

# Carrie Waters' Week of: January 13-17, 2025 - Whole Group Lesson Plans

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

GRAMMAR Unit 4 Adjective, Adverb, Preposition, and Pronouns Immersion Lesson 1-5	READING Unit 6 Week 1 Lessons 1-5 Tales That Teach Us	WRITING WriteScore Essay Writing Skills From Start to Finish Informational Articles	PHONICS Unit 6 Week 1 Lessons 1-5 Vowel Team /oo/: oo, ui, ew, ue, u, ou, oe, u_e Tales That Teach Us	MATH Topic C Module 3 Lessons 11-15 Halves, Thirds, and Fourths of Circles and Rectangles Begin Measurement - Time	SOCIAL STUDIES GA's Historical Figures Dr. Martin Luther King Jr. <a href="#">Martin Luther King, Jr. and Me</a>
<b>Monday</b>					
<p>Standard(s): <b>ELAGSE2L1</b></p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>I am learning to use reflexive pronouns when speaking or writing</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li>I can define an adjective.</li> <li>I can define an adverb.</li> <li>I can identify an adjective.</li> <li>I can identify an adverb.</li> <li>I can define a pronoun.</li> <li>I can identify a pronoun.</li> </ul> <p><b>Key Vocabulary:</b> pronoun, reflexive pronouns, adjectives, adverbs, nouns, verbs, modified, parts of speech.</p>	<p>Standard(s): <b>ELAGSER11 ELAGSESL1 ELAGSESL3</b></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"> <li>I can generate and write relevant questions about a video and photo.</li> <li>I can work with a partner to evaluate my questions.</li> <li>I can listen actively.</li> </ul> <p>Lesson/Activity: <b>Unit 6, Lesson 1, TE pages 58-61. Introducing the Unit.</b> <b>Mentor Texts: Tales That Teach Us, pages 4-5</b></p>	<p>Standard(s): <b>ELAGSE2W2</b></p> <p>LT: I am learning to provide a concluding statement in my informative/explanatory text.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>I can determine what I want to say as a final point or ending.</li> <li>I can write an ending to show closure.</li> </ul> <p>Lesson/Activity: <b>Write Score: Step-by-Step Informational Writing Part 4 - Ending</b></p> <p>Students will learn to complete their informational writing by planning and writing the ending.</p>	<p>Standard(s): <b>ELAGSE2RF3 ELAGSE2RF4</b></p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li>I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)</li> <li>I can identify the difference between the different sounds of the same vowel or vowel</li> </ul>	<p>Standard(s): <b>2.GSR.7.3 2.GSR.7.4</b></p> <p>LT: We are learning to partition (separate/divide) shapes into parts.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>I can partition a circle or rectangle into 2, 3, or 4 equal shares.</li> <li>I can identify equal-sized parts of a circle or rectangle as halves, thirds, or fourths.</li> <li>I can describe equal-sized parts of a circle or rectangle as halves, thirds, or fourths.</li> <li>I can recognize that there may be different shapes within the whole shape.</li> </ul> <p>Lesson/Activity: <b>Lesson 11: Partition circles and rectangles into equal parts, and describe those</b></p>	<p>Standard(s): <b>SS2H1</b></p> <p>LT: I am learning about the life and contributions of Dr. Martin Luther King, Jr.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>I can describe the laws and attitudes in America and Georgia at the time of Dr. King's childhood.</li> <li>I can describe major events in Dr. King's life.</li> <li>I can describe Dr. King's contributions to the civil rights movement.</li> </ul> <p>Lesson/Activity: <b>Introduction-ask students to share what they already know about Dr. Martin Luther King, Jr.</b></p> <p>Teacher's choice to read aloud a book about Dr. King's life.</p>

## Lesson/Activity:

**Lesson 1: Pre-Assess:**  
TE pages 164-165  
Adjectives, Adverbs,  
Pronouns, and  
Prepositions

Students will take a pre assessment on identifying the parts of speech in sentences.

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

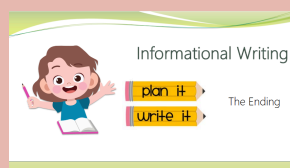
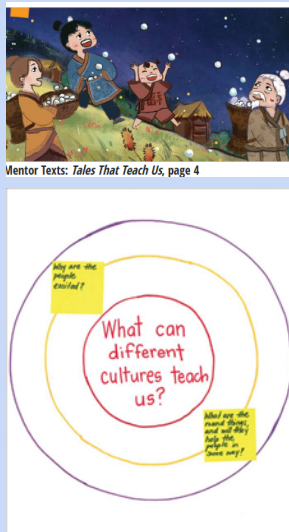
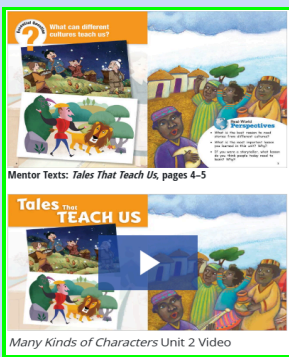
**Gathering Knowledge About Special Words**  
Read the sentences. Then write what you know or notice about the underlined words.

**Sentence #1:** I saw a small squirrel run up a tall tree. Then I saw an even smaller squirrel run up an even taller tree.

