












Carrie Waters' Week of: May 08-12, 2023 - Whole Group Lesson Plans

*for additional curriculum information, please visit the district's resource

[Elementary Teaching Resources](#) or [Georgia Standards of Excellence](#)

GRAMMAR District MAP Assessment(s) Language Review Language Testing & Make-up Assessments	READING Unit 10 Week 2 Lessons 6-10 Changing Matter	WRITING Monday-Reading T-F- Handwriting Print & Cursive	PHONICS Unit 10 Week 2 Prefixes UN, RE, DIS Changing Matter	MATH Module 8 Lessons 12-16 Rectangles & Time District MAP MATH	SOCIAL STUDIES Georgia's Historical Figures Jimmy Carter
Monday					
<p>Standard(s): ELAGSE2L1abc</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural). <input type="checkbox"/> I can distinguish between different tenses of verbs (past, present, future).</p> <p><u>Key Vocabulary:</u> conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns, reflexive pronouns, parts of speech, verbs,</p>	<p>Lesson/Activity: EOY District MAP READING Assessment Do Reading during Writing!!</p>	<p>Standard(s): ELAGSE2RL5</p> <p>LT: I am learning to describe how a story is written including the beginning, middle, and ending.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can describe how the beginning introduces the story. <input type="checkbox"/> I can describe how the middle provides major events and challenges. <input type="checkbox"/> I can describe how the ending concludes the story. <input type="checkbox"/> I can explain the structure of a story (cause/effect, sequencing, compare/contrast, problem/solution). <input type="checkbox"/> I can describe how the ending concludes the action.</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b</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 use the spelling patterns I know to write words. I am learning to figure out the meaning of a word when a prefix is added.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. <input type="checkbox"/> I can identify prefixes and their meanings.</p>	<p>Standard(s): MGSE2.G.3</p> <p>LT: I am learning to partition circles and rectangles into equal shares.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can partition circles and rectangles into halves in more than one way. <input type="checkbox"/> I can partition circles and rectangles into thirds in more than one way. <input type="checkbox"/> I can partition circles and rectangles into fourths in more than one way.</p> <p><u>Key Vocabulary:</u> partition, circle, rectangle, equal shares, halves, thirds, fourths (quarters), half of, third of, fourth of (quarter of)</p> <p>Lesson/Activity:</p>	<p>Standard(s): SS2G2</p> <p>LT: I can locate on a map the places that were important in the life of Jimmy Carter.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify and label on a map of Georgia where Jimmy Carter was born and lived. <input type="checkbox"/> I can identify the region of Georgia in which Plains, GA is located. <input type="checkbox"/> I can locate where Jimmy Carter lived when he was the governor of Georgia.</p> <p>Lesson/Activity: *Print Out Maps  JimmyCarterPointP...</p>

