

Carrie Waters' Week of: December 11-15, 2023 - Whole Group Lesson Plans

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

GRAMMAR Week 3 Days 11-15 Verbs & Their Connection to Nouns	READING Review Comprehension Skills Reading Choice Board Unit 5 Begins Jan. 3!	WRITING WriteScore Unit 3 Writing Text Based Opinion Paragraphs & Young Georgia Authors Due January 22nd!	PHONICS Review Units 1-4 Mid-Year Spelling Inventory Review & Assessment Unit 5 Begins Jan. 3!	MATH Module 2 Review and Assessment Holiday Geometry Activities (2-D shapes)	SOCIAL STUDIES Georgia Becomes A Colony Unit 4 Week 3 Christmas Around the World Research Projects/Economics
Monday - Christmas Book Visitor					
<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><u>Suggested Key Terms:</u> Parts of speech, verbs, irregular verbs, past tense, present tense, future tense</p> <p>Lesson/Activity: Unit 3 Week 3 Day 11</p>	<p>Standard(s): ELAGSE2RL10 ELAGSE2RI10</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 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></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can choose books to read on my own. <input type="checkbox"/> I can participate in group reading activities. <input type="checkbox"/> I can show what I know about reading a text by helping my reading partner. <input type="checkbox"/> I can self-select and read a variety of informational texts. <input type="checkbox"/> I can read with 	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. <input type="checkbox"/> I can use linking words to connect my opinion and reasons. <p>Lesson/Activity: Unit 3 Write Score Pre-Assessment Lesson 25 Your Writing Piece - Text-Based Opinion Paragraph</p> <p>Focus: Students write a paragraph in response to a</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words.</p> <p>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"> <input type="checkbox"/> I can identify the short vowel sounds. <input type="checkbox"/> I can identify the long vowel sounds. <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable 	<p>Standard(s): 2.NR.2.3</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"> - 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. <p>Lesson/Activity: End of Module 2 Review Some teachers may begin</p>	<p>Standard(s): SS2G2 SS2H1</p> <p>LT: I can locate on a map the places that were important in the life of Mary Musgrove.</p> <p>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"> <input type="checkbox"/> I can locate the Savannah River on a map. <input type="checkbox"/> I can describe Mary Musgrove's life as the daughter of a Creek Indian mother and English father. <input type="checkbox"/> I can explain Mary Musgrove's role in the founding of Georgia - as a translator for James Oglethorpe and Tomochichi. <p>Lesson/Activity:</p>

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).

Ugh! It Came! It Came!

Circle, 6, then, say, make, know, stop

Read, readest, readst, readst, readst, readst

make, let, not, want, want

will be, will be, will be, will be, will be

How happy! How happy!

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

appropriate pacing, intonation, accuracy, and expression.

- I can use a variety of strategies to gain meaning from grade-level texts.
- I can write about what I have read.

Lesson/Activity: Review - Choice Card Comprehension Skills

To complete the card, students will select 3 reading choices to practice and review.

READING
Choice Card

To complete the card, please select 3 diagonal, 3 across, or 3 down to create a line. If done correctly, turn it into your teacher for a special treat!

Context Clues Task Cards ELAGSE2L4	Inference Task Card Bundle ELAGSE2RL3	Using Pictures to Teach Reading ELAGSE2RL1R1
Christmas Around the World in Finland ELAGSE2R1	Nonfiction Reindeer Close Read & Text Features ELAGSE2R5 ELAGSE2R1	Gingerbread Characters Responses & Challenges ELAGSE2RL3
Christmas Who, What, When, Where, Why ELAGSE2RL1	Main Idea Christmas Pack ELAGSE2R2	Story Elements Puzzle ELAGSE2RL7

Review may include: Context Clues Task Cards, Inference Task Cards, Using Pictures Inference pages 7-11, Main Idea pages 12-16, Fact and Opinion pages 17-21, Cause and Effect pages 22-26, Compare and Contrast pages 27-31, Sequencing pages 32-36, Story Elements pages 37-41, Point of View pages 42-46.

text-based prompt.

Teacher will read two articles, Painted *Turtles* and *Fancy Rats* aloud.

