the founding of Georgia.

SC: *I will know I'm successful when I can...*

- ☐ I can locate the Savannah River on a map.
- ☐ I can describe Mary Musgrove's life as the daughter of a Creek Indian mother and English father.
- ☐ I can explain Mary Musgrove's role in the founding of Georgia - as a translator for James Oglethorpe and Tomochichi.

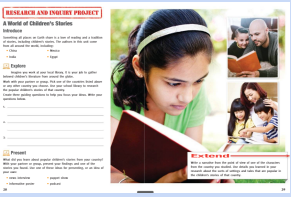
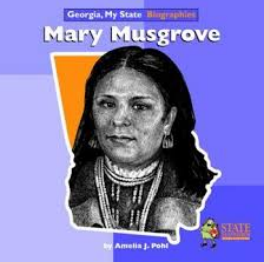

Lesson/Activity:

Introduction:

[Habitats of Georgia](#)

[Mary Musgrove, Colonial Go-Between | Georgia Stories](#)



<div>Explore</div> <div>Sorting Nouns</div> <div>Partnerships sort a list of nouns into categories they come up with.</div> <div><table><tr><td colspan="3">Name: <u>                    </u></td></tr><tr><td>teacher</td><td>books</td><td>state</td></tr><tr><td>park</td><td>sister</td><td>ears</td></tr><tr><td>chair</td><td>sidewalk</td><td>dog</td></tr><tr><td>friend</td><td>markers</td><td>nose</td></tr><tr><td>forest</td><td>brother</td><td>fish</td></tr><tr><td>mouth</td><td>city</td><td>ocean</td></tr><tr><td>doctor</td><td>pencil</td><td>tail</td></tr><tr><td>playground</td><td>classmates</td><td>river</td></tr></table></div> <div>Each partnership may create categories and sort nouns into those categories. Then small groups discuss and discover each other’s reasons for the sort, based on playful talk and inquiry.</div> <div>P Word Work week 2....</div>	Name: <u>                    </u>			teacher	books	state	park	sister	ears	chair	sidewalk	dog	friend	markers	nose	forest	brother	fish	mouth	city	ocean	doctor	pencil	tail	playground	classmates	river	<div>Mentor Texts book, TE pages 28–29.</div> <div></div>		<div>r-controlled vowel syllable type: /ôr/<ul style="list-style-type: none"><li>• Read Accountable Text "Fox Makes Friends"</li><li>• Spelling</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></div> <div>Due to testing, use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.</div> <div><ul style="list-style-type: none"><li>• Read Accountable Text "Fox Makes Friends" and/or "How Cow Got Its Horns"</li><li>• Independent Practice/ Partner Work</li></ul></div>		<div></div> <div></div> <div><div>Timeline of Mary Musgrove's LifeName: _____</div><div>On the arrows of the timeline and place them into the correct place on the timeline.</div><div><table><tr><td></td><td>1710</td><td>1730</td><td></td></tr><tr><td>1700</td><td></td><td>1750</td><td>1763</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div><div>How did Mary Musgrove show that she was trustworthy?</div><div><table><tr><td>Mary opened a trading post near Tomochichi's bluff.</td><td>Mary Musgrove was born in the Creek village of Coweta.</td><td>Mary helped Tomochichi and James Oglethorpe communicate.</td><td>Mary grew up partly in Coweta and partly in the Creek village of Oglethorpe.</td></tr></table></div></div>		1710	1730		1700		1750	1763					Mary opened a trading post near Tomochichi's bluff.	Mary Musgrove was born in the Creek village of Coweta.	Mary helped Tomochichi and James Oglethorpe communicate.	Mary grew up partly in Coweta and partly in the Creek village of Oglethorpe.
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Thursday - District Language MAP Assessment																																																
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- Each member of a partnership may develop categories and then challenges the other partner to sort the nouns into those categories.

## RESEARCH AND INQUIRY PROJECT

**A Journal of California's Heritage**

**Introduction**

California is a state with a rich and varied history. From the first settlers to the present day, the state has been shaped by many different cultures and people. This journal is a collection of research and inquiry projects that explore the state's history and heritage. The projects are written by students from across the state, and they provide a unique perspective on California's past and present.

**Contents**


- Chapter 1: The First Settlers
- Chapter 2: The Gold Rush
- Chapter 3: The Spanish Mission
- Chapter 4: The Mexican Period
- Chapter 5: The American Period
- Chapter 6: The Modern Era

**Research**

Each project is based on a specific topic, and the student is required to research the topic thoroughly. The student is also required to write a paper on the topic, and to present the paper to the class. The projects are designed to be both informative and entertaining, and they provide a great way for students to learn about California's history and heritage.