irregular verbs, past tense, present tense, future tense. Lesson/Activity: Language Review Different Parts of Speech		Lesson/Activity: Unit 10, Lesson 6, Pages 78-81. Introduce the Genre: Graphic Story/Comic <div><p>ELEMENTS OF GRAPHIC STORIES</p><p><i>REMEMBER: Start at the top of the page and read from left to right, top to bottom.</i></p><table><tr><th>FEATURE</th><th>DESCRIPTION</th></tr><tr><td>Panel</td><td><i>the separate sections of a graphic story; each one typically has illustrations and dialogue</i> • Read each panel from left to right, top to bottom.</td></tr><tr><td>Gutter</td><td><i>the space between panels</i> • You have to infer what action takes place between panels.</td></tr><tr><td>Speech balloon</td><td><i>shows character dialogue</i> • The tail of a speech balloon points to the character who is speaking.</td></tr><tr><td>Narration box</td><td><i>tells like the voice of a narrator in a story</i></td></tr><tr><td>Sound effect</td><td><i>shows important sounds that are not spoken by the characters</i></td></tr></table></div>	FEATURE	DESCRIPTION	Panel	<i>the separate sections of a graphic story; each one typically has illustrations and dialogue</i> • Read each panel from left to right, top to bottom.	Gutter	<i>the space between panels</i> • You have to infer what action takes place between panels.	Speech balloon	<i>shows character dialogue</i> • The tail of a speech balloon points to the character who is speaking.	Narration box	<i>tells like the voice of a narrator in a story</i>	Sound effect	<i>shows important sounds that are not spoken by the characters</i>	Key Vocabulary: word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent Lesson/Activity: Unit 10 Week 2 Day 1 TE pages 228-231 Word Study Resource Book, p. 115 My Word Study, Volume 2, p. 42 Read HFWs: built, correct, inside, island, language, oh, person, street, system, warm. <div><p>Prefixes un-, re-, dis-</p><ul style="list-style-type: none">• Phonological Awareness: Add initial, final sounds• Word Study• Blend and Build Words• Reading Big Words Strategy• Spelling Quick Check• High-Frequency Words• Share and Reflect</div>	Module 8 Halves, Thirds, and Fourths of Circles and Rectangles Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 166-177 Lesson 12 - Recognize that equal parts of an identical rectangle can have different shapes. Problem Set: Must Do: 1a, 1b, 1c Could Do: 2, 3 Extended: 4 Embarc: https://youtu.be/8ZCSyWgIw0Q Video Link: https://youtu.be/ELLaYIEgHsU	
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Tuesday - Live Georgia Pollinators Exploration - 10:00 am (Only if testing permits)																	
Standard(s): ELAGSE2L1de LT: I am learning to use	Standard(s): ELAGSE2RL3 LT: I am learning to	Standard(s): ELAGSE2L1g LT: I am learning to write	Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b	Lesson/Activity: EOY District MAP Math Assessment	Standard(s): SS2H1												