Name _____

LESSON 25: WRITING YOUR PIECE — OPINION PARAGRAPH

BEST CLASS PET

Student Directions: Listen and color along as your teacher reads the articles: Painted Turtles and Fancy Rats about Painted Turtles

Painted turtles are beautiful turtles. They grow to be 7 inches long. They make great pets. How would you like to have a painted turtle as your pet? Your painted turtle will need a home. A large glass tank is a perfect home. The tank will need to hold 20 gallons of water. The water will have to be kept clean so that your turtle will not get sick. Your turtle will need to eat water. They will eat in the water. You can use plants to make a place for your turtle to hide. You can also use plastic or real rocks to make a place for the turtle. Turtles like to ride in the water. This is called basking. You will need a dry place where your turtle can rest. This area should have good light. Painted turtles will eat plants and animals. You can feed your turtle fish, worms and insects. You can feed them water before, too. Or you can buy special turtle food from the pet store. Painted turtles don't like to be petted for days and nights. In fact, they don't like to be touched at all. Painted turtles get very stressed when they are petted. The best way to touch your turtle is to hold it gently, using a towel to hold it through the tank.

Painted Turtles

Fancy Rats

Fancy rats make great pets. These rats love lots of attention and love. Fancy rats can learn tricks. They love to play. They can play with toys in their homes. They like to play with blocks of wood or cardboard boxes. They also like to play with pieces of rope and paper bags. Some rats like to run on wheels. You can buy a wheel for your rat. Fancy rats need lots of exercise every day. Your fancy rat will need a special cage for its home. The best cage for this animal is wire cage. The wire should be high enough so that the rat can climb. The cage should have a solid bottom, too. Inside the cage should be enough for the rat to sit on. There should be platforms for the rat to sleep on. The cage will need a food dish and a water bottle. Inside the cage you will need to put bedding and the cage can be brought at stores. On top of the cage you will need to put something your rat can use as bedding. Fancy rats love to use paper towels, paper or tissue for bedding. Every fancy rat needs a feeding box. This can be a small cardboard box. The fancy rat will take the bedding into the box and make its nest. You will need to clean the cage every day or get rid of the rat. You will need to feed your fancy rat. Fancy rats need to be fed a special food that you can buy at the pet store. It should be like a block. You can also feed your fancy rat little fresh treats. They love to eat fruit like apples, grapes and oranges. They also love vegetables like broccoli, peas and carrots. Fancy rats can also eat brown rice, pasta and bread. Your fancy rat will need fresh water every day.

Students will follow along as the teacher reads the prompt below.

Fancy Rats

Fancy rats make great pets. These rats love lots of attention and love. Fancy rats can learn tricks. They love to play. They can play with toys in their homes. They like to play with blocks of wood or cardboard boxes. They also like to play with pieces of rope and paper bags. Some rats like to run on wheels. You can buy a wheel for your rat. Fancy rats need lots of exercise every day. Your fancy rat will need a special cage for its home. The best cage for this animal is wire cage. The wire should be high enough so that the rat can climb. The cage should have a solid bottom, too. Inside the cage should be enough for the rat to sit on. There should be platforms for the rat to sleep on. The cage will need a food dish and a water bottle. Inside the cage you will need to put bedding and the cage can be brought at stores. On top of the cage you will need to put something your rat can use as bedding. Fancy rats love to use paper towels, paper or tissue for bedding. Every fancy rat needs a feeding box. This can be a small cardboard box. The fancy rat will take the bedding into the box and make its nest. You will need to clean the cage every day or get rid of the rat. You will need to feed your fancy rat. Fancy rats need to be fed a special food that you can buy at the pet store. It should be like a block. You can also feed your fancy rat little fresh treats. They love to eat fruit like apples, grapes and oranges. They also love vegetables like broccoli, peas and carrots. Fancy rats can also eat brown rice, pasta and bread. Your fancy rat will need fresh water every day.

Then, students will work to write and answer the prompt.

Paragraph Prompt: Your teacher says that your class can have a pet. You can choose a painted turtle or fancy rat. You can only choose one.

Which will you choose? Why?

words (ie. sneaky e, vowel teams)

Lesson/Activity: Newspapers In Education (NIE) Scavenger Hunt ESL Activity #9 Focus: Short & Long Vowels

Phonics & Spelling Library

Short Vowels	Controlled Vowels	Silent Consonants	Homophones
Long Vowels	CVC	Plurals	Prefixes
Schwa	Blends	Compound Words	Suffixes
Diphthongs	Consonant Digraphs	Hard/Soft C and G	Contractions

Newspapers

Activity 9

Vowels

There are five (5) vowels in English: a, e, i, o, u.