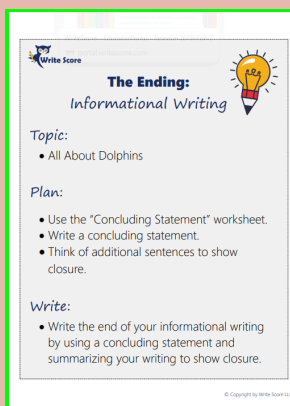
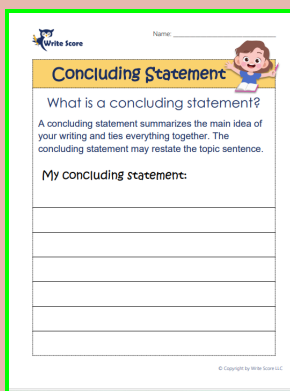
**Sentence #2:** Yesterday, my sister cleaned her room quietly so she could play outside.

**Sentence #3:** Maggie gave her red pencil to Rory. "I don't need that one because I have another just like it!" she said.

**Sentence #4:** The boy ran around the track by the park.



Students will use the writing they have already started (from the beginning and middle lessons).



team.

- I can read words containing irregular vowel patterns.
- I can spell words containing irregular vowel patterns.

### 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 6 Week 1 Day 1**  
TE pages 4-7  
Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u\_e  
Word Study Resource Book, pp. 62  
My Word Study, Volume 2, p. 02

### Read HFWs:

point, river, second, song, think, three, until, watch, white, young.

parts as halves, thirds, and fourths. (Tear out the Rectangles page from student books and prepare the Rectangles digital download for demonstration)

### Fluency:

Green Light, Red Light-Students count by fives from a given number.

Green	Red
200	215

Repeat with the following:

Green: Red: 225 240	Green: Red: 245 260	Green: Red: 255 240	Green: Red: 235 220	Green: Red: 210 195
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**Sprint:** Count by Fives-Students write the unknown number in a sequence to build fluency counting by fives within 1000.

1.	35, 40, 45, ____	50
2.	90, 85, 80, ____	75

Complete Sprints A & B.

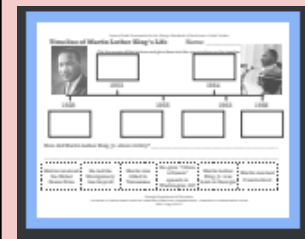
**Choral Response:** Equal Shares-Students identify the number of equal shares in a partitioned shape and describe those shares as halves, thirds, or fourths.



Repeat with the following:

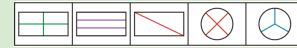
## Dr. King Book Library

Students will cut and paste significant events in Dr. King's life on a timeline worksheet.



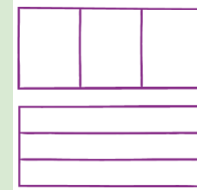
**Vowel Team /oo/: oo,  
ui, ew, u\_e**

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



**Launch:**

Students reason about partitioning a whole into thirds to solve a sharing problem.



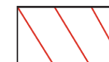
**Learn:**

Relate the Number of Equal Parts to the Size of Parts in a Rectangle:

Students fold same-size rectangles to reason about how the number of equal parts relates to the size of each part. Think Pair Share.

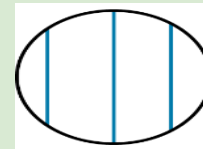


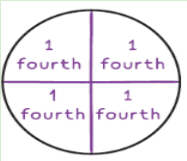
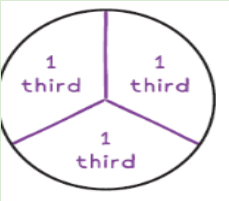
Display a rectangle partitioned into fourths incorrectly.



Relate the Number of Equal Parts to the Size of Parts in a Circle: Students partition same-size circles into halves, thirds, and fourths to compare the size of the parts.

Think Pair Share: Is this fourths?



				  <p>Gradual release to the Problem Set.</p> <p><b>Land:</b> Debrief objective-Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.</p> <p>Students complete and turn in the Exit Ticket for a formative grade.</p>	
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## Tuesday

<b>Standard(s):</b> <b>ELAGSE2L1</b>  <b>LT:</b> I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing	<b>Standard(s):</b> <b>ELAGSE2RL3</b> <b>ELAGSE2RL2</b>  <b>LT:</b> I am learning to connect to the characters in stories from diverse cultures.  <b>SC:</b> <i>I know I am successful when:</i>	<b>Standard(s):</b> <b>ELAGSE2W2</b>  <b>LT:</b> I am learning to introduce a topic when writing an informative or explanatory text. I am learning to explain a topic using facts and definitions to develop points.	<b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b>  <b>LT:</b> I am learning to read and spell words with vowel teams. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have	<b>Standard(s):</b> <b>2.GSR.7.3</b> <b>2.GSR.7.4</b>  <b>LT:</b> We are learning to partition (separate/divide) shapes into parts.  <b>SC:</b> <i>I know I am successful when...</i> - I can partition a circle or	<b>Standard(s):</b> <b>SS2G2</b>  <b>LT:</b> I can locate on a map places that were important in the life of Dr. Martin Luther King, Jr.  <b>SC:</b> <i>I know I am successful when...</i> - I can locate the birthplace
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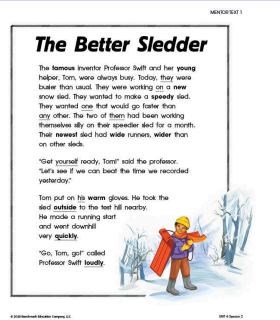
SC: I know I have learned it when:

- I can define an adjective.
- I can define an adverb.
- I can identify an adjective.
- I can identify an adverb.
- I can define a pronoun.
- I can identify a pronoun.

### Lesson/Activity:

Lesson 2:  
TE pages 166-167  
Look at a Mentor text.