<p>adjectives and adverbs correctly when speaking or writing.</p> <p>I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when ...</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can distinguish between an adjective and an adverb.<input type="checkbox"/> I can choose between an adjective and an adverb depending on what is to be modified (noun or verb) when speaking or writing.<input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.<input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <p>Lesson/Activity:</p> <p>Language Review</p>	<p>connect to the characters in a story and how they react to important (major) events or challenges.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can describe characters using character traits/feelings.<input type="checkbox"/> I can identify the major events or challenges in a story.<input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges.<input type="checkbox"/> I can make connections to another text, to a personal experience, or to a real-world experience. <p>Lesson/Activity:</p> <p>Unit 10, Lesson 7, Pages 82-85.</p> <div><p>Make Connections</p><table><tr><td> Connections between a text and the real world</td><td>The end of _____ made me think of when _____ happened in the real world. When I read about _____ it reminds me of when I _____.</td></tr><tr><td> Connections between a text and my own experiences</td><td>When I read about _____ it reminds me of when I _____.</td></tr><tr><td> Connections between a text and another text</td><td>The end of _____ made me think of when _____ happened in the real world. The characters _____ remind me of the story _____.</td></tr></table></div>	 Connections between a text and the real world	The end of _____ made me think of when _____ happened in the real world. When I read about _____ it reminds me of when I _____.	 Connections between a text and my own experiences	When I read about _____ it reminds me of when I _____.	 Connections between a text and another text	The end of _____ made me think of when _____ happened in the real world. The characters _____ remind me of the story _____.	<p>neatly.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can hold my pencil correctly.<input type="checkbox"/> I can form letters and words correctly.<input type="checkbox"/> I can put spaces between my words. <p>Lesson/Activity:</p> <p>Handwriting practice from online Module 7.</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 use the spelling patterns I know to write words.</p> <p>I am learning to figure out the meaning of a word when a prefix is added.</p> <p>SC: <i>I know I am successful when ...</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can use spelling patterns to recognize words.<input type="checkbox"/> I can rearrange, add, or remove letters to make new words.<input type="checkbox"/> I can identify prefixes and their meanings. <p>Lesson/Activity:</p> <p>Unit 10 Week 2 Day 2</p> <p>TE pages 232-235</p> <p>Word Study Resource Book, p. 115</p> <p>My Word Study, Volume 2, p. 42</p> <p>Read & Write HFWs:</p> <p><i>built, correct, inside, island, language, oh, person, street, system, warm.</i></p>	<p>LT: I am learning about the life and contributions of Jimmy Carter.</p> <p>SC <i>I know I am successful when ...</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can describe Jimmy Carter’s childhood and young adult life.<input type="checkbox"/> I can describe Jimmy Carter’s role as Governor of Georgia.<input type="checkbox"/> I can describe Jimmy Carter’s role as President of the United States.<input type="checkbox"/> I can describe Jimmy Carter’s work since his presidency. <p>Lesson/Activity:</p> <p> JimmyCarterPointP...</p> <p>Timeline and Fact & Opinion</p>
 Connections between a text and the real world	The end of _____ made me think of when _____ happened in the real world. When I read about _____ it reminds me of when I _____.									
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			Prefixes un-, re-, dis- <ul style="list-style-type: none"> • Phonological Awareness: Blend and segment multisyllabic words by syllable • Blend and Build Words • Read Interactive Text "Tyler's Party" • Spelling • High-Frequency Word • Abbreviations • Share and Reflect 		
Wednesday					
Lesson/Activity: EOY District MAP Language Assessment	Standard(s): ELAGSE2RL6 ELAGSE2L3 LT: I am learning about the characters in a story by analyzing dialogue and using different character voices when I read aloud to show what I know about the characters. <i>SC: I know I am successful when:</i> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify who is telling the story at different (various) points. <input type="checkbox"/> I can recognize what characters are thinking and/or feeling at different parts of the story. <input type="checkbox"/> I can speak in a different voice for each character. <input type="checkbox"/> I can understand how writers use dialogue to show tone and characters' points of view. 	Standard(s): ELAGSE2L1g LT: I am learning to write neatly. <i>SC: I know I am successful when:</i> <ul style="list-style-type: none"> <input type="checkbox"/> I can hold my pencil correctly. <input type="checkbox"/> I can form letters and words correctly. <input type="checkbox"/> I can put spaces between my words. Lesson/Activity: Handwriting practice from online Module 7.	Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b 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 use the spelling patterns I know to write words. I am learning to figure out the meaning of a word when a prefix is added. <i>SC: I know I am successful when...</i> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. <input type="checkbox"/> I can identify prefixes and their meanings. 	Standard(s): MGSE2.G.3 MGSE2.MD.7 LT: I am learning to recognize halves, thirds, and fourths. I am learning to partition circles into equal shares. I am learning to tell time from analog and digital clocks. I am learning to write times from analog and digital clocks. <i>SC: I know I am successful when...</i> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify halves, thirds, and fourths. <input type="checkbox"/> I can read the hour hand on an analog clock. <input type="checkbox"/> I can read the minute hand on an analog clock. (Additional Criteria for this skill: I can count by 5s.) <input type="checkbox"/> I can write the time on an analog clock with a 	Standard(s): SS2H1 LT: I am learning about the life and contributions of Jimmy Carter. <i>SC I know I am successful when...</i> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe Jimmy Carter's childhood and young adult life. <input type="checkbox"/> I can describe Jimmy Carter's role as Governor of Georgia. <input type="checkbox"/> I can describe Jimmy Carter's role as President of the United States. <input type="checkbox"/> I can describe Jimmy Carter's work since his presidency. Lesson/Activity:  JimmyCarterPointP... Comparing & Contrasting

☐ I can differentiate formal and informal English.

Lesson/Activity:
Unit 10, Lesson 8, Pages 86-89.

Dialogue	
Characters reveal themselves through the things that they say, their dialogues.	
Characters Communicate in the Following Ways	
Words	the simplest and most direct way to learn about characters Ask: What does the character say?
Point of View	how the characters feel about other characters, the setting, or their wants and needs Ask: What is the character trying to accomplish in the scene?
Tone	the attitude of the character that reveals point of view Ask: How does the character speak? What is the character feeling?
Informal or Formal English	the way that the character speaks to other characters; makes dialogue sound more realistic Ask: Does the character use informal or formal English? What does that reveal about the character in the scene?

Lesson/Activity:

Unit 10 Week 2 Day 3
TE pages 236-239

Word Study Resource Book, p. 116-117
My Word Study, Volume 2, p. 43

Practice HFWs:

built, correct, inside, island, language, oh, person, street, system, warm.

Prefixes un-, re-, dis-

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

colon separating the hour and minutes.

