

Carrie Waters' Week of: December 02-06, 2024 - 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 Word Work Week 3	READING Unit 5 Week 1 Lessons 1-5 Technology & Invention	WRITING Volume 3 Week 5 Lesson(s) 20-23 Enchanted Tales WriteScore Unit 1 Narrative Young Georgia Authors Due Dec. 18th!	PHONICS Unit 5 Week 1 Introduce Lessons 1-5 Technology and Invention VCe & Consonant -le Syllables	MATH Addition & Subtraction w/in 200 Topic D Lessons 26, 27, Review & End of Module 2 Assessment	SOCIAL STUDIES Georgia Becomes A Colony Unit 3 Week 1 James Oglethorpe, Tomochichi, & Mary Musgrove
Monday					
<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:</p>	<p>Standard(s): ELAGSER11 ELAGSESL1 ELAGSESL3</p> <p>LT: I am learning to ask and answer questions.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can generate and write relevant questions about a video and photo. <input type="checkbox"/> I can work with a partner to evaluate my questions. <input type="checkbox"/> I can listen actively. <p>Lesson/Activity: Unit 5 Lesson 3 TE pages 58-61.</p>	<p>Standard(s): ELAGSE2W3 ELAGSE2W5</p> <p>LT: I am learning to write narratives telling what happened in order. I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine what kind of story I want to tell (real or made up). <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can reread my writing and add details to make my sentences longer and stronger. <p>Lesson/Activity: Volume 3, Week 5</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read two-syllable long vowel words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams) Ex. Can/Cane <input type="checkbox"/> I can identify the long vowel sounds. <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. 	<p>Standard(s): 2.NR.2.3</p> <p>LT: I am learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can subtract two two-digit numbers using the part-whole strategy. - I can solve one-step word problems using subtraction strategies. - I can solve two-step word problems using subtraction strategies. <p>Lesson/Activity: Lesson 26: Solve add to and take from with start unknown word problems.</p> <p>Fluency: Happy Counting by Ones Within 630- Students visualize a number line</p>	<p>Standard(s): SS2G2 SS2H1</p> <p>LT: I can locate on a map the places that were important in the life of James Oglethorpe. I am learning about the role of James Oglethorpe 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 England, Georgia, and Savannah on a map. <input type="checkbox"/> I can describe James Oglethorpe's role and his reasons for the founding of the Georgia colony. <input type="checkbox"/> I can explain why James Oglethorpe chose to settle in Savannah. <p>Lesson/Activity: Get to Know James Edward Oglethorpe, Part</p>

Unit 3 Week 3 Day 11
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).

Ughal: Consonant Actions

concrete, to, throw, egg, middle, know, other

break, readjust, raised, received, adjusted, handled

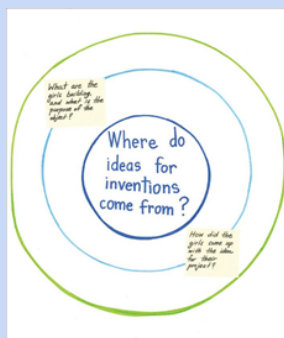
middle, feel, not, water, want

will live, will bring, will go, will play

have helped, has happened

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

[Word Work Week 3 - Google Slides](#)



Session 20,
TE pages 90-93.
Editing For Sentence Length

WriteScore; Essay Writing Skills From Start to Finish
Genre Focus
Unit 1 Fictional Narrative

Students review the parts of a fictional narrative, and have a chance to identify the parts in a short story.

Parts 1 & 2 - Focus

Fictional Narratives

- ☐ Tell a story that is imaginary (examples: talking animals, superpowers)
- ☐ The events in the story occur in order (beginning, middle, and end)

Fictional Narratives have three parts:

1. Characters (people or animals)
2. Setting (place, date, or time)
3. Plot (a problem and solution)

Don't forget the Hook—
an interesting introduction to grab the reader's attention!