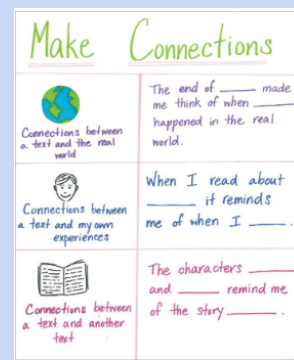
Explore: Students will look at mentor text #1 The Better Sledder and create observations about adjectives



- I can read or listen to fables and folktales from diverse cultures.
- I can describe characters using character traits/feelings.
- I can use text evidence to describe how characters respond to major events/challenges.
- I can use details and events from a story and explain the message (lesson/moral) the author is trying to teach me.
- I can think about and explain how this story relates to me.

### Lesson/Activity:

Unit 6, Lesson 2,  
TE pages 62-65.  
Mentor Text: "The Village of the Moon Rain," pages 6-7



SC: I know I am successful when...

- I can brainstorm ideas for a topic.
- I can select one topic of focus.
- I can identify facts and details that give information about my topic.
- I can identify important words I have learned that I will define for my reader.
- I can outline what I will say first, second, and third to make clear points about my topic.

### Lesson/Activity:

Write Score: Step-by-Step Informational Writing - Two Articles  
Mentor Text - Bald Eagles

### Part 1 - Planning to Write

Note: Be sure students have read these articles several times prior to this lesson.



Students will learn how to create a plan for writing a response for an informational text.

common spelling-sound correspondences.

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

SC: I know I am successful when:

- I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- I can identify the difference between the different sounds of the same vowel or vowel team.
- I can read words containing irregular vowel patterns.
- I can spell words containing irregular vowel patterns.

### 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 6 Week 1 Day 2  
TE pages 8-11  
Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u\_e

rectangle into 2, 3, or 4 equal shares.

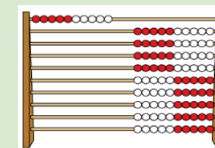
- I can identify equal-sized parts of a circle or rectangle as halves, thirds, or fourths.
- I can describe equal-sized parts of a circle or rectangle as halves, thirds, or fourths.
- I can recognize that there may be different shapes within the whole shape.

### Lesson/Activity:

Lesson 12: Describe a whole by the number of equal parts in halves, thirds, and fourths. (Make a copy of Halves, Thirds, Fourths page and copy/cut Fraction Parts Game Pieces)

### Fluency:

Choral Response: Add a Multiple of 10 on the Rekenrek-Students add 10 and 20 to a two-digit number.



Whiteboard Exchange: Add or Subtract Length Units Within 100-Students write and complete an equation to represent a situation.

of Dr. Martin Luther King, Jr.

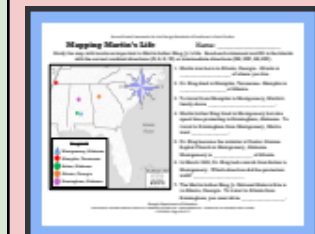
I can locate Boston MA, Montgomery AL, Washington DC, and Memphis TN on a map of the United States.

### Lesson/Activity:

Introduction-Teacher's choice to read aloud a book about Dr. King's life.

Dr. King Book Library

Students will locate cities important to Dr. King's life on a map of the United States.



Adjectives  
give details.

"New" has  
"est" added  
to it.

Adjectives  
tell about  
the people.

The story  
needs more  
adjectives.

Writing  
is boring  
without  
adjectives.

Students will create a plan to later assist them with writing an introduction, body paragraphs with main facts and details, and a conclusion.

**Write Score** Name \_\_\_\_\_  
**INFORMATIONAL PLANNING SHEET**

Topic: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

Main Fact # 1: \_\_\_\_\_

Main Fact # 2: \_\_\_\_\_

Main Fact # 3: \_\_\_\_\_

Conclusion: \_\_\_\_\_

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**Write Score**

**Informational Writing**

- Tells about a person, place, or thing
- Has a topic sentence
- Has sentences that tell facts, details, examples, or explanations
- Has a conclusion

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In subsequent lessons, students will use this plan to write their informational text section by section.

**Write Score** **INFORMATIONAL WRITING OUTLINE**

**Paragraph 1: Introduction**  
This paragraph states your topic and topic sentence.

**Paragraph 2: Body**  
**Paragraph 3: Body**  
**Paragraph 4: Body**

These three paragraphs are called the body of the text. Each paragraph shares a main fact about the topic and has additional sentences that tell details to expand on the main fact.

**Paragraph 5: Conclusion**  
This paragraph sums up your text.

**Think of it like a Hamburger!**

Introduction  
body paragraphs  
Conclusion

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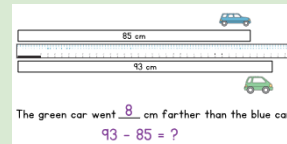
Word Study Resource Book, pp. 63  
My Word Study, Volume 2, p. 03

### Read HFWs:

point, river, second, song, think, three, until, watch, white, young.

**Vowel Team /ōō/: oo, ui, ew, u\_e**

- Blend and Build Words
- Read Interactive Text "The Brothers Grimm"
- Spelling
- High-Frequency Words
- Share and Reflect

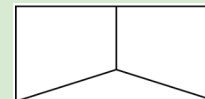


Choral Response: Make the Next Ten-Students identify the next ten and how many more to make the next ten.

