Carrie Waters' Week of: September 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 1 Week 3 Lesson(s) 12-15 Designing Sentences Shared Writing	READING Unit 1 Week 2 Lesson(s) 8-10 Unit 1 Week 2 - Benchmark Assessment Habitats Around the World	WRITING Unit 1 Week 3 Kick-off Lessons 12-15 Think, Sketch, Write, & Revise	PHONICS Unit 1 Lesson(s) 4-5 Continued & Review Short Vowels Scavenger Hunt Informal Conferencing	MATH Module 1 Lesson 19 Topic D (Part 1) Module 1 Review & Assessment (DAY 1)	SOCIAL STUDIES 5 Georgia Regions & 3 Major GA Rivers Regions and Rivers Assessment
Monday - Labor Day Holiday - No School for Students & Staff					
Tuesday - Suicide Prevention Week					
Standard(s): **ELAGSE2L1f** LT: I am learning to recognize and analyze different sentence types. SC: *I will know I am successful when…* - I can design a variety of different sentences. - I can use periods, exclamation marks, and question marks correctly. - I can use imperative sentences to give commands. - I can use exclamatory sentences to show strong feelings. Lesson/Activity: Week 3 - Teach Lesson 12 - Using	Standard(s): **ELAGSE2L4e** **ELAGSE2RI5** LT: I am learning to use print and digital resources to build my vocabulary. SC: *I know I am successful when…* - I can explain how print dictionaries are organized. - I can explain how to look up a word online. Lesson/Activity: Unit 1 Week 2 Lesson 8 - Building Vocabulary TE pages 86-89.	Standard(s): **ELAGSE2W5** **ELAGSE2L2** LT: I am learning strategies to spell words I don't know. SC: *I will know I am successful when…* I can say words and think about how they are spelled. I can stretch words out. I can listen for the sounds I know and write them. Lesson/Activity: Week 3 - Kickoff Stretching & Writing Words Session 12 TE pgs. 116-119.	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4** LT: I am learning to read multisyllabic words with short vowels. I am learning to read with accuracy and fluency. SC: *I know I am successful when…* - I can identify words with *short a, e, i, o, u.* - I can blend multisyllabic words with short vowels. - I can spell words with short vowels that include consonant blends and digraphs/trigraphs. - I can read HFWs: *a, can, and, come, are, for, big, go, has, I* Lesson/Activity:	Standard(s): **2.NR.2.3** **2.MDR.5.5** LT: We are learning how to represent differences of measurements. We are learning to subtract numbers using different strategies. SC: *I will know I am successful when…* ❏ I can represent differences of measurement subtraction on a number line. ❏ I can solve one-step word problems using subtraction strategies. Lesson Activity: Lesson 17: TE Pages 216-227	Standard(s): **SS2G1** LT: I am learning to locate on a map and compare the five major regions of Georgia. I am learning to describe the features of the Blue Ridge Region. I am learning about the major rivers of Georgia. SC: *I will know I'm successful when…* ❏ I can label the five major regions on a map of Georgia. ❏ I can use photographs to identify the different regions of Georgia. ❏ I can describe the landforms, plants and animals of the Blue Ridge Region.

Imperative & Exclamatory Sentences
Pgs. 24-25

Teach

Use Imperative and Exclamatory Sentences

Teach the difference between an imperative sentence and an exclamatory sentence and when to use each.

Teach the Strategy:
When to Use an Imperative or an Exclamatory Sentence

GP - Provide students with the different sentence types and ask students to write an example of each.

Using Imperative and Exclamatory Sentences
Do I want to give a command or make a request? Yes.
Examples
- Please open the shades.
- Go outside.
I should use an imperative sentence.
Do I want to show strong feelings? Yes.
Examples
- I love snow days!
- What a beautiful day!
I should use an exclamatory sentence.

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entry word   pronunciation key
ter * rar * i * um
tuh-RAIR-ee-um
noun
1. clear container for growing plants or small pets indoors
part of speech   definition
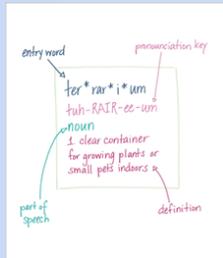
Students use another mentor text, **Donny's Terrarium**, to practice using online and print dictionaries to figure out unknown words (definition and pronunciation).