Fictional Narratives, Grade 2 © Copyright Write Score, LLC

Write Score

Fictional Narrative Example 1
Drake the Dragon

"I'm so bored!" Marcy exclaimed with a big sigh as she plopped on her bed. It was a rainy Saturday and none of her friends were available for a playdate. First, Marcy thought about what she could do to have fun, but nothing seemed fun without a friend. Then Marcy said, "I have an idea!" Next, she said out loud, "I wish I had an exciting new friend to play with today!" Before Marcy knew it, her favorite stuffed animal, Drake the Dragon, came alive! Drake was a purple fire-breathing dragon that could fly! Marcy couldn't believe her eyes! She was ready for an adventure.

Finally, Drake and Marcy began to plan their Saturday adventure. "I think we should start with a flying trip around the neighborhood!" Marcy shouted with joy.

Does the fictional narrative:

- ☐ tell a story that is imaginary (examples: talking animals, superpowers)?
- ☐ have the events in the story occur in order (beginning, middle and end)?

Directions: Find the fictional narrative parts.

Place a * next to the Characters (people or animals)

Box the Setting (place, date, or time)

Underline the Plot (a problem and solution)

Fictional Narratives, Grade 2 © Copyright Write Score, LLC

Suggested Key Vocabulary:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:
Unit 5, Week 1 Day 1
TE pages 212-215

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

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

VCE and consonant -le syllable types

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

while counting aloud.



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

6 ones - 4 ones = __ ones

6 tens - 4 tens = __ tens

Repeat with the following:

6 ones - 4 ones = 2 ones	6 tens - 4 tens = 2 tens	6 ones - 4 ones = 2 ones	6 tens - 4 tens = 2 tens
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Whiteboard Exchange:

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

9 + 2 = ?

Repeat with the following:

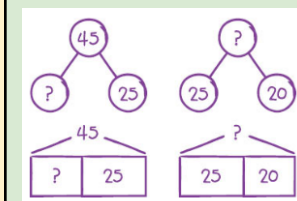
9 + 2 = 11	9 + 2 = 11	9 + 2 = 11	9 + 2 = 11	9 + 2 = 11	9 + 2 = 11
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Launch:

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

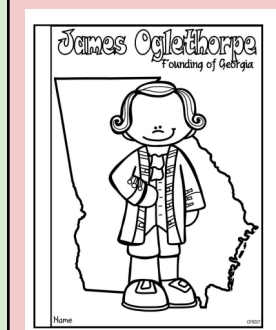
___ + 25 = 45 ___ - 25 = 20

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



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

1 (1696-1717)



Write Score Name: _____

Fictional Narrative Example 2

Drake the Dragon

One day Mary and Drake flew through her bedroom door and whipped down the stairs. Her mom quickly stopped her as Mary headed for the front door.

"Where do you think you're going?" her mom said. Mary knew her mom would not let her go for a trip around the neighborhood with Drake in the rain. They had to come up with a new adventure that would keep them inside. Mary was stumped!

She said, "Drake, do you know any games we can play?"

Drake replied, "I love hide and seek! Do you like hide and seek?"

Mary lit up! "That's one of my favorite games!" she said.

Mary and Drake flipped a coin to see who would hide first. This was looking like a great Saturday!

Does the fictional narrative:

- ☐ tell a story that is imaginary (examples: talking animals, superpowers)?
- ☐ have the events in the story occur in order (beginning, middle and end)?

Directions: Find the fictional narrative parts.

Place a * next to the Characters (people or animals)

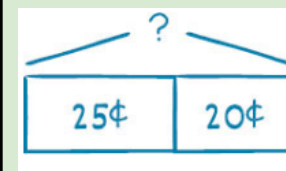
Box the Setting (place, date, or time)

Underline the Plot (a problem and solution)

Fictional Narrative, Grade 2 © Copyright Write Score, LLC

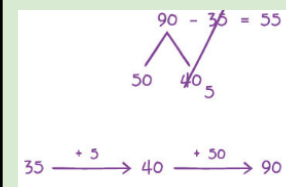
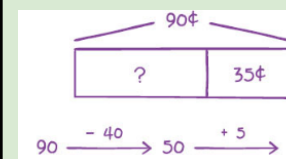
Strategy: Editing for Sentence Length

1. Identify a sentence or sentences to edit. It could be that all sentences are the same length or the sentence sounds funny when you read it aloud.
2. Ask yourself, "Which strategies can I use to edit this sentence?" Remember that you can expand, combine, or divide sentences. You can also remove words.
3. Follow the strategies to make the edits.
4. Repeat this process for the rest of your draft.