1. Look for each one in words that appear in your newspaper.

2. On a sheet of paper, make a column for each vowel as shown below. Cut the words out and paste them in the correct category.

a e i o u

3. If the word has two (2) or more vowels, choose one of the vowels and place the word under that letter.

Name _____ Date _____

Write short a words to decorate the stocking

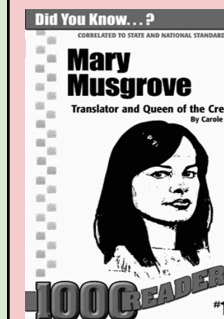
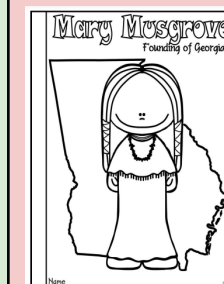
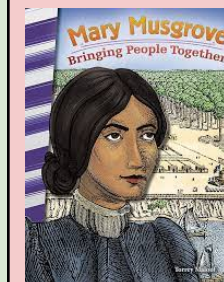
Short A


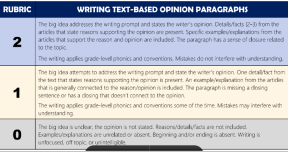
Test Part 1 today.

Introduction - Georgia State Adventures

Habitats of Georgia

Mary Musgrove, Colonial Go-Between | Georgia Stories



	<p>Students may work in small groups, partnerships, and/or independently.</p> <p>Students may choose diagonal, 3 across, or 3 down to create a line. If done correctly, turn it into your teacher for a special treat!</p>	<p>Write to share your opinion and tell why.</p> <p>Students will use facts from the articles to support their opinion.</p> <p>Teachers will use Text-Based Opinion Paragraphs Rubric to assess students' level of knowledge.</p>  		
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Tuesday - Christmas Book Visitor

<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><u>Suggested Key Terms:</u></p>	<p>Standard(s): ELAGSE2RL10 ELAGSE2RI10</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 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></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can choose books to read on my own. <input type="checkbox"/> I can participate in group reading activities. <input type="checkbox"/> I can show what I know 	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. <input type="checkbox"/> I can use linking words to connect my opinion and reasons. <p>Lesson/Activity: Lesson 26: Introduction to</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams.</p> <p>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"> <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.) <input type="checkbox"/> I can identify the long vowel sounds. <input type="checkbox"/> I can recognize common spelling patterns 	<p>Standard(s): 2.NR.2.3</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"> - 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 	<p>Standard(s): SS2H1 SS2CG3</p> <p>LT: I am learning about the positive citizenship traits of James Oglethorpe, Tomochichi, and Mary Musgrove.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can give examples of how James Oglethorpe demonstrated positive citizenship traits. <input type="checkbox"/> I can name ways James Oglethorpe has been honored for his contributions. <input type="checkbox"/> I can give examples of how Tomochichi
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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?)

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.

about reading a text by helping my reading partner.

- I can self-select and read a variety of informational texts.
- I can read with appropriate pacing, intonation, accuracy, and expression.
- I can use a variety of strategies to gain meaning from grade-level texts.
- I can write about what I have read.

Lesson/Activity:

Review - Choice Card Comprehension Skills

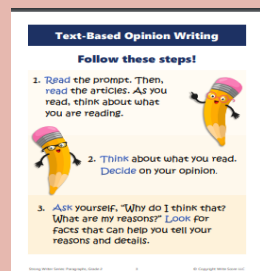
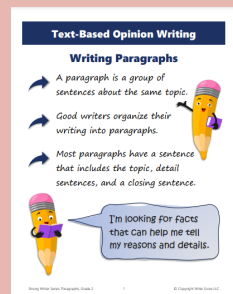
To complete the card, students will select 3 reading choices to practice and review.

Review may include: Context Clues Task Cards, Inference Task Cards, Using Pictures Inference pages 7-11, Main Idea pages 12-16, Fact and Opinion pages 17-21, Cause and Effect pages 22-26, Compare and Contrast pages 27-31, Sequencing pages 32-36, Story Elements pages 37-41, Point of View pages 42-46.

Text-Based Opinion Paragraph Writing—Best Class Pet

Teacher will introduce the parts of a paragraph (opening sentence/ opinion, reason/detail sentences, example/ explanation sentences, and closing sentences).

Display anchor chart Text-Based Opinion Writing (three pages) and review the information with students.



Be sure to point out the

that create long vowel sounds.

- I can recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams)

- I can read words containing irregular vowel patterns.

Lesson/Activity:

Newspapers In Education (NIE) Scavenger Hunt
ESL Activity #9
Focus: Vowel Teams



Newspapers



problems using addition or subtraction strategies.

Lesson/Activity:

End of Module 2 Test (Part 1)

Test will be administered paper/pencil. Scores will be entered into Unify.

Some teachers may complete Part 2 today instead.

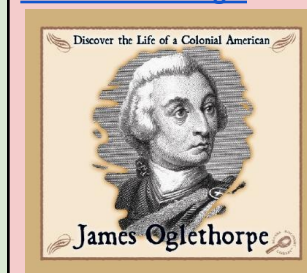
demonstrated positive citizenship traits.