58	59	60	61	62	63	64	65	66	67	68	69	70
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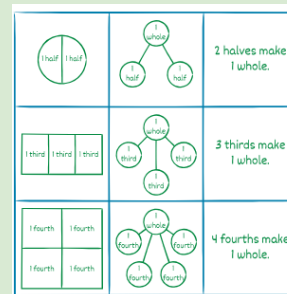
### Launch:

Students reason about equal parts as they identify an error in partitioning.



### Learn:

Describe a Whole by the Number of Equal Parts-Students identify parts needed to make 1 whole by using halves, thirds, and fourths.



Draw to Complete the Whole-Students draw to complete a whole and confirm that 2 halves, 3 thirds, and 4 fourths make 1 whole. (Fraction Part



				<p>Game Pieces used here)</p> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief objective-Describe a whole by the number of equal parts in halves, thirds, and fourths.</p> <p>Students will complete and turn in the Exit Ticket for a formative grade.</p>	
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### Wednesday

<p><b>Standard(s):</b> <b>ELAGSE2L1</b></p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>I am learning to use reflexive pronouns when speaking or writing</p> <p>SC: <i>I know I have learned it when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define an adjective.</li> <li><input type="checkbox"/> I can define an adverb.</li> <li><input type="checkbox"/> I can identify an adjective.</li> <li><input type="checkbox"/> I can identify an adverb.</li> <li><input type="checkbox"/> I can define a pronoun.</li> <li><input type="checkbox"/> I can identify a pronoun.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RL2</b></p> <p>LT: I am learning to retell different types of stories to share what the author is trying to teach me.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify different genres (e.g., poetry, fables, folktales).</li> <li><input type="checkbox"/> I can read or listen to fables and folktales from diverse cultures.</li> </ul> <p><b>Lesson/Activity:</b> <b>Unit 6, Lesson 3,</b> <b>TE pages 66-69.</b> <b>Mentor Text: "The Village of the Moon Rain," pages 6-7</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to introduce a topic when writing an informative or explanatory text.</p> <p>I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can brainstorm ideas for a topic.</li> <li><input type="checkbox"/> I can select one topic of focus.</li> <li><input type="checkbox"/> I can identify facts and details that give information about my topic.</li> <li><input type="checkbox"/> I can identify important</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to read and spell words with vowel teams.</p> <p>I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui,</li> </ul>	<p><b>Standard(s):</b> <b>2.GSR.7.3</b> <b>2.GSR.7.4</b></p> <p>LT: We are learning to partition (separate/divide) shapes into parts.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>- I can partition a circle or rectangle into 2, 3, or 4 equal shares.</li> <li>- I can identify equal-sized parts of a circle or rectangle as halves, thirds, or fourths.</li> <li>- I can describe equal-sized parts of a circle or rectangle as halves, thirds, or fourths.</li> <li>- I can recognize that there may be different shapes within the whole shape.</li> </ul>	<p><b>Standard(s):</b> <b>SS2H1</b></p> <p>LT: I am learning about the life and contributions of Dr. Martin Luther King, Jr.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can explain the importance of Dr. King's words in his "I Have a Dream" speech.</li> <li>-I can write my own important ideas and dreams for others to read and understand.</li> </ul> <p><b>Lesson/Activity:</b> <b>Martin Luther King, Jr. and Me</b></p>
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## Lesson/Activity:

**Lesson 3:**  
**TE pages 168-169**  
**Look at Second Mentor text**

Explore: Students will look at mentor text #2 The First ever Phone call and make notes of the grammar they see. Focus on the adverbs


MENTOR TEXT 2

### The First-Ever Phone Call

The day was March 10, 1876. Alexander Graham Bell was inside his lab working on a new invention. He called it a telephone. The word came from Greek words that meant "sound from far away." Bell and his loyal assistant, Thomas Watson, had been working on it since 1874.

Bell's earlier inventions often helped deaf people. Bell always worked hard. Now, he worked harder than ever. He had barely slept in the last week.

Today was the day he would try the telephone. Watson placed himself in the room next to the lab. Bell talked into one part of the new invention. He spoke slowly and clearly. He said, "Mr. Watson, come here. I want to see you." Watson heard him. He came back into the lab right away. Bell's words are forever part of history.



### Mentor Text 2

Adverbs end in "-ly" a lot.

Without adverbs, actions aren't as interesting.

Adverbs without "-ly" can be hard to notice.

Without adverbs, the time when things are happening isn't clear.



### TRADITIONAL LITERATURE

What is traditional literature?  
Stories passed down from long ago, from generation to generation

What are some types of traditional literature?  
Folktales, fables, trickster tales, fairy tales, legends, myths

Look for:

- Short stories with simple plots
- Characters with flaws or problems
- Some characters may be animals (especially in fables)
- The story may explain something in nature or the natural world (especially in folktales)
- The story has a moral or teaches a lesson

Examples:

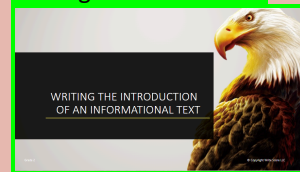
- Little Red Riding Hood
- Jack and the Beanstalk
- The Three Little Pigs
- Cinderella
- The Village of the Moon Rain
- The Humul Egg
- Yeh-shen

words I have learned that I will define for my reader.

I can outline what I will say first, second, and third to make clear points about my topic.

## Lesson/Activity:

**Write Score: Step-by-Step Informational Writing - Two Articles**  
**Part 2 - Introductions**  
**Writing An Introduction**




Students will learn how to write an introduction that will inform the reader of the topic and capture the reader's attention.