Introduce the text and see if students can pronounce the word or know what it means.

Explain that, when we don't know the word, we can use reference materials.

You may introduce dictionary and/or thesaurus resources.

Stretching and Writing Words

Writers learn to slow down when sounding out a word, in order to help themselves hear the sounds and approximate the spelling of words.

Strategy: Writers Stretch and Write Words to Spell
1. Say the word you want to spell.
2. Slowly say the sounds as you tap one finger for each sound.
3. Write the sounds you hear in the beginning, middle, and end of the word.

WG Unit 1 Lesson 4
TE pages 16-17
Word Study Book, pgs. 4-5
My Word Study, V 1, p. 4

Short vowels, blends, and digraphs
- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Meet Ranger Diaz" and/or "Life in the Ocean"
- Share and Reflect

Represent and solve comparison problems by using measurement contexts.

Introduce: the terms *tape*, *tape diagram, farther, equation.*

Students reason about how tape diagrams and number lines can be used to represent comparison problems.

Students will compare and connect solution strategies, focusing on the efficiency of using benchmark numbers to add or subtract.

Students watch & discuss a comparison situation.

Turn & Talk: Retell the story.

Toy Car Race: Part 1

Consider recreating the scenario to support student reasoning.

Consider recreating the scenario from the video in your classroom to support students in reasoning about the comparison situation.

TW encourage students to use appropriate tools strategically when they use

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❑ I can describe the weather of the Blue Ridge Region.
❑ I can locate, describe, and label the Chattahoochee River on a map of Georgia.

Lesson Activity:
Blue Ridge Region & *Introduce: Chattahoochee River

Chattahoochee River

GeorgiaRiversFlipbook-1.pdf

benchmark numbers instead of counting on or back by ones on the meter tape.

Invite students to share their thinking with a partner. Circulate and observe student strategies.

Share, Compare, Connect:

Students will share solution strategies and reason about their connections.

Problem Set:
WB Pages 91-92
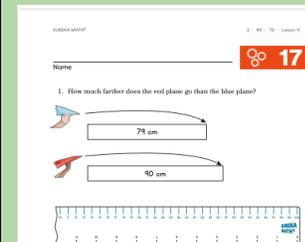
Debrief:
How can number lines and tape diagrams be used to represent and solve comparison problems? How can the same problem be solved with different equations?

Exit Ticket 17:
WB Page 93

Wednesday					
Standard(s): **ELAGSE2L1f** LT: I am learning to recognize and analyze different sentence types. SC: *I will know I am successful when…* I can design a variety of different sentences. I can use periods, exclamation marks, and question marks correctly. Lesson/Activity: Week 3 - Explore Lesson 13 - Revisit Sentence Responses Pgs.26-27 Revisit the situations and sentence responses from Sessions 8 and 9.	Standard(s): **ELAGSE2RI10** LT: I am learning to read and understand different kinds of grade-level informational texts. SC: *I know I am successful when…* - I can identify the point of view of the narrator. - I can identify the characteristics of a first-person point of view. - I can identify the characteristics of a third-person point of view. Lesson/Activity: Unit 1 Week 2 Lesson 9 - Point of View TE pages 90-93.	Standard(s): **ELAGSE2W5** LT: I am learning how to elaborate in my writing. SC: *I will know I am successful when…* I can add more details by touching different parts of my sketch and writing what I say about it. I can add what people are saying, feeling and/or thinking. I can tell more about the background. Lesson/Activity: Week 3 - Kickoff Session 13 Adding to Sketches & Words TE pgs. 120-123.	Standard(s): **ELAGSE2RF3 ELAGSE2RF4** LT: I am learning to read one-syllable and multisyllabic words with short vowels. I am learning to read with accuracy and fluency. SC*: I know I am successful when…* - I can identify words with **short a, e, i, o, u.** - I can blend multisyllabic words with short vowels. - I can build and spell words with short vowels that include consonant blends and digraphs/trigraphs. - I can read HFWs: **a, can, and, come, are, for, big, go, has, I** Lesson/Activity: WG Unit 1 Lesson 5 TE pages 18-19	Standard(s): **2.NR.2.3 2.MDR.5.5** LT: We are learning to add & subtract numbers using different strategies. We are learning how to represent sums & differences of measurements. SC: *I will know I am successful when…* ❑ I can add & subtract two two-digit numbers using the part-whole strategy. ❑ I can solve two-step word problems using addition & subtraction strategies. ❑ I can represent differences of measurement addition & subtraction on a number line. Lesson Activity: Lesson 18:	Standard(s): **SS2G1** LT: I am learning to locate on a map and compare the five major regions of Georgia. I am learning to describe the features of the Piedmont Region. I am learning about the major rivers of Georgia. SC: *I will know I'm successful when…* ❑ I can label the five major regions on a map of Georgia. ❑ I can use photographs to identify the different regions of Georgia. ❑ I can describe the landforms, plants and animals of the Piedmont Region. ❑ I can describe the weather of the Piedmont Region.