☐ I can write times in the 0-9 minute range with a place-holding zero (ex: "the hour hand is just past the 3, the minute hand is on the 1, so it is 3:05.)

Key Vocabulary:

partition, circle, rectangle, equal shares, halves, thirds, fourths (quarters), half of, third of, fourth of (quarter of), analog clock, digital clock, hour, minute, hand, time, o'clock

Lesson/Activity:

Module 8 Application of Fractions to Tell Time

Lesson 5 ART- Mrs. Carter
Focus-CUBE
TE pages 180-192 & 205-224

Lessons 13 & 15 -
Construct a paper clock by partitioning a circle into halves and quarters and tell time to the half hour or quarter hour. Tell time to the nearest five minutes; relate a.m. and p.m. to time of day.

Problem Set(s):

Must Do: (Vocabulary)
Lesson 13: 2a-d, 3 Lesson 15: 2a-b, 4
Could Do: Lesson 13: 1

				Early Finishers: Kahoot - Telling Time Embarc: https://youtu.be/vHeduKgQcTM and https://youtu.be/KdN1HLRV-gQ Video Links: https://youtu.be/ldgPiSHmqa4 and https://youtu.be/0KsJ5lyQa48	
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Thursday

Lesson/Activity: EOY District MAP Assessment Make-Up	Standard(s): ELAGSE2RI5 LT: I am learning to explain how illustrations contribute to the meaning of a text. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify text features and their purposes. <input type="checkbox"/> I can use text features to preview text and to locate information quickly. <input type="checkbox"/> I can discuss the author and illustrator's use of graphic and text features to achieve specific purposes. Lesson/Activity: Unit 10, Lesson 9, pages 90-93.	Standard(s): ELAGSE2L1g LT: I am learning to write neatly. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can hold my pencil correctly. <input type="checkbox"/> I can form letters and words correctly. <input type="checkbox"/> I can put spaces between my words. Lesson/Activity: Handwriting practice from online Module 7.	Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b 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 use the spelling patterns I know to write words. I am learning to figure out the meaning of a word when a prefix is added. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words.	Standard(s): MGSE2.MD.7 LT: I am learning to tell time from analog and digital clocks. I am learning to write times from analog and digital clocks. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can read a digital clock. <input type="checkbox"/> I can read the hour hand on an analog clock. <input type="checkbox"/> I can read the minute hand on an analog clock. (Additional Criteria for this skill: I can count by 5s.) <input type="checkbox"/> I can say all times correctly (including times such as 4:05 → "four oh five" and 10:00 → "ten o'clock") <input type="checkbox"/> I can write the time on	Standard(s): SS2H1 LT: I am learning about the life and contributions of Jimmy Carter. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can describe Jimmy Carter's childhood and young adult life. <input type="checkbox"/> I can describe Jimmy Carter's role as Governor of Georgia. <input type="checkbox"/> I can describe Jimmy Carter's role as President of the United States. <input type="checkbox"/> I can describe Jimmy Carter's work since his presidency. Lesson/Activity: JimmyCarterPointP... Assessment
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ELEMENTS OF GRAPHIC STORIES

REMEMBER: Start at the top of the page and read from left to right, top to bottom.

FEATURE	DESCRIPTION
Panel	the separate sections of a graphic story, each one typically has illustrations and dialogue • Read each panel from left to right, top to bottom.
Gutter	the space between panels • You have to infer what action takes place between panels.
Speech Balloon	shows character dialogue • The tail of a speech balloon points to the character who is speaking.
Narration box	tells like the voice of a narrator in a story
Sound effect	shows important sounds that are not spoken by the characters

❑ I can identify prefixes and their meanings.

Lesson/Activity:

Unit 10 Week 2 Day 4

TE pages 240-241

Word Study Resource

Book, p. 116-117

My Word Study, Volume 2,

p. 43

Read HFWS:

built, correct, inside, island, language, oh, person, street, system, warm.

Prefixes un-, re-, dis-

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Water!" and/or "Sand Becomes Glass!"
- Share and Reflect

a digital clock.

❑ I can write the time on an analog clock with a colon separating the hour and minutes.