- I can name ways Tomochichi has been honored for his contributions.
- I can give examples of how Mary Musgrove demonstrated positive citizenship traits.
- I can name ways Mary Musgrove has been honored for her contributions.

Lesson/Activity:

Introduction - Georgia for Kids Video:

[The State of Georgia](#)



Founding of Georgia Sort

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



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

READING

Choice Card
To complete the card, please select 1 diagonal, 2 across, or 3 down to create a line. If done correctly, turn it into your teacher for a special treat!

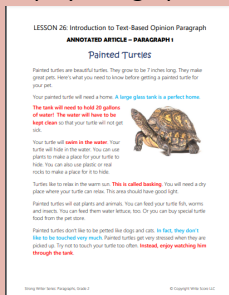
Context Clues Task Cards ELAGSE2L4	Inference Task Card Bundle ELAGSE2RL3	Using Pictures to Teach Reading ELAGSE2RI.1/RI.1
Christmas Around the World in Finland ELAGSE2RI.1	Nonfiction Reindeer Close Read & Text Features ELAGSE2RS.1/ELAGSE2RI.1	Gingerbread Characters Responses & Challenges ELAGSE2RL3
Christmas Who, What, When, Where, Why ELAGSE2RI.1	Main Idea Christmas Pack ELAGSE2RI.2	Story Elements Puzzle ELAGSE2RI.7

Students may work in small groups, partnerships, and/or independently.

Students may choose diagonal, 3 across, or 3 down to create a line. If done correctly, turn it into your teacher for a special treat!

process of reading the articles, determining one’s opinion after reading the articles, and finding facts in the article to use as reasons to support the opinion

Display Paragraph 1.

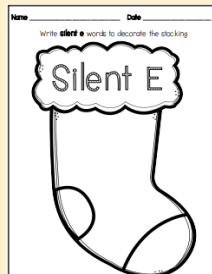


Read each paragraph aloud. Model color-coding the paragraph. Explain your thinking as you model color-coding.

As you underline the opinion sentence, note that the prompt helped the writer construct the opening sentence.

As you underline the reason and example, return to the article, **Painted Turtles**, and point out the sentences that provide the information.

Be sure to point out that each example/explanation sentence tells more about the reason/detail sentence.



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.

Biography Poem:

Biography Poem

Name: _____

Choose one of the Georgians listed in the box. Then, write a biography poem using the lines below. Use the format and example to help you!

Mary Musgrove	Tomochichi	James Oglethorpe
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Your Biography Poem

Example:

One (One Person's Name)
Who (Who Lived?)
Was (Was Born?)
When (When Did They Live?)
Where (Where Did They Live?)
For (For How Long?)
They (They Did Something)

Example:

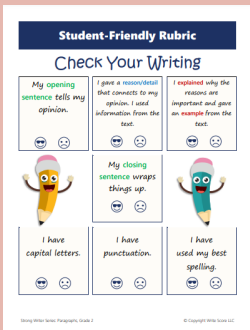

Tomochichi
He (He Lived?)
Was (Was Born?)
When (When Did They Live?)
Where (Where Did They Live?)
For (For How Long?)
They (They Did Something)

Biography Poem

Name: _____

Choose one of the Georgians listed in the box. Then, write a biography poem using the lines below. Use the format and example to help you!

Important Dates	Our Similarities	Our Differences
Illustration	Character Traits	Contributions

		<p>Finally, briefly evaluate the paragraph using the student-friendly rubric.</p>  <p>Repeat this process with Paragraph 2.</p> 			
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Wednesday - Christmas Book Visitor

<p>Standard(s): ELAGSE2L1b,d</p> <p>LT: I am learning to make and use verbs when speaking or writing. 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> <input type="checkbox"/> I can define a verb.</p>	<p>Standard(s): ELAGSE2RL10 ELAGSE2RI10</p> <p>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 read and understand informational texts on or above grade level with help from the teacher if needed.</p>	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and</p>	<p>Standard(s): ELAGSE2RF3, ELAGSE2RF4 ELAGSE1RF2, ELAGSE1RF3</p> <p>LT: I am learning to say one-syllable words by putting sounds together to speak words.</p> <p>I am learning to hear and spell letters that are blended together to make words.</p>	<p>Standard(s): 2.NR.2.3</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> -I can add or subtract two two-digit numbers using the part-whole strategy. -I can add three two-digit</p>	<p>Standard(s): SS2H1 SS2G2</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>
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- ❑ 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.
- ❑ I can distinguish between different kinds of nouns (common/proper, singular/plural).
- ❑ I can use frequently occurring irregular plural nouns.