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

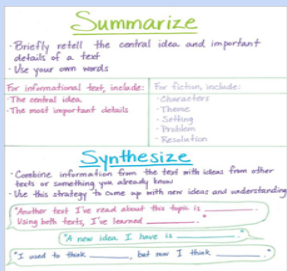
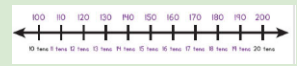
Alex has some money in his bank.
He finds 35 cents. Now he has 90 cents in his bank.
How much money did Alex have in his bank to start?



Gradual release to the problem set.

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

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

				Students will complete and turn in Exit Ticket 26 for a formative grade.	
Tuesday					
<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 12 TE pages 132-133 Teach: The Many Functions of Verbs</p>	<p>Standard(s): ELAGSE2RI2</p> <p>LT: I am learning to summarize and synthesize important information.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can gather important facts to identify the main topic and focus of a paragraph. <input type="checkbox"/> I can summarize important information by retelling the most important parts. <input type="checkbox"/> I can synthesize information by combining text details and original thinking. <p>Lesson/Activity: Unit 5, Lesson 2, TE pages 62-65.</p> 	<p>Standard(s): ELAGSE2W3 ELAGSE2W5</p> <p>LT: I am learning to write narratives telling what happened in order. I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events). <input type="checkbox"/> I can use a revision tally sheet to revise my writing. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can reread my writing to determine if there are additional changes I want to make. <p>Lesson/Activity: Volume 3, Week 5 Lesson 21, TE pages 94-97. Using A Revision Tally Sheet</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. I am learning to read two-syllable long vowel words. 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 recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams) Ex. Can/Cane <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. <input type="checkbox"/> I can spell words containing irregular vowel patterns. <p>Lesson/Activity:</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: I am learning to subtract numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can subtract two two-digit numbers using the part-whole strategy. - I can solve one-step word problems using subtraction strategies. - I can solve two-step word problems using subtraction strategies. <p>Lesson/Activity: Lesson 27: Solve two-step word problems within 100.</p> <p>Fluency: Counting on the Number Line by Tens Within 200- Students count by tens in unit and standard form.</p>  <p>Choral Response: Rename Place Value Units- Students rename</p>	<p>Standard(s): SS2G2 SS2H1</p> <p>LT: I can locate on a map the places that were important in the life of James Oglethorpe. I am learning about the role of James Oglethorpe 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 England, Georgia, and Savannah on a map. <input type="checkbox"/> I can describe James Oglethorpe's role and his reasons for the founding of the Georgia colony. <input type="checkbox"/> I can explain why James Oglethorpe chose to settle in Savannah. <p>Lesson/Activity: Get to Know James Edward Oglethorpe, Part 1 (1696-1717)</p>

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.

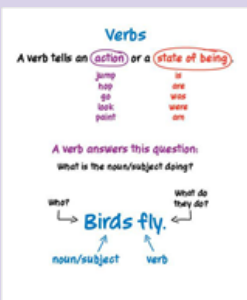
Strategy: Using Verbs in a Sentence

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.



Bridge to Transfer:
When you are writing a sentence, remember to answer the questions "Who?" and "What did

WriteScore; Essay Writing Skills From Start to Finish Unit 1 Fictional Narrative Introductions

Students review fictional narrative introductions that hook the reader, and have a chance to identify them and write their own.

Strong Narrative Introductions

Fictional Narratives have:

- Great introductions or hooks that grab the reader's attention from the beginning.
- There are different types of hooks.