Column 1 (Explore)

Explore

Revisit a Sentence Response

Model creating imperative and exclamatory sentences in response to sample situations. Partners orally create sentences in response to sample situations.

Ask students to orally respond to the situations by adding imperative and exclamatory sentences.

Read aloud the sample situation and sample responses.

Adding Imperative and Exclamatory Sentences

Sample Situation	
Your dog just ran out the door without a leash.	
Sample Responses	
Imperative: Grab the leash. Come with me.	Exclamatory: I see him! He ran around the corner!
Additional Situations	
The park is filled with puddles after a rainstorm.	
You are not sure which ingredients you will need to make a pie.	
You cannot find your uniform for the baseball game.	
The library is getting new books this week.	

Circulate and support students in generating sentence ideas.

Column 2 (Point of View)

POINT of VIEW

FIRST-PERSON NARRATOR
- is a character in the story or narrative
- shares thoughts, feelings, and opinions
- doesn't know what other characters think and feel
* key words: I, me, my, we, us, our

THIRD-PERSON NARRATOR
- is not involved in events or is not a character in the story
- may share thoughts, feelings, and opinions
- can sometimes know what other characters think and feel
* key words: he, she, they, them, [names of characters]

Students will look at the point of view for two sections of *Donny's Terrarium.*

Column 3 (Adding to Sketches and Words)

Adding to Sketches and Words

Writers add to their sketches and to words to give their readers more information.

Strategy: Add Sketches and Words to Give More Information

1. Touch the different parts of your sketch and say what you see.
2. Ask yourself, "What else can I add to the sketch?" Should you add:
   - A background?
   - People's faces?
   - What people are saying or thinking?
   - Details?
   - Captions?
   - Labels?
3. Add it!
4. Find a place in your writing to add in words that match what you just added to the sketch.

Column 4 (Word Study)

Word Study Resource Book, pgs. 4-5
My Word Study, V1, p. 4

Review and Assess Short vowels, blends, and digraphs
- Read Accountable Text "Meet Ranger Diaz" and/or "Life in the Ocean"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

- Cumulative Assessment

Column 5 (Math)

TE Pages 228-239
Solve **compare with difference unknown** word problems by using measurement contexts.

Introduce/Review:
Key Vocabulary: **compare, difference, unknown**

Students solve compare with difference unknown measurement problems by using their understanding of the ruler as a number line. After students represent and solve independently, they compare and make connections among two or three strategies.

Students reason about a **compare with difference unknown** problem.

Nate is 91 cm tall.
Ling is 87 cm tall.
How much taller is Nate than Ling?

Turn & Talk:
Invite students to retell story and discuss their thinking with a partner. Circulate

Review:
Read, Draw, Write Strategies (Grade 1)
Help students recall this process by calling out each component as you model problem solving.

Column 6 (Social Studies)

❏ I can locate, describe, and label the Chattahoochee & Savannah Rivers on a map of Georgia.

Lesson Activity:
Piedmont Region
Review Chattahoochee River
*Introduce Savannah River
Georgia Regions and Rivers- Piedmont

Savannah River

Chattahoochee River

GeorgiaRiversFlipbook-1.pdf

Share, Compare, & Connect:

Mrs. King has 24 students get in a line.
Mr. Webb has 19 students get in a line.
How many more students are in
Mrs. King's line?

Assist students by referring back to the word problem. Have students answer the question in a complete sentence.