**Conclusion**

This journal is a collection of research and inquiry projects that explore the state's history and heritage. The projects are written by students from across the state, and they provide a unique perspective on California's past and present. The journal is a valuable resource for anyone interested in California's history and heritage.



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Due to testing, use the

### Founding of Georgia Sort

After reading about and studying Mary Musgrove, Tomochichi, and James



**P** Word Work week 2....

[illegible]

following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

- Spelling
- High-Frequency Words
- Writing Follow-Up
- Independent Practice/ Partner Work

- Spelling
- High-Frequency Words
- Writing Follow-Up
- Independent Practice/  
Partner Work

# Oglethorpe, students will retell what they have learned about the founding of Georgia as a whole group, in small groups, or in partnerships.

## After students have shared what they remember, guide students to retell what they know in chronological order.

### Provide students with the [Founding of Georgia Timeline](#) or have students create their own timeline for the founding of Georgia.

## Students will order the events of the founding of Georgia, explain how James Oglethorpe was a good leader, and explain how his/her life is different from Tomochichi's life.

## Timeline:

James Oglethorpe and other English settlers sailed to America.	King George gave James Oglethorpe a charter to start an English colony.	Mary Musgrove helped James Oglethorpe and Tomochichi communicate.	Tomochichi and James Oglethorpe agreed that everyone would live in peace.	James Oglethorpe wanted to settle on land that belonged to the Creek Indians.
James Oglethorpe and other English settlers sailed to America.	King George gave James Oglethorpe a charter to start an English colony.	Mary Musgrove helped James Oglethorpe and Tomochichi communicate.	Tomochichi and James Oglethorpe agreed that everyone would live in peace.	James Oglethorpe wanted to settle on land that belonged to the Creek Indians.

Founding of Georgia Chapter of Oglethorpe in Social Studies

## Biography Poem:

Searchable Timeline for the Georgia Chapter of Oglethorpe in Social Studies

**Biography Poem**

Name: \_\_\_\_\_

Choose one of the Oglethorpe listed in the box. Then, write a biography poem using the lines below. Use the hints and examples to help you!

<b>Mary Musgrove</b>	<b>Tomochichi</b>	<b>James Oglethorpe</b>
----------------------	-------------------	-------------------------

**James Oglethorpe**

James Oglethorpe was a brave leader who helped the Creek Indians to live in peace. He was a good leader who helped the Creek Indians to live in peace. He was a good leader who helped the Creek Indians to live in peace.

**Tomochichi**

Tomochichi was a brave leader who helped the Creek Indians to live in peace. He was a good leader who helped the Creek Indians to live in peace. He was a good leader who helped the Creek Indians to live in peace.

**Mary Musgrove**

Mary Musgrove was a brave leader who helped the Creek Indians to live in peace. She was a good leader who helped the Creek Indians to live in peace. She was a good leader who helped the Creek Indians to live in peace.

After students have shared what they remember, guide students to retell what they know in chronological order. Provide students with the [Founding of Georgia Timeline](#) or have students create their own timeline for the founding of Georgia.

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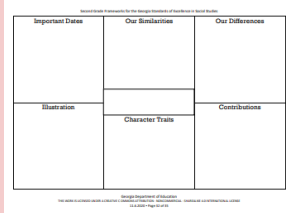
### Timeline:

Second Great Awakening in the English-Speaking Colonies in North America				
James Oglethorpe gave James and other English settlers a charter to start an English colony in America.	King George the Great helped Oglethorpe to start an English colony in America.	Mary Musgrove helped James Oglethorpe and Tomochichi to communicate.	Tomochichi and James Oglethorpe agreed that everyone would live in peace.	James Oglethorpe wanted to settle on land that belonged to the Creek Indians.
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### Biography Poem:

[illegible]