Types of Hooks	Example
Onomatopoeia (sound word)	Beep! Beep! Beep! I looked out my window. It was my friend to pick me up for our surprise trip!
Question	If you could go anywhere on a one-day adventure, where would it be?
Description (word picture)	I hopped into the cool air-conditioned car on this scorching day wondering where we were headed to stay cool on this record-breaking hot day.
Speaking (quotations)	"Can you believe our trip is finally here?" Sam said as I hopped in the car. "I've never been more excited in my whole life!" I replied.

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Students will search for a piece of writing (enchanted tales) and use the revision sheet to make their piece longer and stronger.

Write Score

Unit 1 Fictional Narrative

WRITING STRONG INTRODUCTIONS

Fictional Narratives have:

- Great introductions or hooks that grab the reader's attention from the beginning.
- Different types of hooks.

Part A Directions: Identify each type of hook in the examples below.

Type of Hook	Example
	Have you every ridden a dragon? It's harder than you think.
	Brisk wind whipped through my hair as we zipped around the sharp corner.
	Whooosh! We sped past the park at top speed.
	"Should we fly faster?" Drake asked. "Let's go!" I yelled with delight.

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Unit 5, Week 1 Day 2 TE pages 216-219

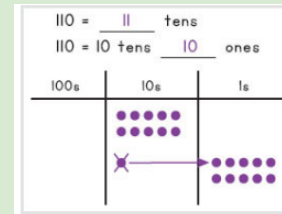
Word Study Book, p. 51
My Word Study, Volume 1, p. 39

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

VCE and consonant -le syllable types

- Build Words
- Read Interactive Text "Found!"
- Spelling
- High-Frequency Words
- Share and Reflect

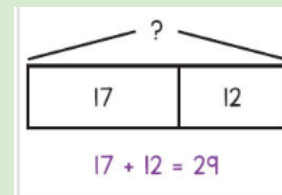
hundreds.



Repeat with the following:

112 = 11 tens 2 ones	116 = 11 tens 6 ones	123 = 12 tens 3 ones
112 = 10 tens 12 ones	116 = 10 tens 16 ones	123 = 11 tens 13 ones

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



Repeat with the following:

18 + 10 = 28	14 + 2 = 16	25 - 10 = 15	27 - 13 = 14	21 - 8 = 13
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Launch:
Students reason about a two-step problem.
Play Imani's Wish video then write a problem to match it.

Imani has 70 cents.

She finds 24 cents.

How much money does Imani have?

Imani throws some of the money into a fountain.

Now she has 61 cents.

How much money did Imani throw into the fountain?



they do?” Follow the strategy.

[Word Work Week 3 - Google Slides](#)

Strategy: Using a Revision Tally Sheet for an Enchanted Tale

1. Look at the revision tally sheet.
2. Reread your draft.
3. Tally the strategies you tried.
4. Ask yourself: "Do I use this strategy too little? Too much? Just right?"
5. Revise using the strategies you would like.

Revision Tally Sheet

Strategies	Tally
Adding Conversation Between Characters	
Adding the Movement of Items	
Using Objects to Create or Solve a Problem	
Adding Thoughts, Action, Dialogue, and Description	

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

Imani has 70 cents.

She finds 24 cents.

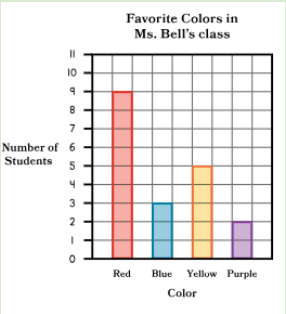
How much money does Imani have?

Imani throws some of the money into a fountain.

Now she has 41 cents.

How much money did Imani throw into the fountain?

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

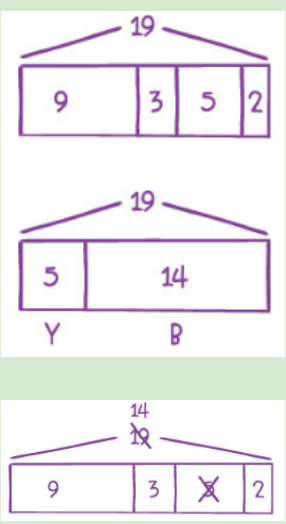


Ms. Bell wants to give each student a pencil in their favorite color.