Problem Set:
WB Pages 95-96

Debrief:
Think, Pair, Share:
Students will compare their drawings.
What measurement tools or models can help us solve a comparison problem?
Why can we use addition or subtraction to solve a comparison problem?

Exit Ticket:
WB Page 97
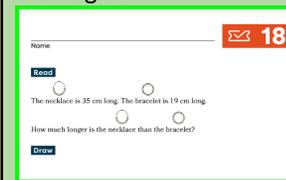
Thursday - <mark>½ Day Teacher Planning Second Grade @ 7:50-11:20 a.m.</mark>

| Standard(s): **ELAGSE2L1f**	Standard(s): **ELAGSE2RI3**	Standard(s): **ELAGSE2W5**	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4**	Standard(s): **2.NR.2.3** **2.MDR.5.5**	Standard(s): **SS2G1**
LT: I am learning to recognize and analyze different sentence types. SC: *I know I am successful when…* - I can design a variety of different sentences. - I can use periods, exclamation marks, and question marks correctly. Lesson/Activity: Explore Lesson 14 Shared Writing: Sentence Nicknames TE Pgs. 28-29 Discuss features and characteristics of sentence types. As a class, invent nicknames for each sentence type. Provide an example of each sentence type.	LT: I am learning to recognize different text structures. SC: *I know I am successful when…* - I can identify chronological text structure in a personal narrative. - I can describe how chronological text structure is used to connect events. Lesson/Activity: Unit 1 Week 2 Lesson 10 - Text Structure Sequence Events TE pages 94-97. ' Students will learn how to recognize when texts are written in chronological order by using *Donny's Terrarium.*	LT: I am learning to add new pages to my writing. SC: *I will know I am successful when…* I can reread my writing. I can choose where to add another page. I can add a sketch and words to match. Lesson/Activity: Week 3 - Kickoff Session 14 Adding a New Page TE 124-127. **Adding a New Page** Writers give more information by asking themselves, "Can I add another page?" **Strategy: Add Another Page** 1. Reread your writing. 2. Think to yourself, "Where should I add another page? In the beginning? In the middle? At the end?" 3. Choose a piece of paper and sketch on it 4. Write words to match.	LT: I am learning to read multisyllabic words with short vowels. I am learning to read with accuracy and fluency. SC: *I know I am successful when…* - I can identify words with **short a, e, i, o, u.** - I can blend multisyllabic words with short vowels. - I can spell words with short vowels that include consonant blends and digraphs/trigraphs. - I can read HFWs: **a, can, and, come, are, for, big, go, has, I** Lesson/Activity: Review/Practice due to ½ Day Teacher Planning. Scavenger Hunt Culminating Activity & Informal Conferencing ▶ Short Vowel Digraph… ▶ These Are the Sho… Students will use images to practice identifying short vowel **digraphs (ea, ou, & y)**.	LT: We are learning to add & subtract numbers using different strategies. We are learning how to represent sums & differences of measurements. SC: *I will know I am successful when…* ❑ I can add & subtract two two-digit numbers using the part-whole strategy. ❑ I can solve two-step word problems using addition & subtraction strategies. ❑ I can represent differences of measurement addition & subtraction on a number line. Lesson/Activity: Lesson 19: TE Pages 240-252 Solve **compare with difference unknown** word problems in various contexts. Desmos Activity: Snakes at the Zoo Introduce: Key Vocabulary - **fewer than, more**	LT: I am learning to locate on a map and compare the five major regions of Georgia. I am learning to describe the features of the CoastalPlain Region. I am learning about the major rivers of Georgia. SC: *I will know I'm successful when…* ❑ I can label the five major regions on a map of Georgia. ❑ I can use photographs to identify the different regions of Georgia. ❑ I can describe the landforms, plants and animals of the Coastal Plain Region. ❑ I can describe the weather of the Coastal Plain Region. ❑ I can locate, describe, and label the Chattahoochee, Savannah, & Flint Rivers on a map of Georgia. Lesson Activity: Coastal Plain Region Review Chattahoochee & Savannah Rivers *Introduce the Flint River **Coastal Plain**
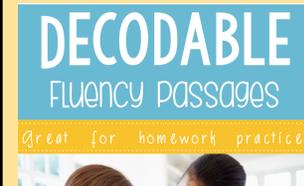
|					
1.			Have partnerships participate in a scavenger hunt identifying short vowel sounds. Challenge students to include blends & digraphs/trigraphs. Students may include their search through classroom, newspapers, leveled readers, and bookbaggies. Optional: Informal Conferencing DECODABLE fluency Passages Great for homework practice! Short Vowel Fluency Practice with Comprehension Activity	Students use benchmark numbers to visualize distance on a ruler or a number line. After students represent and solve, they compare and make connections among two or three strategies. Turn & Talk: Students reason about a compare with difference unknown problem. Ming's ribbon is 50 cm long. Ann's ribbon is 31 cm long. How many fewer centimeters is Ann's ribbon than Ming's ribbon? Students use important information to represent and solve a compare with difference unknown problem. Have students share their strategies in the next segment. Look for work samples that help advance student understanding toward more abstract representations of finding the difference. Count On by Ones and Ten: Number Line · Count Back to Benchmark Numbers and Adjust: Measuring Tape · Count Up to Benchmark Numbers: Tape Diagram Students share and compare solution strategies and make connections between them. <u>Problem Set:</u>	**Flint River** **Chattahoochee River** **Savannah River** **GeorgiaRiversFlipbook-1. pdf**
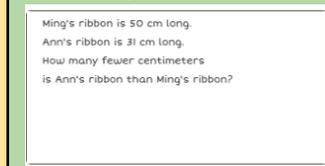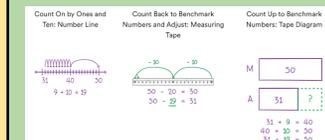
WB Pages 99-100