❑ I can write times in the 0-9 minute range with a place-holding zero (ex: "the hour hand is just past the 3, the minute hand is on the 1, so it is 3:05.)

Key Vocabulary:

analog clock, digital clock, hour, minute, hand, time, o'clock

Lesson/Activity:

Module 8 Application of Fractions to Tell Time

Lesson 5 ART- Mrs. Carter Focus-CUBE

TE pages 193-204 & 205-224

Lessons 14 & 15 - Tell time to the nearest five minutes. Tell time to the nearest five minutes; relate a.m. and p.m. to time of day.

Problem Set(s):

Must Do: ALL 1-4

Early Finishers:

[Kahoot - Telling Time](#)

Embarc:

https://youtu.be/aE-n1_3qqsI and

<https://youtu.be/KdN1HLR>

Early Finishers:

[Jimmy Carter- Epic](#)

[James Carter- Epic](#)

				V-gQ Video Link: https://youtu.be/WkHkfdWl8bM and https://youtu.be/0KsJ5IyQa48	
Friday					
Lesson/Activity: EOY District MAP Assessment Make-Up	Standard(s): ELAGSE2RL7 LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers). <input type="checkbox"/> I can gather information about characters, setting, or plot from words in the text (print or digital). <input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot. Lesson/Activity: Unit 10, Lesson 10, pages 94-97.	Standard(s): ELAGSE2L1g LT: I am learning to write neatly. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can hold my pencil correctly. <input type="checkbox"/> I can form letters and words correctly. <input type="checkbox"/> I can put spaces between my words. Lesson/Activity: Handwriting practice from online Module 7.	Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4b ELAGSE2RF4b LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-correspondences. I am learning to use the spelling patterns I know to write words. I am learning to figure out the meaning of a word when a prefix is added. I am learning to read on-level text orally with accuracy, appropriate speed, and expression. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can rearrange, add, or remove letters to make new words. <input type="checkbox"/> I can identify prefixes and their meanings.	Standard(s): MGSE2.MD.7 LT: I am learning to tell time from analog and digital clocks. I am learning to write times from analog and digital clocks. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can read a digital clock. <input type="checkbox"/> I can read the hour hand on an analog clock. <input type="checkbox"/> I can read the minute hand on an analog clock. (Additional Criteria for this skill: I can count by 5s.) <input type="checkbox"/> I can say all times correctly (including times such as 4:05 → “four oh five” and 10:00 → “ten o’clock”) <input type="checkbox"/> I can write the time on a digital clock. <input type="checkbox"/> I can write the time on an analog clock with a colon separating the hour and minutes. <input type="checkbox"/> I can write times in the 0-9 minute range with a	Lesson/Activity: Reading Intercession Nearpod Skill- Adjectives and Adverbs Nearpod Skill- Expand Simple Sentences w/ Adjectives

ELEMENTS OF GRAPHIC STORIES

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Narration box	Acts like the voice of a narrator in a story
Sound effect	Shows important sounds that are not spoken by the characters

☐ I can reread to improve my reading.

Lesson/Activity:

Unit 10 Week 2 Day 5

TE pages 242-243

Word Study Resource Book, p. 116-117

My Word Study, Volume 2, p. 43

Read HFWS:

built, correct, inside, island, language, oh, person, street, system, warm.

Review and Assess Prefixes un-, re-, dis-

- Read Accountable Text "Water!" and/or "Sand Becomes Glass!"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words

- Cumulative Assessment

place-holding zero (ex: "the hour hand is just past the 3, the minute hand is on the 1, so it is 3:05.)

Key Vocabulary:

analog clock, digital clock, hour, minute, hand, time, o'clock

Lesson/Activity:

Module 8 Application of Fractions to Tell Time

Lesson 5 ART- Mrs. Carter Focus-CUBE

TE pages 225-235

Lesson 16 - Solve elapsed time problems involving whole hours and a half hour.

Problem Set:

Must Do: 1a-e, 2b, 2c

Could Do: 2a, 2d

Early Finishers:

[Kahoot - Telling Time](#)

Embarc:

<https://youtu.be/OuXtcatkweg>

Video Link:

<https://youtu.be/xr3ims-TQdk>