How many pencils does Ms. Bell need for the class?

She already has 5 yellow pencils.

How many more pencils does Ms. Bell need?

				 <p>Gradual release to the problem set.</p> <p>Land/Debrief: Solve two-step word problems within 100. How is a two-step problem different from a one-step problem? How do you solve a problem with more than one step? How does a tape diagram help you make sense of a word problem?</p> <p>Students will complete and turn in Topic Ticket D - Lesson 27 for a summative grade.</p>	
Wednesday - MAP Reading Fluency: Dyslexia Screener Begins & MAP Growth Language (2-12)					
Standard(s): ELAGSE2L1b,d	Standard(s): ELAGSE2RI8	Standard(s): ELAGSE2W3 ELAGSE2W6	Standard(s): ELAGSE2RF3 ELAGSE2RF4	Standard(s): 2.NR.2.3	Standard(s): SS2G2 SS2H1

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)

SC: *I know I am successful when:*

- ☐ I can define a verb.
- ☐ 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

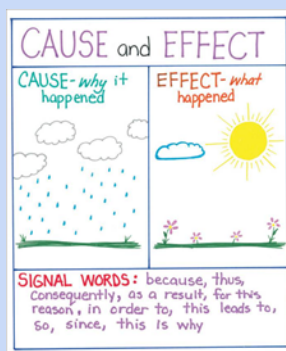
LT: I am learning to describe how the author supports the specific points made in a text.

SC: *I know I am successful when:*

- ☐ I can recognize the author's purpose.
- ☐ I can identify the point(s) the author is trying to make.
- ☐ I can identify how the cause/effect text structure presents information.

Lesson/Activity:

Unit 5, Lesson 3,
TE pages 66-69.



LT: I am learning to include details to describe actions, thoughts, and feelings in my narrative writing.

I am learning to use a variety of tools to edit, produce and publish writing with guidance and support from others (peers, teachers, adults).

SC: *I know I am successful when:*

- ☐ I can develop characters through thoughts and feelings.
- ☐ I can add details that describe people's actions or the setting.
- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.
- ☐ I can use tools and resources to edit my writing.
- ☐ I can collaborate with (peers, teachers, and adults) to proofread my writing.
- ☐ I can use an editing checklist to make my writing easier to read.

Lesson/Activity:

Volume 3, Week 5
Session 22
TE pages 102-105.
Making A Finishing Plan

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

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

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

SC: *I know I am successful when:*

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

Lesson/Activity:

Unit 5, Week 1 Day 3
TE pages 220-223

Word Study Book, pp. 52-53

My Word Study, Volume 1, p. 40

Practice HFWs: answer, brown, country, start, then, there, wash, went,

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

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

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

Lesson/Activity:

Review End of Module 2
Assessment

LT: I can locate on a map the places that were important in the life of Tomochichi.

I am learning about the role of Tomochichi in the founding of Georgia.

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

- ☐ I can locate Savannah (Yamacraw Bluff) on a map.
- ☐ I can describe Tomochichi's life as the chief of the Yamacraw Indian tribe.
- ☐ I can explain Tomochichi's role in the founding of Georgia, including the land given to Oglethorpe.
- ☐ I can tell you about his good relationship with James Oglethorpe and the colonists.

Lesson/Activity:

[Oglethorpe & Tomochichi](#)



Take a Stroll

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.

WriteScore; Essay Writing Skills From Start to Finish Unit 1 Fictional Narrative Adding Details

Students learn that good writers use language that appeals to their senses to add details so the reader can visualize what's happening in the story.

Adding Details

Good writers use their senses to add lots of details, so the reader can visualize what's happening in the story.

Describe how it:

Smells	Looks
- Fruity? - Buttery? - Flowery? - Like ____ (simile)?	- Size? - Color? - Shape?

Feels	Tastes
- Texture? - Temperature?	- Sweet? - Salty? - Sour? - Like ____ (simile)?

Sounds

- People talking? Singing?
- Background noises?
- Onomatopoeia, BANG, SNAP, WHOOSH?