Debrief:
Think, Pair, Share:
What measurement tools or models can we use to help us solve a *compare* problem?

Topic Ticket D:
WB Pages 101
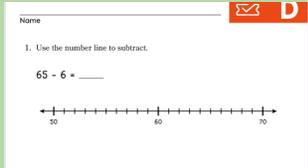
Complete and use as a formative Assessment.

Friday - Grandparents' Breakfast @ 7:15-8:15 a.m.					
Standard(s): **ELAGSE2L1f** LT: I am learning to recognize and analyze different sentence types. SC: *I will know I am successful when…* - I can design a variety of different sentences. - I can use periods, exclamation marks, and question marks correctly.	Standard(s): **ELAGSE2RI1** **ELAGSE2RI3** **ELAGSE2L4e** **ELAGSE2RL6** LT: I am learning to ask and answer questions to show understanding of key details in the text. I am learning to describe the connection between a series of historical events, scientific ideas/concepts, or steps in technical	Standard(s): **ELAGSE2W6** LT: I am learning to use a word wall. SC: *I know I am successful when…* - I can think of a word I want to spell. - I can ask myself, "Is this a word I've learned?" - I can check the word wall and spell the word correctly.	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4** LT: I am learning to read multisyllabic words with short vowels. I am learning to read with accuracy and fluency. SC: *I know I am successful when…* - I can identify words with **short a, e, i, o, u.**	Standard(s): **2.MDR.5.4** LT: We are learning to solve problems based on data that has been collected. SC: *I will know I am successful when…* - I can gather information based on observations. - I can choose the appropriate way to display information gathered.	Standard(s): **SS2G1** LT: I am learning to locate on a map and compare the five major regions of Georgia. I am learning to describe the features of each Georgia Region. I am learning about the major rivers of Georgia. SC: *I will know I'm successful when…*

Column 1 (Purple)

Lesson/Activity:
Week 3 Lesson(s) 14 & 15
Shared Writing:
Sentence Types & Nicknames/Pause & Share
TE Pgs. 28-31

Review how to write a complete sentence.
Pause and share what we have learned so far and what we still want to know about end punctuation. Review concepts.

Discuss features and characteristics of sentence types.

Provide an example of each sentence type.

What Makes A Sentence?

Sentence Nicknames

Column 2 (Blue)

procedures.
I am learning to use glossaries, the internet, and beginning dictionaries to find the meaning of new words.

SC: *I know I am successful when…*
- I can ask and answer questions to understand key details.
- I can explain the sequence of two or more historical events in a text.
- I can use the guide words to support me in finding the correct page.
- I can identify the two letters that come before and after any given letter of the alphabet.