Suggested Key Terms:

Parts of speech, verbs, irregular verbs, past tense, present tense, future tense, conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns

Lesson/Activity:

Unit 3 Week 3 Day 13
TE pages 134-135
Explore: Nouns & Verbs
Take a Stroll

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

- ❑ I can choose books to read on my own.
- ❑ I can participate in group reading activities.
- ❑ I can show what I know about reading a text by helping my reading partner.
- ❑ I can self-select and read a variety of informational texts.
- ❑ I can read with appropriate pacing, intonation, accuracy, and expression.
- ❑ I can use a variety of strategies to gain meaning from grade-level texts.
- ❑ I can write about what I have read.

Lesson/Activity:

Review - Choice Card
Comprehension Skills

To complete the card, students will select 3 reading choices to practice and review.

Review may include:
Context Clues Task Cards,
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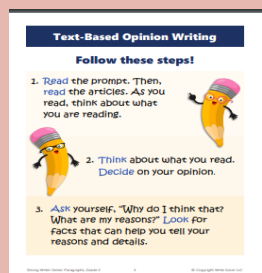
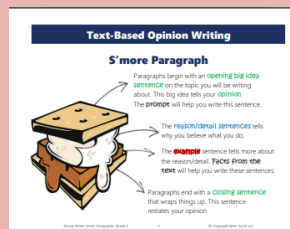
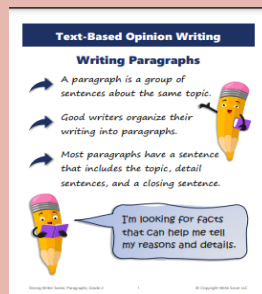
add details to support my position.

- ❑ I can use linking words to connect my opinion and reasons.

Lesson/Activity:

Lesson 27: Text-Based
Opinion Paragraph—Best
Class Pet Mark Up

Display the anchor charts, Text-Based Opinion Writing Anchor Chart and review the information with students.



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

- ❑ I can put sounds with consonant blends together to make a whole word.
- ❑ I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/).
- ❑ I can read words with consonant blends.
- ❑ I can read words with digraphs.

Lesson/Activity:

ESL Activity #50 VD
Focus: Digraphs/Blends



ESL Activity #49 VD
Focus: Blends

Many English words begin with blends. Blends are two (2) consonants together at the beginning of a word.

1. See how many words you can cut out from one (1) page of the newspaper that begin with the following blends:

bl black
dr drink
cl clear
st stop

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:

End of Module 2 Test (Part 2). Test will be administered paper/pencil. Scores will be entered into Unify.

Teachers may incorporate a holiday activity involving 2-D shapes, as a preview for Module 3, beginning in January.

[2D Shapes Song](#)

[Name the Shape Game](#)

- ❑ 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.
- ❑ 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.
- ❑ I can look at early drawings of Fort Frederica and identify how the resources of the Coastal 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.

Explore

Nouns and Verbs Take a Stroll

Using verbs from this week and nouns from last week, compose sentences orally.

Partnerships refer to the noun word cards used in Session 8 and the verb list from Session 11. They use the nouns and verbs to develop oral or written sentences together.

Turn & Talk: *How can this subject and this verb work together to show something interesting?*

Be a Sentence Genie

Our **teacher** **needed** the markers.
My **brother** **hid** my pencil.
Their **dog** **will play** in the park.
The **fish** **splashed** in the river.

Pose a challenge, as needed: "That noun and verb almost match. "Can you find a verb that is close to that one but fits better with that noun?"

Students will work to create sentences with subject-verb agreement.

Sequencing pages 32-36,
Story Elements pages
37-41, Point of View pages
42-46.

READING Choice Card

To complete the card, please select 3 diagonal, 3 across, or 3 down to create a line. If done correctly, turn it into your teacher for a special treat!

Context Clues Task Cards ELAGSE2L4	Inference Task Card Bundle ELAGSE2RL3	Using Pictures to Teach Reading ELAGSE2RL1/RI1
Christmas Around the World in Finland ELAGSE2RI1	Nonfiction Reindeer Close Read & Text Features ELAGSE2RI5 ELAGSE2RI1	Gingerbread Characters Responses & Challenges ELAGSE2RL3
Christmas Who, What, When, Where, Why ELAGSE2RL1	Main Idea Christmas Pack ELAGSE2RI2	Story Elements Puzzle ELAGSE2RL7

Students may work in small groups, partnerships, and/or independently.