Fictional Narrative

Name: _____

ADDING DETAILS

Part A, Directions: Imagine visiting a castle for the first time! Describe what you might see, hear, smell, taste, and touch.

Describe what you might:

Smell	See

Feel	Taste

Hear

Students will focus on a finishing plan and then revise their stories according to plan.

Allow time for writers to read their stories before discussing a finishing plan

who, your.

VCe and consonant

-le syllable types

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

[Word Work Week 3 - Google Slides](#)

with a partner.

Strategy: Making a Finishing Plan

1. Reread your story.
2. Ask yourself: "What steps do I still need to take to finish my tale?"
3. Say the steps across your fingers.
4. Write these steps in your notebook or on a self-stick note as a reminder.

Strategy: Adding and Removing Pages

1. Check your story for a beginning, middle, and end.
2. Make sure the problem is solved at the end of your story.
3. If a section is too short or too long, add or remove a page.
4. Check to make sure the order of events in the story is correct and makes sense.

Strategy: Checking for Punctuation

1. Read a sentence.
2. Look for places to add exclamation points, ellipses, commas, question marks, or quotation marks.
3. Check to make sure your punctuation marks match what's going on in the sentence.
4. Repeat until you have checked all your sentences for punctuation.

Thursday - District MAP Growth Reading (2-5)

Standard(s):
ELAGSE2L1b,d

LT: I am learning to make and use verbs when speaking or writing.

Standard(s):
ELAGSE2RF3d
ELAGSE2L4bc

LT: I am learning about root words and affixes.

Standard(s):
ELAGSE2W3
ELAGSE2W6

LT: I am learning to write narratives telling what

Standard(s):
ELAGSE2RF3
ELAGSE2RF4
ELAGSE2L4b

LT: I am learning to read

Standard(s):
2.NR.2.3

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

Standard(s):
SS2G2
SS2H1

LT: I can locate on a map the places that were

I am learning to use collective nouns correctly when speaking or writing. (elements a/b)

SC: *I know I am successful when:*

- ☐ I can define a verb.
- ☐ 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 14
TE pages 136-137
Explore: Nouns & Verbs
Take Another Stroll

Teachers and students will

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

- ☐ I can identify and understand roots and affixes.
- ☐ I can use knowledge of roots and affixes to determine the meaning of a word.
- ☐ I can explain how -ly and -ion change a word's meaning.

Lesson/Activity:

Unit 5, Lesson 4,
TE pages 70-73.

BUILD VOCABULARY: USE ROOTS AND AFFIXES	
<i>Root Word</i> the most basic form of a word	
<i>Affix</i> word part added to the beginning or end of a root word creates a new word with a new meaning	
<i>Prefix</i> comes before the word	<i>Suffix</i> comes after the word
<i>re-</i> : "again" <i>un-</i> : "not" <i>dis-</i> : "not"	<i>-est</i> : "most" <i>-er</i> : "more than" <i>-ly</i> : turns an adjective into an adverb <i>-turn/-turn/-sion</i> : turns a verb into a noun <i>-s/-es</i> : makes a noun plural <i>-ing</i> : tells you a verb's action is happening right now

happened in order.
I am learning to use a variety of tools to edit, produce and publish writing with guidance and support from others (peers, teachers, adults).

SC: *I know I am successful when:*

- ☐ I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.
- ☐ I can fix spelling, punctuation, and grammar so that the information is clear to my reader.
- ☐ I can use tools and resources to edit and revise my writing.
- ☐ I can collaborate with (peers, teachers, and adults) to proofread my writing.
- ☐ I can use an editing checklist to make my writing easier to read.

Lesson/Activity:

Volume 3, Week 5
Session 23
TE pages 102-105.
Editing Using Resources

WriteScore; Essay Writing
Skills From Start to Finish
Unit 1 Fictional Narrative
Sequencing

two-syllable long vowel words.

I am learning to use words in a sentence to help me understand or self-correct words I do not know.
I am learning to figure out the meaning of a word when a prefix is added.