Write Score

### PURPOSE OF AN INTRODUCTION IN INFORMATIONAL WRITING

- o State the topic
- o Topic sentence
- o Inform reader of what you will teach or give information about
- o Catch the reader's attention



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Students will use the Informational Planning Sheets they completed in Lesson 1- Planning to Write an Informational

etc.)

I can identify the difference between the different sounds of the same vowel or vowel team.

I can read words containing irregular vowel patterns.

I can spell words containing irregular vowel patterns.

## 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 6 Week 1 Day 3**  
**TE pages 12-15**

Vowel Teams - /oo/: oo, ui, ew, ue, u, ou, oe, u\_e  
Word Study Resource Book, pp. 64-65  
My Word Study, Volume 2, p. 04

## Practice HFWs:

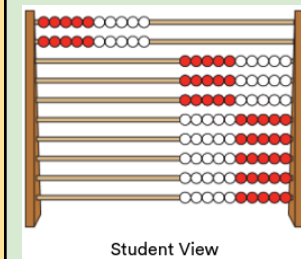
point, river, second, song, think, three, until, watch, white, young.

## Lesson/Activity:

**Lesson 13: Recognize that equal parts of an identical rectangle can be different shapes.** (Create 2 construction paper squares per student and 4 squares for demonstration)

## Fluency:

Choral Response: Add a Multiple of 10 on the Rekenrek-Students add a multiple of 10 to a two-digit number.



<div>25</div> <div></div> <div>Add 30</div> <div>Add 40</div>	<div>28</div> <div></div> <div>Add 40</div> <div>Add 50</div>	<div>32</div> <div></div> <div>Add 50</div> <div>Add 60</div>
<div>46</div> <div></div> <div>Add 30</div> <div>Add 50</div>	<div>21</div> <div></div> <div>Add 40</div> <div>Add 70</div>	<div>14</div> <div></div> <div>Add 60</div> <div>Add 80</div>

Whiteboard Exchange:  
Add or Subtract Length Units Within 100-Students write and complete an equation to represent a situation to build fluency involving lengths.

Introduction-Teacher will share a portion of Dr. King's "I Have a Dream" speech with the class and then they will brainstorm inspiring words and ideas from the speech.

Students turn and talk to share things they dream about with their classmates. They will work independently to write their own "I Have a Dream" speech on paper.



## Option:

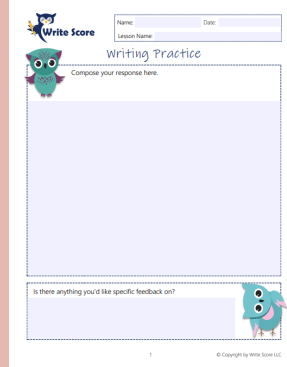
Students may reflect on Dr. King's thoughts, feelings, and ideas for change.

Students may use Dr. King's experiences, acquired facts, details, and reasons to write their own opinion piece using information gathered to share their feelings, thoughts, and details for making changes to their present day experiences.

[Martin Luther King, Jr. and Me](#)



Text to assist them in writing the introduction.



Write Score

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

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

Writing Practice

Compose your response here.

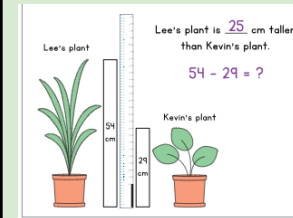
Is there anything you'd like specific feedback on?

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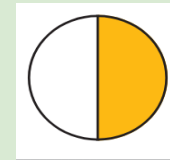
The writing of this piece will be in response to reading two articles: "Bald Eagles" and "The Bald Eagle: A US Symbol."

**Vowel Team /oo/: oo, ui, ew, u\_e**

- Blend and Build Words
- Read Interactive Text "The Brothers Grimm"
- Spelling
- High-Frequency Words
- Share and Reflect



Choral Response: Equal Parts-Students identify the number of equal parts in a partitioned shape; describe those parts as halves, thirds, or fourths; and determine how many make 1 whole.

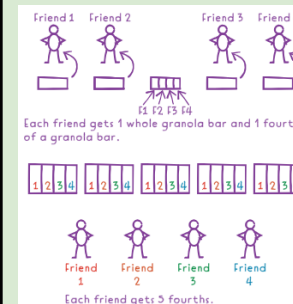


Repeat with the following:



Launch:

Students decompose a whole to solve an equal-sharing problem to recognize that fourths of the same-size whole can be different shapes.



Learn:

Compare Different-Shaped Halves of the Same

[A Journal of Pictures & Words by \\_\\_\\_\\_\\_.](#)

Whole-Students cut apart and compare halves of the same whole to determine that equal parts can have different shapes.



Compare Different-Shaped Fourths of the Same

Whole-Students cut apart and compare 1 half and 2 fourths to determine that equal parts can be different shapes.



First:



Next:




Last:



Gradual release to the Problem Set.

Land:

Debrief objective-  
Recognize that equal parts of an identical rectangle can have different shapes.