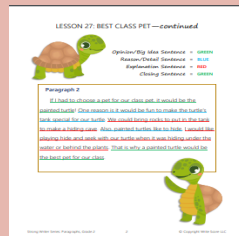
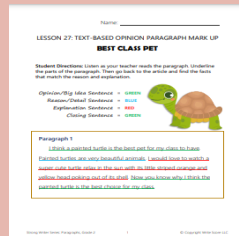
Students may choose diagonal, 3 across, or 3 down to create a line. If done correctly, turn it into your teacher for a special treat!

Display the paragraphs.
Read each paragraph aloud.

Students will work together to color-code paragraphs to identify the essential parts.

Review color-coding and briefly evaluate the paragraphs using the student-friendly rubric.

Return to the article, ***Painted Turtles***, and point out the sentences that provided the information for the reasons and examples.)



sl slow
br break
tr try
gr grow

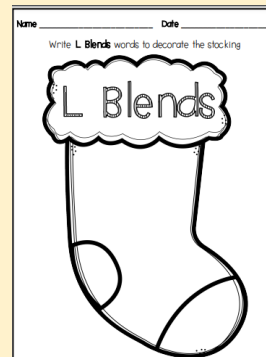
2. Any others? Cut out others if you recognize them.

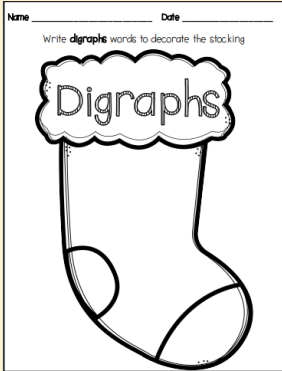
More Blends:

1. How many words can you find in the newspaper that begin with the letters sh, th, and ch?

sh
shine
th
then
ch chair
2 Make a list of the words you find.

Newspapers



					
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Thursday- Christmas Around the World Rotations

<p>Standard(s): ELAGSE2L1b,d</p> <p>LT: I am learning to make and use verbs when speaking or writing. 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"> <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. <input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, 	<p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to retell key ideas about things I hear and see.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can be an active listener focusing on the presenter (adult/media) during a presentation. <input type="checkbox"/> I can pay attention to the information given during a presentation. 	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. <input type="checkbox"/> I can use linking words to connect my opinion and reasons. <p>Lesson/Activity: Lesson 28: Building Text-Based Opinion Paragraphs</p> <p>Display the anchor chart, Text-Based Opinion Writing Anchor Chart, and</p>	<p>Standard(s): ELAGSE2L4d</p> <p>LT: I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify individual words within a compound word. <input type="checkbox"/> I can identify the meaning of each individual word within a compound word. <p>Lesson/Activity: ESL Activity #32 VG Focus: Compound Words</p> <p>Compound words are made up of more than one</p>	<p>Standard(s): 2.GSR.7.1</p> <p>LT: We are learning to analyze 2-D shapes in our environment.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> - I can identify polygons, triangles, quadrilaterals, pentagons, and hexagons. - I can compare and sort shapes based on various attributes. - I understand what angles, vertices, and sides are in a given shape. - I can describe a shape based on its attributes (angles, vertices, and sides). <p>Lesson/Activity: Teacher's Choice for a Holiday activity working with 2-D shapes, to</p>	<p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to retell key ideas about things I hear and see.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can be an active listener focusing on the presenter (adult/media) during a presentation. <input type="checkbox"/> I can pay attention to the information given during a presentation.
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singular/plural).

I can use frequently occurring irregular plural nouns.

Suggested Key Terms:

Parts of speech, verbs, irregular verbs, past tense, present tense, future tense, conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns

Lesson/Activity:

Unit 3 Week 3 Day 14

TE pages 136-137

Explore: Nouns & Verbs

Take Another Stroll

Teachers and students will review nouns & verbs.

Explore

Nouns and Verbs Take Another Stroll

Partnerships use nouns and verbs from previous sessions to form the basis of sentences, then add their own words to make complete sentences.

Students and/or partnerships will work to use what they know to create written sentences using noun-verb pairs.

Students will create oral

I can remember and retell key ideas or details from information presented aloud.

Lesson/Activity:

Christmas Around the World Research & Rotations

Christmas Around the World Day! 2nd grade- December 14th, 2023	
9:55- 9:55	Rotation #1 (Homeroom)
9:55- 9:55	Specials
10:00- 10:20	Rotation #2
10:25- 11:00	Lunch
11:00- 11:40	Rotation #3
11:45- 12:25	Rotation #4
12:30- 1:10	Rotation #5
1:15- 1:55	Rotation #6
2:00- 2:45	Recess
2:50	Dismissal

*The students will rotate from class to class. Each room will be themed with a country. Students will travel with their booklet for each room. Each rotation is scheduled for 40 minutes to allow 5 minutes of travel time.