Lesson Activity:
Unit 1 Week 2 Review Content & Administer Weekly Benchmark Assessment

Benchmark Digital Platform pages 6-10

Students will read the passage *Snow Tracks.* (Personal Narrative)

Students will work to complete seven questions related to:
*Identify First-Person Point of View
*Describe Chronological

Column 3 (Pink/Red)

Lesson/Activity:
Kickoff Session 15
Week 3 - Word Wall & Edit Spelling
TE Pages 128-130.

Using a Word Wall
Writers use words they know from the word wall when writing.

Strategy: Use the Word Wall to Spell Correctly
1. Think of the word you want to spell.
2. Ask yourself, "Is this a word I've learned?" If yes, check for it on the word wall.
3. Write the word correctly on your paper.

Column 4 (Yellow)

- I can blend multisyllabic words with short vowels.
- I can spell words with short vowels that include consonant blends and digraphs/trigraphs.
- I can read HFWs: *a, can, and, come, are, for, big, go, has, I*

Lesson/Activity:
Scavenger Hunt
Culminating Activity & Informal Conferencing

▶ Short Vowel Digraph…
▶ These Are the Sho…

Students will use images to practice identifying short vowel *digraphs (ea, ou, & y)*.

Have partnerships participate in a scavenger hunt identifying short vowel sounds. Challenge students to include blends & digraphs/trigraphs.

Students may include their search through classroom, newspapers, leveled readers, and bookbaggies.

Optional:
Informal Conferencing

Column 5 (Green)

- I can ask and answer questions based on the information gathered.

Lesson/Activity:
DAY 1 - Review Module 1
Module 1 Assessment
TE pages 254-275

Module 1 Assessment
TE Pages 257-258

Students will work to complete Part 1 Module 1 Assessment individually/small group setting/ or follow 504, IEP, BIP.

Teachers will assess students : Proficiency Levels using Rubrics and Indicators.

Students will be assessed on the following skills.
Pages 254 & 255
TOPIC A
Representing Data to Solve Problems

Our Birthdays
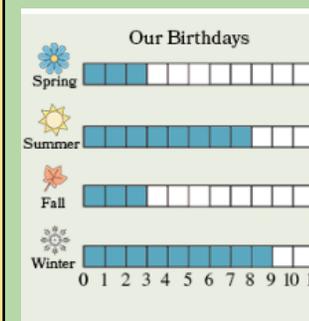
2.Mod1.AD8 Draw/Label

Column 6 (Pink/Red)

❑ I can label the five major regions on a map of Georgia.
❑ I can use photographs to identify the different regions of Georgia.
❑ I can describe the landforms, plants and animals of each Region.
❑ I can describe the weather of the Georgia Regions.
❑ I can locate, describe, and label the Chattahoochee, Savannah, & Flint Rivers on a map of Georgia.

Lesson Activity:
Review & Assess
Optional:
Edible Georgia Culminating Activity and/or Assessment
The Shape of Georgia/Rivers

Regions and Rivers Assessment

Regions and Rivers Assessment

Inspire - GA Regions Assessment **(2 Versions)**
- **Compare & Contrast**
- **Blank Map to**

We Have Discovered...

Four kinds of sentences:

Declarative - makes a statement
Interrogative - asks a question
Imperative - gives a command or makes a request
Exclamatory - shows strong feeling

Now, We Would Like to know...

Can we put together two declarative sentences to make one new declarative sentence?

How would putting together two sentences make our writing stronger?

Order
*Use Resources

Name _____ Date _____

Read the passage. Then answer the questions.

Snow Tracks

1. One morning, I looked outside. It had snowed. The woods were still. I asked, "Where are the animals?"

2. Mom gave me my coat. Then she handed me a chart. It showed some animal tracks. She said, "Ari, let's go see."

3. We walked into the woods. Mom pointed to some tracks. Each track had two toe prints. They went deep into the snow. I looked at the chart. "Deer tracks!"

4. Then I saw some tracks. The back feet and front feet were close together. There were big spaces between the tracks. I

DECODABLE
fluency passages
great for homework practice!

Short Vowel Fluency Practice with Comprehension Activity

Picture & Bar Graphs
2.Mod1.AD9 Solve Add./Sub. Comparison Prob. Bar Graphs

Label with Word Bank

Georgia Regions Rivers Map.pdf

Georgia Regions Rivers Assessment.pdf