SC: *I know I am successful when:*

- ☐ I can identify the long vowel sounds.
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can apply letter-sound knowledge to decode words.
- ☐ I can use word parts to determine meanings.

Suggested Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, prefix, word parts, meaning, known, unknown

Lesson/Activity:

Unit 5, Week 1 Day 4,
TE pages 224-225
Word Study Book, pp. 52-53

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

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

Lesson/Activity:

End of Module 2
Assessment
(Part 1)

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

Some teachers may complete Part 2 today instead.

important in the life of Tomochichi.
I am learning about the role of Tomochichi in the founding of Georgia.

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

- ☐ I can locate Savannah (Yamacraw Bluff) on a map.
- ☐ I can describe Tomochichi's life as the chief of the Yamacraw Indian tribe.
- ☐ I can explain Tomochichi's role in the founding of Georgia, including the land given to Oglethorpe.
- ☐ I can tell you about his good relationship with James Oglethorpe and the colonists.

Lesson/Activity:

[Oglethorpe & Tomochichi](#)



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 sentences with the noun-verb pairing to which they add some of their own words.

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.

Narrative Sequencing

What is Sequencing?

Putting the events in a story in the order in which they happened.

Writers use transitional words to show sequence.

Examples of Transition Words:

First

Next

Then

Last

Finally

Afterwards

Second

At last

Now

Today

Yesterday

Tomorrow

Students learn that good writers tell their story in order of how it happened. They use time order/transition words like first, next, then, and last or finally.

Write Score

Name: _____

Fictional Narrative

SEQUENCING

Directions: Underline the transitional words in the sentences. Then, number the events in order. The first one has been done for you.

First, Marcy gathers some ingredients. "We'll need glitter, dandelion roots, a feather, and some rainwater!" she exclaims.

At last, the potion is ready! Marcy really hopes it works and she can fly around just like Drake the Dragon.

Then, Drake the Dragon takes the mixed up ingredients and says some magical words, "ALAKAZAM, BIPPITY BOO, TA DAI!"

After Marcy gathers the ingredients, she puts them all in a special pink bowl. Marcy mixes the potion ingredients together.

1

Marcy and Drake the Dragon are making a magic potion to help Marcy fly just like Drake!

Write Score

Name: _____

Fictional Narrative

SEQUENCING

Directions: Underline the transitional words in the sentences. Then, cut out and place the events in the order which they happened.

Next, she puts on her favorite magic shoes. "These shoes are magic because they make me invisible when I click the heels!" she exclaims.

Finally, Marcy blows her mom a kiss and heads out the door with Drake.

Today, Drake the Dragon is walking Marcy to school for the first time. Marcy must leave the house by 8:00 a.m. to arrive to school on time.

Then, Marcy opens the door to check the weather. "It looks like rain," she says. "I should grab my rain jacket in case." Drake doesn't mind the rain because it helps keep him clean.

First, Marcy packs her school bag with her lunch and books.

My Word Study, Volume 1, p. 40

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

VCe and consonant-le syllable types


Read Multisyllabic Words

Decode by Analogy

Read Accountable Text

"A Cool Solution" and/or "Kid Inventors"

Share and Reflect

 <p>Teachers will circulate providing advice, reminders, and additional resources, as needed with understanding the functions of nouns and verbs.</p> <p>Word Work Week 3 - Google Slides</p>		<p>Strategy: Editing Using Resources</p> <ol style="list-style-type: none"> 1. Identify what to focus on, such as spelling, punctuation, capitalization, or language. 2. Say across your fingers what resources you can use to edit, such as a word wall, a dictionary, a thesaurus, or a mentor text. 3. Choose which resource would be most helpful and make the edit. 			
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Friday - Due Unify EM2 Module 2 Results!

<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, 	<p>Standard(s): ELAGSE2RI2</p> <p>LT: I am learning to recognize the central idea (main topic) and supporting evidence.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain that the central idea, main idea, focus, and main topic are different names for the same thing. <input type="checkbox"/> I can gather important facts to identify the focus of a paragraph. 	<p>Standard(s): ELAGSE2W3 ELAGSE2W6</p> <p>LT: I am learning to write an ending. I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults).</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine an ending to my narrative writing. 	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to read two-syllable long vowel words. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when:</i></p>	<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. 	<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. 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
--	---	--	---	--	---

- 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 15

TE pages 138-139

Reflect: Revisit the Goal

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.