Country Assignments

Carpenter- England
Thomas- Italy
Graham- Russia
Scott- Australia
Waters- Japan
Rowell- Mexico

review the information with students.

Each student station will need one paragraph sample with a corresponding paragraph frame.

Explain that students will rotate through several paragraph stations. At each station, there will be a color-coded paragraph frame and sentence strips.

Students will work together to read each strip and decide which is the opening/opinion sentence, explanation sentence, reason/detail sentence, explanation sentence, and closing sentence.

Teachers will circulate and provide support as needed.

Name

LESSON 28: BUILDING TEXT-BASED OPINION PARAGRAPHS

Paragraph Frame

Opening Opinion Sentence
Reason/Detail Sentence
Explanation Sentence
Reason/Detail Sentence
Explanation Sentence
Closing Sentence

Using Writer's Workshop, Grade 2 © 2012 © Copyright 2012, Scholastic Teaching Resources

(1) word. They are words that are made from two (2) different words.

1. See how many compound words you can find by looking at the first five (5) pages of the newspaper.

Examples: [cow] [boy] cowboy [air] [plane] airplane [mail] [man] mailman [land] [lord] landlord [play] [ground] playground [walk] [way] walkway [mail] [box] mailbox [type] [writer] typewriter

2. Write or cut out the words you find on your paper.



Newspapers



preview Module 3 starting in January (as time allows-Christmas Around the World rotations today).

[2D Shapes Song](#)

[Name the Shape Game](#)

I can remember and retell key ideas or details from information presented aloud.

Lesson/Activity:

Christmas Around the World Research & Rotations

Christmas Around the World Day! 2nd grade- December 14th, 2023	
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*The students will rotate from class to class. Each room will be themed with a country. Students will travel with their booklet for each room. Each rotation is scheduled for 40 minutes to allow 5 minutes of travel time.

Country Assignments

Carpenter- England
Thomas- Italy
Graham- Russia
Scott- Australia
Waters- Japan
Rowell- Mexico

Optional:

ESL Activity #16
Activity #16 VL

Let's Travel!

There are many ways to travel.

1. Look through the newspaper for different kinds of transportation.
2. Cut out these words or pictures and paste them on a poster board.
3. Classify them on a sheet of paper according to the following categories:

<p>sentences with the noun-verb pairing to which they add some of their own words.</p> <p>Each individual student in a partnership may develop sentences, and then partners may read their sentences to each other or jot them down in their grammar notebooks.</p> <p>Teachers will circulate providing advice, reminders, and additional resources, as needed with understanding the functions of nouns and verbs.</p>		<p>LESSON 28: BUILDING TEXT-BASED OPINION PARAGRAPHS</p> <p>Paragraph Sample 1 (two reasons/explanations)</p> <p>I think a fancy rat would be the best pet for my class.</p> <p>One reason is fancy rats love to play.</p> <p>It would be great to watch him play with his toys and run around his cage.</p> <p>Another reason is that fancy rats eat lots of different foods.</p> <p>We could bring him treats like apples or bread from the cafeteria.</p> <p>Now you know why a fancy rat would make the best pet!</p>			<p>By Air. By Land. By Sea</p>
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Friday - SES Assembly & Winter Activities * Unify EM2 Results Due!