				 <p>Students complete and turn in Topic Ticket C for a summative grade.</p>	
<b>Thursday</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L1</b></p> <p>LT: I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves).</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define a pronoun.</li> <li><input type="checkbox"/> I can identify a pronoun.</li> <li><input type="checkbox"/> I can define a reflexive pronoun.</li> <li><input type="checkbox"/> I can identify a reflexive pronoun.</li> </ul> <p><b>Lesson/Activity:</b> Lesson 4: TE pages 170-171 Look again at mentor text</p> <p>Explore: Using both mentor text #1 and #2, students will compare the use of pronouns and prepositions.</p> <p>Example Observations</p>	<p><b>Standard(s):</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define 'antonym' and 'synonym'.</li> <li><input type="checkbox"/> I can identify an antonym or synonym in texts.</li> <li><input type="checkbox"/> I can use prior knowledge to help determine the meaning of a word or phrase.</li> <li><input type="checkbox"/> I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.</li> </ul> <p><b>Lesson/Activity:</b> Unit 6, Lesson 4, TE pages 70-73. <b>Mentor Text: "The Huemul Egg," pages 8–9</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify facts and details that give information about my topic.</li> <li><input type="checkbox"/> I can identify important words I have learned that I will define for my reader.</li> <li><input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic.</li> </ul> <p><b>Lesson/Activity:</b> Write Score: Step-by-Step Informational Writing - Two Articles Part 3 - Writing Body Paragraphs</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)</li> <li><input type="checkbox"/> I can identify the difference between the different sounds of the same vowel or vowel team.</li> <li><input type="checkbox"/> I can read words containing irregular vowel patterns.</li> </ul>	<p><b>Standard(s):</b> <b>1.MDR.6.2</b></p> <p>LT: We are learning about time.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li>-I can tell time to the hour.</li> <li>-I can tell time to the half hour.</li> <li>-I can tell time and identify if it is a.m. or p.m.</li> <li>-I can write time to the hour.</li> <li>-I can write time to the half hour.</li> <li>-I can write the time using a.m. and p.m.</li> </ul> <p><b>Lesson/Activity:</b> Lesson 14- Distinguish between a.m. and p.m.</p> <p><b>Materials:</b> Demonstration clock and student scissors</p> <p><b>Fluency:</b> Whiteboard Exchange- Compare Numbers: Students compare numbers within</p>	<p><b>Standard(s):</b> <b>SS2H1</b></p> <p>LT: I am learning about the life and contributions of Dr. Martin Luther King, Jr.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li>- I can describe the laws and attitudes in America and Georgia at the time of Dr. King's childhood.</li> <li>-I can describe major events in Dr. King's life.</li> <li>-I can describe Dr. King's contributions to the civil rights movement.</li> </ul> <p><b>Lesson/Activity:</b> Students will view and participate in class discussion for Part 1 of the video "Our Friend, Martin." (Watch the first 20-30 minutes today).</p> <p> <b>Our Friend Mar...</b></p>

Comparing Similar Words	
Same	Different
Both words use this person's name.	Text 1 uses these pronouns: she, they, themselves, she, my.
Both use this preposition: on.	Text 2 uses these pronouns: I, you, yourself.
Both use different kinds of pronouns and prepositions.	Text 1 uses this preposition: for.
	Text 2 uses these prepositions: from, with, to.

**THE HUEMUL EGG**

When the Huemul egg was first found, it was a mystery. Some people thought it was a fossil, but others thought it was a new kind of egg. The egg was found in a cave in Chile. It was about the size of a golf ball and had a smooth, white surface. The egg was found by a group of people who were exploring the cave. They found the egg in a small hole in the rock. The egg was found in a cave that was about 10,000 years old. The egg was found in a cave that was about 10,000 years old. The egg was found in a cave that was about 10,000 years old.

Mentor Text: "The Huemul Egg," pages 8-9

**ANTONYMS and SYNONYMS**

are opposite      are similar

roughly, polite	yell, shout
take, give	nasty, horrible
opposite, same	old, ancient
neat, messy	nice, friendly
young, old	yelp, bark

Means the opposite!      Means the same!

**Writing the Body Paragraphs of an Informational Text**

Grade 2

Students will learn how to write the body paragraphs of their informational text.

**INFORMATIONAL WRITING OUTLINE**

Paragraph 1: Introduction  
This paragraph states your topic and topic sentence.

Paragraph 2: Body  
Paragraph 3: Body  
Paragraph 4: Body

Paragraph 5: Conclusion  
This paragraph sums up your text.

Think of it like a Hamburger!

Introduction  
Body paragraph  
Conclusion

These paragraphs will share main facts and offer supporting details about the topic.

Students will use the Informational Planning Sheets they completed in Lesson 1- Planning to Write an Informational Text to assist them in writing the body paragraphs of their text.

I can spell words containing irregular vowel patterns.

**Key Vocabulary:** orally, expression, accuracy, repeated reading, reader's theater, echo reading, choral reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

**Lesson/Activity:**  
Unit 6 Week 1 Day 4  
TE pages 16-17  
Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u\_e  
Word Study Resource Book, pp. 64-65  
My Word Study, Volume 2, p. 04

**Read HFWs:**  
point, river, second, song, think, three, until, watch, white, young.

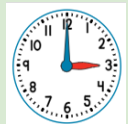
1,000 in standard form.  
265 is less than 389  
389 is greater than 265  
Repeat with the following:

273 - 273	342 - 421	400 - 398	486 - 475	551 - 518	632 - 623	874 - 876	1000 - 999
-----------	-----------	-----------	-----------	-----------	-----------	-----------	------------

**Counting on the Clock:**  
Students count by hours or half hours to prepare for distinguishing between a.m. and p.m.



**Choral Response- Tell Time:** Students tell time on an analog clock to the nearest half hour.



Repeat with the following:



**Launch:** Students analyze the similarities and differences among clocks.


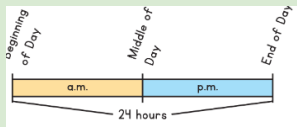
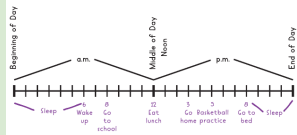


What do you notice?  
What do you wonder?