- ☐ I can gather important facts (ideas, details, and events) from multiple paragraphs to identify the main topic.

Lesson/Activity:

Unit 5 Week 1 Assessment

Unit 5 Lesson 5,

TE pages 74-77.

Identify the Central Idea

- LOOK at the title, headings, and graphic features.
- READ the text and identify important evidence, details, and ideas.
- FOCUS on the topic of each section or paragraph.
- ASK: "What is this text mostly about?"
- STATE the central idea in your own words.

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

Lesson/Activity:

Young Georgia Authors

Wednesday, November

20th - YGA competition

begins.

Wednesday, December

18th - 2 best writings from

each class will be

submitted for judging.

WriteScore; Essay Writing Skills From Start to Finish Unit 1 Fictional Narrative Conclusions

Students learn that good writers write strong conclusions that wrap up their story.

- ☐ I can spell words containing irregular vowel patterns.
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can apply letter-sound knowledge to read grade-level text.
- ☐ I can self-correct when I make a mistake.

Suggested Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, common, spelling-sound correspondences, spelling patterns, orally, expression, accuracy, repeated reading, echo reading, choral reading, partner reading, purpose, understanding, self correct, word recognition, context, irregular vowel pattern, HFWs

Lesson/Activity:

Unit 5, Week 1 Day 5,

TE pages 226-227

Word Study Book, pp.

52-53

My Word Study, Volume 1, p. 40

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

- 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

Assessment

(Part 2)

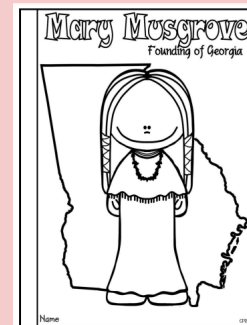
Test will be administered paper/pencil. Scores will be entered into Unify.

Musgrove's life as the daughter of a Creek Indian mother and English father.

- ☐ I can explain Mary Musgrove's role in the founding of Georgia - as a translator for James Oglethorpe and Tomochichi.

Lesson/Activity:

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



Nouns and Verbs
What We Have Discovered...

A NOUN names a person, place, or thing.

Types:
 - singular - proper
 - plural - collective
 - common

A VERB tells an action or a state of being.

Examples:
 The child **laughed** → singular noun and verb
 The children **laugh** → plural noun and verb

Nouns and verbs work together in sentences.

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.

[Word Work Week 3 - Google Slides](#)

Strong Narrative Conclusions

What is a conclusion?
It is the end of the story and how the problem is solved. An excellent ending will wrap up your story and conclude the plot.

Strong Conclusions + Excellent Endings

Feeling or Thought	Circular	Cliffhanger	Descriptive
How did the event make you feel, think, learn?	Circle back to your hook to tie the story together.	Leave the reader hanging and wanting more.	Use details to describe the scene and set the mood.
Example: When life gives you lemons make lemonade	Example: Sometimes the most boring days can turn out to be the most fun!	Example: Today was one of the best adventures and I know there's more to come.	Example: I plopped down in my big comfy chair, exhausted from our wild adventure.

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There are several different ways strong conclusions or exciting endings can be written.

Write Now

WRITING STRONG CONCLUSIONS

Directions: Choose two different ending types and write two endings for your story. Which ending do you like best?

Strong Conclusion + Excellent Ending Types

Feeling or Thought	Circular	Cliffhanger	Descriptive
How did the event make you feel, think, learn?	Circle back to your hook to tie the story together.	Leave the reader hanging and wanting more.	Use details to describe the scene and set the mood.

Ending 1: _____

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Students will practice writing these for their own fictional narratives.

Review and Assess VCe and consonant -le syllable types

- Read Accountable Text "A Cool Solution" and/or "Kid Inventors"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

Cumulative Assessment