<p>Standard(s): ELAGSE2L1b,d</p> <p>LT: I am learning to make and use verbs when speaking or writing. I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p>	<p>Standard(s): ELAGSE2SL1, 2</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p>	<p>Standard(s): ELAGSE2SL1, 2</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p>	<p>Standard(s): ELAGSE2RF3, ELAGSE2RF4 ELAGSE2RL4, ELAGSE2L2</p> <p>LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning. I am learning to use the</p>	<p>Standard(s): 2.GSR.7.1</p> <p>LT: We are learning to analyze 2-D shapes in our environment.</p> <p>SC: <i>I know I am successful when:</i></p>	<p>Standard(s): ELAGSE2RI5 SS2E2 ELAGSE2SL2</p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.</p>
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<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. <input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural). <input type="checkbox"/> I can use frequently occurring irregular plural nouns. <p><u>Suggested Key Terms:</u> Parts of speech, verbs, irregular verbs, past tense, present tense, future tense, conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns</p> <p><u>Lesson/Activity:</u> Unit 3 Week 3 Day 15 TE pages 138-139 Reflect: Revisit the Goal</p>	<p>I am learning to retell key ideas about things I hear and see.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can be an active listener focusing on the presenter (adult/media) during a presentation. <input type="checkbox"/> I can pay attention to the information given during a presentation. <input type="checkbox"/> I can remember and retell key ideas or details from information presented aloud. <p><u>Lesson/Activity:</u> SES Golden Rule & PBIS Assembly, Relay for Life Silent Auction, Movie & PJ Day, Winter Holiday Celebration & Classroom Activities!</p>	<p>I am learning to retell key ideas about things I hear and see.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can be an active listener focusing on the presenter (adult/media) during a presentation. <input type="checkbox"/> I can pay attention to the information given during a presentation. <input type="checkbox"/> I can remember and retell key ideas or details from information presented aloud. <p><u>Lesson/Activity:</u> SES Golden Rule & PBIS Assembly, Relay for Life Silent Auction, Movie & PJ Day, Winter Holiday Celebration & Classroom Activities!</p>	<p>spelling patterns I know to write words.</p> <p>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"> <input type="checkbox"/> I can identify words or phrases that repeat or rhyme. <input type="checkbox"/> I can participate in discussions about rhyme, rhythm, alliteration, and repetition. <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can identify irregular vowel patterns (aw, ow/ou, oy/oi). <input type="checkbox"/> I can identify the difference between the different sounds of the same vowel or vowel team (oo- boot, foot; ea- head, beach; ow- cow, bow; i-mint, pint). <input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). <p><u>Lesson/Activity:</u> ESL Activity #24 VD Focus: Rhyming Words</p> <p>Rhyming words sound the same.</p>	<p>- I can identify polygons, triangles, quadrilaterals, pentagons, and hexagons.</p> <p>- I can compare and sort shapes based on various attributes.</p> <p>- I understand what angles, vertices, and sides are in a given shape.</p> <p>- I can describe a shape based on its attributes (angles, vertices, and sides).</p> <p><u>Lesson/Activity:</u> Teacher's Choice for a Holiday activity working with 2-D shapes, to preview Module 3 starting in January (as time allows).</p> <p>2D Shapes Song</p> <p>Name the Shape Game</p>	<p>I am learning about ways goods and services are allocated.</p> <p>I am learning to retell key ideas about things I hear and see.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify text features and their purposes. <input type="checkbox"/> I can use captions to help me understand pictures and words on a page. <input type="checkbox"/> I can recognize that words in bold highlight key ideas and concepts. <input type="checkbox"/> I can use text features to preview text and to locate information quickly. <input type="checkbox"/> I can explain and give an example of price to allocate goods and services. <input type="checkbox"/> I can explain and give an example of personal characteristics to allocate goods and services. <input type="checkbox"/> I can be an active listener focusing on the presenter (adult/media) during a presentation. <input type="checkbox"/> I can pay attention to the information given during a presentation. <input type="checkbox"/> I can remember and retell key ideas or details from information presented aloud.
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Reflect

Revisit the Goal

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

Nouns and Verbs What We Have Discovered...

A **NOUN** names a person, place, or thing.

Types:
- singular
- plural
- proper
- adjective
- common

A **VERB** tells an action or a state of being.

Examples:
The child **laughs** → singular noun and verb

Nouns and verbs work together in sentences.

The children **laugh** → plural noun and verb

Now, We Would Like to know...

Do nouns change when verb tenses change?

Students will work to reflect on discoveries of nouns and verbs.

Whole Group:
List larger conclusions about nouns and verbs students would want to remember and use.
Discuss these conclusions as well as any remaining questions.

Teachers will support students in highlighting their own learning about nouns and verbs so far.

1. How many pairs of rhyming words can you find on one (1) page of the newspaper?

2. Make a list of rhyming words.

For example:

additiontradition

talk.....walk

motortractor

federalcentral

president.....continent



Newspapers

Name _____ Date _____

Write words to decorate the stocking

Lesson/Activity: Christmas Around the World Research Continued... Or Economics

ESL Activity #40 VWL
Let's Travel Far Away
Traveling to far away
places is fun.

1. Look through the newspaper and see if you can find three (3) countries in the world you would like to visit.
2. Write down the names of these countries.
3. Can you answer these questions? Answer in complete sentences.
 - a. What language do they speak?
 - b. What is the climate like?
 - c. How do people dress?
 - d. What continent is this country in?

Students may share their findings to close out our Christmas Around the World Research Project.

Or ESL Activity #43 WL

Buying a Present

1. Pretend you have to buy a present for a family member.
Look in the newspaper and cut out a picture or ad of something a family member would like.

					<p>2. Answer these questions in complete sentences.</p> <p>a. Who is the present for?</p> <p>b. What is it?</p> <p>c. How much does it cost?</p> <p>d. Where can you buy it?</p>
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<https://www.youtube.com/watch?v=1nJ5VbyD6tY>

<https://www.youtube.com/watch?v=svrkthG2950>