**Learn:** Distinguish between a.m. and p.m. - Students plot daily events on a timeline to

Use questions shared in Google Drive to guide discussion.

W Copy of OurFrie...

			<p><b>Vowel Team /ōō/: oo, ui, ew, u_e</b></p> <ul style="list-style-type: none"> <li>• Read Multisyllabic Words</li> <li>• Decode by Analogy</li> <li>• Read Accountable Text "Hansel and Gretel" and/or "Mercury and the Ax"</li> <li>• Share and Reflect</li> </ul>	<p>distinguish between a.m. and p.m.</p>  <p>Order Daily Events- Students determine whether daily events take place in the a.m. or p.m. and place them in order. Discuss timeline.</p>  <p>Gradual release to the Problem Set.</p> <p>Land: Distinguish between a.m. and p.m.- What is the difference between a.m. and p.m.? When you are sleeping at night, are you sleeping during the a.m. or p.m.? How do you know?</p> <p>Students will complete and turn in Exit Ticket 14 for a formative grade.</p>	
<b>Friday - NOTE: Check On DATE of the 100th Day of School!</b>					
Standard(s): ELAGSE2L1 ELAGSE2W5	Standard(s): ELAGSE2RL2 ELAGSE2RI6	Standard(s): ELAGSE2W2	Standard(s): ELAGSE2RF3 ELAGSE2RF4	Standard(s): 1.MDR.6.2  LT: We are learning about	Standard(s): SS2H1



LT: I am learning to use reflexive pronouns when speaking or writing (e.g. myself, ourselves).

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

SC: *I know I am successful when:*

- I can define a pronoun.
- I can identify a pronoun.
- I can define a reflexive pronoun.
- I can identify a reflexive pronoun.
- I can fix spelling, punctuation, and grammar so that the information is clear to my reader.

Lesson/Activity:  
Review & Editing Practice

Students will discuss the goals of the new unit

**Goals**

- ✓ Writers use describing words in their sentences.
- ✓ Writers use pronouns carefully in their sentences.

Then, they will review the following questions to help the focus.

**Questions We Have About Special Words**

1. When and why do we use adjectives and adverbs?
2. Do sentences need to have adjectives and adverbs?
3. How do I know when to use a pronoun?
4. When do we use different pronouns?
5. How do prepositions help a sentence?

LT: I am learning to identify the author's main purpose of a text to determine what they are trying to teach me (theme/central message).

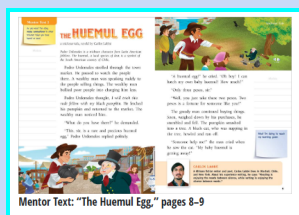
SC: *I know I am successful when:*

- I can read or listen to fables and folktales from diverse cultures.
- I can use details and events from a story and explain the message (lesson/moral/theme) the author is trying to teach me.

Lesson/Activity:

Unit 6, Lesson 5,  
TE pages 74-77.  
Take Unit 6, Week 1  
Assessment.

Mentor Text: "The Huemul Egg," pages 8-9



LT: I am learning to provide a concluding statement in my informative/explanatory text.

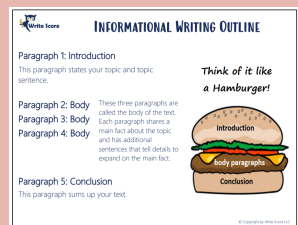
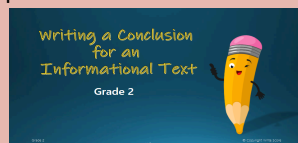
SC: *I know I am successful when...*

- I can determine what I want to say as a final point or ending.
- I can write an ending to show closure.

Lesson/Activity:

Write Score: Step-by-Step  
Informational Writing -  
Two Articles  
Part 4 - Conclusions

Students will learn how to write a conclusion that will restate their topic and wrap up their writing piece.



Students will use their planning sheets from Lesson 1- Planning to Write an Informational Text to assist them in

LT: I am learning to read and spell words with vowel teams. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I know I am successful when:*

- I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- I can spell words containing irregular vowel patterns.
- I can reread to improve my reading.

**Key Vocabulary:**

orally, expression, accuracy, repeated reading, reader's theater, echo reading, choral reading, partner reading, purpose and understanding, self correct, word recognition, context, sight words, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

Unit 6 Week 1 Day 5  
TE pages 18-19

Vowel Teams - /OO/: oo, ui, ew, ue, u, ou, oe, u\_e  
Word Study Resource Book, pp. 64-65

time.

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

- I can tell time to the hour.
- I can tell time to the half hour.
- I can tell time and identify if it is a.m. or p.m.
- I can write time to the hour.
- I can write time to the half hour.
- I can write the time using a.m. and p.m.

Lesson/Activity:

Lesson 15-Recognize time as measurement units.

Materials:

Demonstration clock and analog clock

Fluency: Whiteboard  
Exchange-Compare  
Numbers: Students compare numbers within 1,000 in different forms.

374 > 2 hundreds 7 tens 6 ones 374 > 276	
389 = 200 + 80 + 9 389 = 389	Three hundred forty-two = 423 292 = 292
Four hundred nine = 400 + 9 409 = 409	500 = 70 + 430 579 = 579
six hundred eighty-two = 6 hundreds 2 tens 8 ones 682 = 682	17 tens 10 ones = 180 180 = 180

Counting on the Clock-  
Students count by half hours using the term *half*

LT: I am learning about the life and contributions of Dr. Martin Luther King, Jr.