					
<b>Friday - District Make-Up MAP Assessments &amp; Due 12/15/2023 Unify EM2 Module 2 Results!</b>					
<p><b>Standard(s):</b> <b>ELASGE2L1</b></p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a noun.</li> <li><input type="checkbox"/> I can identify a noun.</li> <li><input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural).</li> <li><input type="checkbox"/> I can define an irregular plural noun.</li> <li><input type="checkbox"/> I can identify an irregular plural noun.</li> <li><input type="checkbox"/> I can define a collective noun.</li> <li><input type="checkbox"/> I can identify a collective noun.</li> </ul> <p><u>Suggested Key Terms:</u> conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns</p>	<p><b>Standard(s):</b> <b>ELAGSE2RL10</b> <b>ELAGSE2W8</b></p> <p>LT: I am learning to read stories and poems (on and above grade level) with help from the teacher if needed.</p> <p>I am learning to use what I know or gather information to answer a question.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can choose books to read on my own.</li> <li><input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic to help me answer a question.</li> </ul> <p><u>Suggested Key Terms:</u> Understand, purpose, storybooks, fables, folktales, fantasy, poetry, informational text,</p>	<p><b>Standard(s):</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can include interesting words and phrases that make my piece better.</li> <li><input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader.</li> <li><input type="checkbox"/> I can reread my writing to determine if there are additional changes I want to make.</li> </ul> <p><b>Lesson/Activity:</b> Volume 3, Session 19 TE pages 86-89.</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).</li> <li><input type="checkbox"/> I can read words containing irregular vowel patterns.</li> <li><input type="checkbox"/> I can spell words containing irregular vowel patterns.</li> <li><input type="checkbox"/> I can apply letter-sound</li> </ul>	<p><b>Standard(s):</b> <b>2.NR.2.3</b></p> <p>LT: I am learning to add and subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can add or subtract two two-digit numbers using the part-whole strategy.</li> <li>- I can add three two-digit numbers using the part-whole strategy.</li> <li>- I can add four two-digit numbers using the part-whole strategy.</li> <li>-I can solve one-step word problems using addition or subtraction strategies.</li> <li>- I can solve two-step word problems using addition or subtraction strategies.</li> </ul> <p><b>Lesson/Activity:</b> End of Module 2 Assessment/Review</p>	<p><b>Standard(s):</b> <b>SS2H1</b> <b>SS2G2</b></p> <p>LT: I can explain the resources found in the regions that James Oglethorpe, Tomochichi and Mary Musgrove lived and how they used those resources.</p> <p>SC: <i>I will know I'm successful when I can ...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can look at early drawings of the city of Savannah and identify how the resources of the Coastal Plain were used in building the city.</li> <li><input type="checkbox"/> I can explain why Mary Musgrove and her husband established their trading post on the Savannah River and how this helped the development of the colony.</li> <li><input type="checkbox"/> I can look at early drawings of Fort Frederica and identify how the resources of the Coastal</li> </ul>



## 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.

#### We Have Discovered...

1. Nouns can name one or more persons, places, or things.  
Examples:  
- flower - engine - house
2. Some nouns name more than one in special ways with special spelling.  
Examples:  
- child-children - fish-fish
3. A common noun names any person, place, or thing.  
Examples:  
- building - town - dog
4. A proper noun names a specific person, place, or thing.  
Examples:  
- George White Building - New York - Friday
5. A collective noun names a group.  
Examples:  
- team - flock - group

#### We Still Wonder...

- What are some more 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 Work week 2....

narrative

## Lesson/Activity:

Unit 4

Research Inquiry Project

Different Characters,  
Different Points of View

Mentor Texts book,  
TE pages 28-29.

**RESEARCH AND INQUIRY PROJECT**  
A World of Children's Stories

**Read**  
Read the story "The Boy Who Swam with Piranhas" by David Almond. Read the story "The Boy Who Swam with Piranhas" by David Almond. Read the story "The Boy Who Swam with Piranhas" by David Almond.

**Write**  
Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story.

**Share**  
Share your paragraph with your partner. Share your paragraph with your partner. Share your paragraph with your partner.

**Reflect**  
Reflect on the story. Reflect on the story. Reflect on the story.

### Strategy: Editing for Capitalization, Punctuation, and Spelling

1. Look at your writing.
2. Pick an area of focus: capitalization, punctuation, or spelling.
3. Read each sentence carefully and look for your area of focus.
4. Make any changes.
5. Repeat the steps with a new focus.

knowledge to read grade-level text.

## Lesson/Activity:

Unit 4, Week 1, Day 5

TE pages 174-175

Word Study Resource Book,  
pgs. 40-41

My Word Study, Volume 1,  
p. 31

Read HFWs:

long, now, our, some,  
them, through, upon, was,  
when, work.

### Review and Assess r-controlled vowel syllable type: /ôr/

- Read Accountable Text "Fox Makes Friends" and/or "How Cow Got Its Horns"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

- Cumulative Assessment

Plain were used to build the fort and the settlement of Frederica.

## Lesson/Activity:

Introduction -  
(GA Regions & Resources)  
[Southern Colonies](#)

[Georgia's Geography](#)

[Georgia State Adventures](#)

Unit 4 Founding of  
Georgia & Georgia Today

Students will continue to work to further read, research, observe, discuss, analyze, compare, and explain the events, livelihood, and role each historical figure played in the founding of Georgia.

[Inspire:](#)

[Review - Muscogee Creek Cherokee & Me](#)