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

- I can describe the laws and attitudes in America and Georgia at the time of Dr. King's childhood.
- I can describe major events in Dr. King's life.
- I can describe Dr. King's contributions to the civil rights movement.

Lesson/Activity:

Students will view and participate in class discussion for Part 2 of the video "Our Friend, Martin."

(Watch the last 20-30 minutes today).

Our Friend Mar...

Use questions shared in Google Drive to guide discussion.

Copy of OurFrie...

## ANTONYMS and SYNONYMS

are opposite	are similar
roughly, polite	yell, shout
take, give	nasty, horrible
opposite, same	old, ancient
neat, messy	nice, friendly
young, old	yelp, bark
Means the opposite!	Means the same!

## DETERMINE THEME

The theme of a story is the central message, lesson, or moral. Infer the theme using important details.

ASK: How do the characters grow?  
What ideas stay with me?  
What do the characters learn?  
What do the details make me think about?

### COMMON THEMES

- Crime doesn't pay
- Overcoming the odds
- Your own worst enemy
- Love conquers all
- Coming of age
- Pride goes before a fall

writing the conclusion to their informational piece.

**Write Score**  
**WRITING A CONCLUSION PARAGRAPH**  
Your conclusion paragraph "wraps up" your informational piece!

- It should NOT have any new information.
- It should:
  1. Restate your topic/topic sentence.
  2. Restate your main facts.
  3. Let your reader know that this is the end.

You can try one of these sentence starters:  
In conclusion, (topic)...  
(Topic) is interesting because...  
I know for sure that (topic)...  
Did you know that (state a fact or facts about your topic)?  
As you can see...  
Maybe you will...  
End your conclusion paragraph with a STRONG finish!  
This is your conclusion statement.  
You can try one of these sentence starters:  
Someday you might...  
You can learn more about (topic) by...

The writing of this piece will be in response to reading two articles: "Bald Eagles" and "The Bald Eagle: A U.S. Symbol."

**Write Score**

Conclusion Paragraph Toolkit	Conclusion Paragraph Toolkit
1. Restate your topic/topic sentence.	1. Restate your topic/topic sentence.
2. Restate your main facts. In conclusion, (topic)... (Topic) is interesting because... I know for sure that (topic)... Did you know that (state a fact or facts about your topic)? As you can see... Maybe you will...	2. Restate your main facts. In conclusion, (topic)... (Topic) is interesting because... I know for sure that (topic)... Did you know that (state a fact or facts about your topic)? As you can see... Maybe you will...
3. Finish strong! Someday you might... You can learn more about (topic) by... If you did not know about (topic), now... Find out more about (topic) by...	3. Finish strong! Someday you might... You can learn more about (topic) by... If you did not know about (topic), now... Find out more about (topic) by...

My Word Study, Volume 2, p. 04

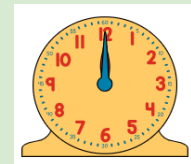
### Read HFWs:

point, river, second, song, think, three, until, watch, white, young.

**Review and Assess**  
**Vowel Team /ōō/: oo, ui, ew, u\_e**

- Read Accountable Text "Hansel and Gretel" and/or "Mercury and the Ax"
- Blend and Build Words
- Review Multisyllabic Words
- Spelling and Dictation
- High-Frequency Words
- Cumulative Assessment

past.

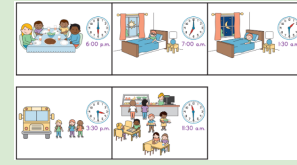


### Choral Response- Tell Time:

Students tell time on an analog clock to the nearest half hour by using picture clues to distinguish between a.m. and p.m.



### Repeat with the following:



**Launch:** Students participate in a task for a specified time period. Students run in place for 1 second. Then, 60 seconds.

**Learn:** Compose a Minute and an Hour-Students relate time units to the hands of a clock and recognize that 60 minutes compose 1 hour.

Things That Take about 1 Hour	Things That Take about 1 Minute	Things That Take about 1 Second
Math class	Washing hands	Sneezing
Watching a TV show	Making a bed	Taking a bite
	Tying shoes	Picking up a pencil
24 hours compose 1 day.	60 minutes compose 1 hour.	60 seconds compose 1 minute.

**Estimate and Measure Time-** Students estimate and measure times to develop benchmarks for 1 second and 1 minute.

Name

Sample:

Activity	Unit of Time	Time Estimate	Actual Time
Do 1 jumping jack.	<input type="text"/> seconds <input type="text"/> minutes	2 seconds	1 second
Do 30 jumping jacks.	<input type="text"/> seconds <input type="text"/> minutes	30 seconds	38 seconds
Sing "Bangs" 1 time.	<input type="text"/> seconds <input type="text"/> minutes	1 minute	1 minute
Sing "Bangs" 2 times.	<input type="text"/> seconds <input type="text"/> minutes	2 minutes	3 minutes
Move from your seat to the rug.	<input type="text"/> seconds <input type="text"/> minutes	30 seconds	25 seconds
Draw a cube.	<input type="text"/> seconds <input type="text"/> minutes	50 seconds	40 seconds
Write the numbers from 0 to 120.	<input type="text"/> seconds <input type="text"/> minutes	4 minutes	3 minutes 45 seconds

**Gradual release to the Problem Set.**

**Land:** Recognize time as measurement units. What are some activities that take about 1 hour? What units of time did we work with today? How do smaller units of time compose larger units of time?

Students will complete and turn in Exit Ticket 15 for a formative grade.

